



CAT 1: Twice Upon a Time: Lore, Adaptation, and Identity

Fall 2024

Lecture: T/Th 9:30AM-10:50AM, FAH 1301

Instructor: Dr. Jenni Marchisotto

Office Hours: Mondays 11:00AM-2:00PM and by appointment

Office: CT0159

Email: jmarchis@ucsd.edu

Course Description

CAT 1 is a required 4-unit course offered every fall to Sixth College students in their first-year or their first fall quarter after successfully completing the Analytical Writing Program. As a 4-unit course during a summer session (5 weeks), students will spend approximately 300 minutes in lecture and 100 minutes in discussion section each week.

Course Topic

From myths to monsters, fairytales to fables, we tell stories to help make sense of the world around us. Shared lore helps create (and divide) communities, defining identity at both individual and national levels. From ancient civilizations to the Irish Revival movement in the early 1900s to contemporary retellings of African folklore in the work of Marlon James, Tomi Adeyemi, and Ayana Gray, mythology can simultaneously speak to the past, present, and future. In this CAT 1 course, we will embrace a broad definition of lore that encompasses diverse forms of storytelling to look at the ways narrative helps us understand the past and how adaptations of classic myths and tales can shift that understanding, revising and reinventing them for the current moment. We will look at texts from literary criticism as well as a variety of forms of popular culture including film, music, and television to hone our critical thinking and writing skills. We will also engage theories of critical race studies, critical gender studies, and disability studies to inform and enhance our engagement with the texts. Overall, we will consider how storytelling has helped to create history, but also how we can use those same stories to actively reinvent and shift our present moment through adaptation.

Required Texts/Technology

- Access to Canvas

Course Objectives

By the end of CAT 1, students should be able to:

- Understand writing as a process (i.e. that includes, brainstorming, drafting, peer review, revision, reflection)
- Develop metacognitive and critical thinking skills
- Learn how to ask constructive questions.
- Practice writing as a learning strategy (this entails developing the ability to critically read, summarize, and respond to arguments)
- Learn how to read critically across a variety of genres and identify disciplinary discourse.

Core Course Concepts:

By the end of CAT 1, students should be able to understand and define the following terms/ideas:

- Ideology
- History as narrative
- Production of Knowledge (Culture, Art, Technology)

Core Skills:

Over the course of the term, students will practice and strengthen the following skills:

- Critical curiosity (active reading & asking productive questions)
- Summary (including identifying the parts of an argument when applicable)
- Analysis
- Paragraph structure
- Reflection & metacognition

Course and Program Policies

Communication

In CAT, it is our hope that in this course we will develop a supportive learning community that fosters discussion, engagement, and excitement. Often, we will engage in the course material through the sharing of ideas, questions, and personal experiences. “Honesty, listening for understanding, a willingness to share your ideas, and respect for self and others” are basic guidelines that can help create a positive learning environment. Your participation and feedback are important to the success of the course and I welcome your thoughts throughout the term on how we might improve class processes that will encourage effective communication and dialogue.

On Inclusion and Creating an Equitable Classroom:

Please note that in this class, we will discuss the politics of race, and gender, among other intersections of identity, such as class, ability, and sexuality. These conversations can be difficult, thus, I expect you to practice respect, listening, patience, and kindness with and towards each other. This includes how you speak to both me (your professor), your TA, and your fellow classmates. In this course, your ideas may be challenged and I ask that you are open to that challenge, meeting it with intellectual curiosity, respect for others’ ideas and experiences, and empathy. I believe that ethical argumentation is imperative to a civil and just society and that is a value that I hope we form, instill, and engage with in

this course. This is all to say, disagree with each other, with me, with your TA, but do so in a way that respectfully engages the other person's ideas.

Etiquette and Conduct

CAT students are expected to comply with the [UCSD Principles of Community](#). Please find below additional information on respectful engagement as part of both in-person and remote classroom spaces.

- Be respectful and kind to classmates and the instructor at all times. Our class will often deal with sensitive issues. While I neither expect nor wish students to always agree on ideas, differences of opinion need to be discussed considerately. Any individual who, as a result of their words or behavior, silences their classmates will be held accountable.
- *Respect Diversity*. Be sensitive to the rich and diverse, multi-cultural community in which we are participating, and show respect to authors and fellow attendees at all times. Please avoid any language that is—or that could be construed as—offensive toward others. Racist, sexist, and heterosexist comments are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, weight, and age.
- If any student posts content to the course website that violates UCSD's Principles of Community, the post will be removed and your instructor will reach out to the author via email to discuss the issue.

My Responsibility to the Course:

- I will be prepared for lecture and invested in the material
- I will make lectures participatory and encourage active engagement as a part of daily work.
- I will respond to emails within 48 hours (excluding weekends and holidays)
- I will treat your work with honesty and compassion
- I will be willing to allow for extensions if you demonstrate engagement in the course and come speak with me early about needing one
- I will be a safe sounding board for ideas, whether related to your assignments or not
- I will take feedback about the course seriously

Your Responsibility to the Course:

- You will attend lectures and section on time, ready to participate
- You will take responsibility for your actions and feelings, especially as they manifest within the course
- You will do the work assigned, both readings and writings, to the best of your ability (even if what qualifies “best” changes)
- You will do your own work with your best effort (even if what qualifies “best” changes)
(See [UCSD Policies on Academic Integrity](#))
- You will offer your fellow writers honest and engaged critique.
- You will speak respectfully to me or your TA if you have any problems with the assignments or teaching methods; you will give us the chance to correct mistakes or address any miscommunication
- You will own your part of class culture (you will recognize that your experience with the class is in part your responsibility)

Access and Accommodations:

Everyone should have the opportunity to succeed and learn during our time together. My goal is to make full participation and success in this class accessible to all students. If there is any feature of this course, from the readings to the assignments to the way we work together in class, that could be made more accessible to you, please discuss it with me as soon as possible. I am willing to consider any modification that will enable you to experience the class more effectively. You do *not* have to disclose or document any disability or illness, physical or mental, to me or to anyone else in order to discuss accommodations with me.

In addition, there are many resources available to you through UCSD. The peer tutors at the Writing Center can help you with any writing assignment at any stage of the writing process, from brainstorming to final revisions. The Office of Academic Support & Instructional Services (OASIS) offers tutoring and support in both academic subjects and study skills. Both of these resources exist to help you get the most out of your education, and are highly recommended for *all* students. If you have a documented disability, the Office for Students with Disabilities (OSD) can support you in identifying and requesting relevant accommodations. Contact the OSD for further information: <http://disabilities.ucsd.edu>

Assignment Submission and Late Work

- All written assignments must be submitted to Canvas, with the exception of in-class work.
- All assignments must be formatted according to [MLA guidelines](#) including a header clearly identifying your name, your TA's name, and other required information.
- In order to receive a letter grade, all assignments must be submitted through Turnitin on Canvas.
- Assignments are due on or before the due date and time listed. Failure to submit on time will result in the loss of $\frac{1}{3}$ of a letter grade for each day late including weekends. If the assignment is more than a week late, you will receive an F.
- For drafts of Major Assignments:
 - While drafts are assessed for completion and not given a letter grade, late submission of formal assignment drafts will affect the overall assessment grade as stated above.
 - Failure to submit a draft will result in an F for the assignment.
 - Late drafts will not receive comments from the instructor.

Peer Review, Self-Evaluation, and Reflection

Self-assessment, reflection, and collaboration are core components of the first year writing program at UCSD. In this class (and CAT broadly), you will do a fair amount of peer review, revision, working in groups, and reflection on your work. That is, be prepared both to receive and offer constructive criticism and re-work your writing, presentations, etc.

- Revision is an essential part of the writing process and is the practice by which you will hone your skills as an author. Assignment revision should be approached holistically and draw on feedback from both peers and your TAs.
- Peer Review will happen regularly, so be prepared to work with your peers and offer constructive critique and receive feedback..
- Self-Evaluations and Reflections are also a crucial part of this course. I will ask you do reflections on your work throughout the term and a final reflective portfolio.

Participation and Attendance

Participation and attendance in lecture and discussions are very important. Lecture attendance ensures that you understand and can ask questions about the specificities of your topic. Discussion sections build community and provide a space to work through your ideas and engage with your peers. Work done during these times contributes to your overall participation grade as well as to your assignment grades.

If you must miss lecture or discussion, please contact your peers and teaching assistant about what you miss. I also recommend attending office hours to talk through any concepts went over in your absence.

CAT Program-Wide Attendance Policy:

- You are allowed 2 absences from lecture and 1 absence from discussion section (1 week of CAT 1). For every subsequent absence you will lose 1/3 a letter from your overall grade. We do not distinguish between excused and unexcused absences.
- If you miss a total of two weeks, you are eligible to fail the course, regardless of numerical grade.
- If you are more than 10 minutes late or leave more than 10 minutes early it is considered a tardy. Two tardies equals one absence.

Academic Integrity

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions.

Sanctions can include an F in this class and suspension or dismissal from the University. So, think carefully before you act by asking yourself: a) is what I'm about to do or submit for credit an honest, fair, respectful, responsible & trustworthy representation of my knowledge and abilities at this time and, b) would my instructor approve of my action? You are ultimately the only person responsible for your behavior. So, if you are unsure, don't ask a friend—ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu (Source: Academic Integrity Office, 2018).

CalFresh & Basic Needs Information

If you are facing food insecurity, we encourage you to contact calfresh@ucsd.edu, call (858) 246-5581, or visit the [CalFresh Website](#). For more information on food and housing resources, please visit the [Basic Needs Center](#) or **The HUB Basic Needs Center** located at the Original Student Center, Building A, Room E-100, to the left of the Triton Food Pantry.

Assignments and Grade Breakdown

Writing Assignments - 70%

- 8 total throughout the quarter.

- NOTE: Your lowest grade will be dropped.

Engagement and Participation - 10%

- Engagement and participation are graded holistically and includes but is not limited to:
 - Lecture participation and completion of in-class writing assignments
 - Section participation and completion of in-class assignments.

Final Portfolio - 20%

Grading Policies

- CAT Writing Rubric
- Failure to turn in all writing assignments will result in the loss of a full letter grade for the course. Even though the lowest score in your writing assignments will be dropped, you are required to submit all assignments and follow their directions.
- Assignments will be assessed using a 10 point scale, with only ½ point intervals:
 - Outstanding - 10
 - High Pass - 9 or 9.5
 - Pass - 8 or 8.5
 - Low Pass - 7 or 7.5
 - Not Passing - 5
- Limitations on possible points enable more effective holistic grading, as well as discourage “point negotiation.” Do not ask your TA to give you a score of .25 or .75.
- Final Portfolio assignments are NOT assessed by your TA and can receive only the following grades:
 - High Pass - 9.5
 - Pass - 8.5
 - Low Pass - 7.5
 - Not Passing - 5
- For purposes of **final course grades** as calculated by Canvas’s gradebook, the following ranges will determine letter grades submitted to eGrades

○ A (93.6-100)	○ C+ (76.6-79.5)
○ A- (89.6-93.5)	○ C (73.6-76.5)
○ B+ (86.6-89.5)	○ C- (69.6-73.5)
○ B (83.6-86.5)	○ D (60-69.5)
○ B- (79.6-83.5)	○ F (0-59.5)
- If you feel as though you earned a grade different than what you received on an assignment you may request a regrade. All disputes over grades must be conducted according to the following guidelines:
 - **Wait 48 hours after receiving a grade before disputing it.**
 - Contact your TA for an appointment to discuss the grade.
 - Attend your appointment having read the TA’s comments and the CAT rubric thoroughly.

- Only after you have discussed your essay with your TA may you request a regrade from the course instructor. To request a regrade you must write a letter to the instructor stating your case and providing specific evidence as to why you believe your grade should be changed. Such evidence must discuss elements of your writing, including thesis, use of analysis, organization, and argumentation.
 - NOTE: This process must be initiated within 2 weeks of receiving your grade.
- I will review your letter and the assignment(s) in question and make a decision based on that evidence. However, please note that I reserve the right to lower your grade should I feel your TA has graded too generously.

TA Information

Please also consult your TA's home page in Canvas for more information

TA Name	Section #	Day & Time	Location	Email
Rebecca Lane	D01	T 8-8:50AM	CENTR 204	rmlane@ucsd.edu
Chengfan Zhou	D02	T 11-11:50AM	CENTR 204	chz076@ucsd.edu
Chengfan Zhou	D03	T 12-12:50PM	CENTR 204	chz076@ucsd.edu
Mitchel Hsu	D04	T 2-2:50PM	CENTR 206	mih022@ucsd.edu
Mitchel Hsu	D05	T 3-3:50PM	CENTR 206	mih022@ucsd.edu
Radha Ambe	D06	T 4-4:50PM	CENTR 206	rambe@ucsd.edu
Radha Ambe	D07	T 5-5:50PM	CENTR 204	rambe@ucsd.edu
Rebecca Lane	D08	TH 8-8:50AM	CENTR 204	rmlane@ucsd.edu
Olga Lazitsky Torres	D09	TH 11-11:50AM	CENTR 204	okovalev@ad.ucsd.edu
Olga Lazitsky Torres	D10	TH 12-12:50PM	CENTR 204	okovalev@ad.ucsd.edu
Olga Lazitsky Torres	D11	TH 2-2:50PM	CENTR 206	okovalev@ad.ucsd.edu
Olga Lazitsky Torres	D12	TH 3-3:50PM	CENTR 206	okovalev@ad.ucsd.edu
Dingding Wang	D13	TH 4-4:50PM	CENTR 206	diw004@ucsd.edu
Dingding Wang	D14	TH 5-5:50PM	CENTR 204	diw004@ucsd.edu

Course Schedule*

*Subject to change

****PLEASE NOTE:** Many of the readings in this class deal with content that may be triggering. The texts discuss topics such as violence, racism, sexism, and ableism among others. I will do my best to provide content warnings for specific readings; however, I cannot anticipate all potential triggers. If you have specific concerns about content please speak with me. I will not require you to disclose any specific information, but am happy to help you develop a strategy for engaging with the course materials in a safe way.**

Homework listed should be completed by the following class. For example, readings listed under Thursday should be completed before the following Tuesday's class.

Week 0 - Introductions

9/23-9/27

Thursday: Introduction to the course

- Homework:
 - Familiarize yourself with the syllabus
 - Complete the “Introductory Survey & Buckley Waiver #FINAID” assignment on Canvas
 - Read “[On ChatGPT: A Letter to My Students](#)” by Russell P. Johnson

Week 1- Theories of Adaptation

9/30-10/4

Tuesday: Values and Facts

- Homework:
 - Read “[Beginning to Theorize Adaptation](#)” by Linda Hutcheon (selected passages)
 - Focus on pp. 1-9 & 15-27

Thursday: Why Adaptation?

- Homework:
 - Read “[The Task of the Translator](#)” by Walter Benjamin
 - Read “[Just Memory](#)” and “[Just Forgetting](#)” by Viet Thanh Nguyen

Assignment #1: Annotation Pages–Active Reading due Friday 10/4 @ 11:59pm

Week 2- Defining “Lore”

10/7-10/11

READ & REFLECT “Listening” and “Engaging Respectfully with Others” this week

Tuesday: Perspective, Memory, and Storytelling

- Homework:
 - Read “[Functions of Myth and Mythology](#)” from *Britannica*
 - Read “[How Early Australian Fairy Tales Displaced Aboriginal People with Mythical Creatures and Fantasies of Empty Land](#)” by Michelle Smith
 - *Optional*: read “[Four Functions of Folklore](#)” by William R. Bascom

Thursday: What is lore and what does it do?

- Homework:
 - Read “[Adapting and Transforming ‘Cinderella’](#)” by Margot Blankier
 - *Optional*: “[There’s no such thing as a ‘faithful retelling’ of the Arthurian legend](#)” by Amy Louise Blaney

Assignment #2: Annotation Pages–Identifying an Argument due Friday 10/11 @ 11:59pm

Week 3- What is the function of Adaptation? How does it make Lore matter today? 10/14-10/18

READ & DO “They Say” and “Introduction: Entering into the Conversation” this week

Tuesday: Networks of adaptation

- Homework:
 - Read “[How?](#)” by Linda Hutcheon (selected passages)
 - Focus on pp. 113-128 & 133-139
 - Watch/read/play an adaptation of your choice where you know the original. As you watch, take notes about what you notice and how different changes affect the story. Bring the notes to class and be prepared to discuss with your peers.

Thursday: Possibilities

- Homework:
 - Read “[Lord of the Rings: Debunking the Backlash against non-white actors in Amazon’s new adaption](#)” by Dimitra Fimi and Marlana Rios Maldonado
 - Read “[Hamilton, The Simpsons and the Problem with Colorblind Casting](#)” by Maya Phillips
 - *Optional*: “[What Color is an elf? Or a Sea Snake? And Why do you care?](#)” by Mary McNamara
 - *Optional*: “[On Lord of the Rings: Rings of Power, Harassment Over Racebending, and Why It’s Not Actually Critique](#)”

Assignment #3: Critical Questions 1 due Friday 10/18 @ 11:59pm

Week 4- *Beauty and the Beast* 10/21-10/25

READ & DO “Her Point Is–The Art of Summarizing” this week

Tuesday: Contemporary conversations Homework:

- Read “[Beauty and the Beast](#)” by Jeanne-Marie LePrince de Beaumont (1756)
- Read “[The Importance of Beauty and the Beast](#)” by Jerry Griswold from *The Meanings of “Beauty and the Beast”: A Handbook*

Thursday: Introducing “Beauty and the Beast” as a case study

- Homework:
 - Watch [Beauty and the Beast](#) (1991) **Make sure to be logged on to campus wifi or use VPN AnyConnect to access the films. More information on how to do this [here](#).
 - Watch [La Belle et la Bête](#) (1946)

Week 5- Adapting Morality

10/28-11/1

READ AND DO: “As He Himself Puts it–The Art of Quoting” this week

Tuesday: A tale as old as time...

- Homework:
 - Read “[Films](#)” by Jerry Griswold from *The Meanings of “Beauty and the Beast”*
 - *Optional:* Watch *Beauty and the Beast* (2017) available to stream on Disney+

Thursday: Finding connections

- Homework:
 - Read “[The Tale of the Rose](#)” by Emma Donoghue
 - Read “[Revisioning Madame Beaumont’s ‘Beauty and the Beast’ in Emma Donoghue’s ‘The Tale of the Rose’ and the 2017 Disney Version: A Queer Reading](#)” by Priyanka Banerjee & Rajni Singh

Assignment #4: Critical Questions 2 due Friday 11/1 @ 11:59pm

Week 6- Adapting Gender and Sexuality

11/4-11/8

Tuesday: What’s love got to do with it?

- Homework:
 - Read “[The Tiger’s Bride](#)” by Angela Carter
 - Read “[The Courtship of Mr. Lyon](#)” by Angela Carter

Thursday: The right to sex

- Homework:
 - You may read ahead if you wish! But Tuesday we will catch up on what we haven’t yet covered.

Assignment #5: Analysis 1 due Friday 11/8 @ 11:59pm

Week 7- Adapting Gender and Sexuality cont.

11/11-11/15

Tuesday: Dismantling binaries and the role of affect

- Homework:
 - Read "[Cupid and Psyche](#)"

Thursday: What makes a beast a Beast?

- Homework:
 - ~~Read "Married to Magic: Animal Brides and Bridegrooms" by Terri Windling~~
 - Read "[Introduction: Shape-Shifters, Were-Creatures, and Beastly Suitors](#)" by Terri Windling
 - Read "[The Enchanted Brahman's Son](#)" from *The Panchatantra*
 - Read "[White Bear King Valemon](#)"
 - Read "[The Snake with Five Heads](#)"

Assignment #6: Analysis 2 due Friday 11/15 @ 11:59pm

Week 8- Adapting Animacies

11/18-11/22

Tuesday: The animal bridegroom

- Homework:
 - TBD

Thursday: The animal/human divide

- Homework:
 - TBD
 - Finish Assignment #7

Assignment #7: Analysis 3 due Friday 11/22 @ 11:59pm

Week 9- Adapting (Dis)ability

11/25-11/29 (Thanksgiving week)

Tuesday:

- Homework:
 - Read "[Especially Heinous](#)" by Carmen Maria Machado
 - Watch 2-3 episodes of your choice of [Law and Order: SVU](#) from seasons 1-12

- *SVU* can be watched for free on NBC.com (specific page is linked above) or via Hulu or Peacock with subscription. It also airs constantly on networks like USA.
- **please check content and trigger warnings for episodes before viewing**
- *Optional:* “[Law and Order: The Complete Series](#)” by Roxane Gay

Week 10- Beauty and the Beast in Today’s Lore

12/2-12/6

Tuesday: What lore do we see today?

- Homework:
 - Keep working on assignments and portfolio!

Thursday: Last day wrap up!

- Homework:
 - Finish Assignment #8 and compile your Portfolio.

Assignment #8: Revision due Friday 12/6 @ 11:59pm

Final Portfolio due Sunday 12/8 @ 11:59pm

Have a GREAT winter break!