

CAT 3A: Surviving or Thriving

Narratives of Apocalypse and the Aftermath

Fall 2022

Instructor: Dr. Liz Popko (formerly Gumm), Associate Director of Writing, Sixth College

Course Days & Times: MWF 10:00-10:50am

Location: CSB 002

Dr. Popko's Office Hours: W 8:30am-9:30am, F 1:00pm-2:00pm, and by appointment

Office Location: Catalyst 160

Email: egumm@ucsd.edu

Course Information

Course Description

This CAT 3 course will ask you to consider the ways that our future has been imagined, specifically in narrative and rhetorical strategies. From novels to plays to film and photography, we will look at how authors compose stories about the end of humanity and then imagine any life that persists post-apocalypse. Through research inspired by our fictional (if familiar) texts, you will develop your own arguments about the future of social structures, social institutions, gender, race, the environment, among other issues of interest for you. Additionally, you'll have the opportunity to work with others to use your research to compose your own narratives of surviving and/or thriving after a disaster. While much of our discussion will examine catastrophic rhetoric, we will also explore more nuanced rhetoric and evaluate the efficacy of such choices in argumentation. By the end of this course, you will be able to break down narratives of disaster, threat, and humanity—not to dismiss risks, but to better evaluate and respond to such risks and imagine the future.

A Disclaimer:

This course will most likely converge with our current social, environmental, and political climate. It was not my intention that this course reflect *exactly* our lived reality; but here we are. While I encourage you to take the skills and ideas of this class and apply them to the now, this is ultimately a class about the future and the role of research, writing, and creativity in designing that future. While we can take a more critical eye to the rhetoric, narrative, and affect of the now, our task is to envision a time that is yet to come, a paradigm shift.

In that spirit, we will take this quarter as an opportunity to lift each other up in our educational journeys. If at any time course material feels too intense, or if the rhetoric and narrative of the class strikes you in an unsettling way, please speak to me or your TA. We're in this all together to grow and learn.

Course Objectives

Building off what you learned in CAT 1 & 2, in CAT 3 you will

- Understand and practice effective research, including developing research questions and finding and evaluating appropriate sources
- Use research to make an effective multimodal or artistic argument towards a specific audience
- Engage with cultural products, including art/popular culture, as the result of research but also as legitimate objects of research.

- Effectively collaborate with peers in the process of research and development of a group project.
- Develop independence in the composition process, including research, argumentation, writing style, and time and resource management.

Core Concepts

By the end of CAT 3, students should be able to understand and define the following terms and ideas:

- Resistance/revolution
- Interdisciplinarity
- Art as argument
- Research as a process

Core Skills Fostered

- Intersectional research
- Writing with research
- Multimodal/creative composition
- Interpersonal communication

Materials

- *They Say, I Say*, CAT 5th Edition[#]
- *Sleep Donation* by Karen Russell, print or ebook is fine
- Loose-leaf paper for Lecture freewrites & quizzes
- Reliable access to Canvas and ucsd email
- Note taking materials for lecture and section

[#] *They Say, I Say* must be a CAT edition

TA Information

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

TA Name	Section #	Day--Time	Room	Email
Maya	A01	MW 9-9:50	Center 208	sbeck@ucsd.edu
Maya	A02	MW 11-11:50	Center 208	
Adrienne	A03	MW 12-12:50	Center 208	aherr@ucsd.edu
Adrienne	A04	MW 1-1:50	Center 208	

CAT Program Policies

Statement of Inclusion:

I believe very strongly that the classroom is a place to expand our knowledge and experiences safely, while being respected and valued. I support the values of UC San Diego to “create a diverse, equitable, and inclusive campus in which students, faculty, and staff can thrive”. I strive to uphold the values articulated by the Office of the [Vice Chancellor for Diversity, Equity, and Inclusion](#): “We believe that true excellence is achieved through productive relationships among people of diverse perspectives. When the collective talents of our students, faculty, and staff at UC San Diego are united in an environment that is open and inclusive, creativity and innovation prosper.” I hope you will join me in creating a class that upholds these values to further enhance our learning as a community.

Americans with Disabilities Act (ADA)

Students requesting accommodations for this course due to a disability should (if needed) provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are then required to present their AFA letters to Faculty (please make arrangements to contact your professor privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. No retroactive accommodations can be provided.

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.

Academic Integrity

UCSD has a university-wide Policy on Integrity of Scholarship, published annually in the General Catalog, and online <https://academicintegrity.ucsd.edu/>. All students must read and be familiar with this Policy. All suspected violations of academic integrity will be reported to UCSD’s Academic Integrity Coordinator. Students found to have violated UCSD’s standards for academic integrity may include suspension or dismissal, and academic sanctions may include failure of the assignment or failure of the course.

Course Policies

Attendance

You create the majority of a class's success. Without the students, there is no class - only readings. Enrolling in a course means that you agree to be a part of a specific community for a specific term. I see attendance--including mine and the TAs--as a gesture of respect to our educational community. However, because of the current health crisis, attendance will look necessarily different. I appreciate your respect for the following policies that I see as integral to a successful course:

Lecture

- Lecture attendance is not required, but you do have a [lecture component of your participation](#).
- I am a better teacher when students are present and engaged, so I would prefer for as many of you to attend the lecture as possible. Attendance is an important component of creating a class community; while there are many of you, all of your contributions are important for everyone's learning, including mine!

Section

- Attendance at section is required for this course. Your work during sections is important for your development in crafting an analytical argument, addressing alternative points of view, and revising - not simply editing - your writing. We never write nor analyze in a vacuum; thus, you should see your section as a writing community, of which you are an indispensable part. In many ways, your section meetings are composition labs during which you workshop ideas and strategies for your assignments.
- Late arrivals and early departures are more significant to the functioning of sections. Students arriving later than 10 minutes to section (without TA approval) or leaving before the final 10 minutes of section (without TA approval) will be counted as absent.
- In the event of an absence, please let your TA know as soon as possible, preferably before the absence. Knowing about absences facilitates our ability to support you, particularly when assignments are due.
- You are allowed 2 absences from section, without penalty to your participation grade.* After 2 absences, your TA determines how your section participation grade will be affected. TAs will put forth specific policies and expectations for their sections, which you are expected to abide by those policies in addition to what is outlined here.
 - * absences do not excuse your participation in required peer review sessions
- You are expected to give timely notice of any absence from section (excused or unexcused) to your TA (and groupmates, if applicable).

Public Health

- Per current university policies, students are **required to wear masks** in any "instructional setting," which includes lectures and discussion sections; students who refuse to wear masks (without documented medical/OSD exemption) may be asked to leave the classroom.
- If you are exposed to covid and are unvaccinated, you must get tested and quarantine for the appropriate time period. Inform your instructor about the need to quarantine.
- If you are exposed to covid and are vaccinated and **asymptomatic**, you must get tested, but do not need to quarantine

- For students who are required to quarantine (for covid, monkeypox, or equivalent), accommodations will be made on a case-by-case basis. Please contact your TA, Dr. Popko, and other necessary parties if you find yourself in this situation.
- Again, while your attendance is highly important, so is the health of our class. Please complete [the university's online screening tool](#) everyday you plan to come to class; if you receive a “red thumb” let your TA know and stay home.

Technology

Lecture

- My ideal preference is for students to use only paper materials during lecture. However, I recognize that this may not be ideal for you as a student. Therefore, I welcome laptops and tablets in lecture as a means to take notes or read/refer to material. However, I reserve the right to prohibit technology for a particular class period, or part of a class period. Be prepared to adapt to the particularities of a given class.
- If your use of technology becomes a distraction to others, or if you are not using technology for the purposes of our course, you will be asked to leave, which will impact your engagement grade.

Section

- Please refer to your TA's specific policies regarding technology in the classroom. They are within their rights to either ban or allow any/all technology according to their teaching styles.

What you can expect of me...

- I will be prepared for lecture and invested in the material
- I will be enthusiastic and animated during discussions (probably 95% of the time)
- I will respond to emails within 48 hours
- I will be as invested in your work as you are
- I will treat your work with honesty and compassion
- I will learn as many names as I can
- I will make fun of myself and probably make very cheesy jokes
- I may curse, but I will try not to
- 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 earnest feedback about the course seriously

What I expect of you...

- You will, when you do, attend lectures on time, with a good attitude
- You will attend section on time, with a good attitude
- 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 read the syllabus and refer to it throughout the quarter
- You will treat your fellow classmates, your TAs, and myself with dignity; you will not engage in racist, sexist, classist, ablist, homophobic, transphobic, ethnocentric, fat-shaming, faith-shaming, or otherwise

hateful communication. There is a difference between disrespectful/hateful speech and reasonable disagreement.

- 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)

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 [this policy](#)
- Assignments are due on or before the due date and time listed; failure to submit on time will result in the loss of ½ a point (or ½ a letter grade) for each day late.
 - This policy does not apply in cases where an extension has been granted
- Any assignments submitted 1 week after the due date or later will receive a grade of a 5 (or 50%)
- Make-up or late engagement work, for lecture or section, must be approved first. In other words, engagement work not turned in on time will receive no credit, unless the instructor or TA has granted an exception.

Assignments & Grading

Individual Writing Assignments (60%)

- [Speculative Research Essay](#) - 20%
- [The Future is Personal Essay](#) - 20%
- [Inspired Research Bibliographies](#) (3) - 15%
- Peer Review for Research Essay - 5%

Team Writing Assignments (20%)

- [Narrative Project](#) - 20%

Complete/Incomplete Assignments (10%)

- Introductory survey & buckley waiver
- Photo-poem
- Library Workshop
- Project self-assessment
- Evaluations

Participation/engagement (10%)

- Section - 5%
- [Lecture](#) - 5%

Grading Policies

- [CAT Writing Rubric](#)
- Peer Reviews, IRBs, Presentations, and Evaluations will be assessed using a 10-point scale, with only ½ point intervals:
 - 10 – Outstanding
 - 9, 9.5 – High Pass
 - 8, 8.5 – Pass
 - 7, 7.5 – Low Pass
 - 5 – Not Passing
- All other assignments will be assessed using a letter grade scale with the following point allotments:
 - A+ = 98
 - A = 95
 - A- = 92
 - B+ = 88
 - B = 85
 - B- = 82
 - C+ = 78
 - C = 75
 - C- = 72
 - D = 65
 - F = 50
- 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 anything other than what is listed above
- For purposes of **final course grades** as calculated by Canvas’s gradebook, the following ranges will determine letter grades submitted to eGrades:
 - A+ (96.6-100)
 - A (93.6-96.5)
 - A- (89.6-93.5)
 - B+ (86.6-89.5)
 - B (83.6-86.5)
 - B- (79.6-83.5)
 - C+ (76.6-79.5)
 - C (73.6-76.5)
 - C- (69.6-73.5)
 - D (60-69.5)
 - F (0-59.9)
- 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

Revised Course Schedule (as of October 11)

Week 3 - Apocalyptic Rhetoric & Narrative Patterns

Monday October 10

Lecture - Watch *28 Days Later*

Section - TSIS ch. 22

Wednesday October 12

Lecture - Read Stephen Graham Jones' "How Billy Hanson Destroyed the Planet Earth, and Everyone on It"

Section -

Friday October 14

Lecture - (suggested viewing: *The Day After*)

DUE: IRB #2

Week 4 - Interdisciplinary Apocalypse

Monday October 17

Lecture - Read Octavia Butler's "Speech Sounds"

Section -

Wednesday October 19

Lecture - Attend Oreskes talk

Section -

Friday October 21

Lecture - Watch *Children of Men*

DUE: Library Workshop

Extra Credit DUE: Oreskes response

Week 5 - Aftermath Rhetoric and Narrative Patterns

Monday October 24

Lecture - read Karen Russell's *Sleep Donation* pp.1-62 ("The sleep van" - "baby A" #2)

Section -

Wednesday October 26

Lecture - read Karen Russell's *Sleep Donation* pp.63-112 ("intermission: faith transfusion" - "night world")

Section -

Friday October 28

Lecture - complete Karen Russell's *Sleep Donation* pp. 113-145 ("the poppy fields" - end)

DUE: IRB #3

Week 6 - Art as Argument

Monday October 31

Lecture - Watch *Minority Report*

Section -

Wednesday November 2

Lecture - Read Sandi Hemmerlein's "Surviving the Apocalypse at Oat Mountain's Nike Missile Site" and Natasha Myers' "Edenic Apocalypse"

Section - RESEARCH ESSAY PEER REVIEW

Friday November 4

Lecture - Read "Apocalypse Poems"

DUE: Speculative Research Essay

Week 7 - Technology & The Environment

Monday November 7

Lecture - Read Osahon Ize-Iyamu's "More Sea than Tar"

Section -

Wednesday November 9

Lecture - (suggested viewing: *Beasts of the Southern Wild*)

Section -

Friday November 11 - No class

Week 8 - Resistance & Revision

Monday November 14

Lecture - Watch *Sleep Dealer*

Section - Canceled

Wednesday November 16

Lecture - (suggested reading: Ursula LeGuin's "The Ones Who Walk Away from Omelas")
 Section - Canceled

Friday November 18

Lecture - (suggested viewing: *Wall-E*)

DUE: Photo Poem & Narrative Project Bibliography

Week 9 - Robots and Revolution Revisited

Monday November 21 - Classes Canceled, additional office hours provided

Wednesday November 23 - Classes Canceled, additional office hours provided

Friday November 25 - No class

Week 10 - Project Gallery Walk & Evaluation*

*There will be no official class this week. Instead, you will peruse the Narrative Project Gallery, choose 2 narrative projects (at least one project must not be from your section), read/watch those narratives and then compose an evaluation of each of them. Evaluations are due Monday of finals week.

Monday November 28 - Classes Canceled

DUE: Narrative Project & Self-Evaluation

Wednesday November 30 - Classes Canceled

Friday December 2 - Classes Canceled

DUE: The Future is Personal Essay

Finals Week

Monday December 5

DUE: Project Evaluations