

INTRODUCTION TO READING FICTION: NEURODIVERSITY AND LITERATURE (LIT 61F)

5 UNITS | 71528 | Summer Session 2022 (June 20 - July 22, 2022)

Monday/Wednesday, 9am - 12pm PT | @Zoom

Department of Literature | University of California, Santa Cruz

INSTRUCTOR: Kristina Chew, Lecturer, Department of Literature, Program in Classical Studies

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OFFICE HOURS: Monday, 1-3pm PT & by appointment

COURSE CANVAS SITE: <https://canvas.ucsc.edu/courses/55546>

While often remarked upon for its portrayal of an autistic main character, Mark Haddon's 2003 novel *The Curious Incident of the Dog in the Night-Time* has also been criticized by autistic individuals for depicting an experience that is *not* theirs. Haddon himself has said that his novel, which does not mention autism or any other specific diagnosis, is about "difference" and to examine how neurological difference is presented in works of contemporary fiction will be the focus of this course. What literary features (such as authorial voice, narrative structure, imagery and descriptive language) are brought into play to represent neurological difference and to address a neurodivergent audience? Works of speculative fiction by neurodivergent authors including *Parable of the Sower* (1993) by Octavia Butler and *The Speed of Dark* (2003) by Elizabeth Moon will be read, along with Haddon's book and two recently published novels, *Exciting Times* (2020) by Naoise Dolan and *No One Is Talking About This* (2021) by Patricia Lockwood. What are myths about autism and how can works of fiction dispel these by engaging with the writing and ideas of psychiatrists and neurologists such as Leo Kanner and Oliver Sacks, and by considering the history of the novel and literary fiction?

Assessments will include weekly writing assignments (a reading log, discussion forum posts); quizzes to evaluate student progress on the readings; an essay incorporating textual analysis and close reading of one of the assigned novels (5-7 pages).

This course will be taught in a fully online and synchronous format on Zoom and Slack and using Google Docs, according to this schedule (with short breaks as we transition from segment to segment of the class):

9:00 - 10:00am. *Lecture (will be recorded)*

10:00 - 11:00 am. *Discussion section*

11:00am - 12.30pm. *Online activities/group work*

Introduction to Reading Fiction: Neurodiversity and Literature (LIT 61F) fulfills a distribution requirement in Poetry for students majoring and minoring in Literature and, as a General Education course for UCSC undergraduates, a Textual Analysis (TA) requirement.

TEXTS

Books are available at the Bay Tree Bookstore, 420 Hagar Drive <<<https://keeplearning.ucsc.edu/additional-resources/textbooks-class-materials>>>.

Butler, Octavia. *Parable of the Sower* (Grand Central Publishing 1993). ISBN 978-0446675505

Dolan, Naoise. *Exciting Times* (New York: Ecco 2020). ISBN 978-0062968746

Haddon, Mark. *The Curious Incident of the Dog in the Night-Time* (New York: Vintage 2003). ISBN 978-1400032716

Lockwood, Patricia, *No One Is Talking About This* (New York: Riverhead Books 2021).

Moon, Elizabeth. *The Speed of Dark* (New York: Ballantine Books 2003). ISBN 978-0345447548

Excerpts from articles and books will include selections from memoirs and poetry by autistic authors, articles about the history of autism, excerpts from the writings of psychiatrists and neurologists, and secondary sources about fiction and the novel. These will be available as PDFs via the course Canvas site or via the UCSC library site,

- Allan, Kathryn. *Disability in Science Fiction: Representations of Technology as Cure* (Palgrave MacMillan 2013).
- Cheyne, Ria. *Disability, Literature, Genre: Representation and Affect in Contemporary Fiction*. Oxford: Liverpool University Press, 2019.
- Chew, Kristina. "Do We Really Need a Cure For Autism?" *The Guardian* (February 22, 2013). <https://www.academia.edu/3821132/Do_We_Really_Need_a_Cure_For_Autism>
- Fisher, James T. "No Search, No Subject? Autism and the American Conversion Narrative." In *Autism and Representation*, ed. Mark Osteen (Routledge 2007).
- Grandin, Temple. *Emergence: Labeled Autistic* (New York: Warner Books 1986).
- Grinker, Roy Richard. *Unstrange Minds: Remapping the World of Autism* (Boston: Basic Books 2008).
- Lupton, Christina. *Love and the Novel* (Profile Books 2022).
- Kanner, Leo, "Autistic Disturbances of Affective Contact" in *Nervous Child* 2, pp. 217-250 (1943).
- McNulty, Dara. *Diary of a Young Naturalist* (Melbourne: Text Publishing 2020).
- McDonagh, Patrick. *Intellectual disability: A conceptual history, 1200–1900*. Manchester University Press, 2018. Project MUSE muse.jhu.edu/book/67293.
- Murray, Les. *Collected Poems* (Carton, Victoria: Black Inc.: 2018).
- Pang, Camilla. *Explaining Humans: What Science Can Teach Us about Life, Love and Relationships* (New York: Penguin 2020).
- Rodas, Julia Miele. *Autistic Disturbances: Theorizing Autism Poetics from the DSM to Robinson Crusoe*. University of Michigan Press, 2018. Project MUSE muse.jhu.edu/book/59649.
- Sacks, Oliver. *The Man Who Mistook His Wife For a Hat and Other Clinical Tales* (New York: Touchstone 1985).
- Sheffer, Edith. *Asperger's Children: The Origins of Autism in Nazi Vienna* (New York: W.W.Norton & Company 2018).

THE LEARNING OUTCOMES OF THIS COURSE ARE:

1. To read and analyze fiction with close attention to an author's use of literary features including perspective, narrative, character, and figurative language.
 2. To interpret works of fiction by locating, describing, investigating, and critiquing their use of literary features.
 3. To identify the various ways in which authors present neurodivergent experience in fiction and address a neurodivergent audience.
 4. To study the history of diagnosing, treating, and "curing" autism in the work of Leo Kanner, Hans Asperger, and other doctors and medical professionals.
 5. To identify myths about autism, neurodiversity and disability, and explore how fiction deconstructs these.
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GRADES

Each of these components will determine part of your final grade.

Homework	35%
Participation	10%
Quizzes	25%
Essay	30%

ASSIGNMENTS AND ASSESSMENT

As this is a 5-credit course, you should expect to work approximately 30 hours per week on activities and assignments. On average, you will spend approximately 3.25 hours per week attending lecture or viewing recorded lectures; 5 hours reading and reviewing the assigned texts; 5 hours preparing homework (short writing assignments, quizzes, essays, a final group project); and 1.75 hours interacting with the instructor and/or peers (via Zoom video conference, Slack, email, collaborative assignments).

ATTENDANCE & PARTICIPATION

Reading the assigned texts prior to synchronous class meetings (lecture, discussion section) and active engagement during these, and in a manner that demonstrates familiarity with the assigned texts, as well as regular attendance, are integral components for student success.

- Minimal or infrequent attendance at the synchronous class meetings will result in a lower grade than you would earn with regular attendance. More than three absences without a very good explanation will result in a lower grade than with full attendance.
- Students will occasionally participate in breakout rooms and/or work on a collaborative assignment during the discussion sections.

HOMEWORK

Students will keep a Reading Log to keep track of their reactions to and insights about the texts, and can draw on this Log to participate in analyzing specific passages, literary features, or ideas about autism and neurodiversity in the weekly class Discussion Forum.

QUIZZES

There will be four short quizzes about the assigned texts and lectures. These quizzes will be open-book and open-note and will be available to take from Friday through Monday night.

ESSAY

Students will be required to write a critical analysis of one novel (5-7 pages). This essay is to focus on textual analysis to develop an interpretative reading of the texts or texts. Integrating ideas from approved secondary texts is optional. The essay should be formatted according to MLA criteria and will be due at the end of the course, after students have participated in peer review of other students' essay drafts.

- The essay will be graded according to the following criteria.

An essay which merits a grade of A :	<ul style="list-style-type: none"> • demonstrates a high degree of competence and control of language; • presents persuasive close readings of relevant text/s and offer strong arguments as to their literary, social, historical, and/or political significance; • is well developed and supports analysis with effective textual evidence, reasons, examples, and details; • is well-focused and well-organized; • demonstrates facility with language, using effective vocabulary, sentence variety; • demonstrates strong control of the grammar, rules of usage, and mechanics of standard English but may have minor errors
An essay which receives a grade of B :	<ul style="list-style-type: none"> • written in a clearly competent manner and with generally consistent control of language; • offer a valid and adequately developed but limited analysis of the text but could have focused more on specific details or provided a more thorough discussion of the text's relationship to topic; • Is adequately developed, using appropriate textual evidence, reasons, examples, and details; • Is focused and effectively organized, demonstrating control of the conventions of analytical essay writing; • Demonstrates strong competence with language, using appropriate vocabulary and sentence variety; • Shows good control of the grammar, rules of usage, and mechanics of standard English but may have some errors and minor lapses in quality
An essay which earns a grade of C demonstrates some competence but is limited in one or more of these ways:	<ul style="list-style-type: none"> • Does not address all parts of the writing assignment; • Does not demonstrate an adequate understanding of the readings; • Is thinly developed, often relying on assertions with little textual evidence or few relevant reasons, examples, and details; • Is adequately focused and/or adequately organized, but connections between the parts could be more explicit; • Demonstrates limited facility with language and minimal sentence variety; • Demonstrates inconsistent control of grammar, usage, and mechanics.
An essay receives a grade of D if it has one or more of the following flaws:	<ul style="list-style-type: none"> • Is unclear or seriously limited in its response to the writing assignment; • Demonstrates a limited reading or misreading of the texts; • Is unfocused and/or disorganized, demonstrating little control of the conventions of analytical essay writing; • Demonstrates serious errors in the use of language, which may interfere with meaning; • Demonstrates serious errors in grammar, usage, and mechanics, which may interfere with meaning

- If you are a university athlete, please let me know within the first week of class.
- At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable, honest and constructive feedback about your learning. This anonymous feedback will help the professor to consider modifications to the course in order to help future students learn more effectively.

ACADEMIC INTEGRITY

All work submitted in this course must be your own. Plagiarism is the stealing, purchasing, or copying of someone else's ideas, writing, or other original work and using them as one's own. Plagiarism and cheating of any kind, intentional or unintentional, are not tolerated under any circumstances. Students who cheat or submit plagiarized work are liable to receive a failing grade for the assignment and/or the course at the discretion of the instructor or may incur suspension or dismissal from the university.

All instances of plagiarism will be reported to the Office of the Vice Provost and Dean of Undergraduate Education. Plagiarism will be handled in accordance with University policy. To further review the standards of academic integrity enforced at UC Santa Cruz, consult the Academic Misconduct Policy for Undergraduates (<https://ue.ucsc.edu/academic-misconduct.html>). You are responsible for adhering to the guidelines in the current UC Santa Cruz Student Policies and Regulations Handbook (<https://deanofstudents.ucsc.edu/student-conduct/student-handbook/index.html>).

More information about UCSC's policies about academic misconduct:

- Academic misconduct policy for undergraduates: <https://ue.ucsc.edu/academic-misconduct.html>

ACCESSIBILITY

UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to the professor privately via email, preferably within the first two weeks of the quarter. I am glad to discuss ways to ensure your full participation in the course. All students who may benefit from learning more about DRC services are encouraged to contact the DRC by phone at 831-459-2089 or via email at drc@ucsc.edu.

INTELLECTUAL PROPERTY

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment instructions, slides, notes, the syllabus, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

RELIGIOUS ACCOMMODATION

UC Santa Cruz welcomes the diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

PRINCIPLES OF COMMUNITY

UC Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias ([more information here](#)). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning and I ask all members of this class to:

- be open to and interested in the views of others;
 - consider the possibility that your views may change over the course of the term;
 - be aware that this course asks you to reconsider some “common sense” notions you may hold;
 - honor the unique life experiences of your peers;
 - appreciate the opportunity that we have to learn from each other;
 - listen to each other’s opinions and communicate in a respectful manner;
 - keep confidential discussions that the community has of a personal (or professional) nature;
 - ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. *This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.*
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TITLE IX/CARE ADVISORY

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support.

Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Confidential resources are available through [CARE](#). Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu.

In addition to CARE, these resources are available to you:

- If you need help figuring out what resources you or someone else might need, visit the [Sexual Violence Prevention & Response \(SAFE\) website](#), which provides information and resources for different situations.
- [Counseling & Psychological Services \(CAPS\)](#) can provide confidential counseling support. Call them at (831) 459-2628.
- You can also report gender discrimination and sexual harassment and violence directly to the University’s [Title IX Office](#), by calling (831) 459-2462 or by using their [online reporting tool](#).
- Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
- For emergencies, call 911.

DIFFICULT CONVERSATIONS

In our in-class and online discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understanding of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. We will always need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with difficult conversations that arise inside issues of social justice, politics, economics, morality, religion, and other issues where reasonable people often hold diverse perspectives. This effort will ultimately deepen our understanding and allow us to make the most of being in a community with people of many backgrounds, experiences, and positions.

REPORT AN INCIDENT OF HATE OR BIAS

UC Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free

of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

CONTENT ADVISORY

This course examines some texts, images, and videos that contain descriptions of violence and/or scenes depicting violence including violence against individuals with disabilities and children. I will do my best to provide individual warnings on the syllabus for course materials and in presentation slides for class content that are particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to take a break from Zoom during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please make arrangements to get notes from another student and/or see me individually to discuss the situation.

STUDENT SERVICES

Counseling and Psychological Services

Many students at UCSC face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Student Success and Engagement Hub

The Division of Student Success provides campus-wide coordination and leadership for student success programs and activities across departments, divisions, the colleges, and administrative units.

Tutoring and Learning Support

At Learning Support Services (LSS), undergraduate students build a strong foundation for success and cultivate a sense of belonging in our Community of Learners. LSS partners with faculty and staff to advance educational equity by designing inclusive learning environments in Modified Supplemental Instruction, Small Group Tutoring, and Writing Support. When students fully engage in our programs, they gain transformative experiences that empower them at the university and beyond.

Slug Support Program

College can be a challenging time for students and during times of stress it is not always easy to find the help you need. Slug Support can give help with everything from basic needs (housing, food, or financial insecurity) to getting the technology you need during remote instruction.

To get started with SLUG Support, please contact the Dean of Students Office at 831-459-4446 or you may send an email to deanofstudents@ucsc.edu.

Slug Help/Technology

The ITS Support Center is your single point of contact for all issues, problems or questions related to technology services and computing at UC Santa Cruz. To get technological help, simply email

help@ucsc.edu.

On-Campus Emergency Contacts

Slug Help/[Emergency Services](#). For all other help and support, including the health center and emergency services, start [here](#). Always dial 911 in the case of an emergency.

SCHEDULE

Below is a brief schedule of classes (subject to change at the instructor's discretion).

Week	Topic	Reading	Assignments
1 6/20 (<i>no class in observance of Juneteenth</i>) 6/22 6/24 (<i>make-up class</i>)	What is autism? What is neurodiversity? Disability, disorder, disease, deficit Leo Kanner's and infantile autism Hans Asperger and Asperger's "children"	Haddon, Mark. <i>The Curious Incident of the Dog in the Night-time</i> . 2003. Kanner, Leo, "Autistic Disturbances of Affective Contact"; Chew, Kristina. "Do We Really Need a Cure For Autism?"	Reading Log Discussion Forum Quiz 1
2 6/27, 6/29	The history of autism diagnosis; theories of autism aetiology (refrigerator mothers, vaccines, genetics) "Curing" autism	Moon, Elizabeth. <i>The Speed of Dark</i> . 2003. Fisher, "No Search, No Subject? Autism and the American Conversion Narrative"; excerpts from Grinker, <i>Unstrange Minds</i> ; Sacks, <i>The Man Who Mistook His Wife For a Hat and Other Clinical Tales</i>	Reading Log Discussion Forum Quiz 2
3 7/6	Speculative fiction and writing neurodiversity "Nothing about us without us": Autistic self-advocates and the neurodiversity movement	Butler, Octavia. <i>Parable of the Sower</i> . 1993. Excerpts from Grandin, <i>Emergence: Labeled Autistic</i> https://archive.org/details/emergencelabeled00gran ; McAnulty, <i>Diary of a Young Naturalist</i> .	Reading Log Discussion Forum Quiz 3
4 7/11, 7/13	Writing disability and the Internet, computers and technology Facilitated communication	Lockwood, Patricia, <i>No One Is Talking About This</i> . 2021. Poetry by Les Murray	Reading Log Discussion Forum Quiz 4 Peer Review of Essays

<p>5 7/18, 7/20</p>	<p>Neurodivergent writers and readers</p> <p>Novel-reading and love</p>	<p>Dolan, Naoirse. <i>Exciting Times</i>. 2020.</p> <p>Excerpts from Lupton, <i>Love and the Novel</i>; Pang, <i>Explaining Humans: What Science Can Teach Us about Life, Love and Relationships</i></p>	<p>Reading Log Discussion Forum Essay</p>
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