

[Class name]

[Semester]

[Class period]

Pre-assignment reading:

Nicole Welk-Joerger. "Crip Cows? Confronting disabled animals in the archive."

October 8, 2018 blog post for Environmental History Now.

<https://envhistnow.com/2018/10/09/crip-cows-confronting/>

Sarah Jaquette Ray and Jay Sibara. "Introduction."

In *Disability Studies and the Environmental Humanities : Toward an Eco-Crip Theory*, edited by Sarah Jaquette Ray, and Jay Sibara, UNP - Nebraska, 2017.

In our class, it can be accessed via ProQuest Ebook Central,

<https://ebookcentral.proquest.com/lib/rit/detail.action?docID=4843765>.

Activity:

Reflect on the rhetoric and presentation (aesthetics, etc) of disabled nonhumans in popular culture (so just not only the IF, but the HOW of their presentation) that you've consumed.

Spend your activity period finding and re-reading (or listening, viewing, etc) to revisit not just the representation itself but HOW it was presented. Neutrally? With pity? As inspiration? As deficit? We will discuss these examples on [day] in class.

Turn in:

2 examples of disabled nonhumans in popular media

2 phrases (can be pulled from the same links, but be sure to pull them out – need not be the same sources) demonstrating the rhetoric used to discuss these bodies and lives

Please note that popular media means magazines, newspapers, movies, TV, etc. It does not include encyclopedias, textbooks, or other academic or educational material. Popular media is also not the same as social media – popular media is often shared ON social media, and social media posts that go viral are part of popular media (because they often become items that are formally discussed and reported on). If you ever have questions about a source and whether it's appropriate, please reach out directly below the assignment is due.