

### Assignment Three: A Researched Argument

#### Purpose:

This sustained research project is an opportunity for you to practice the skills that scholars regularly use: join an existing conversation, identify an interesting conceptual problem, and create a project that will let you say something exigent, or urgent, about that problem. In other words, you get to advance a scholarly conversation.

#### Task:

In P3, we start with two works by patients advocating for themselves and others – Audre Lorde’s “The Cancer Journals” and Johanna Hedva’s “Sick Woman Theory.” Using one of these exhibits or choosing your own, write a researched argument that illuminates a piece of patient advocacy, created or led by the patient, or closely informed by the patient’s experience. You are welcome to work with a film, political campaign, Facebook group, blog, play, photography show – any form that interests you.

To launch your persuasive essay, consider a conceptual problem that engages with one or more of these questions: how does the piece of advocacy’s form affect its argument? How does this piece engage, correct, refute, or complicate other narratives about the illness, both popular and scholarly? Does the piece empower the patient and, if so, how? You may also choose to analyze the piece’s success – its reach, impact, cultural staying power, and intended audience.

In your essay, use eight to ten sources, including at least one work of theory that allows you to use a critical lens (e.g. Hedva, Butler, DasGupta). The essay should show familiarity with the work of experts—especially the most current scholarly conversations on your exhibit—and should compare their thoughts with your own thoughts, based on the insights you have gained from your research.

#### Goals:

- Continue to work on the goals from the first two assignments: using the **introduction** to orient the reader and identify a **conceptual problem**; formulating a strong **claim**; establishing a clear **motive**; maintaining a coherent **structure**; supporting your argument with **evidence**; writing in prose that is both **cohesive** and **coherent**; introducing, citing, and explaining critical and theoretical **sources (ICE)**; defining **key terms**; having an interesting and informative **title**.
- Make sure that the **stance** of your argument is clear—that readers know where your essay stands in the scholarly conversation.
- Offer an **analysis** of your sources, summarizing their project, interpreting their central claims, evaluating their arguments, and explaining their significance in terms of your own claim.
- **Reflect** on your argument: consider counterarguments and draw out implications, particularly in your **conclusion**.

The essay should be 2400 - 3000 words long, and should use correct MLA citation (in-text and at the end).

**Pre-draft assignments (to be brought to class on the specified day):**

**Ex. 3.1: Due Tues. 3/20**

- (1) Read the three essays that students from this course wrote last fall. For each, underline their conceptual problem or research question(s). Now, circle the sources that were most crucial for the writer in answering those questions.
- (2) Read Hedva and list 3-5 sources that would help you get a better sense of her claims, or allow you to interpret her work. These can be sources that she cites, or sources that give you insight into one of her diseases, or another work that she wrote. Bring this list to class.

**Ex. 3.2: Tues. 3/27**

- (1) Richly describe your exhibit in a few vivid sentences, telling us who, what, where, when, why and how it was created.
- (2) For each, complete the following phrases (from *The Craft of Research*):  
Topic: I am studying . . .  
Question: because I want to find out . . .  
Motive (rationale): in order to help my reader understand better . . .

Using the questions in *The Craft of Research* 3.3 as guides, write down five genuine questions you have about your exhibit idea. Which one or two questions are the most significant? What are 2-3 sources you need to find?

**Ex. 3.3: Thurs. 3/29**

Prepare an annotated bibliography of at least four sources that you are most likely to use. This exercise requires finding and examining the texts to get a sense of their claims, methods, points of view, historical place, and the like. Reading the texts in their entirety is not necessary. Each annotation should be three to five sentences long and should address the text's usefulness for your project.

**Research Presentation: In Class Tues. 4/3 and Thurs. 4/5**

Prepare a five-minute research presentation in which you share your research methods and results. We will discuss details in class.

**Formal draft due: Sunday 4/8 by 11:59 pm on Courseworks**

It is *crucial* that you include a Works Cited page.

- 1) E-mail your paper as an attachment to the other members of your workshop group by noon.
- 2) Post your paper in "Assignments" on CourseWorks.

- 3) Print out the papers that have been e-mailed to you so that you can read and comment upon them for the workshop on November 21

**Peer review workshop: Thursday 4/12**

Details provided before workshop.

➔ Final draft (2400-3000) words due: Monday 4/23 at midnight

- 1) Post your final paper in “Assignments” on CourseWorks
- 2) Remember to write a one-paragraph explanation of how the final draft is a substantial revision of the first draft.

**Exhibit List**

Patient activism and advocacy can take many forms. Here are some exhibits that you can use and that model the sort of exhibits that will likely work well for this essay:

**Street Theater: ACT UP: AIDS activist group uses creative tactics to call attention to neglected disease**

<http://www.nytimes.com/1990/01/03/nyregion/rude-rash-effective-act-up-shifts-aids-policy.html?pagewanted=all>

**Protest: Disability Advocates Protest McConnell’s Healthcare Bill Last Summer:**

[https://www.washingtonpost.com/local/public-safety/disability-advocates-arrested-during-health-care-protest-at-mcconnells-office/2017/06/22/f5dd9992-576f-11e7-ba90-f5875b7d1876\\_story.html?utm\\_term=.277fa25536d3](https://www.washingtonpost.com/local/public-safety/disability-advocates-arrested-during-health-care-protest-at-mcconnells-office/2017/06/22/f5dd9992-576f-11e7-ba90-f5875b7d1876_story.html?utm_term=.277fa25536d3)

**Video: Judith Butler and Sunaura Taylor Talk Disability**

<https://www.youtube.com/watch?v=kOHZaPkF6qE>

**Critical Theory: Susan Sontag, “Illness as Metaphor”**

(short book and three long essays in *New York Review of Books* for link, search ProQuest)

**Book/Career:** Andrew Solomon. a writer struggling with depression, chronicles the condition – and changes his career

<http://andrewsolomon.com/books/the-noonday-demon/>

**Personal Essay Goes Public: Suleika Jaoud’s “Life, Interrupted”** in which young woman with cancer chronicles her experiences for *The New York Times*

<https://www.nytimes.com/column/life-interrupted>

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UW: Readings in Medical Humanities

**Newsletter/Celebrity: Lena Dunham advocates for endometriosis in *The Lenny***

<http://www.lennyletter.com/health/a160/the-sickest-girl/>

**Sartorial symbol: The Pink Ribbon for Breast Cancer Awareness**

[https://en.wikipedia.org/wiki/Pink\\_ribbon](https://en.wikipedia.org/wiki/Pink_ribbon)

**Film:** Jennifer Brea launches kickstarter campaign to document living with chronic fatigue

<https://www.theverge.com/2017/9/21/16163950/unrest-documentary-sundance-creative-distribution-fellowship-interview>

**Schedule of Readings and Exercises:**

Thurs. 3/8	<b>Audre Lorde, <i>The Cancer Journals</i></b> (excerpt)	
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**\*\*\* Spring Break: March 12 – March 16 \*\*\***

WEEK 9: Research methods and ethics

*Plan to conference with me this week*

DATE	READING DUE	WRITING DUE
Tues. 3/20	<b>Three Student Essays, Fall 2017</b> <b>Joanna Hedva, “Sick Woman Theory”</b>	Ex. 3.1
Wed. 3/21		P2 Final Essay Die
Thurs. 3/22	<b>2-3 Exhibits of Choice</b> (see list above or bring in own)  Craft of Research Chaps. 3 &4	<i>Bring in a printed copy of texts</i>

WEEK 10: Doing Justice to Your Sources

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UW: Readings in Medical Humanities

*Plan to meet with me this week*

DATE	READING DUE	WRITING DUE
Tues. 3/27	Library Session: meet in Butler 203  Handout in class: Writing an annotation	<i>Bring your computer and exhibit.</i>  Ex. 3.2
Thurs. 3/29		Ex. 3.3

WEEK 11: Research as Collaboration

DATE	READING DUE	WRITING DUE
Tues. 4/3		Research Presentations
Thurs. 4/5		Research Presentations
Sun 4/8		P3 Formal Draft Due

WEEK 12: Research as Collaboration (cont.)

DATE	READING DUE	WRITING DUE
Tues. 4/10	Handout in class: Paraphrasing, Patch-writing, Plagiarism	
Thurs. 4/12	Classmates' drafts	P3 Peer Review

**Final P3 due Monday 4/23 at Midnight.**