English 108F: The Rebel
Fall 2008
Tues. & Thurs. 8:30 – 9:50 am
ML 349

Instructor: Diana Lobb
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df2lohb@uwaterlo.ca
Office Hours: Mon. 2 – 3:30pm, Wed. 10 – 11:30pm, or by appointment

Course Description:
Catalogue: A study of various works of literature in which the protagonist is a rebel against existing norms. The course will examine a number of rebel types and concepts, moral implications, and final outcomes either in successful realization or in tragic defeat.

Section: Acts of rebellion can be small or large; private or public; individual or collective. In this course we will look at how the idea of “rebellion” in a particular moment and place is reflected in literary works. The works we will be reading engage with figures of the “rebel” and “rebellion” and the expression of dissent from mainstream ideals and values. Looking at literary works written in England, the United States and Canada and drawn from the seventeenth century to the present, our examination of the figure of the “rebel” will investigate how ideas of rebellion and dissent are important to understanding the definition of what is “normal” in a particular society and how particular writers have attempted to shift that “normal” ideal. Through close reading of poetry, short stories, novels, essays, and speeches, we will look at ideas of rebellion and dissent in creative works and how they intersect with ideas of gender, sexuality, race and power to give us insight into different authors’ perceptions of the structures and norms of past and present society.

Texts:
Required:
English 108F Courseware:
Binning, Sadhu. “Father and Son”
Burns, Robert. “Scots Wha Hae”
Dubois, W. E. B. “A Mild Suggestion”
Dumont, Marilyn. “Letter to Sir John A MacDonald”
Ginsberg, Allan. “Howl”
Guevara, Che. “A Child of My Environment”
Halfe, Louise Bernice. “Body Politics”
Hughes, Langston. “Harlem”

Nugent, Bruce. “Smoke, Lilies and Jade”
Orwell, George. “Reflections on Gandhi”
Piercy, Marge. “What’s That Smell in the Kitchen?”
Stein, Gertrude, “Patriarchal Poetry”
Wilmot, John. “The Disabled Debauchee”
Wollstencroft, Mary. From “A Vindication of the Rights of Women”
X, Malcolm. “The Ballot or the Bullet”

Dick, Philip K. Do Androids Dream of Electric Sheep?
Mootoo, Shani. Cereus Blooms at Night.
Orwell, George, 1984.
Smith, Zadie, White Teeth.
The Little Brown Handbook, 5th Canadian Ed.
**Schedule:**
We will follow this schedule as closely as possible; however, topics may occasionally carry over into the next time slot. Please have all readings done for each class so you will be able to participate in class discussion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings:</th>
<th>The Little Brown Handbook</th>
<th>Important Notes:</th>
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<tbody>
<tr>
<td>Sept. 9th</td>
<td>Orientation/Introduction</td>
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<tr>
<td>Sept. 11th</td>
<td>Yeats “Second Coming” (on handout)</td>
<td>Introduction &amp; Ch. 40a</td>
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<td>Sept. 16th</td>
<td>Wilmot, “The Disabled Debauchee” &amp; Piercy, “What’s That Smell in the Kitchen?”</td>
<td>Ch. 1 a-d, Ch. 31 a-c, &amp; Ch. 40 b-c, f</td>
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<td>Sept. 18th</td>
<td>Wollstencroft, from “A Vindication of the Rights of Women” &amp; Stein, “Patriarchal Poetry”</td>
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<td>Essay writing tips discussed</td>
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<td>Sept. 23rd</td>
<td>Wollstencroft, from “A Vindication of the Rights of Women” &amp; Stein, “Patriarchal Poetry”</td>
<td>Ch. 1 e-g &amp; Ch. 40 d</td>
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<td>Sept. 25th</td>
<td>Nugent, “Smoke, Lilies and Jade” &amp; Ginsberg, “Howl”</td>
<td>Ch. 2 a-c &amp; Ch. 40e</td>
<td><strong>Short Essay Due</strong></td>
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<tr>
<td>Sept. 30th</td>
<td>Nugent, “Smoke, Lilies and Jade” &amp; Ginsberg, “Howl”</td>
<td>Ch. 2 d-e</td>
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<td>Oct. 2nd</td>
<td>Mooootoo, <em>Cereus Blooms at Night</em></td>
<td>Ch. 3 a-e</td>
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<td>Oct. 7th</td>
<td>Mooootoo, <em>Cereus Blooms at Night</em></td>
<td>Ch. 4 a-d</td>
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<tr>
<td>Oct. 9th</td>
<td><strong>Essay Workshop I</strong></td>
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<td><strong>Major essay topics distributed</strong></td>
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<td>Oct. 14th</td>
<td>Dubois, “A Mild Suggestion” &amp; Hughes, “Harlem”</td>
<td>Ch. 4. e-g</td>
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<td>Oct. 16th</td>
<td>Dick, <em>Do Androids Dream of Electric Sheep?</em></td>
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<td><strong>Mid-term Test</strong></td>
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<td>Oct. 21st</td>
<td>Dick, <em>Do Androids Dream of Electric Sheep?</em></td>
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<td>Oct. 28th</td>
<td>Smith, <em>White Teeth</em></td>
<td>Ch. 6</td>
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<td>Nov. 4th</td>
<td>Smith, <em>White Teeth</em></td>
<td>Ch. 12</td>
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<td>Nov. 6th</td>
<td><strong>Essay Workshop II</strong></td>
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<td>Nov. 11th</td>
<td>Burns, “Scots Wha Hae” &amp; Nichols, “The Long Weekend of Louis Riel”</td>
<td>Ch. 16</td>
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Nov. 18th | Orwell “Reflections on Gandhi,” Guevara, “A Child of My Environment” & Malcolm X, “The Ballot or the Bullet” | Ch. 18
Nov. 20th | Orwell, 1984 | Ch. 19
Nov. 25th | Orwell, 1984 | Ch. 37
Nov. 27th | Exam Review | Ch. 24 | Major Essay Due

**Assignments & Evaluation:**

10% Short Essay – due Sept 25th

Provide a close reading of one of Yeats’s “Second Coming” or Wilmot’s “The Disabled Debauche” or Piercy’s “What’s That Smell in the Kitchen?” in which you analyze how the author constructs a particular understanding of what is considered to be “normal” within the social order described by the poem and the poetic speaker’s attitude toward that normal ideal. **Your essay must have a clear thesis statement, present your analysis in an organized manner, and provide sufficient evidence from the poem to support your observations.** Your essay should demonstrate a close engagement with the text that leads to a coherent assessment of how the “normal” ideal operates in the poem you have chosen to analyze. In your essay you should follow MLA conventions, which will be discussed in class before the essay is due. Secondary research is not required.

20% Mid-Term Test – Oct. 16th during regularly scheduled class meeting

10% Essay Workshop II participation – Nov. 6th

Students will be assigned workshop groups prior to the Nov. 6th class and will be expected to distribute draft copies of their major essay to the members of their assigned group and to me no later than Nov. 4th. In this case, and only in this case, e-mail distribution of drafts will be permitted. In preparation for the workshop, each student will read and make written comments on the drafts that s/he has received. These edited drafts will be brought to the workshop for group discussion. Your participation grade will be based on the workshop process – distributing the rough draft in a timely manner, having a substantial and complete draft to work with, carefully responding to other students’ drafts, and participating in the workshop process.

N. B. The edited drafts that you receive back from your group members **must** be submitted with your final essay.

20% Major Essay – due Nov. 27th

8 – 10 pages

Essay topics will be distributed in class Oct. 9th.

10% Attendance and Participation

You are expected to be in class and on time. The grade is equally weighted between attendance and participation. You should be prepared for class fully and thoughtfully, and participate in an
active and engaged way during class. Active participation in this class requires participation in on-going classroom discussion and group work and being respectful of others’ contributions to the ongoing intellectual inquiry taking place during the class. Remember, it is difficult to participate if you do not regularly attend class.

At the end of most classes you will be given at least one question to be discussed in the next class. You will prepare a written response to at least three of these discussion questions. Your responses will be graded on a pass/fail basis. These responses may be e-mailed to me and should be sent the evening before the class in which the question is to be discussed so that I can include your contribution in the day’s discussion. Your responses should contribute to the on-going discussion that is occurring in the class. It is your decision which discussion questions to respond to.

30%  Final Exam – scheduled by Registrar’s Office

Class Policies:
Email: Email is an efficient method to contact me to arrange for appointments or to ask simple questions (i.e. questions that require a yes or no answer). Most questions arising from this class, however, will require face-to-face discussion and should be dealt with in class or during my office hours. If you are unable to attend my scheduled office hours please contact me to arrange an alternate meeting time. Essays and assignments submitted by email, or as email attachments, will not be accepted.

Late Essays: Essays are due in hard copy at the beginning of the class noted in the schedule. All late assignments will be penalized 3% per day, including weekends (i.e. Saturday and Sunday = 6%). Late papers must be signed and dated by one of the secretaries in the English department and submitted to the departmental mailbox (Hagey Hall 2nd floor). Please note that essays will not be accepted via e-mail or after the term’s last day of class.

Extensions: Except in extraordinary circumstances, all extensions must be requested by the Friday of the week prior to the essay’s due date. I reserve the right to request appropriate documentation to support the request for extension (e.g. doctor’s note).

Academic Offences: Plagiarism and cheating are serious academic offences that carry grave consequences: at the very least an automatic zero on the assignment/exam. However, course failure and serious consequences to your further academic progress may also result from these offences.

Plagiarism is the presentation of another person’s work as your own, whether done intentionally or not. This includes copying or downloading part or all of published essays; copying or downloading part or all of other students’ essays; and purchasing essays on-line. Plagiarism can also result from the misuse of secondary sources: failure to indicate material from other sources by using quotation marks; failure to provide proper in-text documentation of sources (e.g. author and page reference); and failure to provide a works cited page. Be sure to review your papers carefully to ensure that you have used sources fairly and documented those sources appropriately. We will discuss proper use of sources in class. However, if you have additional questions when writing your essays, please consult with me during office hours or via e-mail. Do not let carelessness lead to a serious academic offence.
I reserve the right to submit your essays to a plagiarism web site (e.g. Turnitin.com). For more information about penalties for academic offences, please refer to University Policy #71 in the University Calendar on the web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html.

“Note on avoidance of academic offences: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic options. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 (Student Academic Discipline) which is supplied in the Undergraduate Calendar (p. 1: I 1). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Association Dean.”

Note for Students with Disabilities: Students with documented or suspected disabilities (i.e., physical, learning, or sensory disabilities or chronic medical conditions) are encouraged to contact the Office for Persons with Disabilities (OPD) to determine eligibility for their services. OPD is located in Needles Hall 1132, 519-888-4567 ext. 35082.

UW Policy Regarding Illness and Missed Tests: The University of Waterloo Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the “University of Waterloo Verification of Illness” form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.