Department of English Language and Literature
University of Waterloo

English 108F - The Rebel
T/R 8:30-9:50am - HH 138

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Office Hours: Tuesday 10:00 - 11:00am or by appointment

Course Description
Rebellion is a part of our human condition and it may take different forms: it can be a sentiment or an act, it can be private or public, explicit or equivocal, life-changing or eternally frustrated. In this course, we will investigate how “rebellion” is represented and performed in a variety of literary texts. Through close reading of poetry, short stories, and novels written in England, the United States and Canada, we will look at how different ideas of rebellion are articulated through categories of identity, gender, sexuality, race, politics and power. We will ask such questions as Who enacts the rebellion, and why? What forms does the rebellion take? Who defines the rebel? And who defines what is normal? Using a combination of lectures, discussions, and assignments, we will focus on how literature in particular, through its language, characters and creative resources asks and answers these questions.

Course Objectives
By the end of the course you will:

- Be able to describe how various aspects of rebellion (reasons, goals, outcomes, etc.) are represented in texts
- Be able to expand and crystallize ideas through analysis and synthesis
- Be able to craft an effective thesis statement and support it with textual evidence
- Have gained confidence in assessing how a work of literature is constructed (speaker, audience, structure of the text, purpose...)

Important: This course is managed through UW-ACE. To access this online environment:
Go to UW homepage – Click on UW-ACE in the right column – Type in your QUEST user name and password – Choose ENG 108F The Rebel, from the available choices.
From UW-ACE you will submit postings and essays, read others’ posts, and check grades. You may also e-mail me or your classmates through this portal. You are welcome to start course-related discussion threads at any time. You are expected to check the site frequently for announcements and additional course materials posted during the semester.
**Required Texts**

Fiction and graphic novel (recommended editions):

**Custom Course Pack (available at UW Bookstore)**

*English 108F – The Rebel – Poems and Short Stories* (which includes):

**[Poetry]**
- Cohen, Leonard. “The only tourist in Havana turns his thoughts homeward”
- Ginsberg, Allen. “Howl”
- Hughes, Langston. “I, too, sing America,” “Let America be America again”
- Lord Tennyson, Alfred. “Ulysses”
- Walcott, Derek. “A Far Cry from Africa”

**[Short stories]**
- Munro, Alice. “Boys and Girls”
- Updike, John. “A&P”
- Vanderhaeghe, Guy. “The Jimi Hendrix Experience”


**Assignments**

1) Online responses (five at 2%, 250 words min. each, multiple due dates) 10%
2) Midterm exam (in-class exam) 20%
3) Essay Workshop (essay thesis and outline) 10%
4) Final essay (about 6 pages, 2000 words) 30%
5) Final Exam 30%

1. **Online responses (10%), multiple due dates**
Throughout the term, you will write **five responses of at least 250 words** on any of the readings due in that particular week. You can choose any week out of the seven indicated on the reading schedule. Submit your responses to the appropriate discussion thread on ACE by **12:00pm (noon) every Monday**: they will be part of our discussion during class time. Your responses will be graded as follows: 0.5 (inaccurate), 1 (acceptable), 1.5 (quite good), 2 (good, insightful). You are strongly encouraged to read others’ submissions and respond to them in your own response.
If someone else has already made the same point you wish to make, either build on it or think of another point to make. Make sure your posting is civil and respectful: it can be informal and refer to issues outside the class readings, but it needs to be constructive and relevant.

2. **Midterm Exam (20%), Thursday, February 12th**
This is an in-class exam. It will evaluate your knowledge of the primary works discussed up to that point in the course. More information will be given in class the week before the exam.
3. Essay workshop (10%), Thursday, March 19th
For this assignment you will (1) draft a strong thesis and essay outline based on your final essay topic; (2) post it to ACE by 12:00pm (noon) on Wednesday, March 18th, one day before the in-class essay workshop; (3) review and comment on the thesis and outline of another student (to be assigned); and (4) participate in a peer review workshop in class on March 20. Your mark will be based on the quality of your product in step (1), your timely completion of step (2), and the quality of your contribution in steps (3) and (4).

4. Final essay (30%), Thursday, March 26th
(about 6 pages long, no more than 2000 words, double-spaced, twelve-point font)
This assignment requires you to compare and contrast two texts from the course. Please comply with the length requirements: do not exceed in the word limit. The quality of the argument of your essay, the formal organization of its points, and the relevance of its evidence will be partly the result of how you perform on your essay workshop. Submit your essays electronically to the appropriate drop-box in ACE by 12:00am (midnight) on the specified due date.

5. Final Exam (30%), Date: TBA
It will cover all the texts we have studied. All material discussed in class will also be eligible for testing. More information will be given in class in the last two weeks of the course.

Course Policies

a) Late Penalties
1. If you post a response or your thesis and outline to UW-ACE after the 12:00pm deadline, I will subtract 50% from your mark for that posting. Because these course components are integral to our class discussions, late submissions are severely penalized.
2. If you submit your essay after the deadline, 3% per day, including weekends, will be detracted from your mark. No essays will be accepted for marking more than one week after the deadline (in which case the students will receive a zero for that assignment). Exceptions will be made only in the case of illness supported by a signed doctor’s note. Similarly, a student who fails to show up on the listed date of the midterm, will be permitted to write it upon presentation of a signed doctor’s notice covering for the day of absence.

b) Academic integrity
All students registered in courses at the University of Waterloo are expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offence, or who need help in learning how to avoid offences (e.g., plagiarism, cheating), or about “rules” for group work/collaboration should seek guidance from their course instructor, their academic advisor, or the Undergraduate Assistant Dean. For information on categories of offences and types of penalties, students should refer to Policy #71, Student Academic Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.
Students who believe that they have been wrongfully or unjustly penalized have the right to grieve in accord with Policy #70, Student Grievance, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.
The Internet has made plagiarism and other forms of cheating much more tempting; it has also
made it easier to detect. I will investigate and report to the Associate Dean all suspected cases of plagiarism or other academic dishonesty. Proven cases will result in academic penalty, proportional to the extent of the offence, and could include an official written reprimand from the Associate Dean that will be placed in your file. Consult Avoiding Academic Offences for a comprehensive explanation of plagiarism and how to avoid it: http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html.

c) Documented or Suspected 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 collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. OPD is located in Needles Hall 1132, 519-888-4567 ext. 35082.

**Weekly Reading Schedule**

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Texts for Class Discussion – Reading due</th>
<th>Important Notes</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
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<tr>
<td>Jan 6 – 8</td>
<td>Lord Tennyson, Alfred. “Ulysses” (poetry)</td>
<td>First day of class: Introduction/Orientation and syllabus review</td>
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<td><strong>Week Two</strong></td>
<td>Cohen, Leonard. “The only tourist in Havana turns his thoughts homeward” (poetry)</td>
<td><strong>DUE: Online Response #1 Discussion:</strong> how a literary text is constructed</td>
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<td><strong>Week Three</strong></td>
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<td>Jan 20 – 22</td>
<td>Orwell, George. <em>Nineteen Eighty-Four</em> (fiction)</td>
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<td><strong>Week Four</strong></td>
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<tr>
<td>Jan 27 – 29</td>
<td>Orwell, George. <em>Nineteen Eighty-Four</em></td>
<td><strong>DUE: Online Response #2</strong></td>
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<td>Perkins Gilman, Charlotte. “The yellow wallpaper” (short story)</td>
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<td><strong>Week Five</strong></td>
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<td>Feb 3 – 5</td>
<td>Hawthorne, Nathaniel. <em>The Scarlet Letter</em> (fiction)</td>
<td><strong>DUE: Online Response #3 Discussion:</strong> Midterm exam format, academic writing strategies and tips</td>
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<td><strong>Week Six</strong></td>
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<td><strong>Week Seven</strong></td>
<td>Reading Week – no class</td>
<td><strong>Thursday, February 12</strong></td>
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| Week Eight  
| Feb 24 – 26 | Ginsberg, Allen. “Howl” (poetry)  
Vanderhaeghe, Guy. “The Jimi Hendrix Experience” (short story) | DUE: Online Response #4 |
| Week Nine  
| Mar 3 – 5 | Atwood, Margaret. *The Robber Bride* (fiction) | *Discussion: Essay Thesis and Outline* |
| Week Ten  
| Mar 10 – 12 | Atwood, Margaret. *The Robber Bride*  
Munro, Alice. “Boys and Girls” (short story) | DUE: Online Response #5  
*Discussion: analysis and synthesis in writing* |
| Week Eleven  
| Mar 17 – 19 | Walcott, Derek. “A Far Cry from Africa” (poetry)  
Hughes, Langston. “I, too, sing America,” “Let America be America again” (poetry) | DUE: Online Response #6  
DUE: Essay Thesis and Outline, Wed, March 18th  
*Essay Workshop  
Thursday, March 19th* |
| Week Twelve  
DUE: Final Essay  
*Thursday, March 26th* |
| Week Thirteen  
Review of the course and preparation for the exam | *Discussion: Exam* |
| TBA | | FINAL EXAM |