



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of English

Engl 108F

The Rebel

Fall 2022

TTh 10:00 – 11:20am, SJ2 2002

Instructor

Instructor: Diana Lobb

Office: SJU SH 2104

Email: df2lobb@uwaterloo.ca

Please make sure to include the course number in the subject line of any e-mail

Course Description

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.

Course Goals and Learning Outcomes

- A. To develop analytical reading skills.
- B. To develop essay writing skills.
- C. To develop critical thinking skills.

Required Text

- English 108F Section F22 Courseware
- *Stephen King, Different Seasons*
- *Lawrence Hill, The Book Of Negroes*
- *Chuck Palahniuk, Fight Club*
- *Peter Bagge, Woman Rebel: The Margaret Sanger Story*

All texts are available through the on-campus bookstore.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Participation	Throughout term	15%
Essay 1	September 30th	15%
Take home test	Nov. 15th	20%
Essay 2	Dec. 6th	30%

Assessment	Date of Evaluation (if known)	Weighting
Team Presentation	Weeks 7 - 14	20%
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Total		100%

Assessment 1

15% Participation is based on regular attendance, contributions to discussions in class and online, and thoughtful preparation and commentary on the assigned readings. Participation also entails respectful attention to and engagement in class discussion and lecture.

Note about participation grade: if you attend all (or nearly all) classes, and complete all of the in-class exercises, your participation grade will be in the B- range (approximately 11/15); to obtain a participation grade in the A-range (12/15 or above), you must participate in class discussion.

Assessment 2

15% Essay – due Sept. 30th
5-6 pages

Narrative strategies are the techniques that authors employ to shape their communication with their readers. These techniques can include (but are not limited to): narrator's point of view; the construction of the implied audience by the text; character development; the structural organization of the work; the contents of the narrative and their sequence of representation; word choice. In any work we will read this term, examine the narrative strategies employed. Consider which strategies the author employs and what effects the author is able to achieve using his or her own strategy. Your essay should consider the overall effect of particular narrative strategies within the individual works and how it affects your overall interpretation of the text

Assessment 3

20% Take home test
Question assigned: Nov. 10th, Response due: Nov. 15th

Assessment 4

20% Team Presentation Week 7 - 14

In small groups (4-5) people, teams will lead the class discussion on an aspect of the text(s) we are working on that they find interesting. This could be the author, a historical or social context of the text, a particular feature or character of the text. Etc. Each team will have 20-25 minutes to present and discuss with the class. A slide presentation to accompany the talk is recommended, but teams must prepare a handout to share with the class that highlights the key points of their discussion.

Assessment 5

30% Essay – due Dec. 6th
6-8 pages

The texts we will read in the course demonstrate how different authors struggle with the idea of rebellion and the relationship between the individual and the collective. Some works suggest that if rebellion is individual, it can risk being rejected by the collective, but others suggest that if rebellion is collective, it risks becoming a means for oppressing the individual. In any two works that we have read this term, compare and contrast the different approaches the authors take to the relationship of the individual and the collective in the context of rebellion. Your essay should consider the strategies that the authors employ to communicate their concerns/convictions and the potential benefits and risks of

Week	Week Starting	Topic
1	Sept. 7 th	Syllabus distribution and course introduction. What's so interesting about rebels?
2	Sept. 12 th	With a Rebel Yell! - Scots Wha Hae, Burns, R. - "Harlem," Hughes, L. - "Letter to Sir John A. MacDonald," Dumont, M. - "Howl, Footnote to Howl," Ginsberg, A.
3	Sept. 19 th	Framing the Rebel Pt. 1 "Rita Hayworth and the Shawshank Redemption," King, S.
4	Sept. 26 th	Framing the Rebel Pt. 2 "The Body," King S.
5	Oct. 3 rd	The Shape of Rebellion Pt. 1 - "Simmering," Atwood, M. - "Anglosaxon Street," Birney, E. - "The Long Weekend of Louis Riel," Nichol, bp
6	Oct. 10 th	Reading Week
7	Oct. 17 th	The Shape of Rebellion Pt. 2 <i>The Book of Negroes</i> , Hill, L.
8	Oct. 24 th	<i>The Book of Negroes</i> , Hill, L.
		Rebels and Icons: - "The Ballot or the Bullet." Little, M. (aka Malcolm X) - "I Have a Dream," King, M. L. Jr. - "We must hold together," Nehru, J. - "Reflections on Gandhi," Orwell, G.

9	Oct. 31 st	
10	Nov. 7 th	A Sexual/Gender Revolution Pt. 1 - "The Disabled Debauchee," Wilmot, J. - "Signior Dildo," Wilmot, J. - "The Female Body," Atwood, M.
11	Nov. 14 th	A Sexual/Gender Revolution Pt. 2 Fight Club, Palahniuk, C
12	Nov. 21 st	<i>Fight Club</i> , Palahniuk, C The Woman Rebel, Bagge, P.
13	Nov. 28 th	<i>The Woman Rebel</i> , Bagge, P.
14	Dec. 5 th	Course conclusion.

Late Work

All assignments are to be submitted electronically to the Learn drop box or discussion fora (as noted in the appropriate, detailed assignment description) by 11:59pm on the date noted. All late assignments will be penalized 3% per day, including weekends (i.e. Saturday and Sunday = 6%). Please note that assignments will not be accepted via e-mail.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Students should be aware that this course contains the intellectual property of the instructor. This property may include (but is not limited to):

- PowerPoint slides, handouts,
- Lecture content, both spoken and written (includes any audio or video recording),

- Questions from various types of assessments (e.g. assignments, quizzes, tests),
- All course material is protected by copyright.

IMPORTANT: Making available the intellectual property of instructors without their express written consent (e.g. uploading lecture notes, assignments, test questions to an online repository such as Course Hero, OneClass) is considered theft of intellectual property, copyright violation, and subject to disciplinary sanctions as described in Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome's University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Services:

On Campus

Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655

[MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services

Health Services Emergency service: located across the creek from the Student Life Centre

Off campus, 24/7

[Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454

Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit

Phone: 519-749-4300 x6880 [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247

[OK2BME](#): Support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#) Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Contact Health Services

[Health Services Building](#)

Call 519-888-4096 to schedule an appointment

Call 1-866-797-0000 for free 24/7 advice from a health professional

Contact Counselling Services

[Needles Hall Addition, NH 2401](#)

Call 519-888-4567 x 32655 to schedule an appointment counserv@uwaterloo.ca

Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course, and that students' learning needs be addressed both in and out of class. We recognize the immense value of the diversity in identities, perspectives, and contributions that students bring, and the benefit it has on our educational environment. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. In particular:

- We will gladly honour your request to address you by an alternate/preferred name or gender pronoun. Please advise us of this preference early in the semester so we may make appropriate changes to our records.
- We will honour your religious holidays and celebrations. Please inform of us these at the start of the course.
- We will follow AccessAbility Services guidelines and protocols on how to best support students with different learning needs.