

MIT 3200F

REBELS AND ROGUES: OUTLAWS IN CULTURE & THEORY

Western University
Faculty of Information
& Media Studies



What does it mean to be an outlaw? Does this meaning change over time, and if so, how? How are rebels portrayed in media from folksongs to feature films? How do these representations challenge or reinforce political power?

"The Revolution will not be televised," Gil Scott-Heron famously proclaimed in 1970. But for much of history, those who defied authority – from woodland bandits to computer hackers – have had their fortunes tied to "the media."

The goal of MIT 3200 is to explore this basic connection between representation and political action. From Spartacus to Robin Hood, outlaws from history and legend are now known to us only through traces left in popular ballads or through the writings of their enemies. Yet constant reinterpretation

over the years keeps them alive in our cultural memory, their stories subtly shifting to meet the needs of contemporary politics.

Outlaws have often lived in a figurative space between authority and anarchy – and this is reproduced by their real existence at the physical margins, outside the reach of state power. But what happens when there is no other place to run? Does a postmodern, global world mean that the only space for resistance is virtual? And what happens when those with privilege appropriate the symbols and rhetoric of rebellion, and rail against the very system from which they overwhelmingly benefit?

These are some of the issues this course will guide you through.

Instructor: Luke Arnott, M.A.

Lecture: Mon. 11:30–2:30 VAC 100

Office hours: Mon. 10–11 NCB 440

Email: larnott@uwo.ca

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Official Course Description:

Fall 2013

MIT 3200F offers students the critical tools to explore our theoretical and cultural conceptions of outlaws and justice. The course incorporates a theory of the outlaw as an extraordinary criminal caught in a liminal threshold 'outside the law.' Through a combination of historical and theoretical analysis, students will gain an understanding of the complex, reciprocal relationship between media representations of rebels and political action.

Evaluation Breakdown:

Midterm	20%
Annotated Bibliography	10%
Formal Research Paper	40%
Final Exam	30%

1. Midterm DATE: Oct. 7

Students will write an in-class midterm based on all course readings and lectures up to that point. The format will consist of short answer questions and essay questions.

2. Annotated Bibliography DUE: Oct. 21

A preliminary bibliography for your research paper. The bibliography must consist of at least five sources not included in the course material; at least one source must also be theoretical.

Each source must have a 2 to 3 sentence description explaining its importance to the proposed topic. A finalized thesis is not necessary at this stage. Consider it an opportunity to “pitch” your topic and receive feedback and/or guidance.

3. Formal Research Paper DUE: Dec. 2

A 12–15 page, double-spaced paper, due at the beginning of the last lecture. The topic is up to you, so long as it engages critically with course themes. But ask permission if your paper ends up being on a substantially different subject than that of your annotated bibliography.

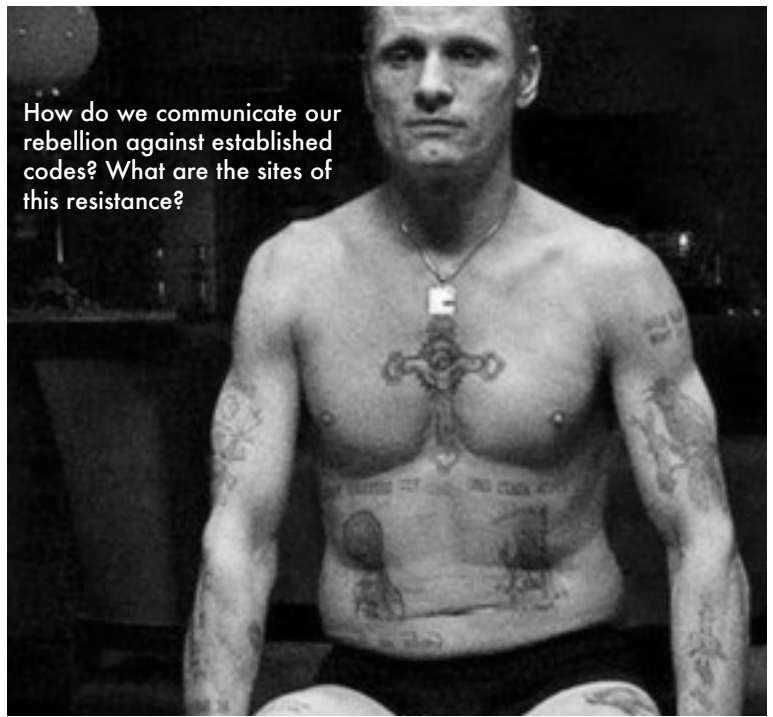
The paper must have a title page and works cited page, and be formatted in accordance with a standard academic citation style (APA, MLA, Chicago, etc.).

IMPORTANT: you will also be required to hand in a draft of your paper (no shorter than 10 pages) one week before the final paper is due. (Nov. 25) The draft will not be graded, although students who do not hand it in will have 10% deducted from their final paper mark. This is to make sure that you do not write the paper at the last minute, and set aside time for proofreading, necessary revisions, and so on.

4. Final Exam DATE: TBA

This will cover all course material and take place during the official final exam period in December. It will consist of answering your choice from a list of essay questions.

How do we communicate our rebellion against established codes? What are the sites of this resistance?



Course Policies

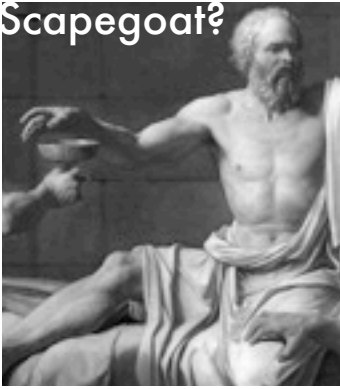
Late policy: All assignments are due in class before the beginning of lecture; any handed in afterwards will be considered one day late. Late assignments will have 5% deducted from the grade for every calendar day they are overdue (this includes weekends). Late assignments must be handed in via the FIMS office, and be date-stamped. There will be no exceptions to this without proper academic accommodation (see page 5 below).

Email policy: Please e-mail me about any course-related questions you may have. Be advised, however, that I have other commitments and sometimes cannot respond right away. I regularly check and answer UWO emails on Mondays and Thursdays, so it might be 2 or 3 days before I can get back to you.

If you do not already do so, please check your UWO email account regularly. Email will be the primary means of communication with the class, and over the course of the term I may send you reminders and supplementary materials (practice exams, sample readings, etc.) electronically.

Electronic devices policy: Laptops and similar devices may only be used for note-taking in class, whose use (barring official accommodation) is a privilege. Students found to be using computers or phones for non-academic purposes (tweeting, checking Facebook, etc.) will have that privilege revoked. No electronic devices are permitted in exams.

Scapegoat?



Outlaw?



Rebel?



Rogue?



Lecture Schedule:

Week 1. September 9

Introduction: Power and Space

Reading: Astore, "Why Rebels Triumph"

Week 2. September 16

Ancient Outlaws I: Get Outta Town

Reading: Plato, "Phaedrus"; Derrida, "Dissemination"; John Durham Peters, "Exile and Nomadism"

Week 3. September 23

Ancient Outlaws II: Beyond the Pale

Readings: Johnson, "Agamben's *Homo Sacer*"

Week 4. September 30

American Frontiers I: The Wild and the West

Readings: Hobsbawn, "Bandits"; Gord Hill, "500 Years"; Chester Brown, "Louis Riel"

Week 5. October 7

Midterm

Week 6. October 14

Thanksgiving Holiday – No Class

Week 7. October 21

Annotated Bibliography due in class

American Frontiers II: Rogue Politics

Screening: The Outlaw Josey Wales

Readings: Lowndes, "Unstable Antistatism"; Tanenhaus, "North Star"

Week 8. October 28

American Frontiers III: Rebels without a Cause

Screening: Badlands

Readings: The Sterns, "Charlie Starkweather"; Hunter Thompson, "Hells Angels"; Shoham, "Signs of Honor"

Week 9. November 4

Spaces of Empire I: The Institutional Rogue

Reading: Hardt and Negri, "Empire"

Week 10. November 11

Spaces of Empire II: Resistance is Futile?

Readings: Hardt and Negri, "Empire"; Gord Hill, "500 Years"

Week 11. November 18

Spaces of Empire III: Vigilantes and the Media

Readings: Will Brooker, "Hunting the Dark Knight"

Week 12. November 25

Essay first draft due in class

Spaces of Empire IV: Digital Rebels

Readings: Curran and Gibson, "WikiLeaks"; Moore and Lloyd, "V for Vendetta"

Week 13. December 2

Research essay due in class

Review/Conclusion

Course Readings:

All readings are included in the MIT 3200F course pack, available for download as a PDF on the course's OWL website.

Astore, William J. "Why Rebels Triumph: How 'Insignificant' Rebellions can Change History." Star Wars and History. Ed. Nancy R. Reagin and Janice Liedl. Hoboken, NJ: John Wiley and Sons, Inc., 2013. 9-39.

Brooker, Will. Hunting the Dark Knight: Twenty-First Century Batman. London: I. B. Tauris, 2012.

Brown, Chester. Louis Riel: A Comic-Strip Biography. Montreal: Drawn and Quarterly, 2003.

Curran, Giorel, and Morgan Gibson. "WikiLeaks, Anarchism and Technologies of Dissent." Antipode 45.2 (2013): 294-314.

Derrida, Jacques. Dissemination. Trans. Barbara Johnson. London: The Athlone Press, 1981.

Hardt, Michael, and Antonio Negri. Empire. Cambridge, MA: Harvard UP, 2000.

Hill, Gord. 500 Years of Indigenous Resistance. Oakland, CA: PM, 2009.

Hobsbawm, Eric. Bandits. London: Weidenfeld & Nicolson, 2000.

Johnson, Valerie B. "Agamben's *Homo Sacer*, the 'State of Exception', and the Modern Robin Hood." Robin Hood in Greenwood Stood: Alterity and Context in the English Outlaw Tradition. Ed. Stephen Knight. Turnhout, Belgium: Brepols, 2011. 207-228.

Lowndes, Joseph E. "Unstable Antistatist: The Left, the Right, and *The Outlaw Josey Wales*." International Journal of Politics, Culture, and Society 16.2 (2002): 237-53.

Moore, Alan, and David Lloyd. V for Vendetta. New York: DC Comics, 2005.

Peters, John Durham. "Exile, Nomadism, and Diaspora: The Stakes of Mobility in the Western Canon." Home, Exile, Homeland: Film, Media, and the Politics of Place. Ed. Hamid Naficy. New York: Routledge, 1999. 17-41.

Plato. Phaedrus. Trans. Christopher Rowe. London: Penguin, 2005.

Shoham, Efrat. "'Signs of Honor' among Russian Inmates in Israel's Prisons." International Journal of Offender Therapy and Comparative Criminology 54.6 (2010): 984-1003.

Stern, Jane, and Michael Stern. "Charlie Starkweather." Encyclopedia of Pop Culture. New York: HarperPerennial, 1992.

Tanenhause, Sam. "North Star: Books." The New Yorker December 7 2009.

Thompson, Hunter S. Hell's Angels. London: Penguin, 1967.

Scapegoat?



Outlaw?



Rebel?



Rogue?

Prerequisites:

At least 65% in each of MIT 1200F/G, 1500A/B and 1700F/G.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. (www.uwo.ca/univsec/handbook/exam/crsout.pdf)

Anti-requisites:

MIT 3403F in 2008, 2009 and 2010.
(An earlier version of this course.)

Statement on Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Academic Accommodation:

Students seeking academic accommodation on medical grounds for any missed tests, exams, assignments or participatory components worth 10% or more of their final grade for the course must apply to the Academic Counseling Office of their home faculty and provide documentation in the form of a Student Medical Certificate. For

work worth less than 10% of the final grade, the instructor will consider requests for academic accommodation on medical grounds made in a timely manner in writing or by appointment in office hours. Such requests need not be accompanied by documentation. The instructor may, however, decide to require documentation be submitted to the Dean's Office.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons. All documentation must be submitted to the Academic Counselling office of a student's home Faculty.

For Western University policy on accommodation for medical illness, see: www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf
Student Medical Certificate (SMC): www.uwo.ca/univsec/handbook/appeals/medicalform.pdf

Compassionate Accommodation:

Academic accommodation (extensions, makeup tests and exams, additional assignments etc.) may be given to students on compassionate grounds. The situations for which compassionate accommodation can be given must be serious, including significant events such as death in the immediate family, trauma (fire, robbery, harassment, muggings, car accidents, etc.) or emergency situations. Documentation is required.

If a member of your immediate family is seriously ill, obtain a medical certificate from the family member's physician and submit the documentation to your Academic Counsellor. If you have been involved in a severe accident, fire or some other exceptional crisis, obtain a copy of the police report or be prepared to provide the necessary documentation upon request.

Generally, for deaths within a student's immediate family (parents, guardians, caregivers, siblings, spouses), bereavement leave is granted, upon provision of documentation. For deaths within a student's extended family, academic accommodation is given for one to three days, upon provision of documentation.

Students seeking additional bereavement leave for religious or other reasons should contact their Academic Counsellors, and provide valid documentation.

Religious Accommodation:

Students should consult the University's list of recognized religious holidays, and

should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance.

Further specific information is given in the Western Academic Calendar.

FIMS Grading Policy:

Elective courses have no class average requirement.

Removing the mandatory grade range from elective courses gives truly outstanding students an opportunity to excel in, and faculty greater freedom in the instruction of, such courses. At the same time, FIMS remains committed to rigorous academic standards, and to grading practices that give high marks only for high quality work. To this end, FIMS undergraduate instructors mark according to the Guidelines to the MIT Grade Range, using the full range of marks available. Please consult these Guidelines to see the standards work is expected to meet.

SUPPORT SERVICES – LINKS

Student Development Centre:

www.sdc.uwo.ca

Mental Health @ Western:

www.uwo.ca/uwocom/mentalhealth/students.html

Psychological Services:

www.sdc.uwo.ca/psych

Services for Students with

Disabilities:

www.sdc.uwo.ca/ssd

Accessibility Information:

www.accessibility.uwo.ca

Writing Support Centre:

www.sdc.uwo.ca/writing

Learning Skills Services:

www.sdc.uwo.ca/learning

Indigenous Services:

indigenous.uwo.ca

International and Exchange

Student Centre:

www.sdc.uwo.ca/int

Career Centre at Western:

www.success.uwo.ca/careers

Appendix A: Grade Ranges

Guidelines to the MIT Grade Range

Available at www.fims.uwo.ca/acad_programs/undergrad/mit_mpi/courses/grading.htm

These guidelines are benchmarks, and are not to be followed as rigid regulations. They will be adjusted as appropriate to take into account the level of the course and any specific instructions given by a professor. As well, competency in English language usage (including spelling and grammar) may be taken into account in the assignment of grades by individual instructors. Note that the 70-79 grade range is broken into two divisions, as this is the grade range into which a large number of students fall.

90-100 (Outstanding, A+)

The report shows sparkling originality and exhibits a high degree of critical analysis of the topic. Sophisticated synthesis and analysis of the theoretical and conceptual dimensions of the topic are demonstrated. Mastery of complex material and ideas is immediately evident. The topic is treated with sensitivity and subtlety of thought. The quality of the writing and background research is exemplary.

80-89 (Excellent, A)

The report shows originality and exhibits a high degree of critical analysis of the topic; it gets to the heart of the matter with comments and/or questions. It is clearly focused and logically organized. The quality of writing makes the report immediately understandable. Mastery of complex material and ideas is demonstrated. The report is of appropriate length, while preserving the priorities and emphasis of the material, so that the result is meaningful, not simplistic.

75-79 (Very Good, B+)

The report shows above average analysis, critical thinking and independent thought. Claims are supported by ample evidence and the components of the topic are well-researched and presented. The topic is addressed in reasonable depth and/or breadth and covers material appropriate to the course. The analysis is organized around focal points and the argument is easily followed. The report demonstrates an above average ability to write in an intelligible style and to condense material meaningfully and with a concern for priorities of that material.

70-74 (Good, B)

The report shows an attempt at analysis and critical thinking. Claims are supported by reasonable evidence. The topic is addressed in some depth and/or breadth, with references to the appropriate literature and course material. The analysis is organized around focal points. The report is generally well written and well argued.

60-69 (Competent, C)

The report demonstrates adequate comprehension of the topic. The report is on topic and is a reasonable summary of material covered in the course, but goes no further. Facts are stated accurately; the quality of writing is sufficiently intelligible with enough elaboration and enough connections made between ideas to permit a reader to understand the point of the report.

50-59 (Marginal, D)

The report shows less than adequate comprehension of the topic and of the material covered by the course. The report is a less than adequate summary of sources and/or is considerably off-topic. Facts are stated inaccurately or ambiguously; the writing style is difficult to follow; there is insufficient elaboration to permit reader's comprehension of relations among ideas; little judgment is shown in selecting detail for inclusion in the report.

Below 50 (Unacceptable, F)

The report demonstrates a failure to comprehend the topic. The material is disorganized and unintelligible. The report clearly does not meet the minimal requirements of the assignment.

Appendix B: Guidelines for Academic Appeals for FIMS Students

Available at www.fims.uwo.ca/current/counselling/undergrad-counselling/appeals/guidelines_appeals.htm

NOTE: The outcome of an appeal may result in an increase, decrease, or no change in the grade under appeal.

Grounds for Appeal:

The Faculty of Information and Media Studies does not view the appeals process as an opportunity for students to solicit a second opinion on a grade assigned to a particular piece of work. Appeals must pertain to the final grade in a course, and will only be entertained if sufficient grounds for appeal can be met, including: medical or compassionate circumstances, a defect in the evaluation process, bias, inaccuracy or unfairness.

Stages in the Appeals Process:

- **The first stage of the process is a discussion of the disputed grade with the appropriate Teaching Assistant (if applicable), and subsequently, the course Instructor.**

For grades assigned to individual assignments, essays, lab reports, projects and tests completed throughout the term, the student first must appeal to the Teaching Assistant or Instructor of the course, within three weeks of the date on which the Instructor or Teaching Assistant returned the assignments to the class. The Appeals Committee will not hear any further appeals about the final grade in any course unless this first step has been taken.

- **If completion of the first stage has not resolved the matter, the student may appeal the final grade in the course to the FIMS Appeals Committee.**

Appeals of final grades must be within the time frame indicated in the Undergraduate and Graduate Calendars [Note: MA Journalism students must consult the Appeals Procedures described in the Graduate Student Handbook for more specific timelines]. It is the student's responsibility to ensure that the appeal is submitted within the deadline. The student shall submit a formal letter to the FIMS Appeals Committee outlining the grounds for the appeal, the remedy sought and relevant materials. If the appeal involves a request for work to be regraded, the original marked work and a clean copy (if possible) must be included. If the appeal is commenced once the deadline has passed, it will not be considered either by the Appeals Committee or by the Associate Dean.

- **The FIMS Appeals Committee has the discretion to determine whether the grounds for appeal have been met.**

If the Committee deems that the reasons for the appeal are not legitimate, the Associate Dean will be informed. The appeal will be terminated and the student will be informed.

- **If the Committee decides that the grounds for appeal have been met, the following steps will be taken:**

- the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
 - if work is to be regraded, a reader will be appointed who is competent in the area in question and was not involved in the assignment of the original mark. The reader will consider the work in question and will arrive at an independent evaluation. If there is a large discrepancy between the original mark and the regraded mark, a second reader may be appointed by the Committee. **If the appointed reader(s) arrive at a grade within five marks of the original, the original grade will stand.**
- **The FIMS Appeals Committee will review the evidence and will make a recommendation on the case to the Associate Dean.**

The Associate Dean will consider the recommendation from the Appeals Committee, and will make a decision. The student and the instructor will be notified promptly and in writing by the Associate Dean of the decision and of the change in grade, if any. Within the Faculty of Information and Media Studies, the Associate Dean's decision on the matter is final. Further appeals are possible under certain circumstances to the Senate Review Board Academic (for Undergraduate students) or to the School of Graduate and Postdoctoral Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.