

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: Dr. Luke Arnott

Lecture: Mon. 4:30–7:30 MC 17

Office hours: Mon. 3:30-4:30 NCB
287

Email: larnott@uwo.ca

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Official Course Description:

Fall 2015

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. 19

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. 26

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. 7

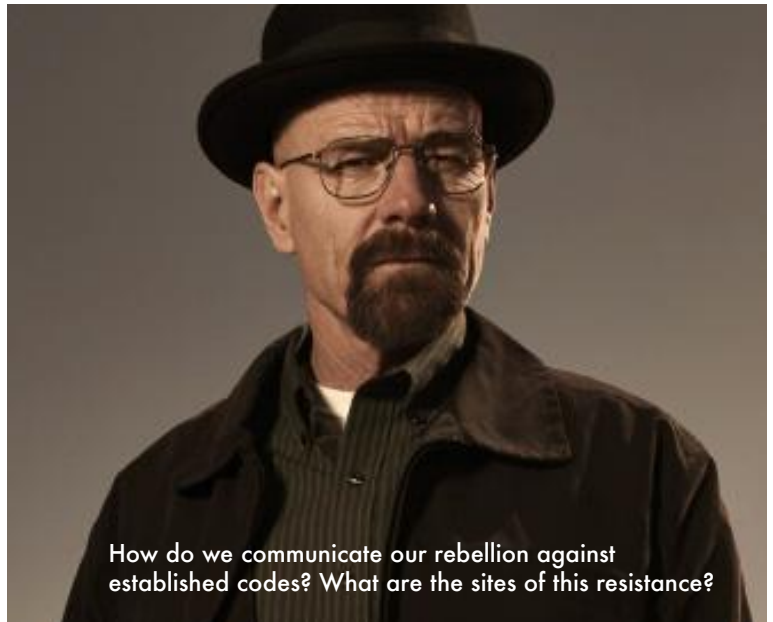
An 8–10 page, double-spaced paper, due at the beginning of the last lecture. The topic is up to you, so long as it engages critically with course themes. But ask permission if your paper ends up being on a substantially different subject than that of your annotated bibliography.

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. 30) 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.



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).

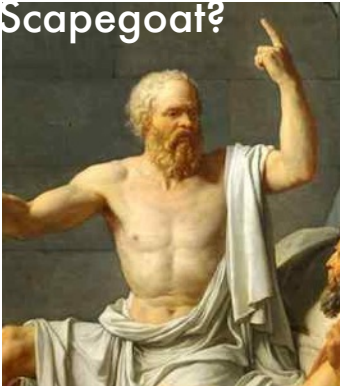
Email policy: Please e-mail me about any course-related questions you may have. Be advised, however, that I have other commitments and sometimes cannot respond right away. I regularly check and answer UWO emails on Mondays and Thursdays, so it might be 2 or 3 days before I can get back to you.

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.

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 enrol 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.

Scapegoat?



Outlaw?



Rebel?



Rogue?

Lecture Schedule:

Week 1. September 14

Introduction: Power and Space

Reading: Astore, "Why Rebels Triumph"; Decker, "They Want Unfreedom?"

Week 2. September 21

Ancient Outlaws I: Get Outta Town

Readings: Plato, "Phaedrus"; Derrida, "Dissemination"; Peters, "Exile and Nomadism"

Week 3. September 28

Ancient Outlaws II: Beyond the Pale

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

Week 4. October 5

American Frontiers I: The Wild and the West

Readings: Hobsbawm, "Bandits"; Hill, "500 Years"; Brown, "Louis Riel"

Week 5. October 12

Thanksgiving Holiday – No Class

Week 6. October 19

Midterm

Week 7. October 26 *Annotated Bibliography due in class*

American Frontiers II: Rogue Politics

Screening: The Outlaw Josey Wales

Readings: Lowndes, "Unstable Antistatism"; Orpana and Mauro, "First as Tragedy, then as Ford"

Week 8. November 2

American Frontiers III: Rebels without a Cause

Screening: Badlands

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

Week 9. November 9

Spaces of Empire I: The Institutional Rogue

Readings: Hardt and Negri, "Empire"; Risko, "Katniss Everdeen's Liminal Choices"

Week 10. November 16

Spaces of Empire II: Resistance is Futile?

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

Week 11. November 23

Spaces of Empire III: Vigilantes and the Media

Readings: Brooker, "Hunting the Dark Knight"

Week 12. November 30 *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 7 *Research essay due in class*

Review/Conclusion

Course Readings (Available as PDFs on the course's OWL website):

Agamben, Giorgio. Homo Sacer: Sovereign Power and Bare Life. Trans. Daniel Heller-Roazen. Stanford, CA: Stanford UP, 1998. 47-48.

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.

Decker, Mark T. "They Want Unfreedom and One-Dimensional Thought? I'll Give Them Unfreedom and One-Dimensional Thought: George Lucas, *THX-1138*, and the Persistence of Marcusean Social Critique in *American Graffiti* and the *Star Wars* Films." Extrapolation 50.3 (2009): 417-441.

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 Antistatism: 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.

Orpana, Simon, and Evan Mauro. "First as Tragedy, then as Ford: Performing the Biopolitical Image in the Age of Austerity, from the G20 to Toronto City Hall." Topia. 30-31 (2013-2014): 271-89.

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.

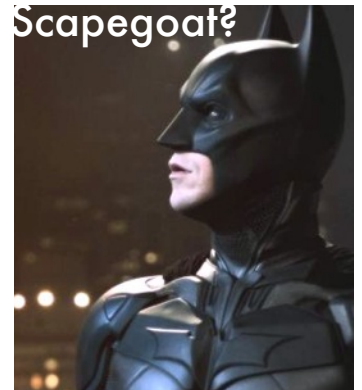
Risko, Guy Andre. "Katniss Everdeen's Liminal Choices and the Foundations of Revolutionary Ethics." Of Bread, Blood, and the Hunger Games: Critical Essays on the Suzanne Collins Trilogy. Ed. Mary Pharr and Leisa A. Clark. Jefferson, NC: McFarland & Co., 2012. 80-88.

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.

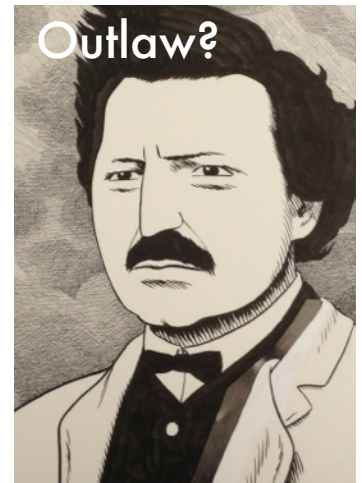
Stern, Jane, and Michael Stern. "Charlie Starkweather." Encyclopedia of Pop Culture. New York: HarperPerennial, 1992.

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

Scapegoat?



Outlaw?



Rebel?



Rogue?



NOTES FROM THE FIMS DEAN'S OFFICE

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

Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/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 (<http://www.turnitin.com>).

Academic Accommodation

Medical Accommodation

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or **assignments worth 10% or more of their final grade** must apply to the Academic Counselling office of their home Faculty and provide documentation in the form of a Student Medical Certificate. It will be the Dean's Office that will determine if accommodation is warranted.

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 appropriate Academic Counselling 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: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Student Medical Certificate (SMC):

http://www.uwo.ca/univsec/pdf/academic_policies/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 crises, 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.

<http://multiculturalcalendar.com/ecal/index.php?s=c-univwo>. Additional information is given in the Western Academic Calendar.

FIMS Grading Policy

The MIT program now has the following class average policy:

- All 1000-level MIT **required** courses (i.e., 1020E; 1025F/G; 1050A/B) will have a class average of between 67 and 72%.
- All 2000-level MIT **required** courses (i.e. 2000, 2100, 2200, 2500) will have a class average of between 70 and 75%.
- All 3000-level MIT **required** courses (i.e. 3000, 3100) will have a class average of between 72 and 77%.

Elective courses and 4th year seminar courses have no class average requirement.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

SUPPORT SERVICES -- LINKS

Office of the Registrar:

www.registrar.uwo.ca

Student Development Centre:

www.sdc.uwo.ca

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 in MIT, MPI and MTP

Guidelines to the MIT Grade Range

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 of Academic Appeals for FIMS Students

(<http://www.fims.uwo.ca/current/counselling/undergrad-counselling/appeals.htm>)

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 Calendars. 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 including the information about when and with whom (Teaching Assistant and/or Instructor) the student met, as described in Stage 1. 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:

1. the course Instructor will be shown the appeal letter and offered an opportunity to make a written response;
2. 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 Undergraduate.

The Associate Dean Undergraduate 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 Faculty of Graduate Studies (for Graduate students) but the student should carefully consult the guidelines regarding such Appeals.