



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of English

English 208A: Forms of Fantasy, Spring/Summer 2022

Room: SJ2 1004

Instructor: Michael Hancock

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Lecture: MW 11:30 – 12:50 pm

Office Hours: video chats available from 1-3 Tuesdays or by appointment

Email policy: Please be sure to put the course name in the subject heading of any email you send me.

Course Description

This course teaches the forms of fantasy present in modern fantasy and fantasy throughout history, in literature and other media forms. The main objective of this course will be to investigate how and why fantasy functions in the ways that it does. How is fantasy defined (and who is doing the defining)? How has our understanding of fantasy changed over time? Why is fantasy at once considered to be massively popular and yet a marginal genre of literature? What purpose does fantasy serve in our lives? How are different media utilized to present fantasy in different ways? These questions and others will help us think critically about the role of fantasy in the world at large. This course will also push students to hone their skills regarding critical analysis and essay composition.

Course Objectives

By the end of the course, students will have been introduced and be expected to successfully demonstrate some of the following skills:

- > To critically investigate and discuss major examples of fantasy literature and other works
- > To appreciate and apply some critical and theoretical approaches of fantasy to fantasy-based texts
- > To understand and communicate some of the history behind fantasy as a genre and form
- > To recognize how fantasy overlaps with related genres such as the fairy tale, science fiction, and horror and how it contains its own subgenres and influences
- > To recognize and account for fantasy's different expression and affordances offered across media
- > To propose and carry out a critical investigation of a well-ordered argument concerning a given research topic regarding fantasy literature

Required Texts (any edition is acceptable)

J. R. R. Tolkien. *The Hobbit*. Approximately \$12

ND Stevenson. *Nimona*. Approximately \$14

C. Spike Trotman, M. K. Reed, and Clive Hawken. *Delver Season One*. Approximately \$10

Kieron Gillen and Stephanie Hans. *Die Vol 1: Fantasy Heartbreaker*. Approximately \$10

(Copies of *The Hobbit*, *Nimona* and *Die* will be put on 3-hr reserves; hopefully, I'll be able to add *Delver* as well)

Nerial. *Reigns* and *Reigns Her Majesty* Available on Steam, Android, iOS, approximately \$3.40 each (contact me if you can't get a hold of them)
--various shows and films on *Netflix* approximately \$13 per month (ie, you will need a *Netflix* subscription)

The following texts will be available through the course LEARN page:

Readings: Homer's *The Odyssey*, Book 9, 11.
H. C. Andersen. "The Snow Queen." 1844.
Robert E. Howard. "Shadows in the Moonlight." 1934.
H. P. Lovecraft. "The Shadow Over Innsmouth." 1936.
J. R. R. Tolkien. "On Fairy-Stories." 1947.
Neil Gaiman. "Chivalry." 1998.
Farah Mendlesohn. "Rhetorics of Fantasy."
excerpt from Stefan Ekman's *Here Be Dragons: Exploring Fantasy Maps and Settings*. 2013.
Ellen Klages. "Singing on a Star." *Wicked Wonders*. 2017.

Evaluation

Introductory Posts	5%x3	minimum 500/maximum 1000 words (throughout the term)
First Essay	20%	4-6 pages (June 17th)
Participation and attendance	20%	continuous through term
Second Essay/Project	30%	7-8 pages/4 pages+project (July 25th)
Reflection Essay	25%	5-7 pages, in lieu of final exam (Aug 11th)

Introductory Posts (500 to 1000 words, 5% x 3, throughout term)

Prior to Week 2, each student will sign up for three "Introductory Posts." These posts will be posted to the discussion board the day before an assigned text is due, and will "introduce" the texts to the rest of the class. The focus here should be on summarizing the texts, but also responding to them. As such, the summary portion should be between 1/3 and 1/2 of the post, at most. In terms of response, I'm just looking for what you found interesting about the text. This may include:

- specific passages, including direct quotations (direct quotations don't count towards the word count—don't inflate the post with quotations!) that you found interesting, and why
- an overall assessment of what you thought about the text and its themes
- any connections you see between the text and other texts in the course, or texts you've previously experienced

The post should end with two questions you think would be interesting for a class discussion. The posts are due 11:59 pm the day before the class in question—but if you'd like to submit them earlier, so I can incorporate them into the lecture sooner, that would be great. I'll be creating posts for week 1, so you can get a sense how they're done.

First Essay (20%, 4-6 pages, due June 17th)

The first essay will focus on the readings that constitute the first half of the course. As such, students are expected to draw on and expand on the forms of fantasy and the fantasy-related theory discussed thus far. Students will be provided with a more detailed description later in the term.

Second Essay/Project (30%, 7-8 pages or 4 pages + project, due July 25th)

This essay is the student's chance to demonstrate what has been learned over the course of the class. Creative projects are encouraged; essentially, you have the option to write a 7-8 page paper, or construct a project with a four page paper that uses the project as a primary source. (Past projects have included paintings, fan fiction, game commentaries, game prototypes; be creative, but be sure to run the project by me.) Students will receive a detailed description of this assignment along with possible essay topics well in advance of the due date.

Reflection Essay (25%, 5-7 pages, due week of August 11th)

The reflection essay is a chance for you to show me what you've learned throughout the term. It should pursue some non-trivial argument, draw on at least three works in a major way, and generally illustrate your ability to reflect on and draw connections between the texts we've experienced.

Participation and Attendance (10%)

This course works best if everyone is present and participating, creating a discussion where talk and reflect critically on the texts. Thus, 10% of your grade will be on your attendance in class, and your participation in class discussion and exercises. Attendance just requires you to be present; participation is dependent on quantity and quality of participation.

The default should be speaking in class, when possible, so we can keep the conversation going. However, sometimes that's not possible. So, as a secondary measure, you may also post responses to class exercises online, to the discussion boards. Further, if you miss more than three classes, you are **required to post** in response to Introduction Posts and exercises for the classes you missed above those three classes, or your attendance and participation marks will suffer. This isn't meant as a punishment; sometimes, illness or emergencies keep us from being present. But I want to make sure that even if you can't be present, you're keeping up with the class, when possible, and this measure is supposed to speak to that. In general, I want to be as lenient and supportive if I can, so you miss more than three classes, I'll contact you, and we can discuss what's the best approach to keep you on track.

Course Schedule

Date	Reading	Topic	Assignment
May 2 nd	None	Introduction	
May 4th	Homer (Book 9)	Epic Hero	
May 9th	Homer (Book 11)	Epic Hero: the underworld	
May 11th	Andersen	The Fairy Tale	
May 16th	Andersen / Tolkien "On Fairy-Stories"	Criticism on the Fairy Tale	
May 18th	Howard	Sword and Sorcery	
May 25th	Mendlesohn / Ekman	Fantasy theory	
May 30th	Lovecraft	Fantasy and Horror	

Jun 1st	Gaiman	Modern Fantasy	
June 6th	Klages	Modern Fantasy II	
June 8th	<i>Witcher</i> , episode 1	Fantasy in television	
June 13th	<i>Full Metal Alchemist</i> episode 1 (anime series, not film); <i>Centaurworld</i> episode 1	Fantasy in cartoon	
June 15th	Tolkien (Chs 1-5)	Children's fantasy	Midterm essay due by end of Friday
June 20th	Tolkien (Chs 6-9)	World-building in Fantasy	
June 22nd	Tolkien (Chs 10-19)	The Symbolic Land	
June 27th	Games and fantasy (<i>Reigns</i>)	Fantasy and game	
June 29th	Games and fantasy (<i>Reigns: Her Majesty</i>)	Fantasy and adaptation I	
July 4th	<i>The Cat Returns</i>	Fantasy, film, and adaptation	
July 6th	<i>Nausicaä of the Valley of the Wind</i>	Fantasy and sci-fi	
July 11th	<i>Nimona</i> chs 1-8	Fantasy and graphic novel	
July 13th	<i>Nimona</i> chs 9-11, epilogue	Anti-heroes and sexuality	
July 18th	<i>Delver</i> , up to p58	Gentrification and fantasy allegories	
July 20th	<i>Delver 2nd half/Die vol 1 #1-2</i>	Postmodern fantasy	
July 25th	<i>Die</i> #3-5	conclusion	Final Essay due
August 11th			Reflection Paper due

Important Dates to Remember

Event	Date
Classes Start	Monday, May 2nd
Last day to add a class	Friday, May 13th
<i>UW holiday (Victoria Day)</i>	Monday, May 23rd
Midterm Essay (5-7 pages)	Friday, June 15th
<i>UW holiday (Canada Day)</i>	Friday, July 1st
Last day to drop, no academic penalty	Tuesday, July 12th
Last day to drop, receive a WD	Tuesday, July 21st
Final Essay (7-8 pages, or 4 pages + project 20%)	Monday, July 25 th
<i>UW holiday (Civic Day)</i>	Monday, August 1st
Reflection Paper	Thursday, August 11th

Late Work, Missed Assignments Policy

For the assignments, the late penalty is 2% per school day. However, I tend to be pretty generous with extensions, and with late penalties occurred because of unforeseeable circumstances—emergencies and technical difficulties included. If you ask me for an extension, I'm likely going to grant it. The catch is that you need to contact me. Contact me if you want an extension, and contact me if you want to explain a late submission. I'll contact you as well at a certain point, but the responsibility here is on your end. Again, I know you're under enormous pressure, so I will be willing to work out alternative arrangements. In general, I'd prefer if extensions are requested at least 48 hours before the final due date of an assignment.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information.]

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, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSApproved.pdf. When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] 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 instructor, 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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSApproved.pdf. For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for

the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

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, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSApproved.pdf.

Note for students with disabilities: AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.

Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. St. Jerome's University is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or St. Jerome's University. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA, and/or St. Jerome's University for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA, or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).