

St. Jerome's University in the University of Waterloo

Department of English

ENGL213/LS 292: Literature and the Law

Winter 2019

MW 11:30-12:50 SJ2 2001

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Course Description

Calendar Description: A study of literary works that involve legal matters and/or have led to litigation on such grounds as obscenity, treason, heresy, libel, and plagiarism.

Detailed Description: This course argues that literary texts are a key means through which to contemplate matters of justice and the law. As we will discuss, literary texts help form “judicious spectators” who can critically interrogate constructions of, for example, justice, criminality, and legal processes. By provoking critical thought and debate in a manner that relies on affective response, literary texts can motivate the development of a reader’s capacity for empathetic understanding of his/her/their social worlds.

This course features four units: First, we construct literature as a form of jurisprudence; second, we look to literature as portraiture of criminals and a study of their behaviour; third, we consider how literature can serve as a form of metaphoric litigation, bringing to light and critiquing injustices; and finally, we consider how writing can be a threatening activity that can lead to litigation.

Our course will combine lectures with discussion (both full-class and small-group discussion), so be prepared to be an active and engaged contributor to this course.

Course Goals and/or Learning Outcomes

- contemplate matters of jurisprudence as represented by fiction, poetry, drama, and life writing
- consider ways in which literature has historically led to litigation
- develop one’s ability to interpret texts via close reading
- allow opportunities for students to communicate their ideas both orally and in writing and become a part of a community of learners
- build respect for and competency in matters of academic integrity, including developing the skills of proper MLA citation of sources

- build writing skills, including effective argumentation, structure, and grammar
- allow students to experience, and hopefully enjoy, interesting and challenging texts

Required Texts

All texts are available for purchase at the UW bookstore. Having alternate editions is completely acceptable, but be aware that you might find it difficult to follow lectures if your page numbers are different from the editions assigned.

- Reaney, *The Donnellys* (we're reading the final play in this trilogy, *Handcuffs*) (9781550028324)
- Gowdy, *Helpless* (9780002008921)
- Reid, *Crowbar in the Buddhist Garden* (9781927068038)

Note: There are also required readings to be found in Course Reserves (follow the link on our LEARN site). You are required to have access to Course Reserves readings in lecture; printing out copies for yourself is potentially the best option, but e-readers/ipads that allow you to mark-up your readings (to highlight them and take notes in the margins) are fine. Not bringing your readings to class will disadvantage you and, during group work and discussions, will cause you to let down your classmates.

Recommended Texts

Grammar Handbook: Any person who does a lot of writing (or even just a little) would benefit from having a grammar handbook. I would suggest the following:

The Little, Brown Handbook or *The Little, Brown Compact Handbook*

Essay Writing Handbook: As well, if you think you need a refresher on your essay writing skills and/or want to know more about writing in a literary studies context, I'd highly recommend the following:

Acheson, Katherine O. *Writing Essays about Literature: A Brief Guide for University and College Students*. (ISBN: 978-1551119922)

Assignment Schedule

| | Assignment | Due Date | Weighting |
|---|--|------------------------------|-----------|
| 1 | In-class Assignments and Participation | Various (See Class Schedule) | 10% |
| 2 | Close Reading Preparation | Jan. 28 | 5% |
| 3 | Close Reading Short Essay (4-5 pages) | Feb. 13 | 20% |
| 4 | Proposal for Final Essay/Project | Mar. 6-13 | 5% |
| 5 | Final Essay/Project (7 pages, or equivalent) | Apr. 1 | 30% |
| 6 | Final Exam | Date to be set by University | 30% |

Assignment Descriptions

Assignments, including in-class activities, are to be submitted in hard copy (unless otherwise approved).

Assignment 1

In-Class Participation/Assignments (6% Assignments; 4% Active Contributions)

Note: These are the full assignment guidelines.

This course will require that you participate actively, which means attending consistently and being willing to share your ideas regularly. A great part of this mark will be determined by your participation in in-class assignments which will most often take the form of small-group discussion. You, individually or as a group (depending on the activity), will be required to submit notes from your work.

In-class assignments will be graded as follows:

0/2 = Not Completed or Completed but Unacceptable

1/2 = Complete but inadequate

1.25/2 = Complete and adequate

1.5/2 = Complete and well-done

1.75/2 = Complete and better than many, but not quite exceptional

2/2 = Complete and exceptional

I've noted what weeks there should be an in-class assignment, but remember our schedule may have to be adjusted depending on how quickly we get through our material. And remember there will be opportunities for active participation every week throughout the term. You must be present in class to complete the assignment, except in extraordinary circumstances for which documentation will be required.

6% of this mark will come from your grades for the completion of the in-class assignments.

4% will come from your active contributions to class discussion.

Consequently, it is rather easy to achieve close to 6/10 for this portion of your final grade if you attend and produce good in-class work, but if you wish to achieve more than 6/10, you will have to participate in our class discussions.

I try to keep track of those who speak each class, but if I haven't learned your name yet or if you feel I haven't recorded your contribution, feel free to remind me at the end of class. Also, you will have the opportunity at the end of the course to offer a self-evaluation of your participation to plead your case for that 4%, so think about keeping a record for yourself of when and what you've contributed.

Assignment 2

Close Reading Preparation

Due: January 28

Value: 5%

More detailed guidelines will be posted on LEARN by January 14th, but this assignment will require that you hand in 1) a marked-up copy (photocopied or scanned and printed) of the assigned passage from *The Donnelly's (Handcuffs)* that you've chosen for your Close Reading assignment; 2) a paragraph describing your intended focus for your close reading. By "marked-up," I mean that your copy of the passage should feature your many interpretations of significant details, any definitions of allusions/words you have had to look up, any questions you have had.

Assignment 3

Close Reading Short Essay (4-5 pages)

Due: February 13

Value: 20%

More detailed guidelines, including possible passages, will be posted on LEARN by January 14th. This assignment will require that you write an essay that either constructs an argument that interprets your chosen passage from *The Donnelly's (Handcuffs)* OR forms an argument outlining in detail how you would stage the given scene.

Assignment 4

Final Essay/Project Proposal (2 pages)

Due: March 6-13

Value: 5%

More detailed guidelines will be posted by Reading Week, but this assignment will require that you construct an effective proposal that announces your intentions for your final essay/project. The purpose of this assignments is to ensure that you're setting yourself up for an effective final essay/project.

Note: The deadline is staggered. I require c. 1 week to offer feedback, so the sooner you submit, the sooner you'll get to get going on your final essay/project.

Assignment 5

Final Essay/Project (7 pages (2100-2400 words), or equivalent)

Due: April 1

Value: 30%

More detailed guidelines will be posted by Reading Week, but this assignment will require that you choose between two options.

Creative Option: Locate an example of case law (the full text). Create a literary response (for example, consider how "The Devil's Wife" responds to the Moor Murders or how *Zong!* has been formed as a response to *Gregson v. Gilbert*). Your literary response may take the form fiction, poetry, hypertext, film, or whatever form you think best suits your

intentions. A 2-3-page explication of your intentions must be appended to your assignment.

Or

Close Reading Option: This option allows you to build on the close reading skills you gained in the earlier assignments. Write an essay that uses 1-2 course texts (*The Donnelly's* cannot be used for this assignment). Suggested topics will be offered in the full assignment guidelines.

Assignment 6

Final Exam (2.5 hours)

Date: To be set by the university

Value: 30%


More detailed guidelines will be posted on LEARN and discussed on the final day of classes, but expect the final exam to test your knowledge of our readings and lecture material through short answer and essay questions. The Final Exam is cumulative. One essay question will be revealed before the exam and will require specific and individual (vs. in consultation with your peers) preparation.

NOTE: You can earn bonus marks for your final exam by attending our Reading Series events for the term (there are 2). By attending an event and then writing a one-page response to it (What impacted you most about the event? What did you find most interesting? What made you think?) **to be submitted one-week after the reading**, you will receive a **2% bonus** on your final exam. So, if your mark on the final exam would have been 78%, but you attended 2 readings and submitted your responses, your mark on the final exam will be 82% (78%+2%+2%). With appropriate documentation for why you could not attend the event (accepted reasons being, for example, class or work schedule), you have the opportunity to complete a make-up activity so as to still earn the bonus.

Class Schedule

We will follow this schedule as closely as possible, but occasionally one week's topic/readings may carry over into the next week. Please have all the reading for the week done by the beginning of the week so that you will be able to participate fully in class discussions.

Readings marked with an * will be available via Course Reserves (see link on LEARN).

| | Date | Readings | Important Notes |
|---|------------|---|---|
| 1 | Jan 7, 9 | Orientation and Introduction | |
| 2 | Jan 14, 16 | <p>Literature as Jurisprudence Hurston, "Conscience of the Court" *</p> <p>Reaney, <i>Handcuffs</i> (from <i>The Donnellys</i>) (Read the Chronology, pp. 423-31)</p> | |
| 3 | Jan 21, 23 | Reaney, <i>Handcuffs</i> (from <i>The Donnellys</i>) (complete the reading of the play for Jan. 21) | |
| 4 | Jan 28, 30 | Reaney, <i>Handcuffs</i> (from <i>The Donnellys</i>) | <p>Close Reading Prep Due: Jan. 28</p> <p>Reading Series Event: Richard Cumyn Feb. 1st @ 4:30</p> |
| 5 | Feb 4, 6 | <p>Duffy, "The Devil's Wife" *</p> <p>Sillitoe, "Loneliness of the Long Distance Runner" *</p> | |
| 6 | Feb 11, 13 | Reid, <i>Crowbar in the Buddhist Garden</i> | Close Reading Assignment Due: Feb. 13 |
|  | Feb 18, 20 | Reading Week | |
| 7 | Feb 25, 27 | <p>Reid, <i>Crowbar in the Buddhist Garden</i></p> <p>Selections re: the work of Peter Collins:</p> <ul style="list-style-type: none"> • <i>Fly in the Ointment</i> (to be viewed in-class) • Duffy, "Final Confession: Man who Killed Ottawa Police Officer Reveals Full Story of his Crime" * • Hoszko, "Of Birds, Ointments, and Care: How Peter Collins' Artworks Kept him in Prison" * <p>Explore the following:</p> <ul style="list-style-type: none"> • Peter Collins Support Committee on Facebook (suggestions: check out the photos section and some of the memorial messages c. August 2015) | |

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|----|------------|--|---|
| 8 | Mar 4, 6 | Gowdy, <i>Helpless</i> | Proposal Due: Mar. 6-13 Reading Series Event: Melanie Fishbane Mar. 8 th @ 4:30 |
| 9 | Mar 11, 13 | Gowdy, <i>Helpless</i> Writing Towards Justice Scofield, "This is my Blanket" * Finder-Koziol, "Collect: Living with the Things You Love"* | Proposal Due: Mar. 6-13 |
| 10 | Mar 18, 20 | Gregson v. Gilbert case * "Zong!" from <i>Small Axe</i> (review your choice of poems; you need not read the entire selection, but you do need a sense of what the series of poems are doing) * Literature and Litigation: 3 Case Studies James Frey's <i>A Million Little Pieces</i> • no reading necessary | |
| 11 | Mar 25, 27 | Oscar Wilde's Grand Mistake • The Preface of <i>The Picture of Dorian Gray</i> * • Chapter 10 from "His eye fell on the yellow book" - Chapter 11 * The Obscenity of Ginsberg's "Howl" • "Howl" * | |
| 12 | Apr 1, 3 | Catch-up (Note: I anticipate that we'll get behind likely around Weeks 7-8, so I'm imagining we'll be in need of finishing up Week 11's material in this week) Course Wrap-up and Review | Final Essay/Project Due: Apr. 1 |

Course Policies:

Correspondence:

If you need to contact me by email, be sure to use my vjausten@uwaterloo.ca address. In most cases, I will respond to emails within 24 hours, though I can't guarantee that I'll check email on weekends. Remember too that a university is a professional environment, so **you should use your UW email addresses** for all correspondence.

Unexcused Absences:

Though you do not receive marks for your attendance in this course, you are expected to attend every class meeting, particularly since you won't be able to earn participation grades unless you're in class and participating. The university is a professional space much like the workplace,

so you need to show your professionalism and take all your work, including your attendance, seriously. For the rare times when you can't attend, you may inform me by email. In any case, remember that absences will make you less likely to be able to succeed in the course because you won't be privy to where our class discussions take us. The number one lesson in university, as in life, is 'show up.'

A Note on Ethics in Writing:

Although you may, of course, discuss your work with others, your assignments must reflect your own abilities. Remember that "study help" sites are not your friends. Your job in our course is the creation of knowledge, not the regurgitation of what others have already thought and communicated. So, do your own thinking!

Furthermore, while peer-review can be part of any writing process, soliciting someone "to correct" or "edit" your writing is NOT allowed. There is a fine-line between peer-review and academic misconduct (peer reviewers point out potential problem spots and make suggestions that the writer can then take or discard; peer-reviewers should not do the "correcting" for the writer). If you have any questions about ethics in the preparation of assignments, please ask!

Late Assignments:

Unless otherwise instructed, your assignments are due at the start of our class. Once class has ended, your work will be considered as already one day late. Late assignments will be penalized at the rate of **three percent (3%) per day**, including weekends (e.g. an assignment due on Feb. 13th that is submitted on Feb. 18th is 5 days late; hence, that assignment will be penalized by 15%).

To stop the clock on a late assignment, you may submit an electronic submission by email, with the understanding that the hard copy must be submitted to my essay dropbox (see cabinet outside of the St. Jerome's library) by the next working day. The electronic copy will serve as our time/date stamp (assuming that you do submit the hard copy by the next working day; if you don't, the late clock resumes); the electronic copy must be the same as the hard copy you submit.

Extensions:

All extensions must be requested **by the Friday** of the week prior to the assignment's due date. A request made in person is more likely to be granted. In any case, a request made after the Friday, will only be granted if appropriate documentation can be provided explaining why your assignment will be late (this may include a doctor's note; documentation of a family emergency; etc.). Remember that a request for an extension may be denied. Without documentation, no extension will be granted after the original due date has passed.

Assignment Format:

Hard copies of assignments are required unless otherwise specified or approved. **Please double-side your written assignments.**

All essays must follow MLA format as described in *The MLA Handbook for Writers of Research Papers* (7th or 8th ed). Some details regarding MLA formatting will be discussed in class, but you should as well consult the MLA Handbook yourself.

Specified page lengths for assignments/essays are approximate and based on proper MLA formatting (1 inch margins, Times New Roman (or equivalent) 12 point font). Exceeding the page limit by up to approximately one page is acceptable. Not meeting the specified page length is not acceptable and most often can significantly affect the quality of your assignment.

Missed Exams:

You must contact me **on the day of the exam** if you find that you're going to have to miss the exam due to extraordinary circumstances (sickness, family emergency). Your request for a make-up exam isn't guaranteed to be approved if your reasons for missing the exam aren't appropriate, but in any case, in order to receive the right to make-up the exam at a later date, you will have to provide appropriate documentation (doctor's note, etc.). No requests for a make-up exam will be honoured after the original date of the exam has passed. I, of course, reserve the right to alter the original test in order to ensure fairness.

UW POLICY REGARDING ILLNESS AND MISSED TESTS

The University of Waterloo Examination Regulations

(www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that:

- I. A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html.
- II. If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually convenient time, to be determined by the course instructor.
- III. The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations.
- IV. Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Mental Health Services:

Lindsay Thomson is St. Jerome's University's Wellness Coordinator. She can be contacted at 519-884-8111 x28361 or at lindsay.thompson@uwaterloo.ca. Her office is Sweeney Hall 1016.

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

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.

Other Important Information

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

[Academic Integrity Office \(UW\)](#): A resource for students and instructors.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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 University of Waterloo Policy 70 (Student Petitions and Grievances). For information on categories of offenses and types of penalties, students should refer to the St. Jerome’s University Policy on Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. For students who decide to file a grievance, students should refer to [University of Waterloo Policy 70 \(Student Petitions and Grievances\)](#). For more information, students should contact the Associate Dean of St. Jerome’s University.

Appeals: A student may appeal the finding and/or penalty in a decision made under the St. Jerome’s University Policy on Student Discipline or the St. Jerome’s University Policy on Student Petitions and Grievances if a ground for an appeal can be established. In such a case, read [University of Waterloo Policy 72 \(Student Appeals\)](#).

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo/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 the University of Waterloo/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).