Syllabus for English 186F
Summer 2014
Stanford University

**Heroic Traitors: The Whistleblower in American Literature And Culture**

Note: This syllabus is subject to revision at any time.

**Course Details**
When: Tuesday/Thursday 1:15-3:05pm
Where: Building. 200 (Lane History Corner), Room 105
Instructor: Nathaniel Landry (nmlandry@stanford.edu)

**Assignments (note: students taking the course for 3 units will only write the first two essays, which will each be worth 45% of your final grade)**

**Responses.** You will write weekly responses of 1-2 pages, dealing with that week’s material and/or issues we’ve discussed in the course to that point. Responses will be posted to the “Forums” section of our CourseWork site.

**Essays.** In addition, there will be **three** longer written assignments in this course:

1. **“DUELING OP-EDS” (3-5pp in total):** Choosing one from a list of several whistleblowing case studies, you will write TWO “Op-Ed” pieces one arguing your support of the case/whistleblower in question, and one critiquing the action undertaken by the whistleblower in question, and suggesting alternative courses that he or she might (or should) have taken. **Due Sat. July 12 @ 5pm.**

2. **“REVERSALS” (6-8pp):** Either, 1) Choose a whistleblowing case that has not been adapted (for film, literature, etc.) and write an essay outlining how you would adapt it, making a strong case for what form/genre you choose and why. Or, 2) Choose a whistleblowing case that **has** been adapted and reverse the genre of that adaptation while remaining faithful to the **facts** of the case (comedy for drama, a news investigation for a novel, memoir for film, villainy for heroism, etc.). **Due Sat. July 26 @ 5pm.**

3. **Research Project:** Prompts/ideas to be determined. For 4- and 5-unit students only. 10-12pp. **Due Sat Aug 14 @ 5pm.**

Late assignments will not be accepted and will receive a failing grade.

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>3-unit Grade</th>
<th>4- and 5-unit Grade</th>
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</thead>
<tbody>
<tr>
<td>“Dueling Op-Eds”</td>
<td>20%</td>
<td>45%</td>
</tr>
<tr>
<td>“Reversals”</td>
<td>20%</td>
<td>45%</td>
</tr>
<tr>
<td>Final Project</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Attendance/Response</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>&amp; Homework Completion/Class Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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Required texts (available at Stanford Bookstore)


All other texts, video materials, etc. will be made available on CourseWork and/or in class.

*Note* - This is a reading- and writing-intensive class. Your effort will be expected, and appreciated, in coming to each class session fully prepared—meaning with all reading and viewing *thoughtfully* done—and in submitting both weekly responses and longer written assignments *in full* and *on time*.

**Students with Documented Disabilities**

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: [http://studentaffairs.stanford.edu/oae](http://studentaffairs.stanford.edu/oae)).

**Honor Code**

The Honor Code is the University's statement on academic integrity written by students in 1921. It articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work:

The Honor Code is an undertaking of the students, individually and collectively:

1. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
2. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
3. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
4. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.
Weekly Schedule

WEEK 1  Whistleblowers versus NSA

Tuesday, June 24, 2014 - Case Study #1 – Edward Snowden
- Video interview with Glenn Greenwald and Laura Poitras (June 2013)
- Interview with Barton Gellman, Washington Post (Dec. 2013)

HOMEWORK
- Nick Perry, “Indecent Exposures: Theorizing Whistleblowing”
- “TRAILBLAZER”

Thursday, June 26, 2014 - Whistleblowing: Stages and Theories
- Case Study #2 – “TRAILBLAZER”
- The Four Stages of Whistleblowing
- Discussion of Perry, “Indecent Exposures”

HOMEWORK
- Carl Bernstein and Bob Woodward, All The President’s Men (1974)

WEEK 2  “Good” Press, “Bad” Power

Tuesday, July 1, 2014 - Case Study #3 – Watergate in Print & on Film
- Discussion of Bernstein and Woodward, All The President’s Men, along with scenes from All The President’s Men (Pakula, 1976)

HOMEWORK (excerpts from all)
- Norman Mailer, The Armies of the Night (1968)

Thursday, July 3, 2014 - Case Study #4 – Vietnam, Anti-Vietnam
- Discussion of Sheehan, Ellsberg, Mailer
- Scenes from The Most Dangerous Man in America: Daniel Ellsberg and the Pentagon Papers (Ehrlich and Goldsmith, 2009); and The Sixth Side of the Pentagon (Marker, 1968)

HOMEWORK
- Upton Sinclair, The Jungle (1906) (excerpts)
- Ruth Ozeki, My Year of Meats (full text)

WEEK 3  “Good” Whistleblowers, “Bad” Business
Tuesday, July 8, 2014 – Our Meat, Ourselves

- Case Study #5 – Upton Sinclair and the FDA: The impact of *The Jungle*
- Discussion of Ozeki

**HOMEWORK**

- *The Insider* (Mann, 1999)—screening time TBD
- *60 Minutes*, interview with Dr. Jeffrey Wigand (1996)

Thursday, July 10, 2014 - Case Study #6 - Dr. Jeffrey Wigand

- Discussion of *The Insider* and Wigand’s *60 Minutes* interview
- Scenes from *Thank You For Smoking* (Reitman, 2005)
- Attacking “Big Tobacco”: Drama or Satire?

**HOMEWORK**

- Saturday, July 12 @ 5pm: Dueling Op-Eds (3-5 pages) submitted to your “Drop Box” on our CourseWork site
- JSTOR, “JSTOR Terms and Conditions of Use”
- Aaron Swartz, “Fix the Machine, Not the Person” (September 25, 2012)
- Peter Ludlow, “Hacktivists on Trial” (*The Nation*, Dec. 2013)

**WEEK 4 Information, Secrecy, War**

Tuesday, July 15, 2014 – Case Study #7 – Aaron Swartz

- Open discussion of the reading and Swartz case, “hacktivism,” the control of information, and the idea of “public knowledge”

**HOMEWORK**

- Kristin Hills, “The Manning debacle”
- Victoria Brownworth, “Bradley Manning, Chelsea Manning, and Queer Collaboration”
- Chase Madar, “Seven Myths about Bradley Manning”

Thursday, July 17, 2014 – Case Study #8 – Chelsea Manning

- WikiLeaks, “Collateral Murder” (video)
- Discussion of Hills, Madar, Brownworth
- “The story of Bradley Manning” (short documentary)

**HOMEWORK**


**WEEK 5 The Whole (Bad) World: Conspiracy-thinking, Totality, and the Not-Quite Whistleblower**
Tuesday, July 22, 2014 – Case Study #9 – Oedipa Maas
- Discussion of Pynchon, Jameson, and the idea of totality
- “The Lone Gunmen”, The X-Files, and conspiracy repositories

HOMEWORK
- WikiLeaks, “What is WikiLeaks?”
- Julian Assange, “Conspiracy as Governance”

Thursday, July 24, 2014 – Case Study #10 – Julian Assange
- Discussion of WikiLeaks/Assange reading
- Clips from We Steal Secrets: The Story of WikiLeaks (Gibney, 2013)

HOMEWORK
- Essay #2, “REVERSALS” (6-8pp.) due Sat. July 26, 5pm, to Drop Box
- Hillon, Smith, and Isaacs: “Heroic/Anti-Heroic narratives: The Quests of Sherron Watkins”

WEEK 6  Whistleblowing, Storytelling, Catharsis

Tuesday, July 29, 2014 – Case Study #11 – ENRON
- Discussion of “Quests”
- Clips from ENRON: The Smartest Guys in the Room (Gibney, 2005)

HOMEWORK
- C. Fred Alford, “Whistleblower Narratives: Stuck in Static Time”
- Steven Soderbergh, Erin Brockovich (2000) – screening time TBD

Thursday, July 31, 2014 – Case Study #12 – Erin Brockovich
- Discussion of Erin Brockovich and Alford article
- Guest lecture on whistleblowing in/and the legal system

HOMEWORK
- Roberta Ann Johnson, “Whistleblowing and the Police”

WEEK 7  Loyalty, Secrecy, and Other Impediments

Tuesday, August 5, 2014 – Case Study #13 – Frank Serpico
- Screening of Serpico (Lumet, 1973)

HOMEWORK
- BishopAccountability.org, “Who We Are”
- Colm Tóibín, “Among the Flutterers” (London Review of Books)
Thursday, August 7, 2014 - Case Study #14 - Clergy Abuse
  •  Discussion of the Frank Serpico and clergy abuse cases and the rhetoric of loyalty and secrecy in various organizations

HOMEWORK
  •  Brainstorming Final Projects
  •  Assignment for 3-unit students TBD

WEEK 8      End of the line

Tuesday, August 12, 2014
  •  Final Project presentations – Schedule TBD

Thursday, August 14, 2014
  •  Final Project presentations – Schedule TBD

Saturday, August 16, 2014
  •  Final Projects (10-12 pp.) due to Drop Box, 5pm