Dr. Wayne B. Stengel

Fall 2015

English 19480/1355 or 16118/1355

Irby 304

Office Hours MWF 1:30-3:30; TTh: 3-4, and by appointment.

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Course Objectives and Requirements: This course will be a close analysis of five very interesting films about the American South preceded by readings from talented Southern authors who have written extensively, poetically, movingly about life, tensions, as well as the pleasures of being a Southerner in the American South, or occupied territory. In other words, the course asks students to analyze how writers record Southern experience and then how the movies, a contemporary twentieth century art form, has explored many of those problems, issues, and dilemmas in this same region. Regarding Southern experience, something many of us have experienced firsthand as Arkansans, how does great language attempt to capture reality and then how do the images, cinematography, acting, editing, and quick cuts of the movies try to depict similar or related realities? This is the question which this course will continually ask you and invite you to explore and comment upon.

**Required texts and editions**

**The Norton Anthology of the Literature of the American South**

**Louis Giannetti, Understanding Movies, Thirteenth Edition**

Major Assignments and Examinations: We will have a mid-semester and final examination, given at the corresponding times in the fall semester, seven or eight **important quizzes** given, on Fridays, over portions of the Giannetti text or specific readings in the Anthology of Southern Literature, and a six-to- eight page final paper over one of the films we have watched in the course of term, due within the last ten days of the semester.

Grading Policies: Your grade in this class will come from four sources:

Examinations—40%

Term paper—25%

Announced quizzes—20%

Regular class attendance and class participation grade—15%

Attendance and drop policy: I pride myself on teaching a very interactive class. This means simply that I am very interested in learning from my students, answering any questions they might have about fascinations, confusions, contradictions they find in any of the films or the writers we are reading. In order to achieve this goal, **I INSIST THAT YOU ATTEND THIS CLASS REGULARLY AND PUNCTUALLY. MISSING ANY SEESSIONS OF THIS CLASS IS FROWNED UPON.**  **IF YOU MISS MORE THAN FIVE MEETINGS OF THE CLASS, I WILL DROP YOU FROM THE COURSE WITH A GRADE OF WF.**

The following Academic Integrity statement:

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university’s Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the *Student Handbook*. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student’s acceptance of this university policy.

The following Americans with Disabilities Act statement:

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Disability Resource Center, 450-3613.

The following Building Emergency Plan statement (to be discussed in class/lab during the first week of the semester):

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

The following Title IX disclosure:

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: https://uca.edu/titleix. Updated 2014-10-21.

*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

Direct students to familiarize themselves with all policies included in the *Student Handbook*, particularly the following:

Sexual Harassment Policy

Academic Policies

**Information about the Timing of Student Evaluations**

In addition to the requirements listed above, please consider including in your schedule for the semester information about the timing of student evaluations of the course and instructor. The information to be substituted for each “{insert date}” indicator is included in the Academic Timetable for each academic year (see the link under the heading Academic Timetable at http://uca.edu/academicaffairs/academic-information/).

**Evaluations (Fall and Spring)**

Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction {insert date} through the end of finals week by logging in to myUCA and clicking on the Evals button in the top right.

**IDEAL SCHEDULE OF READING AND FILM SCREENINGS (subject to change and flexibility)**

**Weeks 1-4**

**Texts: Harriet Jacobs, Incidents in the Life of a Slave Girl, Chapters V, X, XXI, and XXX**

**Frederick Douglass, Narrative in the Life of Frederick Douglass, An American Slave, Chapters IV, V, VI, VII.**

**Booker T. Washington, Chapter 1, A Slave Among Slaves.**

**Giannetti, Chapter One, Photography**

**Film: Twelve Years A Slave**

**Weeks 5-7**

**Texts: Samuel Clements, A True Story, Life on the Mississippi, Chapters IV, V, VI.**

**J**oel Chandler Harris, The Wonderful Tar-Baby, Free Joe and the Rest of the World

**Albert Murray, Train Whistle Guitar**

**Giannetti, Chapter Two, Mise-en-Scene**

**Film:** O Brother, Where Art Thou?

**Mid-semester examination**

**Weeks 8-10**

**Texts: Henry Dumas, Ark of Bones.**

**Zora Neale Hurston, How It Feels to Be Colored Me.**

**Alice Walker, In Search of our Mother’s Gardens.**

**Maya Angelou, Easter Rituals and Color Consciousness; Mother’s Transcendence.**

**Giannetti, Chapter Three, Movement**

**Film: Beasts of the Southern Wild**

**Weeks 11-13**

**Texts: William Faulkner, Dry September**

**Eudora Welty, Where is the Voice Coming From?**

**Dorothy Allison, from Trash.**

**Ralph Ellison, Battle Royal**

**Giannetti, Chapter Four, Editing**

**Film: Get On Up**

**Term Paper Due**

**Week 14**

**Film: Tennessee Williams, A Streetcar Named Desire**

**Final Examination**

**Film and Literature is a course that I truly love to teach and that I have taught with much success over ten to twelve semesters. The whole point of the course is to make you understand the contribution of Southern American literature in depicting all the turmoil, joy, and pain of living in the American South the most distinctive, vivid, and still unchanging region of America. Then, and equally importantly, I want to throw cold water in your eyes and ask you to watch, look at, respond to, and feel the power and story-telling technique of the movies, particularly these movies about aspects of the American South, in ways you never have before. I look forward to this class and know if you give me 100% of your effort from the very beginning of this course, this class will be a rich and rewarding learning experience for all of us.**