

**DEPARTMENT OF ENGLISH  
HURON UNIVERSITY COLLEGE**

**English 2027G: Literature and Film  
Winter 2015**

<b>Instructor:</b> Dr. Agnieszka Herra	<b>Email:</b> aherra@alumni.uwo.ca
<b>Office Location:</b> V123	<b>Office Hours:</b> Mondays 12pm-1:30pm
<b>Mondays</b> 2:30pm-4:30pm <b>Room:</b> W106	<b>Tuesdays</b> 6pm-9pm (Film Screening) <b>Room:</b> V208

**Course Description:** As the film industry increasingly draws on literary texts to develop film projects, it is important to ask how these transitions from text to screen happen. Further, given that The Academy Awards continually recognize human rights issue films like *12 Years a Slave*, this course will ask how the medium of film adapts texts that specifically engage with issues of human rights. This course will examine a range of genres of text and the strategies and methods that go into their filmic adaptations. Using various theories of adaptation, this course will specifically focus on how literature about human rights, and political issues more broadly, becomes adapted into film. The questions this course will ask are: how do films depict issues of human rights? What genre of film is optimal in depicting human rights narratives? The course will also analyze the importance of narrative voice and point of view and how these constructions get translated into film. Various mediums will also be an important consideration; the course will examine the adaption of theatre, poetry, novels, testimonials, short stories, graphic novels and memoirs. Students will discuss how various genres, narrative styles and mediums are able to bring audiences closer to a specific human rights issue.

**Prerequisites:** Students are responsible for ensuring that they have successfully completed all course prerequisites. If you do not have the prerequisites for this course, and you do not have written special permission from your Dean to enroll in this course, you will 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.

**Texts/ Films:**

- Charlie Kaufman's *Adaptation* (2002)
- Solomon Northup's *12 Years a Slave* (1853)/ Steve McQueen's *12 Years a Slave* (2013)
- William Shakespeare's *Othello* (1603)/ Vishal Bhardwaj's *Omkaara* (2006)
- Bernhard Schlink's *The Reader* (1995)/ Stephen Daldry's *The Reader* (2008)
- Allen Ginsberg's *Howl* (1956)/ Rob Epstein and Jeffrey Friedman's *Howl* (2010)

- Paulo Lins' *City of God* [excerpts] (1997)/ Fernando Meirelles' *City of God* (2002)
- Rigoberta Menchú's *I, Rigoberta Menchú* [excerpts] (1983)/ Pamela Yates' *When the Mountains Tremble* (1983)
- Marjane Satrapi's *Persepolis: The Story of a Childhood* (2000)/ Marjane Satrapi's *Persepolis* (2007)
- Jean-Dominique Bauby's *The Diving Bell and the Butterfly* (1997)/ Julian Schnabel's *The Diving Bell and the Butterfly* (2007)
- Annie Proulx's *Brokeback Mountain* (1997)/ Ang Lee's *Brokeback Mountain* (2005)
- Suzanne Collins' *The Hunger Games* (2008)/ Gary Ross' *The Hunger Games* (2012)

### **Theory (Week 2):**

Chatman, Seymour. "What Novels Can Do That Films Can't (and Vice Versa)." *Critical Inquiry* 7.1 (1980): 121-140.

Hutcheon, Linda. "On the Art of Adaptation." *Daedalus* 133.2 (Spring 2004): 108-11.

Smith, Sidonie and Kay Schaffer. "Conjunctions: Life Narratives in the Field of Human Rights." *Biography* 27.1 (Win, 2004): 1-24.

Universal Declaration of Human Rights: <http://www.un.org/en/documents/udhr/>

**Course Format:** The course will be meeting every Monday from 2:30-4:30 for a mix of lecture and seminar style discussion. The film screening will take place on Tuesday evenings from 6pm-9pm. The schedule will work so that students will screen the movie on Tuesday nights and then discuss the movie and the corresponding reading on the following Monday. The course will also utilize the OWL online system to extend student discussion outside the classroom and post updates to the course.

**Course Aims and Learning Outcomes:** It is expected that upon successful completion of this course, students will be able to:

- Articulate theoretical conceptions of adaptation and be able to use this terminology in order to make nuanced arguments about the content of the course in a research paper and a final exam.
- Analyze critically the way that human rights issues are depicted in various genres and mediums.
- To comprehend theoretical writing and be able to analyze it critically in the context of specific cases.

- To develop analytic writing and be able to research effectively in order to produce original, clear and persuasive arguments in a research essay.
- To expand communication proficiency through class discussion and presentations that will develop transferable skills for future opportunities.

**Teaching Philosophy:** This course has a set reading list and schedule, but with independent thinking and choice of assignment topics, this course can go in many directions. The content will encourage the use of critical thinking skills within the context of the classes and in independent assignments. Students are encouraged to participate and are expected to willingly add their voice to the conversation. Some of the subject matter that the course will be dealing with may be controversial so a civil class environment will be an expectation. Both the students and the instructor will develop a class code of conduct. Technology will be allowed in the classroom, as long as it is not a distraction to the learning environment. The assignments will be used as a way to track students' progress in the areas of communication and writing. This course will challenge students to improve their writing and communication skills and to use their instructor as a resource.

### **Course Evaluation:**

Class Participation: 15%

- Participation and attendance are an important part of this learner-focused course. There will be lecture segments in the course, but there will also be time devoted to activities and student-led discussion. The expectation for students is weekly attendance in the course, participation in online forums, keeping up with the reading, completing small discussion assignments and willingness to participate in a group setting.

Adaptation Short Paper and "Humanities Fair": 20%

- This is a short paper assignment in order for students to get comfortable with writing using adaptation theory. Students will choose a favourite literary text (that does not have a film adaptation) and discuss the considerations that they would need to think about for a filmic adaptation in a 4-5 page short paper. One full class will be devoted to a "humanities fair" wherein students will present their adaptation to small groups in the class. A large class discussion about the projects will follow. –Due Jan 19, 2015

Article Critique: 10%

- In preparation for choosing a topic for the final research paper, students will find a peer-reviewed scholarly article that would fit into a potential research topic. In a 3-4 page

paper, students will use this article review to practice summarizing and critiquing an article. –Due Feb 9, 2015

#### Essay Portfolio and Peer Review Workshop: 10%

- Two weeks before the essay is due, part of a class will devoted to a Peer Review Workshop. Students will bring in a working thesis statement, an outline of their paper, along with an annotated bibliography containing 3 sources. Students will be put into groups and exchange outlines. A discussion will follow where students can ask questions and offer suggestions in order for the research and writing process to be a collective process. The outline, thesis and bibliography will also be handed in to the instructor. –due March 23, 2015

#### Final Essay: 20%

- Students will write an 8-10 page essay, using at least 4 peer-reviewed sources about a major topic covered in the course. –due Apr 6, 2015

#### Final Exam: 25% (Cumulative)

#### Schedule:

Week	Date	Text/Film	Topics	Assignments
1	Jan 5/6	<b>-Introduction</b> to the course <b>Tue:</b> <i>Adaptation</i> screening	-Introductions -Participation Goals	
2	Jan 12/13	-theory articles found through library website <b>Tue:</b> <i>12 Years a Slave</i> Screening	<b>-Theory Week:</b> introduction to theoretical underpinnings of narrative, adaptation, human rights theory	<b>-Small Assignment:</b> bring in example of human rights document
3	Jan 19/20	-Discussion of <i>12 Years A Slave</i> (Northup and McQueen) <b>Tue:</b> <i>Omkara</i> screening	<b>-Slave narratives:</b> race, slavery, violence, political function of narratives, voice -Humanities Fair	<b>Adaptation Paper due (15%)</b> <b>Humanities Fair (5%)</b>
4	Jan 26/27	-Discussion of <i>Othello/ Omkara</i> <b>Tue:</b> <i>The Reader</i> screening	<b>-Cross-cultural adaptation:</b> questions of audience, culture, archetypal narrative, adaptation of theatre to film	

5	Feb 2/3	-Discussion of <i>The Reader</i> (Schlink/ Daldry) <b>Tue:</b> <i>Howl</i> screening	- <b>Holocaust/ genocide narrative:</b> questions of oppressor/ oppressed, humanization of the enemy, justice and reconciliation	
6	Feb 9/10	-Discussion of <i>Howl</i> (Ginsberg/ Epstein) <b>Tue:</b> <i>City of God</i> screening	- <b>Freedom of Speech:</b> adaptation of poetry, use of animation, speech and the law	<b>Article Critique due (10%)</b>
7	Feb 16/17	<b>Reading Week</b>	-----	
8	Feb 23/24	-Discussion of <i>City of God</i> [excerpts of Lins/ Meirelles] <b>Tue:</b> <i>When the Mountain Tremble</i> screening	- <b>Class/ Crime:</b> multiple stories, depiction of class, crime stories, the city	
9	Mar 2/3	-Discussion of <i>I, Rigoberta Menchú</i> [Chapters 1-4, 6-8, 10-12, 15-19, 22-24, 27, 31-34]/ <i>When the Mountains Tremble</i> [native rights] <b>Tue:</b> <i>Persepolis</i> screening	- <b>Colonialism/ Native Rights:</b> the testimonial narrative, documentary, truth -Discussion of Research Paper: formatting, research, annotated bibliography	- <b>Small Assignment:</b> bring in an example of another country affected by colonialism and some historical context
10	Mar 9/10	-Discussion of <i>Persepolis</i> <b>Tue:</b> <i>The Diving Bell and the Butterfly</i> screening	- <b>Religion and Revolution:</b> graphic novel/ animation, child narrator, depiction of activism, religion and human rights, women's rights	
11	Mar 16/17	-Discussion of the <i>The Diving Bell and the Butterfly</i> (Bauby/ Schnabel) <b>Tue:</b> <i>Brokeback Mountain</i> screening	- <b>Disability/ Illness Rights:</b> humanity, the body, visibility	
12	Mar 23/24	-Discussion of <i>Brokeback Mountain</i> (Proulx/ Lee) <b>Tue:</b> <i>The Hunger Games</i> screening	- <b>Gay Rights:</b> silence, setting, sexuality <b>-Peer Review Workshop</b>	<b>Essay Portfolio due (10%)</b>
13	Mar 30/31	-Discussion of <i>The Hunger Games</i> (Collins/ Ross) <b>-Tue:</b> makeup day	- <b>Post-Apocalyptic Rights:</b> young adult adaptation, media, future worlds, revolution, race and casting	

14	Apr 6	-Conclusion and Review	- <b>Review Session:</b> tying together texts and themes, exam prep	- <b>Small Assignment:</b> bring in at least 2 major themes or ideas discussed in the course - <b>Participation Marks determined (15%)</b> - <b>Final Essay (20%)</b> - <b>Final Exam TBA (25%)</b>
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### **Course Policies:**

Late submission: Assignment extensions can be arranged with me (difficult circumstances only) *in advance* of the due date. Assignments handed in late with no communication with the instructor will be penalized 4% a day. Assignments will not be accepted a week after the due date.

Attendance: Attendance will be taken for the Monday classes and will be considered as part of the participation grade. The pace of the class will be fast so it can be easy to be left behind. Please let me know as early as possible if you have an issue that affects your attendance.

Links: There are many services at Huron that can help student learning

*Writing Services:*

<http://huronuc.on.ca/CurrentStudents/StudentLifeandSupportServices/WritingCentre>

*Huron Library:*

<http://huronuc.libguides.com/home>

*Services for Students with Disabilities:*

<http://www.sdc.uwo.ca/ssd/>

### **School Policies:**

Plagiarism is an academic offense and will be treated as such. Students who are in doubt as to the nature of this offence should consult their instructor, Department Chair, or Dean's Office, as well as the Huron University College Statement on Plagiarism, available at the Reference Desk in the Huron University College Library and at [www.huronuc.on.ca/~](http://www.huronuc.on.ca/~). In addition, students may seek guidance from a variety of current style manuals available at the Reference Desk in the Huron University College Library. Information about these resources can be found at [www.huronuc.on.ca/library&computing~styleguides](http://www.huronuc.on.ca/library&computing~styleguides)

Plagiarism detection software may be used in this course. Students may be required to submit their work in electronic form.

## **Appendix to Course Outlines**

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. 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.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading]

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. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will

be determined by the Dean's Office in consultation with the instructor.

### **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](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and



resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.**

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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the

Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

### **Mental Health @ Western**

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.

### **Program and Academic Counselling**

English students registered at Huron who require advice about modules and courses in English should contact Dr. Teresa Hubel, Chair, English Department, [tdhubel@huron.uwo.ca](mailto:tdhubel@huron.uwo.ca). Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>