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ENG 3504-600: Film and Literature

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Fall 2020 English 3504: Film and Literature by American Indians

Dr. Robin L. Murray

Office: CH 3351

Office Hours: TR 12:30-2 on Zoom, W 1-3:00 on Zoom (and by appnt.)

Fall 2020: Online

Phone: 549-0199 before 10

Course Description:

This section of ENG 3504 will explore literature written by and films directed by American Indians. American Indian cinema and literature draw on a devastating history of genocide and forced assimilation. Because of this, much of the literature and cinema rests on the idea of adapting horrific environments into homes. Although westerns with American Indians at the center or on their edges do construct American Indians as either savage or noble “others,” the literary works and films also (and maybe more importantly) demonstrate how effectively American Indians have adapted, and adapted to, what white settlers see as an environmental “hell” or something worse.

As the Fort Lowell commander Major Cartwright (Douglass Watson) declares before pursuing Chief Ulzana (Joaquín Martínez) and his war party in *Ulzana's Raid* (1972), “You know what General Sheridan said of this country, lieutenant? ... If he owned hell and Arizona, he'd live in hell and rent out Arizona.”

This section of ENG 3504 will begin to explore themes related to “home” in relation to American literature and film. Online.

Themes for this course include the following:

Identity & Culture, Genre, Form, & Poetics, Media, Technology & Popular Culture

Please note: We will be using D2L for this class.

- D2L Student Orientation: <https://online.eiu.edu/d2l/home/6909>
- For IT Help, please call the Help Desk at 217-581-HELP.

Texts:

About Film:

“Film Form and Narrative” on D2L

Literary texts read individually and/or in groups

Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*

Matt Dembecki, *Trickster: Native American Tales, a Graphic Collection*

Louise Erdrich, *Love Medicine*

Joy Harjo, *An American Sunrise*

Linda Hogan, *Solar Storms*

Charlie C. Mann, *1491: New Revelations of the Americans Before Columbus*

N. Scott Momaday, *The Way to Rainy Mountain*

Leslie Marmon Silko, *Ceremony*

Course Objectives: The following outlines the course objectives:

Students completing this course will:

- a. Identify and analyze the historical forces that helped shape the development of various national and world cinemas, including industrial, technological, and cultural influences through both readings and film screenings related to climate fiction literature and film. (quizzes, discussion posts, presentation, and paper)
- b. Identify and analyze the emergence of prominent world film movements related to cli-fi. (quizzes, blog posts, and exams)
- c. Evaluate the uses of camera, editing, lighting, sound, and acting, as well as their contributions to the construction of meaning for audiences. (blog posts and exams)
- d. Analyze how cli-fi cinema and literature reveals and responds to the social, economic, and cultural contexts of their production. (discussion posts, presentation, and paper)
- e. Examine how meaning in cli-fi cinema and literature is filtered through various cultural contexts through both readings and film screenings. (discussion posts, presentation, and paper)
- f. Identify, critique and apply genre theories in relation to global historical contexts through both readings and film screenings. (discussion posts, presentation, and paper)
- g. Write analytically and effectively about cli-fi literature and film in relation to its historical and cultural contexts. (presentation, paper, and exams)

Learning Goals: Course objectives are designed to help students achieve each of four learning goals of general education and university-wide assessment as follows:

I. Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

- Asking essential questions and engaging diverse perspectives.
- Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
- Understanding, interpreting, and critiquing relevant data, information, and knowledge.
- Synthesizing and integrating data, information, and knowledge to infer and create new insights
Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
- Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

II. Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

- Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
- Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
- Producing documents that are well organized, focused, and cohesive.
- Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
- Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
- Evaluating evidence, issues, ideas, and problems from multiple perspectives.
- Collecting and employing source materials ethically and understanding their strengths and limitations.

III. Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

- Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
- Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
- Developing and organizing ideas and supporting them with appropriate details and evidence.
- Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
- Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
- Employing effective physical delivery skills, including eye contact, gestures, and movement.
- Using active and critical listening skills to understand and evaluate oral communication.

IV. Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participating formally and informally in civic life to better the public good.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.

Course Requirements:

1. **Responses for Small-Group Discussions:** For these frequent responses, you will answer questions about the film(s) screened and/or text read for that class and share them with your small group. Responses should be approximately 150 words. Replies to peers should add connections with other films, literature, or experiences or offer an alternative perspective.
2. **Group Presentations and Full-Class Discussions:** Members of four groups will present one (or half) of cli-fi novel to the rest of the class. A handout will be provided. These will serve as starting points for discussions throughout the semester. For these, those folks outside the group presenting will share a response to one of the questions the group members provide in their multimedia presentation. Everyone will participate in a discussion and will respond to at least two of their peers.
3. **Midterm:** This exam will include information up to the middle of the semester. It will provide an opportunity to internalize material read for class as a group and as a class, as well as apply what you've learned to the films viewed in the class. You may use your film log for this exam!
4. **Final Exam:** This exam will be cumulative after midterm. It will provide an opportunity to internalize material read for class as a group and as a class, as well as apply what you've learned to the films viewed in the class. You may use your film log for this exam!
5. **One traditional or digital "paper" with a proposal and draft:** You will write one "paper" due near the end of the semester. A handout will be provided for this project. This project will allow you to look beyond films screened for class to examine a cli-fi novel and/or film sub-genre in a paper of approximately 1500 words or its digital equivalent. This can come in the form of a

traditional essay or a video essay, a wiki, a podcast with script, or some other digital format (as long as it meets the criteria on the handout).

- 6. Film Blog:** This blog will offer a place for you to write brief responses to the films we watch for class. These should be informal and approximately 150 words and can be completed on the film analysis worksheets. Respond to them in relation to Film Narrative and Style or our class focus on American Indian film and literature. You will use the blog on D2L for these responses.

Grades: Grades will be determined as follows for a total of 100%:

Small Group Responses -----	15%
Group Presentation and Discussions -----	20%
Midterm -----	15%
Final Exam -----	15%
Final "Paper" and Proposal -----	20%
Film Log -----	15%
	<hr/> 100%

Grading of Discussions, Presentations, and Papers:

Discussion grades will be based on analytical complexity and completed criteria. Please see rubric on D2L.

"Paper" grades will be based on the following areas in relation to the media chosen for the projects:

Audience awareness, organization, development, sentence structure, word choice, grammar/usage/mechanics. The first three areas will be weighted more heavily than the second three (60% vs. 40%). I will also distribute the English Department's grade analysis in class and a paper rubric in class and on D2L.

Presentations will be evaluated according to a rubric I will distribute in class and on D2L.

Other Policies

Students with Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Plagiarism: The English Department states, "Any teacher who discovers an act of plagiarism -- 'The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work' -- has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of "F" in the course."

Electronic Writing Portfolio: This class is a writing intensive class, so you may submit your paper as a writing portfolio sample, following the instructions on the CASL Website. Submissions must be made during the course of the class to receive my approval. Please note that the Writing Center is available for help with all writing assignments, as well. Take advantage of this free service.

Writing Center: Ambitious students can also seek help from the Writing Center. Call for an appointment (581-5920) or visit ((CH3110) at any point in the writing process, from brainstorming, planning and drafting, to final editing. Bring your assignment sheet and any written work and/or sources with you. The Writing Center is open Monday-Thursday, 9-3 and 6-9, and Friday from 9-1.

Please Note: Students seeking Teacher Certification in English Language Arts should provide each of their English department professors with the yellow form, "Application for English department Approval to Student Teach." These are available on a rack outside the office of Dr. Melissa Ames.

Also Note: You must complete all major assignments to complete this course.

ENG 3504 Online 2020 Tentative Course Calendar, Subject to Change

August

- 24 Introduction to the class (and D2L) and to each other. Share brief introductions in a full-class discussion on D2L (then read and say “hi” to your peers) by next Wednesday, September 2, at midnight.

Assignments this Week due by Monday, August 31 at 5:00 p.m.:

1. Watch multimedia introduction to film form and style, and read Film Form and Narrative on D2L. Then complete a small group response by Monday, August 31 at 5:00 p.m.
2. Watch *Reel Injun* (Dir. Neil Diamond, Catherine Bainbridge 2009) film screening (on D2L) and complete a blog response by 5:00 p.m. on Monday, August 31. There's a film log guide for you to follow.

- 31 **Small Group Response** to multimedia presentation and reading due by 5:00 p.m. today.

Film blog response due by 5:00 p.m. today.

Assignments this week due by Monday, September 8 at 5:00 p.m.:

1. *Indian 101* (Dir. Julianna Brannum 2014) film screening and blog response
2. Read Segments of *1491*, watch multimedia presentation, and complete small group response and discussion due by Monday, September 8 at 5:00 p.m.

September

- 8 **Small group response and film blog response** due by 5:00 p.m. today.

Assignments this week due by Monday, September 14 at 5:00 p.m.:

1. *Before Tomorrow* (Dir. Marie-Hélène Cousineau, Madeline Ivalu 2008) film screening and blog response
2. Read *The Way to Rainy Mountain* and *Trickster* excerpts, watch multimedia presentation, and complete small group response and discussion by Monday, September 14 at 5:00 p.m.

- 14 **Small group response and film blog response** due by 5:00 p.m. today.

Assignments this week due by Monday, September 21 at 5:00 p.m.:

1. *Big Bear* (Dir. Gil Cardinal 1998) part 1 film screening and blog response
2. Read *American Sunrise*, watch multimedia presentation, and complete small group response and discussion by Monday, September 21 at 5:00 p.m.

- 21 **Small group response and film blog response** due by 5:00 p.m. today.

Assignments this week due by Monday, September 28 at 5:00 p.m.:

1. *Edge of America* (Dir. Chris Eyre 2003) film screening and blog response

2. Read *The Absolutely True Diary of a Part-Time Indian*, watch multimedia presentation, and complete small group response and discussion by Monday, September 28 at 5:00 p.m.

28 **Small group response and film blog response due by 5:00 p.m. today.**

Assignments this week due by Monday, October 5 at 5:00 p.m.:

1. *Rhymes for Young Ghouls* (Dir. Jeff Barnaby 2013) film screening and blog response
2. Read *Ceremony*, watch multimedia presentation, and complete small group response and discussion by Monday, October 5, at 5:00 p.m.

October

5 **Small group response and film blog response due by 5:00 p.m. today.**

Assignments this week due by Monday, October 12 at 5:00 p.m.:

1. Prepare for midterm and complete it by Thursday, October 15 at 5:00 p.m.
2. Complete a paper proposal by Monday, October 19 at 5:00 p.m.
3. Watch *Imprint* (Dir. Michael Linn 2007) or *More Than Frybread* (Dir. Travis Holt Hamilton 2011) and complete blog response by Monday, October 12 at 5:00 p.m. These are genre films centered on indigenous but directed by non-natives.

12. Indigenous Peoples Day!

Film blog response to *Imprint* or *More Than Frybread* due by 5:00 today.

Midterm Week! **Midterm due by Thursday, October 15 at 5:00 p.m.**

Assignments for Monday, October 19 at 5:00 p.m.:

1. Complete a Proposal for your paper and share with your small group by Monday, October 19 at 5:00 pm.
2. *Skins* (Dir. Chris Eyre 2002) or *Four Sheets to the Wind* (Dir. Sterlin Harjo 2007) film screening and blog response due by Monday, October 19 at 5:00 pm.

Note: Fall break will be this Friday!

19. **Proposal due by 5:00 today! Film blog due today!**

1. Share your proposal with your small group today (October 19) by 5:00 pm.
2. Respond to your small group by 5:00 on Monday, October 26.
3. Complete film screening and blog response by Monday, October 19 at 5:00 pm.—*Skins* (Dir. Chris Eyre 2002) or *Four Sheets to the Wind* (Dir. Sterlin Harjo 2007).

26 Film blog response due.

Group 1 Presentation on first half of *Solar Storms* due by Wednesday, October 28.

Full Class: After reading the first half *Solar Storms* and watching group 1's presentation, participate in Full Class discussion by Monday, November 2 at 5:00 p.m.

Everyone: View *Songs my Brother Taught Me* (Dir. Chloé Zhao 2015—Chinese director) or *Drunktown's Finest* (Dir. Sydney Freeland 2015) film screening and complete blog response by Monday, November 2 at 5:00 p.m.

November

2 Film blog response due.

Group 2 Presentation on the ending of *Solar Storms* due by Wednesday, November 4.

Rest of Class: After reading the ending of *Solar Storms* and viewing presentation, participate in Full Class Discussion by Monday, November 9 at 5:00 p.m.

3 Note: Election Day! No School! Please vote!

Everyone: View *Fast Runner* (Dir. Zacharias Kunuk 2001) film screening and complete blog response by Monday, November 9 at 5:00 p.m.

9 Film blog response due.

Group 3 Presentation on first half of *Love Medicine* by Wednesday, November 11.

Rest of Class: After reading first half of *Love Medicine* and viewing presentation, participate in Full Class Discussion by Monday, November 16 at 5:00 p.m.

Everyone: View *Johnny Greyeyes* (Dir. Jorge Manzano 2000) film screening and complete blog response by Monday, November 16 at 5:00 p.m.—Chilean

16 Film blog response due.

Group 4 Presentation on end of *Love Medicine* due by Wednesday, November 18.

Rest of Class: After reading end of *Love Medicine* and viewing presentation, participate in Full Class Discussion by Saturday, November 21 at 5:00 p.m.

Everyone: View *Smoke Signals* (Dir. Chris Eyre 1998) film screening and complete blog response by Saturday, November 21 at 5:00 p.m.

23-27 Thanksgiving Break, No Classes!

30 **Final Paper/Project draft due** for peer review and electronic conferences by Wednesday, December 2.

Complete peer reviews (and participate in conferences) by Friday, December 4 at 5:00 p.m. Complete Final Paper by December 9. (don't forget last film blog on *Barking Water* (Dir. Sterlin Harjo 2009) due by 12/14.

December

7 Final Project due by 5:00 p.m. on December 9 to share with peers. Film Screening of *Barking Water* and last blog due December 14.

14 Final exam due by Thursday, December 17 at 5:00 p.m.
Thank you for a great class!