“Hero/hero” Bibliography

Beyond Assignment. Dir. Jim Virga. Knight Center for International Media, University of Miami, 2011. Film

*The approaches and personalities of three photographers are shown as they work in Mexico, South Africa and Israel. Through their work we learn lessons about how to see and what is important in storytelling, and we are shown examples of commitment to their subjects. One photographer has become an activist with an intrepid spirit, another is trying to make sense of violence plaguing a neighborhood, and the third shows how religion manifests itself in people's lives.*


Gentry, Ric. “Another Meditation on Death.” An interview with Oliver Stone. *Film Quarterly* Vol. 60, No. 4 Summer 2007: 54-60. Print.

*Oliver Stone discusses his film World Trade Center, discussing the political context and emphasizing the influence of Robert Bresson on the film's spiritual concerns and its depiction of heroism.*

Hero’s Adventure. Bill Moyers interviews Joseph Campbell. Mystic Five Video, 1988, Film.

*Joseph Campbell discusses the archetype of the hero and the heroic quest in mythology and literature and the transformations of consciousness which they represent.*


*The purpose of the site is to start a dialogue among people, get people to think about their heroes. The backbone of the web site is an interactive, multimedia timeline work in progress - providing a broad-sweeping view of heroism's evolution throughout the course of our country's history. Highlighting key events, issues and mainstream and non-mainstream heroes, comprised of still images, biographies, Real Audio (when available), periodical excerpts, archival documents, historical summaries and scholar commentaries.*


*The current study investigated gender differences in the personal hero choices, hero attributions, and characteristics attributed to “typical” male and female heroes of children living in the Midwestern United States (N = 103; mean age = 10 years). Questionnaires were completed in a school setting. The majority of girls chose heroes personally known to them; boys chose personal and public figures equally often. Most boys chose same gender heroes; girls’ nominations were mixed. Gender differences were also seen in the characteristics children attributed to their own heroes and in their conceptions of “typical” male and female heroes. Children rated same-gender “typical” heroes more positively on many attributes,*
except for stereotypically masculine characteristics. Gender socialization, stereotypes, and in-group favoritism were used to explain these findings.


Summary: Suggesting the definition of courage has been stretched thin in contemporary parlance, where it can be applied to acts as insignificant as cutting or not cutting one's hair, McCain seeks to return to the word's fundamental meaning not just of "the capacity for action despite our fears" but self-sacrifice for the benefit of others as well as for oneself. He includes a discussion of the need for courage in the post--September 11 era.


Synopsis: Young Trevor McKinney, troubled by his mother's alcoholism and fears of his abusive but absent father, is caught up by an intriguing assignment from his new social studies teacher, Mr. Simonet. The assignment: think of something to change the world and put it into action. Trevor conjures the notion of paying a favor not back, but forward--repaying good deeds not with payback, but with new good deeds done to three new people. Trevor's efforts to make good on his idea bring a revolution not only in the lives of himself, his mother and his physically and emotionally scarred teacher, but in those of an ever-widening circle of people completely unknown to him.

Torre, Pablo S. “A Run Like No Other.” *Sports Illustrated*; February 27, 2012, 30-35, Print.

In his second week as a starter for the New York Knicks, Jeremy Lin dazzled more fans in both hemispheres, flummoxed the world champs, drove a mini-economy and raised one crucial question: How much bigger can he get?


Abstract: Academic honesty is under-researched in contrast to academic dishonesty. A majority of students self-report cheating in college. A low probability of punishment is reflected by few tried cases of academic misconduct. The authors argue that students who are in the minority by not engaging in academic dishonesty show considerable character strength and are examples of everyday heroes. The authors consider heroes persons who are courageous, have empathic concern for others, and have a high degree of honesty. Experiment 1 established courage, empathy, and honesty as predictors of academic honesty. Experiment 2 replicated these findings and found heroism to be predictive of students' future intent to cheat. These experiments have constructed an effective working model of heroism in the context of the academic environment.

Individuals in different contexts are referred to as 'heroes' for seemingly different reasons. To better understand how and why people use this term, three studies were conducted. Approaching the question deductively, individuals defined the term 'hero' and responses were coded according to existing definitions. Then, a definition of hero was sought inductively by examining the specific reasons participants cited in choosing their heroes. A third study further examined individuals' descriptions of their heroes in light of their own self views. The findings across these studies extend our understanding of the term hero and suggest that the use of the term is based both on the specific features of any heroic figure, as well as on the self views of the person identifying the hero.


*World Trade Center.* Dir. Oliver Stone. Paramount Pictures, 2006. Film

On September, 11th 2001, after the terrorist attack to the World Trade Center, the building collapses over the rescue team from the Port Authority Police Department. Will Jimeno and his sergeant John McLoughlin are found alive trapped under the wreckage while the rescue teams fight to save them.