

The "Insert Page Number" feature of the word processor is used to put page numbers on each page. The **student's last name** is typed in front of the page number so that it will appear on every page.

The title has the writer's topic and main idea. The title is centered and written in 12-point Times New Roman font. The title is NOT bolded, underlined, or italicized. There are no extra line spaces above or below the title.

The student's name is first, followed by the name of the teacher or professor, the course name or number, and the date of the paper.

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Mrs. Sperry (or for college papers – Professor Sperry)

English 10

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The paper has 12-point Times New Roman font throughout. The date order is day, month, and year (with no commas).

Lord of the Flies vs The Stanford Prison Experiment: Studies of Human Savagery

Are humans inherently evil and uncivilized? William Golding's *Lord of the Flies* and *The*

Stanford Prison Experiment, a movie about a professor's investigation into human nature,

provide answers to this question. Both works are commentaries about the dark side of human

nature. By looking at each work's setting, symbolism, and character development, it becomes

clear that *Lord of the Flies* communicates the theme that savagery lies at the heart of the human

condition in a better, more impactful way than does *The Stanford Prison Experiment*.

The settings of *Lord of the Flies* and *The Stanford Prison Experiment* aid the

development of their theme, but Golding's setting allows for more insight into the wickedness

within humans. The time and place of works create the mood and allow the characters different

actions. In his novel *Lord of the Flies*, Golding shows human savagery by placing a group of

young male students into a survival situation. When the students' airplane crashes onto a deserted

island and the pilot dies, the boys have to figure out how to stay alive until they can be rescued

("Lord"). Even though the novel begins with the death of the pilot and the isolation of the boys,

the mood is not at first dark (Sperry, "Lord vs Stanford"). Sunshine is plentiful. The boys laugh,

play, and share a treasured conch shell. Later, though, the setting shifts dramatically from the

sunny beach to a dark forest and a threatening mountain. The weather and mood become stormy

and frightening. The boys form different groups, and their conflicts reveal that the boys are

savages. *The Stanford Prison Experiment* is a 2015 film, not a novel, about an experiment

The MLA requires all lines to be double-spaced and all margins to be set to 1".

The body paragraphs present points in the order stated in the thesis, so setting in the two works is discussed first.

A signal phrase, "The Stanford... is... about..." shows information from another source.

Opening sentences provide background for thesis.

The thesis statement usually is the last sentence of the introduction. The thesis states the writer's topic, the position that will be supported and key points. This sentence controls the entire paper. Every sentence in the paper must support the thesis statement.

Readers can look up the shortened title in the alphabetized list of works cited, the last page of the paper. There they can find the information they need to get and view the source the student got the information from.

Verbs are in the present tense because the actions in novels and movies happen as viewers see them.

conducted by Phillip Zimbardo at Stanford University in 1971. The setting is the basement of the Psychology Department building which is transformed into an underground jail. Twenty-four male college students are assigned to live as prisoners or guards in that simulated prison. The mood of Zimbardo's experiment, at first, is light. One boy **says** jokingly that being a prisoner would require less work. The mood in the prison setting quickly **becomes** very dark as the prisoners and guards **clash**. Since both works **are** excellent, what makes Golding's setting more powerful? Golding's island has plenty of food and resources, but even with those resources the boys are unable to establish and maintain a civilized society. Zimbardo's college students, on the other hand, are placed in a restricted setting. Golding's boys have fewer reasons to behave badly. On his home Web page, Zimbardo asks, "What happens when you put good people in an evil place?" Zimbardo's question suggests that he thinks bad settings cause bad behavior as much as any evil within a person's psyche. His choice of setting confuses his investigation. It is hard to know whether the participants in his experiment are naturally evil or if they become evil because of the stresses caused by the setting into which they are placed. As a result, the descent of

The concluding sentence of each body paragraph reminds readers of the thesis and the particular part of the thesis the paragraph supports.

Golding's island boys' into violence is more startling and better proves that evil comes from within human—not from problems existing outside of them. **Clearly, the settings of the two works are very different, and the setting of *Lord of the Flies* better demonstrates the theme that savagery lies at the heart of the human condition.**

In addition to having effective settings which show that humans are savage, *Lord of the Flies* and *The Stanford Prison Experiment* also have great symbolism, and, again, Golding's symbols are stronger. In *Lord of the Flies*, Ralph uses a conch shell to organize meetings: "I'll give the conch to the next person to speak. He can hold it when he's speaking... he won't be interrupted" **(Golding 45)**. The conch is Golding's main symbol of civilization. The shell gives

A body paragraph's first sentence should relate **back** to the last sentence of the previous paragraph and **forward** to what the new body paragraph will discuss.

Author's name and page number where quote was found are given in parentheses. This should also be done when students use their own words to restate a source's ideas.

its holder the right to speak in front of the group and therefore brings rules and order to the island. In addition, Golding uses clothing and hair length as symbols of civilization. Zimbardo, like Golding, uses clothing as a symbol. The boys who are "prisoners" feel less civilized when they are forced to wear uniforms that look like dresses and are addressed only by their numbers instead of their names. The "guards," though they keep their names, lose their individual identities as they put on the uniforms and the mirrored sunglasses of guards. In both commentaries, the boys adopt new identities that are given to them or are assigned by themselves (Tolley). The symbols in both works show how the characters' identities change (Gillespie).

These words signal which work the later information comes from; no page numbers are necessary since the information is a general summary which covers the entire novel.

These changes show how wild and cruel humans can be, especially when a mob mentality replaces individual thought. **In *Lord of the Flies***, as the boys' clothes fall apart, their hair grows, and the conch fades and then is broken, the boys' civilized behavior worsens and changes into savagery. In *The Stanford Prison Experiment*, the young men change from students and become either violent prisoners or violent guards. **Certainly**, *Lord of the Flies* and *The Stanford Prison Experiment* both use symbols of civilization effectively, but Golding's symbolism is stronger because the broken conch shell emphasizes the broken bodies and the broken society.

The **final** technique used by the creators of *Lord of the Flies* and *The Stanford Prison Experiment* to show that humans are naturally savage is character development, and, once again, Golding shows that he is the dominant artist. He describes the boys' conflicts, the boys' fear of a beast, and the boys' descent into savagery. Golding begins by describing Jack, "He began to dance and his laughter became a bloodthirsty snarling" (Golding 89). Later, Jack leads the boys into killing a sow and putting its head on a stake. With this brutal display of barbarity; the mood of the story becomes scary and pessimistic. The boys' violence seems uncontrollable, and Jack and his followers turn from killing pigs to killing other boys. Golding shows the once civilized

Concluding sentence begins with *Certainly*, a different concluding word than that which was used to begin the concluding sentence of the previous paragraph.

The word *final* signals the beginning of the last body paragraph.

schoolboys acting as a crowd, acting as monsters, and attacking Simon. He writes, "There were no words, and no movements but the tearing of teeth and claws" (219). With these words, Golding shows how his characters have become savages. Later, when Piggy is attacked and killed, Golding continues the development of his characters by using a very powerful description:

Piggy fell forty feet and landed on his back across the square red rock in the sea. His head opened and stuff came out and turned red. Piggy's arms and legs twitched a bit, like a pig's after it has been killed. Then the sea breathed again in a long, slow sigh, the water boiled white and pink over the rock; and when it went, sucking back again, the body of Piggy was gone. (260)

After letting his readers get to know and like the character of Piggy, Golding's description of his death is very moving. Additionally, Golding ties Piggy's death to the death of civilized behavior when he writes that the conch, the symbol of civilization, that Piggy was holding "exploded into a thousand white fragments and ceased to exist" (260). The text which shows Piggy's death demonstrates that Golding is a master of communicating theme because he unifies setting, symbolism, and character development. Golding develops his characters—schoolboys—better than Zimbardo shows the development of his college boys. Of course, Zimbardo ends his experiment early, after only six days instead of the planned two weeks, because, unlike the events in Golding's novel, the events in Zimbardo's experiment are real and there are real injuries. Although Zimbardo is unable to spend as much time showing how his characters develop, he does show great changes in his real-life characters. The behavior changes of his college boys are unexpected and quick. Within just a few days, the guards' sadistic behavior causes extreme stress and depression among the prisoners. Prisoner 8612 leads the others to

Long quotations are set off from the text by changing the left margin to 1.5"; quotation marks are not used. The page number is given in parentheses after the quote's final punctuation mark.

rebel. The “prisoners” rip off their numbers and barricade themselves inside the cells by putting their beds against the door. The "guards" break in, order the prisoners to strip naked, take out the only beds, and put Prisoner 8612 into solitary confinement. The video reveals that when normal college boys are put into a psychological experiment, they can become completely different people (Shuttleworth). While the actions of Zimbardo's college boys are horrible to watch, the actions of Golding's once innocent young boys gradually becoming savage killers are more heart-wrenching. Undoubtedly, the character development in *Lord of the Flies* is superior to that in *The Stanford Prison Experiment*, so Golding is able to better show that humans are inherently evil.

The first sentence of the concluding paragraph signals the conclusion and uses some of the same words as the thesis statement (the last sentence of the first, introductory paragraph).

In conclusion, it is clear that *Lord of the Flies* does a better job of communicating the theme that humans are naturally savage than *The Stanford Prison Experiment* does. Firstly, *Lord of the Flies* has a setting that shows that savagery exists in humans, rather than being caused by places or events. Secondly, the novel's symbols are memorable and connect the setting, character development, and theme. Thirdly, the character development allows readers to care about what happens and makes the deaths of key characters very impactful. Although *The Stanford Prison Experiment* is also a powerful investigation of human nature, the setting does not make it clear that the evil found in the participants comes primarily from their psyches rather than from outside stresses. The symbols are not as dramatic, and the changes in the college boys' characters are not as startling even though Golding's work is fiction and the Zimbardo's experiment is real. *Lord of the Flies* makes the stronger impression because the once peaceful setting, the symbols, and its characters are so carefully interwoven that readers feel part of the action. Certainly, future readers also will feel the emotional impact of the *Lord of the Flies* and will appreciate its writer's superior skill compared to the skills of others who have sought to learn about human nature.

The writer sums up her points and looks to the future.

Works Cited

The title of the page is centered.

The works-cited list is alphabetized by authors' last names or by the first word in the title when a work has no author. If the entry begins with *A*, *An*, or *The*, the work is alphabetized by the second word in the title.

The first line of each entry is at the left margin; extra lines are indented 0.5" by using the word processor's hanging indent feature.

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what lies at the core of basic human nature?" *E-Notes*, 9 Apr. 2016,

www.enotes.com/homework-help/what-lord-flies-stanford-prison-experiment-reveal-675928.

Zimbardo, Phillip. "The Stanford Prison Experiment." *Stanford Prison Experiment*,

www.prisonexp.org/. Accessed 25 Aug. 2016.

Months are abbreviated.

The author is William Golding. The book title is *Lord of the Flies*. It is not a print book, so the student lets readers know that Global Village put the book online. She gives readers the URL (Web address). The MLA says to **not include** the **http://** or **https://** in the URL.

Entries for movies begin with the name of the movie. The student gives the director's name, the names of the main actors, the company's name, and then the date. Notice that only commas and periods are used to punctuate entry information.

More types of entries can be found at <https://owl.english.purdue.edu/owl/resource/747/08/>