History 1112
Survey of World History/Civilization II
Maymester, 2013  M-F 1:00 pm to 4:25 pm

Dr. Elaine MacKinnon
Office: 3222 TLC/678-839-6048;
e-mail: emcclarn@westga.edu

Required Texts:

Be sure to purchase the second volume, Maus II, not Maus I.

All books for the course may be ordered through the University of West Georgia Bookstore:
http://www.bookstore.westga.edu/

Important Dates:
Monday, May 6: Drop/Add period for Maymester
Monday, May 13: Last Day for Withdrawal with a "W"

In this class you will be watching the following films and writing comparative analysis papers based on these films. All of these films will be shown on campus at the times designated in the syllabus. If you are unable to be present for these viewings, then it is your responsibility to obtain these films through alternative sources such as Netflix or Blockbuster. If you are not already a subscriber to Netflix, it is possible to sign up for a free month's subscription and gain access to each of these films.

Required Films:
1492 (Shown on campus May 7 at 1:00 pm)
The Mission (Shown on campus May 8 during class)
Amistad (Shown on campus May 9 at 1:00 pm)
Sankofa (Shown on campus May 10 at 1:00 pm)
Night and Fog (Shown on campus May 16 at 1:00 pm)
Life is Beautiful (Shown on campus May 17 during class)

All Class Meetings and Film Presentations in this course will be in Pafford 208

Purpose of the Course and Learning Outcomes:
The course is designed to introduce students to selected topics in the history and heritage of World Civilizations and to the profession of history. We will survey major political, economic, social, and intellectual developments in world history from 1500 to the present, with a particular focus on the topics identified in the daily schedule given below. Students will gain a chronological sense of major historical events and movements as well as an understanding of why and how they took place. The course will examine a selection of specific eras, movements, events, and societies, and in particular the interactions of peoples and societies over time, wherein lie the roots of today's global interdependence. Students will use place and time to compare ways of life, cultural expression, and forms of basic institutions in separate cultures, and try to understand the factors which have produced both commonalities and differences in human societies. Due to the enormous expanse of time and events to be covered, and the fact that this course is being offered in a twelve-day session, the course represents only a limited selection of topics, cultures, and regions. A major emphasis is going to be put upon evaluating various types of sources and methodologies for studying world history, particularly the use of film, primary source documents, visual artifacts and material culture. We will be exploring specifically the study and presentation of history through the medium of film. We will examine the multi-dimensional role and significance of film in the study of history. We will study film as a source, and the ways in which film projects a particular perspective and interpretation of historical personages and
events. Through film we will discuss the question of historical perspective, how the depiction of the past may differ depending on the perspective of the storyteller, and how historical memory changes over time. Our goal will be to explore the potential value of film as a source for studying world history, while also learning to identify and analyze critically the particular perspective and presentation of the past being offered in any given film or documentary.

Textbook readings, class discussions, and learning modules posted on D2L (Course Den) will give you a general thematic and chronological framework. The course will introduce you to the process of historical study and the variety of ways in which historians attempt to understand and depict the past. You will learn to identify and distinguish between primary and secondary sources of historical knowledge and understanding. In addition to studying history, you will develop critical thinking and communication skills, and learn to effectively interpret, compare, criticize, and question important issues of both past and present. You will learn to differentiate between fact and interpretation in historical analysis and discussion. You will improve basic verbal and written skills by taking part in class discussions and by constructing essay arguments based on historical evidence. You will be learning how to read comprehensively, take notes, and derive meaning from texts. You will learn about the variety of ways in which one can study history and investigate different types of historical sources. The idea is not just to memorize the "facts" of history, but to be able to think about them, synthesize them, and formulate your own interpretations based on them. These are skills that will be invaluable to you in other courses as well as in your future career path.

**Learning Outcomes:**

1) Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history.

2) Students will demonstrate an understanding of the commonalities and differences among two or more societies, nations, or cultures outside of the United States in regard to any of the following: language, literature, aesthetics, politics, economics, or social and cultural practices.

3) Students will demonstrate the ability to think historically through a comprehension of causal relationships and patterns of change and continuity over time; and through awareness of the social significance of ethnicity, gender, race, and class in historical events and study.

**Format:** This course will have online components; it is considered a hybrid course. The course format is designed to be a combination of face to face lecture and discussions, and online learning activities, organized around specific themes. There will be scheduled face to face classroom meetings on the dates indicated in the syllabus; for these you are expected to take part in the class discussions, ask questions, and contribute commentary. On the days we do not have a scheduled face to face class you are expected to download online power point presentations found in six Learning Modules, work through the slides and answer questions posed in the slides, and complete connected source analysis assignments entered into D2L. Therefore you will need to have a computer with internet access in order to log into D2L, as well as the textbook website for students and Youtube video clips. You are expected to take part in on-line discussions posted in D2L that are connected with films watched in the course and with assigned chapter readings. You are expected to attend the scheduled viewings of the assigned films if you are unable to obtain them through alternative channels. You are expected to take the first scheduled examination on campus on Monday, May 13, and to complete the takehome final exam and submit it to the instructor by Thursday May 23 either via email or through the dropbox in D2L.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Film Analysis Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Museum/Place Based Analysis Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation/On-line Discussions/Source Analysis papers</td>
<td>15%</td>
</tr>
</tbody>
</table>

**A. Examinations:**

You will have one exam to be administered during class on May 13 and one final exam that will be a takehome exam due by 5pm on Thursday, May 23. Exams will consist of term identification, short answer, and
essay/discussion questions. For the essay, you may bring to class handwritten note cards and Xeroxed copies of primary source materials that you would like to use in answering it. The exam questions will be drawn from lectures, the textbook, learning modules, assigned readings, class discussions, and films and documentaries shown in class. The final will not be cumulative.

B. Film Analysis Papers

You will write three 750--1000 word papers (must be typed, ten or twelve-inch font, one-inch margins and double-spaced) that compare the films and visual materials that we will be examining on specific themes (the European expansion into the Americas and its consequences, the Atlantic Slave Trade and slavery in the Americas, the Holocaust). You will be comparing the ways in which the different films portray the same historical event, what different perspectives are offered, the degrees of historical objectivity found in each, the particular perspective of each film and how this affects the story that is told, the comparative value of each for studying and teaching about the particular historical event. For the third paper, you will be writing about two films, one of which is a documentary and the other a feature film--Night and Fog and Life is Beautiful--but you must also compare these film portrayals to the treatment of the Holocaust in Maus II, which is a graphic autobiographical novel/memoir. You will need to consider the relative effectiveness and appropriateness of each genre for conveying the historical truth and impact of the Holocaust.

See the end of the syllabus for guidelines, as well as specific questions for the papers. Take note that the third paper must compare not only two films, but in addition must compare the graphic novel Maus II with Night and Fog and Life is Beautiful.

Papers will be graded on the following rubric:

1. Overall format, clarity of writing, proper grammar and syntax, appropriate use of references and evidence from the course, the film, outside sources if used: 20%
2. Clear comparison made between the two films (and of Maus II in the case of the third paper) in terms of how they depict a common historical event: 20%
3. Use of evidence to back up points of comparison, meaning references to specific scenes and characters from each film to illustrate and substantiate points made: 20%
4. Clear explanation given as to which film is more effective or accurate as an historical source, and evidence cited to back up this explanation: 20%
5. Inclusion of Source Analysis of both films (and Maus II as a graphic work) as historical sources, and how the film depiction of historical events compares with the textbook's account: 20%

The first paper comparing 1492 and The Mission is due by 1:00 pm Friday, May 10. Submit through the dropbox in D2L or turn in a hard copy at the beginning of class.
The second paper comparing Sankofa and Amistad is due by 1:00 pm Wednesday, May 15. Submit through the dropbox in D2L or turn in a hard copy at the beginning of class.
The third paper comparing Maus II, Night and Fog, and Life is Beautiful is due by 1:00 pm Tuesday, May 21. Submit through the dropbox in D2L or turn in a hard copy at the beginning of class.

Please take note: These papers must be written in your own words. Do not use on-line sources to summarize the content of the film. If you use on-line sources of information, or outside books or articles to provide additional insight into the purpose and meaning of the film, all of these materials must be correctly cited and documented through footnotes or endnotes. I will circulate guides for citing sources. Do not plagiarize from internet sites. You will fail the course if you plagiarize.

C. Museum or Place-based Analysis Paper

For this assignment you have two choices:

1. First, you may go and visit a local museum of history or of art, and write a typed 500--750 word paper (ten or twelve-inch font, one-inch margins and double-spaced) discussing what you learned from the experience about the particular history covered in the museum and the process of learning about this history. Submit proof of having toured the museum (ticket stub or credit card receipt) and in your paper highlight what you learned from the exhibits and the experience of seeing and reading about the artifacts contained. Think about what you can gain from visiting
a museum that you cannot gain from other sources of history. But also consider the more problematic aspects of museum displays—is something lost when an object is taken out of its historical context? Is it wrong to take items and put them on display somewhere else, if that object did not originally belong to you? Is there any way that you can connect this museum to world history? Identify at least three primary sources and artifacts contained in the museum. Does the museum have a sufficient number of primary sources to substantiate the secondary interpretations provided? Why or why not?

Try to discern what might be the point of view being presented, either directly or indirectly about the theme of the museum or the exhibit. Is the museum being objective about the materials being presented? Can you detect a particular point of view in the display, the way objects are arranged, or the information that is being presented? Is there an attempt to present multiple points of view? Is this museum more about history, and a critical analysis of that history, or is it about "heritage," or the celebration of the past?

Suggested Museums in the West Georgia area:
Berman Museum of World History in Anniston, Alabama; Atlanta History Center; Martin Luther King Center in Atlanta; High Museum of Art; Carlos Museum at Emory University, William Bremen Jewish Heritage Museum; local museums in Tallapoosa and Bremen and Newnan; Berry College in Rome

2. The Second Option is to go somewhere, a location such as a cemetery, a battlefield, an historic building or home, a town square, etc. which had significance at some point in the past, and write a typed 750-1000 word paper (ten or twelve-inch font, one-inch margins and double-spaced) discussing what you can learn about that significance by being in this particular place. When you walk about the place, what perspective do you get from being there in the cemetery, as opposed to the perspective you would get from simply reading about this location. When you stand in the square of your town, do you ever imagine what it must have been like to have lived and worked there thirty or fifty or one-hundred years earlier? Within recent memory, have you visited a location that is connected with important historical events, and what impact did being there have on your understanding of the history that occurred there?

MUSEUM ANALYSIS PAPER DUE BY 1:00 pm FRIDAY MAY 24—use the dropbox feature in D2L

Papers will be graded on the following rubric:
1. Overall format, clarity of writing, proper grammar and syntax, appropriate use of references and evidence from the museum or place visited: 20%
2. Clear description of the museum or location visited and explanation of why this particular place is significant: 20%
3. Use of evidence to back up points made about the museum or location, referring to at least three artifacts or points of interest to illustrate and substantiate points made: 20%
4. Clear explanation of what is gained in historical knowledge, understanding or perspective from visiting the museum or location, particularly in contrast to what is gained from other historical sources: 20%
5. Critical analysis provided of the museum, its exhibits, or of the given location and its significance for the study of history, and in particular world history, and the limitations as well as advantages of using this site for the study of history: 20%

D. Class Participation: Required and Recommended Assignments
Your class participation grade will be based upon your participation in required face to face and online discussions, your responses to questions posed in the learning modules, and two source analysis papers connected with specific learning modules. Additional source analysis papers may be assigned during the Maymester session. You may expect quizzes as well on the assigned reading materials.

Required--There are four required on line discussions (set up in D2L) which you are to contribute to (see below for guidelines) and which are connected with films shown in the class, with the chapter on industrialization, and with your supplemental reading, Maus II.
Required—There are two required written assignments connected with the Learning Modules downloaded in D2L. For Learning Module 4, The Atlantic Revolutions, each student is required to watch the History Channel video, *The French Revolution*, available through Youtube (the URL is given in the Learning Module) and respond to the specific questions given in the Learning Module. Your responses will be submitted through the Dropbox in D2L. These responses are due by 1pm on Friday, May 17.

In addition, each student is required to do at least one of the Primary Source Assignments given in each Learning Module. These assignments will ask you to respond to questions about specific sources, either primary or secondary, the links to which are given to you in the learning module. You will need to work through each of the power point sections of these modules to get to the particular source analysis assigned for that module. You are given the URL for the web address of documents, and for each there are several questions which you are to answer after reading or viewing the document or documents. You should provide an introductory paragraph for each document before answering the questions; in the introduction you should give the following information:

- What type of source is it? (Examples: Letter, official decree, memoir, essay, painting, map, chart, etc.)
- Who wrote, prepared, or issued the source?
- When was the source created or produced?
- What is the purpose of the source?

The primary source analysis must be typed, with ten or twelve point font, one inch margins, and submitted through the dropbox function in D2L. The Primary Source Analysis paper is due no later than 5 pm on Wednesday, May 22. Be sure to write in complete sentences and use formal English.

Recommended: Each of the six learning modules contain questions distributed throughout the slides, and Primary Source Assignments (you are required to do only one of them, but you may do all for extra participation points). You may submit responses to these questions for class participation points. There is no required number of questions that you must answer; these are mainly to facilitate your own learning and understanding. But you will receive class participation points for substantive, clear responses submitted in hard copies to the instructor.

Guidelines and Etiquette for Online Discussions/Class participation

Discussion Postings should be a minimum of one short paragraph and a maximum of two paragraphs. For every discussion you are required to submit an initial posting, and then respond with at least a paragraph of commentary to at least two other students. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or films by bringing in a related example or experience. Address the questions as much as possible (don't let the discussion stray). Try to use quotes from your readings or examples from the films that support your postings. Include page numbers when you do that. Build on others responses to create threads. Use proper etiquette (do not use popular slang or abbreviations, use formal language, use correct spelling, typing, etc.). Please use language that is respectful of others and their views.

Use proper etiquette (do not use popular slang or abbreviations, use formal language, use correct spelling, typing, etc.). Please use language that is respectful of others and their views.

Study Tips:

**Read! Read! READ! Take written notes as you read the textbook and supplemental readings. Do not just highlight.** Writing down information in your own words helps you to learn it better! After you have completed your assigned readings and taken written notes, do the following:

**Take notes in class and as you examine the downloaded powerpoint lectures.** You do not need to write down everything the instructor says, but you should note down key terms, events, and persons discussed. Then afterwards you can go back to the textbook and try to determine their meaning and their significance for world history. Try to write in your own words what is most important about them and how they connect to the key themes in the chapter. In particular, note down the terms, concepts, and individuals discussed in class, and go back to the textbook and try to write a paragraph in your own words about the meaning and significance of the term, based on both the textbook and the class discussion.
Cheating Policy and Plagiarism:
I expect each student to understand and to comply with the University of West Georgia’s policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at http://www.westga.edu/documents/catalongs.php. Anyone caught cheating or helping someone to cheat will be asked to leave the class and will receive a course grade of "F." Plagiarism, or claiming someone else's work as your own, will result in failure. This rule is in effect for all assignments, examinations, quizzes, and extra credit work.

Assignments:
Students are expected to have completed the assigned readings prior to each session and be able to discuss them and respond to questions based on them. Students are expected to download the Learning Modules, work out answers to questions, and complete the assigned source analysis papers. Students are expected to participate in the four required discussions of films and chapter readings. Remember--Class participation not only enhances your learning experience but it counts up to 15% of your final grade.

Attendance:
STUDENTS ARE EXPECTED TO ATTEND ALL FACE TO FACE CLASS SESSIONS; MORE THAN ONE ABSENCE WILL JEOPARDIZE YOUR GRADE IN THIS MAYMESTER CLASS. YOU ARE EXPECTED TO LOG IN TO THE ONLINE PORTION OF THE COURSE AT LEAST THREE TIMES PER WEEK, TAKE PART IN REQUIRED DISCUSSION THREADS LINKED TO THE FILMS AND LEARNING MODULES, RESPOND TO QUESTIONS POSTED IN THE LEARNING MODULES, PARTICIPATE IN ALL SCHEDULED FACE TO FACE CLASSES AND EXAMINATIONS.

ADDITIONAL NOTE: I RESERVE THE RIGHT TO MODIFY THIS SYLLABUS AT ANY TIME DURING THE COURSE OF THE TERM, PARTICULARLY REGARDING THE COURSE READINGS, ASSIGNMENT, AND EXAM SCHEDULES. IF I NEED TO MAKE MAJOR CHANGES THEN I WILL ISSUE A NEW OR REVISED SYLLABUS.

DISABILITY SERVICES AND ADA (Americans with Disabilities Act):
The Office of Disability Services will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

Office Hours:
My office is Room 3222 in the Technology Learning Center. I will hold office hours on campus on May 6, May 8, May 13, May 15, May 17, May 20, and May 21 from 12:00 pm until 1:00 pm and then again after class for thirty minutes, or by appointment. My office phone number is 678-839-6048; my e-mail address is emeclam@westga.edu. I will be available for online office hours TTh 9:00 am to 11:00 am (with the exception of Thursday, May 9). If my office hours are not convenient for you, then make an appointment with me for a different time.

Tentative Course Outline and Readings Assignments

Please note—you are required to attend all classes marked with an asterisk as “*Face to Face Class Meeting.” For the other days, your attendance is only required if a film is scheduled to be shown and if you have no other means by which you can view the film (these film dates are May 7, May 9, May 10, May 16).
**WEEK ONE**

**Monday, May 6:** Introduction to the Study of World History/Historical Methodologies/Who Owns History?

*Face to Face Class Meeting*

Required Readings: Begin reading the first two assigned chapters in your textbook, Text, Chapters 19-20

**Tuesday, May 7:** The Expanding World of European Trade, Colonialism, and Conquest, 1500-1700

Online Assignment: Download Learning Module 1 and 2 from D2L

Required Readings: Text, Chapters 19-20

On-campus showing of *1492*: 1:00 pm, Pafford 208

**Wednesday, May 8:** New Worlds: The Conquest of the Americas

*Face to Face Class Meeting*

Required Readings: Text, Chapters 20 and 21

On-campus showing of *The Mission*, Pafford 208

***After watching both films, participate in Online discussion of *1492* and *The Mission***

**Thursday, May 9:** Studying Global Commerce and the Atlantic Slave Trade

Online Assignment: Download Learning Module 3

Required Reading: Text, Chapter 22

On-campus showing of *Amistad*, 1:00 pm, Pafford 208

**Friday, May 10:** Historical Memory and the Atlantic Slave Trade/What were the consequences of the Slave Trade?

On-campus showing of *Sankofa* 1:00 pm, Pafford 208

***After watching both films, participate in online discussion of *Sankofa* and *Amistad***

**FRIDAY MAY 10--FIRST FILM ANALYSIS PAPER (COMPARING 1492 AND THE MISSION) DUE BY 1:00 PM**

(Use dropbox function in D2L or turn in hard copy at the beginning of class)

**WEEK TWO**

**Monday, May 13:** Discussion of Slavery and the Slave Trade/First Examination

*Face to Face Class Meeting*

The first hour will be a discussion of the two films you watched on the slave trade, and then you will take the first examination. You may leave after you finish the exam.

**Tuesday, May 14:** An Age of Revolutions 1700-1850

Online Assignment: Download Learning Module 4 and 5

Required Readings: Text, Chapters 25-26

Participate in Online Discussion connected with Learning Module 5 (Industrialization)

**Wednesday, May 15:** Imperialism and World War I 1850-1918

*Face to Face Class Meeting*

Required Readings: Text, Chapters 28-29

**WEDNESDAY MAY 15--SECOND FILM ANALYSIS PAPER DUE BY 1:00 PM (COMPARITIVE ANALYSIS OF SANKOFA AND AMISTAD)** Use dropbox function in D2L or turn in hard copy at the beginning of class

**Thursday, May 16:** World War II and the Holocaust

Online Assignment: Download Learning Module 6

Required Reading: Text, Chapter 32

On-campus showing of *Night and Fog*, 1:00 pm, Pafford 208
Friday, May 17: Experiencing the Holocaust/Survival and its Impact
*Face to Face Class Meeting
Required Reading: Maus II
On-campus showing of Life is Beautiful during class
***Participate in online discussion of Night and Fog, Life is Beautiful, Maus II

***French Revolution Source Analysis Assignment due by 1 pm, May 17. Submit through the Dropbox in D2L

WEEK THREE
Monday, May 20: Discussion of the Holocaust through Film and Maus II/WWII and The Cold War
*Face to Face Class Meeting
Required Reading: Text, Ch. 33

Tuesday, May 21: Globalization: How has our world changed since 1500?/Distribution of Take home Final, due by 5 pm, Thursday, May 23
*Face to Face Class Meeting
Required Reading: Text, Ch. 34

TUESDAY, MAY 21: THIRD FILM ANALYSIS PAPER IS DUE BY THE BEGINNING OF CLASS (Comparative Analysis of Night and Fog, Life is Beautiful, Maus II). Use dropbox function in D2L.

WEDNESDAY, MAY 22: PRIMARY SOURCE ANALYSIS PAPER DUE BY 5 PM. Use dropbox function in D2L

MUSEUM ANALYSIS PAPER DUE BY 1:00 pm THURSDAY MAY 23—use the dropbox feature in D2L or Email it to me at emcclarn@westga.edu (if you email it to me, make sure that you request a confirmation that I have received it)

FINAL EXAM DUE BY 5 PM ON FRIDAY, MAY 24—use the dropbox feature in D2L or Email it to me at emcclarn@westga.edu (if you email it to me, make sure that you request a confirmation that I have received it)
Film Analysis Paper Guidelines:
Your papers should have three main parts: Introduction, Body, and Conclusion

Introduction: Briefly introduce the movies (and book in the case of the third paper), when and where they were made, what their basic storyline consists of, though do not go into extensive detail about the plots. We have all seen the films so no more than a sentence or two is needed to set up the basic story. Your main focus should be on explaining the common historical theme, and the major points that you will be comparing in the paper. Explain the main argument that you will make regarding the comparison of these films (and book in the case of the third paper). Tell the reader what the point of your paper will be; for example, that you will demonstrate in your paper that one film is more objective in its exploration of the common theme, or that you will prove that both films are flawed in their presentation of a topic. Or your argument might be to show that one film is stronger in the coverage of gender, or one film is more appropriate for teaching purposes. Then the body of your paper will elaborate and substantiate your argument based upon your discussion of particular scenes.

Body: This is where you develop your argument, elaborate your points of comparison, and explain your point of view regarding the films as historical sources on a particular theme. There are questions listed below to guide you in developing the main points of your paper. Your responses to the questions you select will make up the body of your paper. In your body you should refer to specific scenes, characters, and events from the films (and book) to illustrate and substantiate your particular responses to selected questions.

Conclusion: Offer a final assessment of the films as historical sources (and the graphic novel in the case of the third paper). What are the advantages and disadvantages of using memoir literature and film as historical sources for studying the topics each is covering? How does telling history through stories affect the nature of historical truth? Is there such a thing as “historical truth”? 

For these papers, use the following general questions to guide you in your analysis and writing. You are comparing how the two films depict a common historical theme, event, movement, etc. You want to examine their comparative perspective and interpretation of the common theme; explain how each film explores this theme, whether they depict it in the same way, and determine the relative significance and accuracy of each film’s portrayal. Do not just summarize the two films; I am looking for comparative analysis of the two films in finding answers to the following questions. Summaries of the films without comparative analysis and treatment of at least three of the following questions will result in a poor and possibly a failing grade.

1) What historical event, theme, person, movement, etc. do each of the films treat or depict?
2) Explain the basic differences and similarities in the way the two films depict this common event, movement, etc. Does one present the event more positively, or do they tell different sides of the same story?
3) What is the perspective of each film regarding the historical event? Who are the respective storytellers in each, do you think? Do you see the story being told in each from a different perspective, or is the perspective the same? If different, then how does the different perspective affect how the story is told?
4) Compare what you see to be the purpose of each film. Is one intended mainly to entertain, while the other is intended to convey a version of historical truth? If both are to entertain, then how does this affect their portrayal of historical events? Do you find one film more effective than the other in its presentation of the historical event?
5) Do you find one of the films to be more convincing as an historical source? Does one seem to be more “truthful” than the other? Why?
6) Which of these films would you think most effective as a tool for studying the historical events being depicted? Which would be more effective as a teaching tool? Why?
7) What did you learn from these films about its historical theme or subject that you did not learn from the textbook?
8) What are the shortcomings of these films as an historical source? Is one or both overly one-sided, or perhaps overly narrow in its portrayal of a person, event, etc.? Does either contain factual inaccuracies?

Specific themes for comparison
In addition to the general questions listed above, consider the following specific topics and questions as potential points for comparison for each paper.

**Paper #1: 1492 and The Mission**
**Common theme:** European exploration and conquest of the Americas

**Other points of comparison and thematic questions:**
- Motives for exploration and colonization
- Impact of European intrusion and invasion of the Americas
- How do each of these films portray European explorers, missionaries, colonial administrators? As heroes or as flawed figures who ended up causing more destruction than progress?
- Does either film romanticize, glorify, or demonize European conquest of the Americas?
- How would you compare each film’s portrayal of indigenous Amerindian peoples? Are they depicted as victims, as historical actors who influenced the Europeans in their own right, or as romantic or exotic “savages,” similar to how 16th and 17th century Europeans themselves viewed Amerindians?
- Does either film explore issues of gender and conquest?
- What is the perspective of each film? Do you think the films portray events through the eyes of a European, or an Amerindian? Does either film offer multiple perspectives?
- Is it appropriate to study the history of the Americas during the age of exploration by focusing on the European explorers, missionaries, colonial settlers?

**Paper #2: Amistad and Sankofa**
**Common Theme:** The Atlantic Slave trade, slavery in the Americas

**Other points of comparison and questions:**
- What differences do you see in the way each of these films approaches the subject of slavery and the slave trade?
- What difference does it make in terms of the content and approach of the film that one was an American, Hollywood production (Amistad), and the other was made by an Ethiopian director in Ghana (Sankofa)?
- How would you compare the perspective that each film offers into the experience of slavery? Does either film give you an idea of the experience of slavery through the eyes of a slave?
- Issues of gender and slavery—how does each film treat this subject, if at all?
- Do you think that these two films were made for the same purpose, or do you see a difference, and if so, does this have an impact on their approach to the topic of slavery and the slave trade?
- What do these two films tell us about the nature of historical memory and popular culture in two different societies affected by the Atlantic Slave trade?

**Paper #3: Night and Fog, Life is Beautiful, and Maus II**

The point of this paper is to discuss what you learn about the period of the Nazi Holocaust from these alternate historical sources—Maus II, a work of fiction (though it is autobiographical), a documentary film (Night and Fog), and a feature film (Life is Beautiful). Compare and convey through your writing a sense of what you learn from these different sources that you might not learn from simply reading a textbook.

**Common Themes:** the Holocaust, historical memory of the Holocaust, survival in the death camps

**Other points of comparison and questions:**
- Which of these three do you find most illuminating as to the nature of the Holocaust itself, the experience of it, and what it meant to live through and survive that ordeal?
- Do you learn from these sources about methods of survival in the Nazi camps? About the moral choices faced prisoners as they struggled to survive? Do you see any evidence of morality in the Nazi Camps depicted in either the book or the films?
For *Maus II* and *Life is Beautiful*, compare what happens in *Maus II* to Vladek Spiegelman and his family to what happens to the central family in *Life is Beautiful*. Compare both of these depictions to the photographs seen in *Night and Fog*.

How does the purpose and the perspective of the book's author differ from that of the two filmmakers? Do you find one source more meaningful or effective than the other; did one move you more or less than the other?

Which do you think is the most effective tool for teaching about the Holocaust? Is it appropriate to treat the Holocaust in the form of a comic book, or a feature film that employs comedy, and a comedic actor? How might a survivor react to a graphic novel or a movie that in some respects is made by an industry specializing in entertainment?