

History 1112
Survey of World History/Civilization II
Maymester, 2017 M-F 1:00 pm to 4:25 pm, Pafford 206

Dr. Elaine MacKinnon
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PLEASE NOTE: MY PREFERRED EMAIL ADDRESS IS

emcclarn@westga.edu;

**DO NOT USE COURSE DEN EMAIL TO CONTACT ME. EMAIL ME AT MY
WESTGA.EDU ADDRESS—emcclarn@westga.edu**

Office Hours:

My office is Room 3222 in the Technology Learning Center. I will be available in my office on Mondays and Wednesdays, 11:00 am to 1:00 pm or by appointment. I will be available for online office hours (conducted via email or Google groups) Tuesdays and Thursdays, 11 am to 1:00 pm (these hours may vary from week to week—I will provide announcements through Course Den if the hours will be different for a particular week). My office phone number is 678-839-6048 ; my e-mail address is emcclarn@westga.edu. If my office hours are not convenient for you, then make an appointment with me for a different time.

Required Text:

Kevin Reilly, *The Human Journey: A Concise Introduction to World History, Volume 2 1450 to the Present*. Rowman & Littlefield Publishers, Inc., 2012, ISBN 978-1-4422-1388-3

This text may be ordered through the University of West Georgia Bookstore:

<http://www.bookstore.westga.edu/>

All Class Meetings in this course will be in Pafford 206

Important Dates:

Friday May 12: Drop/Add period for Maymester ends at 4 pm

Monday, May 15: Fee payment for Summer semester due

Friday, May 19 by 4:00 pm: Last Day for Withdrawal with a "W"

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 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 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 two-week session, the

course represents only a very limited selection of topics, cultures, and regions. Textbook readings, class discussions and online assignments will give you a general thematic and chronological framework.

The course will also 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. 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. One goal of using these types of sources to study the past is to help us recreate in our minds visual and personal images of the past, and cultivate within us a healthy historical imagination. We particularly will 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. We will examine how the depiction of the past may differ depending on the perspective of the storyteller, and how historical memory changes over time.

We will also be learning to apply the analytical skills learned through the study of history to multiple areas of our lives and ourselves. History lies all around us, and we want to learn to appreciate it and engage with the past in the form of historical artifacts, remains, public spaces, memorials and museums. 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.

Learning Outcomes:

- 1) Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of world history.
- 2) 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 six 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 materials, watch documentary or assigned films, and complete source analysis assignments to be submitted into Course Den. Therefore you will need to have a computer with internet access in order to log into D2L, and watch Youtube video clips. You are expected to take part in two required on-line discussions posted in Course Den based on reading assignments and other materials.

Grading:

3 Quizzes	45%
2 Source Analysis Papers (P/F)	20%
Museum/Place Based Analysis Paper	20%
Class Participation Assignments/Discussion Threads/Attendance/	15%

A. Quizzes (Open-book)

You will have three quizzes in the course of the Maymester which will be based on your readings from *The Human Journey: A Concise Introduction to World History*, Volume 2, assigned primary sources and film sources. These will be a combination of objective, short answer and discussion questions and may be done open book, and therefore should contain textual citations for information used from course readings. These will be done either as a take home handout or administered through Course Den.

3 Quizzes = 45% of the course grade.

B. Writing Assignments: Source Analysis Papers:

You will write two response papers based on films watched in and out of class, which you will analyze in comparison with assigned readings and primary sources. You will be comparing the fates and experiences of individuals depicted in both the assigned sources and in films. These are to be typed with either ten-point or twelve-point font, with one-inch margins, a minimum of 750 words and are to be submitted to the Course Den Dropbox by the dates indicated in the syllabus and in Course Den.

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 post links in Course Den to guides for citing sources. Do not plagiarize from internet sites—you will receive a failing grade if you do so.

Source Analysis Paper #1 Due in Course Den Assignment Folder by Sunday May 21 by 11:30 pm

Source Analysis Paper #2 Due in Course Den Assignment Folder by Friday May 26 by 11:30 pm

These two Papers will be graded based on the following elements:

1. Clarity of writing, proper grammar and syntax, appropriate use of references and evidence from the primary and secondary sources, the films, outside sources if used:
2. Clear comparison made between the films and the primary sources in terms of how they depict a common historical event and human experiences of that event or situation:
3. Use of evidence to back up points of comparison, meaning references to specific scenes and characters from each film and from specific sources to illustrate and substantiate points made: **2 Source Analysis Papers = 20% of the course grade.**

C. Museum or Place-based Analysis Paper

You will write a paper (minimum 750 words) analyzing your own personal experience of history. You can visit a museum and evaluate its effectiveness as an historical source, or visit a location with historical meaning and analyze how being in that location helps you better understand the history that took place there. This paper must be typed, double-spaced, with one-inch margins.

Museum or Place-based essay = 20% of the course grade.

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 minimum 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/Atlanta area:

West Georgia Textile Heritage Trail (see for information <http://westgatextiletrail.wordpress.com/>), Berman Museum of World History in Anniston, Alabama; Gold Dust Museum in Villa Rica, the 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 minimum 750 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 the last twelve months, 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?

PLACE-BASED OR MUSEUM ANALYSIS PAPER DUE BY 11:30 pm Wednesday, May 31—SUBMIT TO COURSE DEN ASSIGNMENT FOLDER

Papers will be graded on the following rubric:

1. Overall format, clarity of writing, proper grammar and syntax, appropriate use of references and evidence either from the museum or place visited: 20%
2. Clear description either 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 either about the museum or the location, referring to at

- least three facts, artifacts or points of interest to illustrate and substantiate points made: 20%
4. Clear explanation of what is gained either in historical knowledge, personal understanding or perspective from visiting and analyzing the museum or location, particularly in contrast to what is gained from other historical sources: 20%
 5. Critical analysis provided of either the museum, its exhibits, or of the given location and its significance for the study of history, and in particular world history: 20%

D. Class Participation

Your class participation grade will be based upon your participation in required face to face and online discussions, a self-analysis profile, in-class and online completion of writing assignments,

1. Self-Analysis Writing Assignment: Due May 15: Engage in historical analysis of your own life. When we study history we focus on cause and effect; we break issues, events, and problems down into the factors that have shaped them, the pieces that have gone into the “puzzle” of historical events and developments. What are the key “pieces” in your own puzzle? Write a brief personal memoir, minimum of 500 words, in which you identify at least three key turning points, events, persons, or experiences that you believe have shaped who you are today. Is there an individual who has influenced or inspired you more than anyone else? Or can you point to a particular experience that has had a major impact on the direction you have taken in your life? You may also discuss your identity—what is most important in defining who you are, your religion, your family, your nationality, etc.?
2. On the days we are not scheduled for face to face classes, you will work independently to read assigned texts, view films and documentaries, complete online assignments, and participate in discussion threads (see below for guidelines). All of these will contribute points to your overall class participation grade.

Guidelines and Etiquette for Online Discussion Threads

You are to take part in TWO required discussion threads in Course Den. You must first post an initial commentary elaborating your own fact-based point of view, and then you are to respond to at least two other student postings. You are to base your commentary on the assigned readings and other course materials. Each initial posting must be at least 150 words in length, and then you need to respond to two other student’s posts with at least 50 words. These posts are part of your overall participation grade for the class. (thirty points toward participation for each, total of 60 points for completing both discussions). Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then explain why you agree and support your statement with concrete examples from readings or films or bring 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. Where appropriate, bring in related prior knowledge (work experience, prior coursework, readings, etc.)

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.

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 and Attendance:

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. Remember--Class participation not only enhances your learning experience but it counts up to 15% of your final grade.

STUDENTS ARE EXPECTED TO ATTEND ALL FACE TO FACE CLASS SESSIONS; 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, PARTICIPATE IN ALL SCHEDULED FACE TO FACE CLASSES AND ASSIGNMENTS.

Student Rights and Responsibilities:

All Students Please Note!

For important policy information, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

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 at my West Georgia email address 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).

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.

Tentative Course Outline and Readings Assignments

Monday May 12: Face to Face Class Meeting

First Day Introductions

Overview of Class Topics/Why and How Do we Study History?

Introduction to the Age of "Discovery" and European Conquest

Required Readings: Begin reading the first two chapters in your textbook, Text, Chapters 7-8

Class Participation Assignment: Due Monday May 15

Engage in historical analysis of your own life. When we study history we focus on cause and effect; we break issues, events, and problems down into the factors that have shaped them, the pieces that have gone into the "puzzle" of historical events and developments. What are the key "pieces" in your own puzzle? Write a brief personal memoir, minimum of 500 words, in which you identify at least three key turning points, events, persons, or experiences that you believe have shaped who you are today. Is there an individual who has influenced or inspired you more than anyone else? Or can you point to a particular experience that has had a major impact on the direction you have taken in your life? Or can you point to a particular experience that has had a major impact on the direction you have taken in your life? You may also discuss your identity—what is most important in defining who you are, your religion, your family, your nationality, etc.?

WEEK ONE

Monday, May 15: Face to Face Class Meeting

Finding Meaning in History—Guest Speaker/ European Expansion into the Americas and the Pacific Ocean

Required Readings: Text, Chapters 7-8

*****Self-Analysis Paper due in class Monday May 15**

Tuesday, May 16: NO FACE TO FACE--Online Class

Evaluating the Impact of the European Expansion Through Trade, Colonialism, and Conquest, 1500-1700

Required Readings:

Text, Chapters 7-8

Primary Sources: Christopher Columbus, "Letter to King Ferdinand of Spain," describing the results of the first voyage, accessible in Course Den (look in the module entitled "Primary Source Readings") and at

<http://xroads.virginia.edu/~hyper/hns/garden/columbus.html>

An excerpt from Bartolomé de Las Casas's 1542 account of Spanish conquest of native peoples of the Americas, translated and accessible at <https://dp.la/primary-source-sets/sources/408> and in Course Den ("Primary Source Readings")

Online Assignment:

1) Read your text assignment and primary sources.

2) Watch the video documentary *Guns Germs and Steel*, Episode 2, *Conquest* at

https://www.youtube.com/watch?v=iR8OaVDB3_E&list=PL_nrHz6GKmMcwX-whW3LerFYeMBQ-6BHq

3) Then contribute to Discussion Thread #1—After reading Chapters 7-8, the assigned primary sources, and watching the documentary, Post to Course Den Discussion #1 your response to the following questions: Should we be teaching children that Columbus, da Gama, Cortez, and Pizarro were great men when their actions led to consequences that were so devastating for entire peoples and civilizations? Were the explorers of the era 1400 to 1800 heroes or destroyers? After your initial posting, you are required to read and respond to at least two of your classmates' postings. Do not just express opinions; develop an argument and cite specific facts and examples to back up your statements. You will get more points if you bring into your posts information drawn from your readings.

- **Deadline for Contributing to Discussion Thread #1 is Thursday, May 18 by 5 pm**

Wednesday, May 17: **Face to Face Class Meeting**

The Atlantic Slave Trade

Required Readings: Primary Sources

Chapters I-IV from the autobiography of former slave Olaudah Equiano, *The Narrative of the Interesting Life of Olaudah Equiano*, his recollections of the Middle Passage, available in Course Den (module labeled "Primary Source Readings") and on the web at <https://wnorton.com/college/history/america-essential-learning/docs/OEquiano-Autobiography-1789.pdf>

Excerpt from Thomas Phillips, "A Journal of a Voyage Made in the Hannibal of London in 1694," available in Course Den (see module labeled "Primary Source Readings")

Slave Trade: The African Connection, ca 1788, at <http://www.eyewitnesstohistory.com/slavetrade.htm> and available in Course Den (see module labeled "Primary Source Readings")

***** Quiz #1 on Chapters 7 and 8 in your text, assigned documentary and primary sources—take in Course Den, Part One is Multiple Choice and due by Friday May 19 at 6 pm. Part Two is short answer questions and your responses must be submitted in the Course Den Quiz section before 11:30 pm Friday, May 19.**

Thursday, May 18: **Face to Face Class Meeting**

Using Film as an Historical Source: *Sankofa*

Friday, May 19: **NO Face to Face Class**

Take Quiz #1 if you have not already done so.

Work on **Source Analysis Paper #1** on *Sankofa* and the assigned Primary Sources on the Atlantic Slave Trade

Source Analysis Paper #1 must be submitted to the Course Den Dropbox by Sunday May 21 by 11:30 pm

Based on the film *Sankofa*, which is about an enslaved woman in Jamaica, you are to write a response paper based on questions that ask you to compare the experience of slavery depicted in *Sankofa* and in the three primary sources (1) Chapters I-IV from the autobiography of former slave Olaudah Equiano, *The*

Narrative of the Interesting Life of Olaudah Equiano, (2) Excerpt from Thomas Phillips, "A Journal of a Voyage Made in the Hannibal of London in 1694," and 3) *Slave Trade: The African Connection*, ca 1788, at <http://www.eyewitnesstohistory.com/slavetrade.htm> and available in Course Den (see module labeled "Primary Source Readings")

Guidelines: See end of syllabus and handout in Course Den "Papers for Maymester HIST 1112" for instructions.

WEEK TWO

Monday, May 22: FACE TO FACE CLASS:

Political and Economic Revolutions of the 18th and 19th centuries

Required Readings: Text, Chapter 9 and the following primary sources

Sadler Committee Report, available in Course Den (see the module labeled Primary Source Readings");

Rules for Workers in the Factory of Benck and Co. 1842 (see the module labeled Primary Source Readings");

"The Laments of Japanese Silk Workers," available in Course Den (see the module labeled Primary Source Readings")

*****Takehome Quiz #2 on Political and Economic Revolutions—due at the beginning of class on Wednesday, May 24**

Tuesday, May 23 NO FACE TO FACE--ONLINE CLASS ASSIGNMENT

Examining WWI through the lens of poetry and film

Required Readings: Text, Chapter 11 and Wilfred Owen, *Dulce Et Decorum Est*, available in Course Den ("Primary Source Readings")

ONLINE ASSIGNMENT:

A. After reading the poem by Owen, which reflects the bitter experience of a British soldier in WWI, watch in Youtube or in Course Den the following World War I films:

***All Quiet on the Western Front*, a 1930 film based on the novel by the German writer and WWI soldier Erich Maria Remarque, which tracks the fate of young German teens who join up in 1914 and suffer the hardships of trench warfare**

available at <https://www.youtube.com/watch?v=DyYsdOg2TqU> and in Course Den

***The Lost Battalion*, a contemporary film based on a true story about an American battalion sent to the Western front in 1918,**

available on Youtube at <https://www.youtube.com/watch?v=PyJwtC8kwJM> and in Course Den

Assignment: After watching the films, you are to write a typed response paper comparing the experiences of German and American soldiers as depicted in these two films with the poetic depiction of WWI by Owen. Take into account when these sources were created. Owen wrote his poem in 1917 while recuperating from wounds (he was killed in battle in 1918). The film *All Quiet on the Western Front* was made a little more than a decade after War ended, while *The Lost Battalion* dates from 2001. **The paper must be typed, double-spaced, a minimum of 750 words—see additional handout for guidelines.**

Guidelines: See end of syllabus and handout in Course Den "Papers for Maymester HIST 1112" for instructions.

*****Source Analysis Paper #2: Due Friday May 26 by 11:30 pm**

Wednesday May 24: **FACE TO FACE CLASS:**

EXPLORING THE ARTIFACTS OF WAR—Guest Speaker on "From World War I to World War II: A Century of Conflict"

Required Readings: Text, Chapter 11

Thursday, May 25: **NO FACE TO FACE CLASS**

Work on **Source Analysis Paper #2** (Due Friday May 26 by 11:30 pm)

Friday, May 26: **NO FACE TO FACE CLASS--ONLINE CLASS**

From the Cold War to Modern Globalization

Required Readings: Text, Chapter 12

ONLINE ASSIGNMENT:

1) Read Chapter 12 in your text and then examine the Powerpoint Slides Posted in Course Den on "Cold War, Decolonization and Globalization"

2) Watch the following video clips on Globalization:

a) Crash Course World History, Globalization I, available on Youtube at

<https://www.youtube.com/watch?v=5SnR-e0S6Ic> or in Course Den

b) Crash Course World History, Globalization II, available in Course Den and on

Youtube at https://www.youtube.com/watch?v=s_iwrt7D5OA&t=320s

c) Globalization at the Crossroads available in Course Den and on Youtube at

<https://www.youtube.com/watch?v=Gnh5MIiG4gQ&t=260s>

3) **Then contribute to Discussion Thread #2—Post to Course Den Discussion #2 your response to the following questions:** Does the study of world history give

us any hope that human beings do indeed learn from the lessons of the past, or are we as a species simply making the same mistakes over and over? Is the process of globalization

that began with the expansion of Europeans into the Americas and the Pacific Rim a positive

or negative force in the world? What examples can you point to that show positive or

negative effects of globalization? What examples can you point to that show humans do

learn from the past? Do not just express opinions; develop an argument and cite specific

facts and examples to back up your statements. You will get more points if you bring into

your posts information drawn from your readings and from the documentary.

Deadline for Contributing to Discussion Thread #2 is Sunday, May 28 by 5 pm

*****Quiz #3--Quiz on Text, Chapters 11 and 12, with focus on WWI and WWII, Cold War and Globalization,** Open in Course Den from 4 pm on Friday May 26 until Tuesday, May 30 at 11:30 pm.

Wednesday May 31: Place-Based or Museum Analysis Paper due by 11:30 pm

ABSOLUTE AND FINAL DEADLINE FOR ALL WRITTEN WORK and ASSIGNMENTS FOR THE COURSE IS FRIDAY JUNE 2

Maymester Paper Assignment Instructions:

1) Source Analysis Paper #1 Due Saturday May 20 by 11:30 pm

The paper must be typed, double-spaced, a minimum of 750 words, and must be submitted to the Course Den Assignment Folder by Saturday May 20 by 11:30 pm

Assignment: Based on the film *Sankofa*, which is about an enslaved woman in Jamaica, you are to write a response paper based on questions that ask you to compare the experience of slavery depicted in *Sankofa* and in the three primary sources (1) Chapters I-IV from the autobiography of former slave Olaudah Equiano, *The Narrative of the Interesting Life of Olaudah Equiano*, (2) Excerpt from Thomas Phillips, "A Journal of a Voyage Made in the Hannibal of London in 1694," and 3) Slave Trade: The African Connection, ca 1788, at <http://www.eyewitnesstohistory.com/slavetrade.htm> and available in Course Den (see module labeled "Primary Source Readings")

Guidelines: Your paper should respond to at least two of the following questions. Answer them in the form of an essay, not as individual responses to each question. Choose related questions that you can blend into a single narrative response. Analyze in your paper the film *Sankofa* and at least two of the three sources listed above

Provide at least three specific examples from and references to the film and the primary sources in your responses. Identify the sources for the examples you give.

Respond in your essay to at least two or three of the following questions:

- 1) What were three distinguishing features of the human experience of slavery—what did it mean to be a slave, as depicted in these sources (*Sankofa*, your textbook, the primary sources)? Give specific examples from the assigned sources for each feature identified.
- 2) What insight do these sources offer into the process of enslavement itself? What was it like to "become" a slave, to experience the loss of freedom and the exposure to unprecedented levels of violence and abuse? What was done to slaves that distinguished slavery from other forms of bonded labor? What examples of the process of enslavement do you see in these sources?
- 3) What similarities and/or differences do you see in the depiction of enslavement and slavery in the film and in the assigned primary sources? How does the film as a secondary source interpret the experience of slavery? Does this seem similar to what the primary sources depict regarding the experience of slavery?
- 4) What can you infer from these sources about the views of Europeans towards Africans? The views of Africans towards Europeans?
- 5) What do you learn from these sources about the role of Africans in the Atlantic Slave Trade?
- 6) Do these sources provide any insight into what enabled persons to survive the ordeal of slavery? What coping or survival mechanisms can you discern from these sources?
- 7) Discuss the impact of gender on the slave experience. Did women and men experience slavery differently?

2) Source Analysis Paper #2: Due Friday May 26 by 11:30 pm
The paper must be typed, double-spaced, a minimum of 750 words, and must be submitted to the Course Den Assignment Folder by Friday May 26 by 11:30 pm

A) Read the poem by Wilfred Owens, *Dulce Et Decorum Est* (available in Course Den in the module "Primary Source Readings"), reflecting the bitter experience of a British soldier in WWI.

B) Then Watch on Youtube or in Course Den the following World War I films:

***All Quiet on the Western Front*, a 1930 film based on the novel by the German writer and WWI soldier Ernst Remarque, which tracks the fate of young German teens who join up in 1914 and suffer the hardships of trench warfare available at <https://www.youtube.com/watch?v=DyYsdOg2TqU> and in Course Den**

***The Lost Battalion*, a contemporary film based on a true story about an American battalion sent to the Western front in 1918, available on Youtube at <https://www.youtube.com/watch?v=PyJwC8kwJM> and in Course Den**

Assignment: After watching the films, you are to write a typed response paper comparing the experiences of German and American soldiers as depicted in these two films with the poetic depiction of WWI by Owen. Take into account when these sources were created. Owen wrote his poem in 1917 while recuperating from wounds (he was killed in battle in 1918). The film *All Quiet on the Western Front* was made a little more than a decade after War ended, while *The Lost Battalion* dates from 2001.

Guidelines: Your paper should respond to at least two of the following questions. Answer them in the form of an essay, not as individual responses to each question. Choose related questions that you can blend into a single narrative response.

Provide at least three specific examples from and references to each of these sources in your responses.

Respond in your essay to at least two or three of the following questions:

1. Compare the depiction of war given in the two films and in the poem. Do you see more differences or similarities in the portrayal of trench warfare and its impact on the soldiers fighting there? Which weapons are found in both depictions? What experiences were different for the Germans in *All Quiet on the Western Front* and the Americans in *The Lost Battalion*? Does the more modern secondary source (*The Lost Battalion*) present the war in a significantly different way than the older secondary source (*All Quiet on the Western Front*) and the poetic primary source (*Dulce Et Decorum Est*)?
2. Do you see one of these sources as being anti-war and the other patriotic or pro-war, and if so, which one is which? Or are each ambiguous with regard to the interpretation of war and its necessity or nobility? Do either of these two films contradict the portrait of Wilfred of WWI? Which of these two film sources most corresponds to the poem by Wilfred Owen? Which source do you think Owen would have most agreed with? Explain your answer.
3. What do each of these sources reveal about the experience of warfare in WWI? What did men fight for? How did soldiers endure the conditions in the trenches?
4. How would you compare the portrayal of Major Whittlesby and the men in his battalion to the main characters in *All Quiet on the Western Front*, such as Peter, Kat, Albert, Detering, Tjaden? Do the soldiers seem more similar or different in the two sources?
5. One World War I soldier and memoirist Ernst Junger is quoted as describing World War I not as a tragedy, but as a "great test of manhood." Do you think either of these two film directors, and the films each made, would agree with this assessment? Is that how either film presents WWI? How is it that two different German soldiers (Junger and Remarque) could have arrived at such different conclusions regarding the purpose and meaning of WWI?

3) Museum or Place-based Analysis Paper: Due Wednesday May 31 by 11:30 pm

You will write a paper (minimum 750 words) analyzing your own personal experience of history. You can visit a museum and evaluate its effectiveness as an historical source, or visit a location with historical meaning and analyze how being in that location helps you better understand the history that took place there. This paper must be typed, double-spaced, with one-inch margins.

For this assignment you have two choices:

2. First, you may go and visit a local museum of history or of art, and write a typed minimum 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/Atlanta area:

West Georgia Textile Heritage Trail (see for information <http://westgatextiletrail.wordpress.com/>), Berman Museum of World History in Anniston, Alabama; Gold Dust Museum in Villa Rica, the 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

3. 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 minimum 750 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?

PLACE-BASED OR MUSEUM ANALYSIS PAPER DUE BY 11:30 pm Wednesday, May 31

Papers will be graded on the following rubric:

6. Overall format, clarity of writing, proper grammar and syntax, appropriate use of references and evidence either from the museum or place visited: 20%
7. Clear description either of the museum or location visited and explanation of why this particular place is significant: 20%
8. Use of evidence to back up points made either about the museum or the location, referring to at least three facts, artifacts or points of interest to illustrate and substantiate points made: 20%
9. Clear explanation of what is gained either in historical knowledge, personal understanding or perspective from visiting and analyzing the museum or location, particularly in contrast to what is gained from other historical sources: 20%
10. Critical analysis provided of either the museum, its exhibits, or of the given location and its significance for the study of history, and in particular world history: 20%