Media Analysis Paper

Value: 60 points

DUE: Tuesday May 8 by 11:59pm MST

Prompt: While not everyone signs up for a history class, many people do see historical films or play video games set in historical eras, and thus these forms of entertainment become important sources for people to form historical knowledge (for good or ill). For this assignment, watch a film/play a video game set in a historical period and analyze its utility as a tool to teach/understand history. Use the “Questions to Address” section below to help guide your thought process.

Directions:

• Your paper should be three-four (3-4) pages, not inclusive of your “Works Cited” page.
• Your paper should be 12-point double-spaced font.
• Spelling and grammar count (use the spell and grammar check on your computer).
• Assignments must be turned in electronically via SafeAssign on the course’s Blackboard page. No hard copies will be accepted.
• Make sure to cite any sources used (your textbook, lecture notes, a library book, website, etc.) using Chicago, MLA, or APA format and to provide a “Works Cited” page to list the resources you used in completing this assignment.
• While websites like Wikipedia, History.com, and Cracked are great sites to visit to get an overview of your topic, they are not appropriate as main sources of information.

Questions to Address: Make sure you discuss the following questions in your papers:

• When was the movie/video game made? What time and place is the film/video game set in?
• What is the story? (Briefly summarize the film, in no more than a paragraph)
• What personal responsibility did the main characters have? What influenced their decisions and actions?
• What social responsibility did the main characters have? What place did they have in society? What was their responsibility to society at large? What impact did their decisions and actions have on society at large?
• How does the film/video game fit in with the material presented in lecture and your textbook?
• In your opinion, how historically accurate is the film/video game?
• Can you detect any biases from the filmmakers/screenwriters/video game creators?
• Does the film/video game address any specific themes or subjects that we’ve talked about in class? If so, how?
• What can we learn about history from watching this film/playing this video game? Did this movie/video game enhance your understanding of history?

NOTE: Students must already be familiar with video games listed and have logged extensive hours in the game prior to the course to be eligible to review video games.