**Holocaust & Genocide in Modern Memory**

Jewish ghetto wall, Krakow, Poland

**HIS-221-CRF01, 3 credits, 45 contact hours**

**Spring 2019, Tues 12:20-2:20 pm, Thurs 12:20-1:15 pm**

 **BH357**

**Dr. Robinson Yost**

“We must teach the Holocaust because human beings just like us both suffered and committed such unspeakable acts, and so it can happen again. ”

**Course Description:** Explores the reasons for the Holocaust and the nature and history of anti-Semitism. Analyzes why the Holocaust/Final Solution occurred in Germany. Studies resistance and both collaboration and resistance between Nazism and foreign countries. Compares the Holocaust aimed at the extermination of the Jews with genocide and extermination of other groups in history. Uses a comparative framework.

Auschwitz I main gate



**Pre-requisites:** There are no official pre-requisites for this course. However, it is **highly recommended** that you have experience doing structured writing assignments and reading at a freshmen college level to perform well in the class. What you lack in these skills you may have to work on via private tutoring (2071 Cedar Hall) or in the [Writing Center](http://www.kirkwood.edu/site/index.php?p=17584) (3067 Cedar Hall). You can always ask me questions as well. Be certain to get help early if you need it.

**Introduction:** This course traces the origins & broader historical contexts giving rise to the Holocaust and other 20th-century genocides. In examining these events, we will emphasize the importance of history as a series of debates about **what happened**, **why it happened**, & and **why it still matters today**.

First and foremost, history requires interpreting many different sources (primary & secondary) to reconstruct an explanation of the past. The study of history **requires READING** (and lots of it). **Reading CANNOT be avoided in a history course**. In the quest to reconstruct the past, historians may also examine non-written materials (photographs, films, painting, cartoons).

**Student Learning Objectives:**

* **Demonstrate** broad knowledge of key historical events, people, ideas, and other factors that have led to genocides in the 20th century
* **Interpret** various primary sources within the historical contexts of 20th century genocides, with particular emphasis on the Holocaust
* **Analyze and evaluate** secondary sources written about the Holocaust & genocides and identify approaches to history interpretation through critical reading
* **Compare & contrast** diverse 20th-century genocides with each other and other events of mass killing
* Show understanding of the **lasting impact** of the Holocaust & genocides on later eras including today

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**Contact Information:**

* Office: [Cedar Hall](http://www.kirkwood.cc.ia.us/locations/crmain/index.html), Social Sciences, Office 1029
* Office Hours: MWF 10:10-11:10 am, Tu 9-10 am, Th 11:10 am-12:10 pm or by appt.
* Phone: 398-5899 ext. 5210
* E-mail: ryost@kirkwood.edu
* NOTE: I will **not** be checking e-mail regularly on weekends or evenings after 5 pm.

**Grades & Exams (Subject to Change):**

 ● First examination 50 points Feb. 14th

 ● Second examination 50 points March 14th

 ● Final paper [take home] 100 points May 9th, 10:10-12 pm

 ● Reading/video quizzes 300-350 points several weekly

 ● In-class writings/other 200-250 points several weekly

 **TWO EXAMS/PAPER** = 20-25% (total grade); **EVERYTHING ELSE** = 75-80% (total grade).

All exams & reading quizzes are **OPEN NOTES**, but you may **NOT** use your textbooks or photocopies of the textbooks. Please take notes in your own words and remember that copying everything into a notebook is not [good note-taking](http://faculty.kirkwood.edu/ryost/hist201/Notetaking.doc). Exams will be returned within **ONE WEEK** of when the exam was taken. Contact me if you do not get your exam back. It is the student’s responsibility to keep all assignments and track their own grades. [Fun Fact: Your instructor’s favorite country to visit is Iceland where he has ridden horses descended from those brought there by the Vikings.] Please visit me in my office with any questions about exams, quizzes, notes, grades, or ways to improve performance (I will not “re-grade” assignments or exams). You can always ask questions *in writing* as well any time during the semester.

**Emergency Information:** See Facilities: Emergency/Crisis Information <http://www.kirkwood.edu/site/index.php?p=7987>

**Required Course Materials [book available at Kirkwood bookstore]:**

* Bergen, Doris L, *War & Genocide: A Concise History of the Holocaust* (2nd ed., 2009)
* **Handouts**, internet readings, & videos (it is a requirement of this course to obtain assignments online)
* **TALON**: regular access to TALON is a **REQUIREMENT** of this course for watching videos online, obtaining numerous readings, & keeping up with course assignments. [Fun Fact: Born in upstate New York, your instructor grew up in east Texas and went to Centenary College in Shreveport, Louisiana before eventually ending up Iowa.] If your home computer does not work (and the Help Desk cannot help you fix the problem), then you will need to use computers on campus to complete assignments.
* [**Exam books**](http://faculty.kirkwood.edu/ryost/oso.htm) (2-3 are required for exams for entire semester; these are **purchased by student** at the bookstore)

**Exam book Policy**: If a student fails to bring an exam book on exam day, then he or she may either

1. buy one for an inflated price from the instructor or
2. write on notebook paper & take 10 points off the score
* Study guides for *War & Genocide* are available on the[**course website**](http://faculty.kirkwood.edu/ryost/hist201/wargenocidestudyguide.htm).
* A copy of the textbook is available on 2-hour reserve at the Kirkwood main library for photocopying (**go to main circulation desk**).

**Grading Scale:**

A = 93-100% B = 83-86% C = 73-76% D = 63-66%

A- = 90-92% B- = 80-82% C- = 70-72% D- = 60-62%

B+ = 87-89% C+ = 77-79% D+ = 67-69% F = 59% or below

**NOTE: No curving in this course, bonus points will give plenty of opportunities to earn points.**

**Drop Date(s)/Refunds:** Last date for 100% refund, **January 22nd**, last day for 50% refund, **January 29th**. Last date to drop is **April 29th**.Details of the refund schedule can be found under Academic & Enrollment Policies at: <http://www.kirkwood.edu/site/index.php?p=35066>

**Attendance/Make-up Exam/Late Assignment Policy:**

Each student is expected to attend every scheduled class meeting. In the event that classes are missed due to illness, injury, or other legitimate reasons, it is the **responsibility of the student** to obtain class notes from a classmate (**NOT** the instructor); schedule makeup exams with instructor directly.

* **LATE ASSIGNMENTS (OUTSIDE CLASS ONLY)** will receive **HALF CREDIT**, unless there are **valid and verifiable reasons for being late**. Contact the instructor immediately if you are unsure about what constitutes a valid excuse. It’s always better to hand something in late (within a reasonable amount of time) than not hand in anything at all.
* **IN-CLASS ASSIGNMENTS**, including quizzes, cannot be made up owing to large amounts of bonus points available (the ***only exceptions*** to this policy are school-sponsored activities, military service, & jury duty). Simply showing up every day and handing in everything does not guarantee high grades; **QUALITY counts not just quantity**. Unless arrangements have been made with the instructor **in advance**, homework submitted via e-mail will be given a zero and deleted.
* **MAKE-UP EXAMS** must be scheduled and taken within **ONE WEEK** of the original exam date. To schedule a make-up a student must have a **legitimate** and **verifiable reason** (e.g., doctor's note) for missing the exam. Hence, "I was tired" or "I didn't feel well" are **NOT** valid reasons for taking a make-up exam. Scheduling makeup exams with the instructor is the **responsibility of the individual student**. Makeup exams will be taken in the [Testing Center](http://www.kirkwood.edu/testcenter) (Cedar Hall 2055).

**Academic Accommodations:** Students with specific academic and/or classroom needs may request individualized accommodations. Students wishing to request accommodations should complete an ‘Accommodation Request Form’ which is available at the Learning Services office, 2063 Cedar Hall, or online at www.kirkwood.edu/accommodations. Students will be asked to provide documentation supporting their request. An accommodation plan must be completed each semester and e-mailed to instructors before accommodations go into effect. Students are responsible for communicating with their instructor to discuss specific arrangements. Please communicate with your instructor in person.

**Counseling & Career Services:** Free, confidential counseling services are available for Kirkwood Community College students seeking career direction, academic support and individual counseling. While college years are a time of personal growth, this time can be accompanied by accelerated change and significant challenges that often bring considerable stress. Counselors promote student emotional and intellectual well – being. Call 319-398-5540 or visit [www.kirkwood.edu/counseling](http://www.kirkwood.edu/counseling) to learn more.

**Kirkwood Plagiarism Policy:**

Kirkwood Community College is a community of shared values, foremost of which is a strong commitment to academic integrity, honorable conduct, and respect for others.  [Fun Fact: Several years ago in Poland, your instructor went for a ride in the back of a police van as a suspected pickpocket.] Through the honest completion of academic work, students sustain the integrity of the college and promote a culture of civility, fairness, trust, and respect among its members.  Those who violate these standards must be held responsible.

Kirkwood students are responsible for authenticating all work in a course.  This includes but is not limited to quizzes, exams, presentations, papers, journals, and projects. For this reason, it is recommended that students engage in a verifiable working process on assignments and conduct themselves during class in a manner that does not lead to the suspicion of academic dishonesty.  Examples of Academic Dishonesty include but are not limited to: Plagiarism and Fabrication, Misrepresentation, Cheating and Facilitation, and Impeding Fair and Equal Access to the Education and Research Process.

It is the student’s responsibility to be aware of the behaviors that constitute academic dishonesty.  A detailed description of this policy and the sanctions associated with it can be found here:[**http://www.kirkwood.edu/site/index.php?p=32303**](http://www.kirkwood.edu/site/index.php?p=32303)

**Electronic Devices Policy**: In the interests of preserving a productive learning environment, as free of as many disruptions as possible, all electronic devices (phones, tablets, laptops, etc.) shall either be turned off or placed in a non-audible mode while in the classroom. **Course-Specific Policy:** A student using such devices for social media, texting, or ANY other electronic activity (even just checking messages) will see **10 points** deducted from his/her total points earned (this will apply EVERY time the occurrence takes place). This point penalty may, or may not, be announced by the instructor at the time of the infraction. Be polite, be respectful: put them away & turn them off.

[**Productive Classroom Learning Environment**](http://www.kirkwood.edu/catalog/2014-2015/productive-classroom-learning-environment.htm)**:** We believe that the best learning takes place in an environment where faculty and students exhibit trust and mutual respect. [Fun Fact: After studying physics & mathematics as an undergraduate, your instructor attended graduate school at Iowa State University where he studied the history of science.] In a productive learning environment, faculty and students work cooperatively, recognize and respect differences, model the values of character and citizenship, and become lifelong learners. All students, faculty, staff, service providers and visitors who are involved with any aspect of the college’s mission are members of Kirkwood’s learning community.

**Classroom Expectations [Learning Environment & Student Conduct]:** In this course, it is unacceptable to do homework during class or bring children. See the Kirkwood Student Handbook if you are uncertain about appropriate behaviors. **Course-Specific Behavior Policy**: The following address distracting, disrespectful, or otherwise inappropriate behaviors disrupting a productive learning environment among mature adults

* Disruptive actions include, but are not limited to, sleeping, repeated tardiness, passing notes, talking, reading textbooks during class, doing homework in class, open demonstrations of disrespect, headphone/ear bud usage; repeated classroom departures (during a single class or over the course of the semester).
* When behavior is disruptive, the student may be asked to stop or leave the class; any and all worked missed during that session CANNOT be made up. [Fun fact: Your instructor’s most recent hobby called *kumihimo* is a Japanese form of making braids.]
* When such behavior persists, **10 points** will be deducted from his/her total points earned (this applies in each instance of noncompliance). For example, reading the textbook or phone use of any kind in class. Be polite to your classmates, be respectful of everyone in the room.

**In-Class Writings & Tentative Schedule:**

Both lectures & discussions will assume that you have **already read the material & taken notes**. There will be many **in-class writing assignments** [**SEE BELOW**] that make up a **significant part** of your grade & **CANNOT BE MADE UP** if you miss class (or are late).

Over the course of the semester you will do numerous short in-class timed writings, usually based on reading assignments.

**These writings will usually be evaluated in the following manner**:

√ (check mark): shows preparation & solid understanding of material [**FULL CREDIT= 5 points**]

√- (check minus): shows lack of preparation & lack of understanding [**HALF CREDIT= 2.5 points**]

0 (zero): shows little or no sign of preparation & no understanding [**NO CREDIT = 0 points**]

**Midterm Grades**: A midterm grade will be calculated and posted on EagleNet.  The midterm grade is a grade-in-progress, and will not affect your official GPA, nor will it impact financial aid. [Fun Fact: One of your instructor’s hobbies is juggling which he learned as a kid almost forty years ago.] The midterm grade has three purposes: first, to communicate your academic performance; second, to provide opportunities for you to discuss your progress with your instructor; and third, to allow Kirkwood to design college-wide intervention programs that will improve student success.

## Resources for Students: As stated in the Student handbook: In compliance with Public Law 105-244, Kirkwood Community College makes a wide variety of general institutional information available to students. For additional information, go to: <http://www.kirkwood.edu/site/index.php?p=32303>

Kirkwood also offers many easily accessed services to assist students, but it is up to the individual to take advantage of these resources. There’s lots of help available for those willing to take initiative (see below).

* [Facilities: Emergency/Crisis Information](http://www.kirkwood.edu/site/index.php?p=7987) Campus Security 389-1774
* [One Stop Office](http://www.kirkwood.edu/onestop) (Financial Aid, Registration, etc.)— 319-398-7600 or 1-877-386-9101
* [Advising & Transfer Center](http://www.kirkwood.edu/advising) – 108 Iowa Hall, 398-5540
* [Counseling Center](http://www.kirkwood.edu/counseling) – 108 Iowa Hall, 398-5540
* [International Programs](https://www.kirkwood.edu/international) – 1-800-332-2055
* [Learning Services](http://www.kirkwood.edu/site/index.php?t=2&d=3&p=134&s=1&c=0) – 2063 Cedar Hall, 398-5425
* [Dean of Students](http://www.kirkwood.edu/catalog/current/dean-of-students-office.htm)—108 Iowa Hall, 393-5540
* [Testing Center](https://www.kirkwood.edu/testcenter) - 2055 Cedar Hall, 1-800-332-2055
* [Writing Center](http://www.kirkwood.edu/writingcenter) – 3067 Cedar Hall
* Computer Labs—[131 Nielsen Hall](http://www.kirkwood.edu/site/index.php?p=11282) & [122 Linn Hall](http://www.kirkwood.edu/site/index.php?p=13294)

[**History/Cultures**](http://www.kirkwood.edu/catalog/current/history---cultures.htm)**:** This course meets the criteria for the History/Cultures distribution group in the Liberal Arts Program. The following outcomes apply to all courses in this distribution group.

* Students will compare and contrast one’s own cultural perspective with that of another culture
* Students to be able to discuss key/unique features of a particular cultural & historical perspective
* Apply critical thinking to broad historical, cultural, and/or geographical contexts
* Employ methodologies used by historians & cultural practitioners to study the disciplines of history and culture

## [Student Policies](http://www.kirkwood.edu/site/index.php?p=32303) (Academic & Enrollment Policies): It each student’s responsibility to be aware of the behaviors that constitute academic dishonesty.  A detailed description of this policy and the sanctions associated with it can be found online. As stated in the Student handbook: In compliance with Public Law 105-244, Kirkwood Community College makes a wide variety of general institutional information available to students.

[**FERPA Regulations**](http://www.kirkwood.edu/ferpa)**:** Due to federal privacy regulations, students CANNOT RECEIVE GRADING or ATTENDANCE information via e-mail or the phone. Otherwise, all such information has to be handled by speaking directly with the instructor. (If a student wishes to waive FERPA privileges, it will be his/her responsibility to present the instructor with a copy of signed/official paperwork ahead of time.)

If you have filled out FERPA forms that allow your grade information to be discussed without direct contact, please provide a copy to your instructor. [Fun Fact: Your instructor has visited the Galapagos Islands where he saw some of the same wildlife as Charles Darwin during his famous voyage of the *Beagle* in the 1830s.] For verification purposes, students must physically be present when they complete the paperwork. (If you are interested in filling out FERPA forms, visit or speak with someone in Enrollment Services **OR** Learning Services.

[**College-Sponsored Activities**](http://www.kirkwood.edu/catalog/current/class-attendance-and-class-attendance-policy-related-to-college-sponsored-activities.htm)**: Students** involved in activities where they are required to represent the college, i.e. college-sponsored activities, must give written notice to the faculty member at least one week in advance of the absence unless last minute schedule changes make this notice impossible. If regular season athletic schedules have been developed, student participants must present written notice of anticipated absences within the first week of the semester. Failure to provide timely written notice may result in the loss of this opportunity.

**Faculty** shall accord students the opportunity to independently make up course work or work of equal value, for the day(s) the event was scheduled and to take a scheduled exam at an alternate time. The faculty member shall determine alternate exam times and due dates for missed coursework. These assigned dates may be prior to the dates of the absence.

**Organizers** (coaches, faculty and staff) of college sponsored activities shall 1) assist students in planning class schedules to minimize the number of absences; 2) inform students of their responsibilities as described above; and 3) provide written communications to faculty announcing and verifying the need for student class absence. [Fun Fact: Your instructor’s dog is named Laika after the Soviet space dog—the first animal to orbit the earth in November 1957.] Written notices should be provided at the beginning of the semester if the schedule is known, or as soon as possible after the need for a student absence is determined.

\* College sponsored activities (excluding practices) include such events as athletic competitions, student academic competitions and conferences, musical and drama performances, and class field trips. Questions on whether an activity is a college-sponsored event for purposes of this policy should be directed to the Vice-President of Instruction. If anticipated absences for a semester appear to be extraordinarily numerous or difficult to accommodate, a faculty member may appeal the need for the full accommodation to the VP of Instruction.

**Tentative Schedule**

The following schedule is **NOT set in stone**. Therefore, if you miss classes **you need to find out what was missed**. Do not expect the instructor to contact you. Do not assume that we are exactly following the schedule; it is intended as a general guideline to course topics and reading assignments; also, it does not include the accompanying source readings or supplemental readings via the website or handouts.

**Introduction: What is history? What is genocide? The Big Questions**

**Namibian Genocide, 1904-1908**

[The Armenian Genocide](http://www.theforgotten.org/site/intro_eng.html), **1915-1923** [photos of [Armin Wegner](http://www.armenian-genocide.org/photo_wegner.html#photo_collection)]

**I. Preconditions: The Rise of Nazism to the Roots of War**

Readings from *War & Genocide*, by Doris Bergen

Ch. 1 Preconditions: [Antisemitism](http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005175), Racism, & Common Prejudices [1-28]

Ch. 2 Leadership & Will: Adolf Hitler, the NSDAP, & Nazi Ideology [29-50]

Ch. 3 From Revolution to Routine: [Nazi Germany](http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005141), 1933-1938 [51-78]

Ch. 4 Open Aggression: In Search of War, 1938-1939 [79-100]

Ch. 5 Experiments in Brutality, 1939-1940 [101-133]

## Exam One

**II. Nazism & Stalinism: War, Genocide, & Ideology**

**Nazi Terror, 1933-1945**

****Ch. 6 Expansion & Systematization: Exporting War & Terror, 1940-1941 [135-165]

Ch. 7 Peak Years of Killing, 1942 & 1943 [167-214]

Ch. 8 Death Throes & Killing Frenzies, 1944-1945 [215-232]

Conclusion: The Legacies of Atrocity [233-243]

**Exam Two**

**Communist Democide: Stalinist Terror, 1928-1953**

Readings from *Century of Genocide* (2004)

Holodomor: Soviet Man-Made Famine in Ukraine, 1932-1934

Soviet Deportations of Whole Nations

**III. Post-War Genocides: Never Again, or Again & Again?**  Comparative/Thematic Framework **[NOT ALL WILL BE EXAMINED]**

* Indonesian massacres, 1965-1966
* Genocide in Bangladesh, 1971
* Burundi Genocide, 1972
* **Cambodian Genocide**, 1975-1979 [[*Scream Bloody Murder*](http://www.cnn.com/2008/WORLD/asiapcf/11/13/sbm.cambodia.journal/index.html) (CNN)]
* **Rwanda Genocide**, 1994 [[*Ghosts of Rwanda*](http://www.pbs.org/wgbh/pages/frontline/shows/ghosts/) (Frontline)]
* Genocide in Bosnia-Herzegovina [[*Scream Bloody Murder*](http://www.cnn.com/2008/WORLD/europe/11/20/sbm.bosnia.holbrooke/) (CNN)]
* **Genocide in Darfur, 2003 -** [[*On Our Watch*](http://www.pbs.org/wgbh/pages/frontline/darfur/view/main.html) (Frontline) & *The Devil Came on Horseback*]

**Exam Three [Take-Home Paper, 5-7 pages]**

**"Top Dozen Most Common Irresponsible Student Attitudes & Behaviors"**

1. Just because you **didn’t pay attention**, **listen, or follow directions** (given verbally & in writing), how is that your teacher’s fault? Information given in class & the syllabus is important, whether you paid attention to it or not. “I didn’t realize” isn’t a valid excuse.
2. **Rude & demanding behavior** is not only rude & demanding (whether in class or via e-mail), but it will not to get you what you want. Respect is a two-way street, you don’t get to *demand* respect while being ***disrespectful***.
3. Don't tell your instructor as class begins that you “**Couldn't get it to work” or “Couldn’t find it**.” It’s too late, you waited too long. It doesn’t matter how many “allies” you bring over to your side either, they are *irresponsible* like you. You should have asked for help *before* class.
4. Apparently you are “**really busy**.” But so is everyone else. Good students are **just as busy** as you are, but don’t use that as an excuse. Success is about the choices you make, but so is failure.
5. Because you (or someone else) paid for school, does **NOT make you a customer**. You are a student & that comes with **responsibilities beyond paying**. Being a student is like a job, failing means you’re about to be fired unless you get your act together.
6. We get it, you *really like* **looking at your phone** every thirty seconds! Maybe you really believe that you “need” to do this, but you don’t. This won’t help you learn, and it doesn’t make you any smarter either. It’s just rude & disrespectful to everyone else.
7. **Showing up late** a couple times is not a big deal. However, when you are frequently five or more minutes late, then it’s time to reevaluate why you signed up for this class. Figure out your schedule early in the semester, and show up on time.
8. Okay, you were **absent that one time** because you got sick, but that doesn't cover the other five times you weren't in class (instructors know when you are not in class, we keep records and notice when people are missing).
9. I understand **you think it’s “unfair”** that you’re not getting what you want. But is it “fair” to everyone else if you get special breaks or extra credit? How is making exceptions for one student “fair” to everyone else?
10. Saying things like "**I have As in all my other classes**" doesn't impress, especially if you've done nothing to earn your grade in this class. In any case, what goes on in other courses is NOT relevant to this class. Corollary: “**This isn’t my major**” is a *non sequitur*.
11. Showing up after midterms to claim you're “**ready to work really hard**" fails to demonstrate genuine seriousness, especially when also you ask "Is there any extra credit?"
12. Of course **all classes** **should be fun, easy, & entertaining** because “this isn’t your major.” But meaningful learning requires hard work, frustration, even failure. If everything were fun, easy, & entertaining, then no one would learn anything.
13. Course **policies don’t apply to you** because in high school (or other classes) you were always good at manipulating teachers (e.g., crying, bullying, complaining) to get your way. You’re special, so the **rules don’t really apply to you**, only other students. If you don’t get special treatment, it means the instructor is being “unfair.”

**Just consider the above a common-sense list of what not to do as a mature, responsible college student. The list was compiled with the input of multiple teachers with decades of teaching experience at Kirkwood. Don’t be on the list!**

# Student Contract (Spring 2019)

# Please read the following carefully. Sign & date at the bottom.

I understand the importance of **CLASS ATTENDANCE** to my grade. I recognize that in-class writing assignments (as described in the syllabus) and reading quizzes **CANNOT** be completed outside of class regardless of excuse (legitimate or illegitimate). I know the **ONLY EXCEPTIONS** to this are: college-sponsored activities, jury duty, & military service. I know the reason for this is the opportunities for **LOTS OF BONUS POINTS** throughout the semester [if I think this is unfair, I should meet immediately with the instructor to opt out of the bonus points in favor of make ups].

I understand the necessity of keeping up with **READING ASSIGNMENTS** (as mentioned in the syllabus) for my success in this course. I know that cramming the night before an exam is not a good idea; neither is reading assigned homework *during class time*. I recognize that regular reading & note-taking are expected.

I understand that when I am **ABSENT** (as discussed in the syllabus), I need to go to TALON announcements and get notes from a student not the instructor. I know that I should exchange e-mail addresses or phone numbers with several reliable classmates to get assignments if I have to miss class. It is my responsibility to keep up with missed work.

I understand what **PLAGIARISM** is (as discussed in the syllabus) and I know that plagiarized work will receive a zero. I realize that copying sentences from another source (including the textbook) is a form of plagiarism. I should write everything in my own words in this class.

I understand that there are point penalties for **DISRUPTIVE** behavior as described in the syllabus and that I am expected to complete all assignments as found on **TALON**. If I have questions, I will ask them as soon as possible.

I understand the **GRADING SCALE** and **MAKEUP EXAM** policies (as discussed in the syllabus). I will ask questions about anything I do not understand.

I know when the **LAST DAY TO DROP** the course is (as discussed in the syllabus) and I know dropping is my responsibility not the instructor’s.

I realize that there exists accompanying **STUDY GUIDES** for most of the readings. Even if I choose not to use these, I recognize their existence.

I understand when I **NEED HELP OR HAVE QUESTIONS**, I should seek it out immediately from the instructor or other available resources (as discussed in the syllabus). I realize that the instructor does not have the power to read my mind, move objects without touching them, or communicate with the dead.

Signing this contract means that I have **READ** the syllabus and the contract itself. I realize that the instructor is the first person I should approach with any problems, questions, or concerns.

**Your Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Your Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**NOTE:** Each student is responsible for being familiar with the information appearing in the syllabus and contract. Failure to read these will not be considered an excuse for noncompliance.

**Take-Home Survey (to be handed in next class period)**

1. **Briefly describe your experience with studying history in high school. Was it a positive or negative learning experience? Explain.**
2. **How much reading did you do in your high school history classes? Estimate by number of pages per week.**
3. **How much time spent on the following: TV, computers, video games, Facebook, Twitter, cell phone, etc.? Estimate by hours per day total.**
4. **What type of exams or tests did you have in your high school history course? How did you study or prepare for them? Explain.**
5. **How much writing did you do in your high school history classes? Did you have a research paper? Did you have essays? What sort of assignments? Explain.**
6. **History is about more than just names, dates, & places (or facts), but everyone needs to know some facts. Without basic content knowledge, you cannot claim to know any deeper historical knowledge. With this in mind, please answer the following:**
	1. **When was World War II? Give years.**
	2. **What is the significance of the date July 4, 1776? June 6, 1944? Dec. 7, 1941?**
	3. **On what continents are the following: Cambodia, Rwanda, Bosnia, Sudan, Iraq?**
	4. **How many non-Jewish people died under the Nazi regime?**
	5. **Why is Joseph Stalin significant? Explain.**