Europe: Age of Monarchy

**HIS-122-CRF01, 3 credits, 48 contact hours**

**Spring 2020, MWF 9:05-10:00 am, BH358**

**Dr. Robinson Yost**

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Medieval trebuchet replica, Urquhart Castle (13th-16th c.), Loch Ness, Scottish Highlands

**Official Course Description:**

Explores the social, cultural, intellectual, economic and political foundations of Western civilization in Europe from the Middle Ages to Absolutism and Constitutionalism.

**Pre-requisites:**

There are no official pre-requisites for this course. However, it is **highly recommended** that you have experience doing structured writing assignments to perform well in the class. What you lack in writing 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 sure to get help early if needed.

**Introduction:** This course examines major aspects of the European Middle Ages, the Renaissance, the Reformation, and the Age of Exploration & Conquest. We will examine broad themes, specific people, influential ideas, pivotal events, military developments, and general societal trends. In addition, we will emphasize the importance of history as a series of debates about **what happened** and **why it happened**.

**Student Learning Objectives**

* **Demonstrate** **broad knowledge** of key historical events, people, ideas, and other factors that have shaped diverse civilizations in Europe: Age of Monarchy.
* **Interpret** various primary sources within the historical context of the period.
* **Analyze** and evaluate secondary sources written about the period and identify approaches to history interpretation through critical reading
* **Construct historical arguments** based on sources relevant to Europe: Age of Monarchy.
* Show understanding of the **lasting impact** of Europe: Age of Monarchy on later periods including the present.

**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 5-6 pm) until the following workday morning.

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

 ● First examination 100 points Feb. 26th

 ● Second examination 100 points March 25th

 ● Third examination [FINAL] 150 points May 13th, 9:05-10:55 am

 ● Reading/video quizzes 250-300 points several weekly

 ● In-class writings/other 250-300 points daily or weekly

**THREE EXAMS** = 30-35% (approx. total grade); **EVERYTHING ELSE** = 65-70% (approx. total grade)

#### In-class exams & reading quizzes are OPEN NOTES, 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 TWO WEEKS of when the exam was taken. [Fun Fact: Your instructor’s favorite country to visit is Iceland where he has ridden horses descended from those brought there by the Vikings.] 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. 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.

**Required Course Materials [books available on Kirkwood bookstore]:**

 ● Hunt, Lynn., et. al., [*The Making of the West: Peoples and Cultures*](http://bcs.bedfordstmartins.com/hunt4e/#t_747800____) (Fourth Edition, Volume I: To 1740), 2012

 ● Lualdi, Katherine J., *Sources of* *The Making of the West* (Fourth Edition, Volume I: To 1740), 2012 [S]

 ● Handouts, internet readings, & videos (it is a requirement of this course to get assignments from the internet)

 ● TALON: regular access to TALON is a **REQUIREMENT** of this course for watching videos online, obtaining numerous readings, & keeping up with course assignments. 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. Talon will NOT be used for grades or e-mail (see above under contact information). **PLEASE READ THIS CAREFULLY!**

 ● **Exam books** (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 for an exam, he or she may either

**a) buy one for an inflated price from the instructor** or

 **b) write on notebook paper & take 10 points off the score**

 ● An extra **copy of the textbook** is available on 2-hour reserve at the Kirkwood library main campus.

 ● There is also an [**accompanying website**](http://bcs.bedfordstmartins.com/hunt4e/#t_747800____) for the textbook with chapter overviews, practice exercises, etc.

NOTE: These study guides are for supplementary use. They are for study purposes only; exercises will not be graded.

**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 28th**, last day for 50% refund, **February 4th**. Last date to drop is **May 4th**. 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. [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.] 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.

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**Kirkwood Plagiarism Policy:**

According to Webster, to plagiarize is "to steal or pass off the ideas or words of another as one's own . . . to use created productions without crediting the source . . . to commit literary theft . . . to present as new and original an idea or product derived from an existing source." [Fun Fact: Several years ago in Poland, your instructor went for a ride in the back of a police van as a suspected pickpocket.] Kirkwood students are responsible for authenticating any assignment submitted to an instructor. If asked, you must be able to produce proof that the assignment you submit is actually your own work . . . [see [Student Handbook](http://www.kirkwood.edu/site/index.php?p=32303) for complete policy]

**Cell Phone Policy**:

In the interests of preserving an effective learning environment, as free of as many disruptions as possible, all cellular telephones and pagers shall either be turned off or placed in a non-audible mode while in the classroom. **Course-Specific Cell Phone Policy:** A student using a cell phone for conversing, 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, 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. 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. [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.] 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:**

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. 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 to the class, 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 for that class; any and all worked missed during that session CANNOT be made up.
* When said disruptive or disrespectful behavior continues, **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.

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

You will be expected to read the assignments and take notes **BEFORE** class so that you will be able to take part intelligently in class discussions. Both lectures & discussions will assume that you have **already read the material**. There will be numerous **in-class writing assignments** [**SEE BELOW**] that make up a **significant part** of your grade and **CANNOT BE MADE UP** if you miss class (or are late) **regardless of the reason**. These assignments will be **practice preparation** for exams. We will discuss specific exam format in class.

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**:

1. √ (check mark): shows preparation & solid understanding of material [**FULL CREDIT= 5 points**]
2. √- (check minus): shows lack of preparation & lack of understanding [**HALF CREDIT= 2.5 points**]
3. 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**](http://www.kirkwood.edu/studentservices)**:** Kirkwood 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 the initiative. Check the main Kirkwood website for the most up-to-date locations & contact information.

## [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 was 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.

[**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

**Nondiscrimination Statement:** Kirkwood Community College declares and affirms that it values and respects diversity and inclusion in all College-sponsored events, all employment practices, and all educational programs and activities. The College will not tolerate unlawful discrimination or harassment of persons on the basis of race, creed, color, sex, sexual orientation, gender identity, marital status, national origin, age, religion, or disability.

Anyone who has questions or complaints should contact the Vice President of Human Resources at Kirkwood Community College, 313 Kirkwood Hall, 6301 Kirkwood Blvd., SW, Cedar Rapids, IA 52404, or by phone to (319) 398-5572, or the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730-1560, Fax: (312) 730-1576, Email: OCR.Chicago@ed.gov.

**Tentative Schedule**

The following rough schedule is **NOT set in stone**. Therefore, if you miss classes **you need to keep up on TALON**. Do not expect the instructor to contact you. Do not assume that we are exactly following this schedule; it is intended as a general guideline to course topics and textbook readings.

**Introduction: What is history? What do historians do?**

**I. After the “Fall” of the Roman Empire/Early Middle Ages Weeks 1-5**

Ch. 6 **The Creation of the Roman Empire**

The Emergence of Christianity in the Early Roman Empire [190-196]

Stability to Crisis in the 3rd c. C.E.[196-200]

Ch. 7 **Transformation of the Roman Empire**, c. A.D. 284-600

From Principate to Dominate in Late Roman Empire [207-214]

The Official Christianization the Empire [215-225]

 Non-Roman Kingdoms in the Western Roman Empire [225-233]

 The Roman Empire in the East [233-238]

Ch. 8 **The Heirs of Rome: Islam, Byzantium, & Europe**, 600-750

Islam: A New Religion & a New Empire [244-252]

Byzantium Besieged [252-257]

 Western Europe: A Medley of Kingdoms [257-270]

Ch. 9 **From Centralization to Fragmentation**, 750-1050

 The Byzantine Emperor & Local Elites [276-282]

 Rise & Fall of the Abbasid Caliphate [283-287]

**EXAM ONE**

**II. Western Europe: Transition from Early to Central Middle Ages Weeks 6-10**

Ch. 9 **From Centralization to Fragmentation**, 750-1050

 The Carolingian Empire [287-297]

 After the Carolingians: The Emergence of Local Rule [297-306]

Ch. 10 **Commercial Quickening & Religious Reform**, 1050-1150

 The Commercial Revolution [312-319]

 Church Reform [319-329]

 The Crusades [329-335]

 The Revival of Monarchies [335-341]

Ch. 11 **The Flowering of the Middle Ages**, 1150-1215

 New Schools and Churches [346-354]

Governments as Institutions [354-366]

 The Growth of a Vernacular High Culture [366-369]

 Religious Fervor & Crusade [369-376]

Ch. 12 **The Medieval Synthesis—and Its Cracks**, 1215-1340

The Church’s Mission [382-388]

 Reconciling This World and the Next [388-395]

 The Politics of Control [396-405]

**EXAM TWO**

**III. Western Europe: Late Middle Ages, Renaissance, & Reformation Weeks 11-15**

Ch. 13 **Crisis & Renaissance**, 1340-1492

Crisis: Disease, War, & Schism [412-427]

 The Renaissance: New Forms of Thought & Expression [427-436]

 Consolidating Power [436-446]

Ch. 14 **Global Encounters & the Shock of the Reformation**, 1492-1560

The Discovery of New Worlds [452-458]

 The Protestant Reformation [458-466]

 Reshaping Society Through Religion [466-472]

 Striving for Mastery [472-479]

**EXAM THREE [FINAL]**

**"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 2020)**

# Please READ VERY CAREFULLY. Print, 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. Do not sign something without reading it!

**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? 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 were the Middle Ages? Give years.**
	2. **Why did Christianity spread? Why did the Roman Empire fall?**
	3. **Who fought against whom during the Crusades?**
	4. **Who are three significant Renaissance artists?**
	5. **Why was the Protestant Reformation significant? Explain.**