Studying for the Exam

1. **How to study? 🡪 see the syllabus or talk to me**
2. **What to study? 🡪 see below for textbook readings [remember sourcebook, website readings, & in-class handouts too]**

Think about the **broad themes** of each chapter & section. How does the material presented **illustrate** these broad themes? **Re-read** the **introductions** to each chapter and the **conclusions**. Examine the beginning of each **major section** as well. Most importantly, think about how the material is connected to tell a larger story. See how the **specific facts** fit into a **bigger picture**. Remember that your textbook is NOT just a collection of facts, it is an INTERPRETATION of selected facts that comprise a larger historical argument.

**Chapter 17: The Atlantic System & Its Consequences, 1700-1750**

1. Consolidation of the European State System [567-576]
2. The Birth of the Enlightenment [576-581]

## Chapter 18: The Promise of Enlightenment, 1740-1789

1. The Enlightenment at Its Height [588-599]
2. Society & Culture in an Age of Enlightenment [599-605]
3. State Power in an Era of Reform [605-610]
4. Rebellions against State Power [610-614]

**Chapter 19: The Cataclysm of Revolution, 1789-1800**

1. The Revolutionary Wave, 1787-1789 [620-626]
2. From Monarchy to Republic, 1789-1793 [626-631]
3. Terror & Resistance [631-638]
4. Revolution on the March [638-647]

**Chapter 20: Napoleon & the Revolutionary Legacy, 1800-1830**

1. The Rise of Napoleon Bonaparte [651-658]
2. “Europe Was at My Feet”: Napoleon’s Conquests [659-667]

Here's what you need for the exam: **good** **notes, pen, exam book**. Open notes will only help if you do not spend most of the exam looking at them. You will need to ***manage time wisely*** and have ***well-organized* notes**. Students who rely too heavily on notes will run out of time. Remember: the time-constraint is part of the exercise. Finally, remember that if you need help or have any questions to be sure and ask me. I am more than willing to help any student with study skills or course content, but ultimately students must put in the effort and seek assistance when needed.

**Exam Format [Same as Exam One]**

**SECTION POINTS TIME (Approx.)**

Multiple Choice 50 points (50 questions, via **TALON**) 120 min. (**outside class**)

Identifications 30 points (10-12 listed, pick **THREE**) 25-30 minutes

Quotations 20 points (5-6 listed, pick **TWO**) 16-20 minutes

 100 points

**What is History & How to Study It**

**What a student gets out of his education depends largely upon what he puts into it.**

**The student is not an empty vessel to be pumped full of learning . . .**

*How to Study* (1917) by George Fillmore Swain

# I. Suggestions for Studying

As you study for your classes answer the following:

**1) Did I read the assignment more than once?**

**2) Did I look up words if I didn't know their meaning?**

**3) Did I study with someone else in the class?**

**4) Did I seek out additional sources in the library?**

**5) Did I take good notes and keep up with the reading assignments?**

If you find yourself answering "**Yes**" to the above, but are still having difficulties answer these:

**1) Did I ask the instructor or others for help? Why not?**

**2) Did I get assistance from** [**Kirkwood Learning Services**](http://www.kirkwood.edu/learningservices)**, including tutoring?**

If you find yourself answering "**No**" to all of these questions, remember this:

**You only get out of your education what you are willing to put into it.**

**II. "Just the facts, m'am." Joe Friday, *Dragnet***

History is about answering basic questions about the past**:**

1) **What** happened and **when** did it happen?

2) **Why** and **how** did it happen and **who** did it?

3) What are the **causes**? What are the **consequences**? Why is this **important**?

Although these questions may *seem* like simple factual matters, think about the following:

1) Can history be **just the facts**? How are facts generated?

2) What facts are being used? What sources do they come from?

a) Is a history book **just the facts** or is it necessarily an **interpretation of facts**?

 b) What are **primary sources** and why do historians need them?

3) What are the **connections** between historical events? What does it mean to say something caused another thing to happen? Is this easy to figure out?

4) Why can't good history simply be **lists of facts** (names, dates, people, etc.)?

5) Why can't good history simply be **vague generalizations** about the past?

**III. "Who Cares? This stuff won't get me a job, why learn it?"**

If your attitude is reflected above, think about the following:

**1) Historical forces continue to shape the present.**

**2) Individuals have had an enormous impact on the past & present.**

**3) People do not behave in isolation from their times.**

**4) Events rarely have simple causes or consequences.**

**5) Our beliefs and actions today are influenced by the beliefs and actions of those in the past.**

**6) Ideas, when put into practice, have consequences.**