**History of Science**

HIS-291-CRF01 (0219733), 3 credits

**Spring 2015, Tues 10:10-11:05 am, Thurs 9:05-11:05 am**

**BH306**

Dr. Robinson Yost



Yerkes Observatory (1897), University of Chicago, Williams Bay, Wisconsin

**Course Description:**

This course covers major aspects of the history of science from the early modern period into the twentieth century. It must be noted that this is a history course, not a science or technology course. Therefore, the emphasis is on the historical backgrounds of various scientific ideas, not a detailed elaboration of modern theoretical content. The course will focus on some of the major figures in the development of modern Western science including Isaac Newton, Charles Darwin, Michael Faraday, and Albert Einstein.

**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 certain to get help early if you need it.

**General purposes of this course [Learning Objectives]**

● Improve reading, writing, note-taking, & critical thinking skills with respect to history.

● Learn about the origins & consequences of major historical events.

● Learn about significant aspects of scientific change from the Scientific Revolution into the 20th century.

● Learn how to think historically and understand historical context.

● Practice analyzing & interpreting primary & secondary source materials.

● Practice evaluating & constructing historical arguments based upon reason and evidence.

**Approach to Material:**

**Instead of judging past science & scientists by modern-day standards, ask your self**:

1. **Why did scientific beliefs make sense to certain people in the past? What questions were they trying to answer?**
2. **What motivated certain people to develop particular scientific ideas? What problems were they trying to solve?**
3. **In what ways has science influenced society? In what ways has society influenced science?**
4. **In what ways has science interacted with other human activities (e.g., religion, politics, economics, technology)? How have these relationships changed in differing contexts and over time?**
5. **Is science completely neutral and objective or is it influenced by human concerns? Is there any such thing as “the scientific method”?**

Another aspect of this course involves thinking historically about the changing practice and content of "science" over time. Consider the following definition of "science":

**Science is a process for producing knowledge. The process depends both on making careful definitions of phenomena and on inventing theories for making sense of those observations. Change in knowledge is inevitable because new observations may challenge prevailing theories. . . . Scientists assume that even if there is no way to secure complete and absolute truth, increasingly accurate approximations can be made to account for the world and how it works.**

Over the course of the semester, think about this definition. Does it apply to past "scientists"? Were they just doing "science" a long time ago, or did they make different assumptions about the world? Is science something that is easily defined, or has it changed over time?

**Contact Information:**

● Office: [Cedar Hall](http://www.kirkwood.cc.ia.us/locations/crmain/index.html), Social Sciences, Office 1029

● Phone: 398-5899 ext. 5210

● E-mail: [yosthistory@yahoo.com](file:///E:\Fall%2009\yosthistory@yahoo.com)

● Website: [http://www.kirkwood.edu/faculty/ryost](http://www.kirkwood.cc.ia.us/faculty/ryost)

● Office Hours: MWF 12:20-1:20 pm, T 9-10 am Th 11:15-12:10 pm, or by appt. NOTE: I will **not** be regularly checking e-mail on weekends or evenings. Also, information about grades cannot be given out over the phone or e-mail.

**Grades & Exam Dates (Tentative: SUBJECT TO CHANGE):**

● First examination 100 points Feb. 19th

● Second examination 100 points March 26th

● Final paper [take home] 100 points May 7th, 8-9:50 am (Thursday)

● Reading/video quizzes 250-300 points several weekly

● In-class writings/other 250-300 points several weekly

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

Exams ([essays](http://faculty.kirkwood.edu/ryost/hist201/rubricessay.doc)) & 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 **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. 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.

**Required Reading, Materials, & Technology:**

● Peter Dear, [*Revolutionizing the Sciences*](http://www.fordham.edu/halsall/mod/modsbook09.html)*: European Knowledge & Its Ambitions, 1500-1700* (Princeton University Press, 2nd edition, 2009)

● Edward J. Larson, [*Evolution*](http://www.pbs.org/wgbh/evolution/) *:The Remarkable History of a Scientific Theory* (Modern Library Chronicles, 2004)

● David Bodanis, [*E=Mc2*](http://www.pbs.org/wgbh/nova/einstein/) *: A Biography of the World's Most Famous Equation* (Berkley Publishing Group, 2001)

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

● ANGEL: regular access to Angel 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. Angel will NOT be used for grades or e-mail (see above under contact information). **PLEASE READ THIS CAREFULLY!**

● [**Exam books**](http://faculty.kirkwood.edu/ryost/oso.htm) (3-4 are required for exams for entire semester; these are **purchased by student** at the bookstore)

**Exam book Policy**: if a student fails to bring a bluebook 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**

● Copies of the textbooks are available on 2-hour reserve at the Kirkwood main library (**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.**

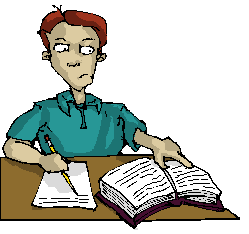
**Drop Date:** The last day to drop a course is Friday, April 24th. The [**Academic Calendar**](http://www.kirkwood.edu/pdf/uploaded/874/2014_2015_academic_calendar.pdf) with all important dates is available online.

**Attendance/Make-up Exam/Late Assignment Policy: [see also** [**Student Handbook**](http://www.kirkwood.edu/handbook)**]**

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 (out of 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. **IN-CLASS ASSIGNMENTS**, including quizzes, cannot be made up owing to large amounts of bonus points available. 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).

**Services to Students with Disabilities:**

[](http://www.utoronto.ca/writing/p)Students with disabilities who need reasonable accommodations to achieve course objectives should file an accommodation application with [Disability Accommodation Services](http://www.kirkwood.edu/site/index.php?d=1262) (2063 Cedar Hall) as soon as possible. Instructors **cannot** give accommodations unless the student goes through this process with the appropriate paperwork. This is a legal requirement for accommodations under the ADA. Please bring me the form with your signature on it and I will sign it as well in order to follow the school’s policy on accommodations.

**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."

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]

**Kirkwood 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.

**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 [pp. 115-116]. **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**]

##### 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 sourcebook readings or supplemental readings via the website or handouts. It is expected that you will be in class to get the assignments or contact me to get them when you are absent.

**Introduction: What is history? What is science?**

**I.** [**The Classical & Medieval Legacy & The Scientific Revolution**](http://faculty.kirkwood.edu/ryost/hist201/Science/scientificrev.html) **[Exam One]**

• “What was Worth Knowing?” in 1500 [Chapter 1, Peter Dear, *Revolutionizing the Sciences*]

• Humanism & Ancient Wisdom: How to Learn Things in the 16th century [Chapter 2]

• The Scholar & the Craftsman: Paracelsus, Gilbert, Bacon [Chapter 3]

• Mathematics Challenges Philosophy: Galileo, Kepler [Chapter 4]

• Galileo’s Battle for the Heavens [[NOVA](http://www.pbs.org/wgbh/nova/galileo/)]

• Mechanism: Descartes Builds a Universe [Chapter 5]

• Extra-Curricular Activities: New Homes for Natural Knowledge [Chapter 6]

**II.** [**Enlightenment Science: An Age of Laws & Reason**](http://faculty.kirkwood.edu/ryost/hist201/Science/enlightenmentscience.html) **[Exam Two]**

• Experiment: How to Learn Things about Nature in the 17th century [Chapter 7]

• Cartesians & Newtonians [Chapter 8]

• Isaac Newton: early life & education (Cambridge, geometry, & experiment)

• Newton's major works: *Principia* (1687) & *Opticks* (1704)

• Newton’s Dark Secrets [[NOVA](http://www.pbs.org/wgbh/nova/newton/)]

• Reaction to Newton’s work: British & Continental

• Deism, materialism, & atheism: Newton & religion

• Newtonianism & Enlightenment: All Was Light!

## III. [Enlightenment Natural History to early 20th-century Biology](http://faculty.kirkwood.edu/ryost/hist201/Science/evolutiondarwin.html) [Exam Two]

• Bursting the Limits of Time [Chapter 1, Edward J. Larson, *Evolution*]

• A Growing Sense of Progress [Chapter 2]

• On the Origins of Darwinism [Chapter 3]

• Darwin’s Dangerous Idea: *Evolution* [[PBS documentary](http://www.pbs.org/wgbh/evolution/)]

• Enthroning Naturalism [Chapter 4]

• Ascent of Evolutionism [Chapter 5]

• Missing Links [Chapter 6]

• Genetics Enters the Picture [Chapter 7]

• Applied Human Evolution [Chapter 8, Eugenics]

**IV.** [**Natural Philosophy to Classical Physics to Modern Physics**](http://faculty.kirkwood.edu/ryost/hist201/Science/modernphysics.html) **[Exam Three]**

• Bern Patent Office, 1905 [Chapter 1, David Bodanis, *E = mc2*]

**Ancestors of E = mc2** [Part Two]

• E is for Energy: Davy & Faraday and = [Chapters 2 & 3]

• m is for mass: Lavoisier [Chapter 4]

• c is for celeritas: Roemer & Maxwell [Chapter 5]

• mv2: Du Châtelet [Chapter 6]

**The Early Years** [Part Three]

• Einstein and the Equation: The *annus mirabilis* [Chapter 7]

• Into the Atom: Rutherford, Chadwick, & Fermi [Chapter 8]

• Quiet in the Midday Snow: Meitner & Hahn [Chapter 9]

**Adulthood** [Part Four]

• Germany’s Turn: Heisenberg [Chapter 10]

• Norway: “heavy water” [Chapter 11]

• America’s Turn: Oppenheimer & 8:16a.m.—Over Japan [Chapters 12 & 13]

• What Else Einstein Did: General Relativity & Eddington [Epilogue, 204-219]

• Einstein’s Big Idea & Einstein Revealed [[NOVA](http://www.pbs.org/wgbh/nova/einstein/genius/)]

**"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.

**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!**

**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](http://faculty.kirkwood.edu/ryost/hist201/highschoolcollegetransition.doc)

As you study for this class, 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.cc.ia.us/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.**

**Some Basics for Studying History**

It is what the pupil can do, not what the teacher can do, that counts. . . No coach ever built up a winning team by carrying the ball himself. The pupil must by active. He must carry the ball. He must ask and answer questions. He must make as well as solve problems. He must be in the game himself, if he is to learn to play the game. He must be independently productive.

He must learn to do things for himself. . . (1908)

1) **Chronology**: Some things happened before others. This concept must be grasped in order to understand history. Thus, dates are important.

2) **Geography**: Some things happened in certain places. Knowing where events took place is also vital to the study of history. Thus, places are important (and knowing where these places are in relation to other places).

3) **Personalities**: Some things were caused by specific humans. Understanding the role of specific individuals in history is vital. Thus, people are important (and so is grasping the interactions between different people).

4) **Changing Language**: Meanings of words are dependent on how and when they were used. Not everyone speaks and writes in English. And the use of English itself alters over time and in differing contexts.

5) **Interpretation**: History is BOTH **descriptive** ("What happened?") and **explanatory** ("Why did it happen?"). Historians invariably interpret collected evidence or "the facts." There are no "unbiased" histories, but there are better and worse interpretations.

6) **Evidence**: Not all historical arguments are equally plausible, valid, or true. History depends upon how well the available evidence is utilized to a support particular position. In order to be worth anything, opinions must have something to back them up.

7) **Incompleteness**: Where there is no record, there is no history. Nonetheless, there are many, many different kinds of evidence available. There is no such thing as having "all the facts." History, by its very nature, is incomplete.

8) **Complexity**: Historical causes are rarely, if ever, simple. Cause and effect are very difficult to prove, but historians must deal with these to the best of their ability. This will lead to disagreements, but that is the nature of history.

9) **Ambiguity**: History is not a crystallized body of knowledge on display in a museum or in a college textbook. It is an ongoing, complex, changing, even confusing debate over what happened, why it happened, and its significance. Do not expect clear-cut, black-and-white answers from studying history.

10) **Context**: The study of history leads to an appreciation for the ways things are and how they got that way. Things were not always as they are now. People did not always think or live in the ways they do now. An attempt to understand the many different strange, sometimes offensive ideas of the past may give better grounds for defending or modifying our own beliefs.

History is about trying to understand the bigger picture or context in which particular events or beliefs arose, even when we disagree with them.

**MORE DEPARTMENTAL & KIRKWOOD POLICIES [required in syllabus]**

**History/Cultures Learning Outcomes:**

• 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

**Department Writing Policy:**

The [Social Science](http://www.kirkwood.edu/socialsciences/)/Career Option faculty believes that good writing is the result of **extensive practice**. As a general rule, there should be a **minimum** of three pages of writing per credit hour taught. Students should be informed before the writing of its purpose and the criteria by which it will be graded; faculty are responsible for giving meaningful & precise feedback using criteria discussed in advance.

**Department Technology Policy:**

Every course should include at least one assignment that teaches students how to do research on the Internet, to evaluate sites for reliable content, and to use higher order thinking. Where possible, instructors should design learning activities that encourage growing expertise and confidence through offering opportunities for guided practice in the use of appropriate software.

**FERPA Regulations:**

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. 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](http://www.kirkwood.edu/registration/) – 216 Kirkwood Hall, 319-398-5635 **OR** [Learning Services](http://www.kirkwood.edu/learningservices) – 2071 Cedar Hall, 319-398-5425).

**College-Sponsored Activities:**

**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. 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.

[**COMPUTER LABS**](http://www.kirkwood.edu/computerlab)**:**

[131 Nielson Hall (Allsop Lab)](http://www.kirkwood.edu/site/index.php?p=11282)

[119 Linn Hall](http://www.kirkwood.edu/site/index.php?p=13294)

**Available Resources for Student Success:**

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 initiative.

* [Advising & Transfer Center](http://www.kirkwood.edu/advising) – 1008 Iowa Hall, 398-5540
* [Counseling Center](http://www.kirkwood.edu/counseling) – 115 Linn Hall, 398-5471
* [Disability Services](http://www.kirkwood.edu/site/index.php?p=136) - 2063 Cedar Hall, 398-5574
* [International Resource Center](http://www.kirkwood.edu/site/index.php?p=22312) – 134 Linn Hall, 398-5579
* [Learning Services](http://www.kirkwood.edu/site/index.php?t=2&d=3&p=134&s=1&c=0) – 2071 Cedar Hall, 398-5425
* [Student Advocacy](http://www.kirkwood.edu/site/index.php?p=17893) – 123 Linn Hall, 398-5584
* [Adult Learners](http://www.kirkwood.edu/site/index.php?p=16219) – 398-5578 or 398-5471
* [Testing Center](http://www.kirkwood.edu/site/index.php?p=129) - 2055 Cedar Hall, 398-5456
* [Writing Center](http://www.kirkwood.edu/site/index.php?p=17585) – 3064 Cedar Hall, 398-5411, ext. 5055

**Student Contract (Spring 2015)**

# 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 made up regardless of excuse (legitimate or illegitimate). I know there are **ONLY TWO EXCEPTIONS** to this: college-sponsored activities & military service.

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 and note-taking are expected.

I understand that when I am **ABSENT** (as discussed in the syllabus), I need to see Angel announcements for assignments and get notes from a classmate 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 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 was World War II? Give years.**
   2. **What is the significance of the date August 6, 1945? June 28, 1914? September 11, 2001?**
   3. **Who fought against whom in the United States Civil War?**
   4. **How many Americans died in the Vietnam War?**
   5. **Why was the Cold War significant? Explain.**