The Cornell WIKSPEN Note-taking System

For most note taking, the typical Cornell note system follows this format:

1   . **Record**: During the lecture, use the note taking column to record the lecture using telegraphic sentences.

2   . **Questions**: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.

3   . **Recite**: Cover the note taking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.

4   . **Reflect**: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?

5   . **Review**: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.

When students are asked to study a time period in history, they sometimes have difficulty organizing all the seemingly unconnected facts about different people, dates, events, and issues related to that time period. The WIKSPEN approach is one way to organize how the people lived in a society at a certain time in history, and thus helps students to understand their culture. The WIKSPEN graphic organizer is an acronym for the themes of this course. These themes are expressed in general areas with overarching questions

W-Wealth	Poverty and Prosperity (PP)	● How has capitalism developed as an economic system? (PP-1, 2, 3, 4, and 5) ● How has the organization of society changed as a result of or in response to the development and spread of capitalism? (PP-6, 7, and 8) ● What were the causes and consequences of economic and social inequality? (PP-9, 10, 11, and 12) ● How did individuals, groups, and the state respond to economic and social inequality? (PP-13, 14, 15, and 16)
I-Individual	Individual and Society (IS)	● What forms have family, class, and social groups taken in European history, and how have they changed over time? (IS-1, 2, 3, 4, and 5) ● How and why have tensions arisen between the individual and society over the course of European history? (IS-6, 7, and 8) ● How and why has the status of specific groups within society changed over time? (IS-9 and 10)
K-Knowledge	Objective Knowledge and Subjective Visions (OS)	● What roles have traditional sources of authority (church and classical antiquity) played in the creation and transmission of knowledge? (OS-1, 2, 3, and 4) ● How and why did Europeans come to value subjective interpretations of reality? (OS-10, 11, 12, and 13)

		● Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time. (OS 6)
S- Science	Science and Technology	● How and why did Europeans come to rely on the scientific method and reason in place of traditional authorities? (OS-5, 6, 7, 8, and 9) ● Explain how the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.
P-Power	States and Other Institutions of Power (SP)	● What forms have European governments taken, and how have these changed over time? (SP-1, 2, 3, 4, 5, and 6) ● In what ways and why have European governments moved toward or reacted ● against representative and democratic principles and practices? (SP-7, 8, and 9) ● How did civil institutions develop apart from governments, and what impact have they had upon European states? (SP-10, 11, and 12) ● How and why did changes in warfare affect diplomacy, the European state system, and the balance of power? (SP-13 and 14) ● How did the concept of a balance of power emerge, develop, and eventually become institutionalized? (SP-15, 16, 17, 18, and 19)
Engagement	Engagement of Europe and the World (INT)	● Why have Europeans sought contact and interaction with other parts of the world? (INT-1 and 2) ● What political, technological, and intellectual developments enabled European ● contact and interaction with other parts of the world? (INT-3 and 4) ● How have encounters between Europe and the world shaped European culture, politics, and society? (INT-5, 6, 7, and 8) ● What impact has contact with Europe had on non-European societies? (INT-9, 10, and 11)
Nationalism	National and European Identity (Ni)	● How and why national identities were created, developed, and challenged. ● How and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire. ● How and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe from 1450 to the present. ● How overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups

For the question area of your notes, you should indicate as you review your notes, which themes did the particular topic, person, or event address? You could streamline your note-taking with symbols, numbers or letters indicating which part or parts relates to the WIKSPEN acronym. This will help with your overall review of your notes.

Enhanced Notes- For each chapter you will be given an outline of the main points of the chapter, but it is not everything that you have to know. For each chapter you will have a set of terms, individuals and events. For all the terms, individuals and events that are not defined or identified within the notes that you have been given, you should enhance your notes by adding each term, individual and event into your enhanced note section. Terms, individuals and events should be added next to the course notes where

they should appear, not in alphabetical order. Feel free to use bullet points if that is an easier and more efficient option for you.

Cornell WIKSPEN Note Organization

Your notes should have the following parts

WIKSPEN - the Initials, symbols or letters for the WIKSPEN acronym	Enhanced Notes: - Terms, Individuals and Events with their descriptions that were not included in the Core Notes	Core Notes: Notes provided by Instructor