Introduction

Since our last assessment report in 2005, the History department continues to focus on assessing, in a systematic manner, the core courses of our major. These core courses, which all history majors must complete, are HIST 105 or 106, 202, 203, 390 and 411. [Note: Integrated Social Studies (ISS) majors do not have the option of HIST 105 or 106; they must take HIST 106. ISS also complete 202, 203, 390 and 411.] Over the past several years, the department has discussed and agreed upon a common set of goals and expectations for student learning in each of these core classes. Based upon our assessment of the 2001 and 2003 curriculum changes, the department elected to modify the history major in 2008 and successfully presented a proposal to the Educational Policies Committee, which was then approved by the faculty. The department agreed to create greater flexibility for our students by eliminating two upper-level cognates: one in the humanities and one in the social sciences. In addition, we agreed that students could elect to take either of the world surveys, 105 (Premodern) or 106 (Modern) instead of both courses. Greater variety in the course offerings in the Department of Foreign Languages and Literature has created more flexibility for students to elect 2-semester hour classes to meet the foreign language cognate, which we elected to preserve. The department is also offering courses that will support the new language initiative *Cultures and Language Across the Curriculum*. The history department continues to contribute to numerous interdisciplinary programs on campus such as the newly designed Premodern and Ancient World Studies (PAST) minor and the International Studies major, while maintaining offerings for well-established programs such as RCEP, EAST, Women’s Studies and Africana Studies.

Part I: Requirements for the New History Major (Approved in Spring 2009 by the Faculty)

**History Major:** Forty semester hours (40) in History: HIST 105 or 106, 202, 203, two additional 100 or 200-level survey courses, 390, 411, and three additional courses at the 300-400 level. Also required is a Foreign Language cognate consisting of four semester hours. The Foreign Language cognate should not be taken pass/fail.

**Foreign Language Cognate.** Course options as follows:

- CHIN 211 or higher (4 semester hours)
- FREN 150 or higher (4 semester hours)
- GERM 260, 261, 262, 263, 264, 265 (2 semester hours each. Students must take 4 total semester hours)
- JAPN 211 or higher (4 semester hours)
- RUSS 260, 261, 262, 263 (2 semester hours each. Students must take 4 total semester hours)
- SPAN 150 or higher (4 semester hours)

*** Note that students studying Latin, Greek, or languages not offered at Wittenberg may take an English-language culture or literature course in the Languages department to fulfill the requirement.
**History Major / Social Studies Licensure:** History Department Requirements for Integrated Social Studies based on a History Major. *(Unchanged from 2005)*

Thirty-six semester hours, distributed as follows: 106, 221 and 222 (or equivalent courses); 202 and 203; three courses at the 300-level, including at least one 390, and 411. One of these nine courses must examine the pre-modern era. These nine courses also must examine at least three continents (waived for students who complete 105 and 106).

The student seeking a secondary social studies teaching license must complete the appropriate history major above; the requisite courses in Education (EDUC is declared as a minor); four courses in Political Science (101 and 102; and one course each at the 200 level or above from the following areas: International Politics; American Politics or Political Behavior); and three courses from related social sciences (Economics 190, Geography 101 or 120, Sociology 101 or 110 or 290). These requirements are subject to change, so consistent consultation with the history and education departments is essential.

**Requirements for the History Minor:** *(Unchanged from 2005)* Twenty semester hours, chosen with the approval of a departmental advisor, at least eight of which are taken at the 100/200 level, and at least eight of which are taken at the 300/400 level.

**Part II. Requirements for the History Major, 2005-2009**

*The assessment discussion that follows will examine the major as it is outlined below (this version of the major was changed by action of the faculty in January 2009).*

Forty semester hours in History: HIST 105, 106, 202, 203, an additional 100/200 level survey, 390, 411, and three additional courses at the 300/400 level (which may include an internship or independent study experience). Twelve semester hours in advanced, related courses are also required; one intermediate course in Languages, one upper-level humanities course, and one upper-level social sciences course, all taken at the 300-level (except for the 200-level exceptions listed below).

**Foreign Language Cognate:**
Students must reach the intermediate level in their foreign language study. Those courses are as follows:

- CHIN 211
- FREN 201 or higher
- GERM 210 or 215
- JAPN 211
- RUSS 205 or 210
- SPAN 150

**Note that students studying Latin, Greek or languages not offered at Wittenberg may take an English-language culture or literature course in the Languages Department to fulfill the requirement.**

**Social Sciences Cognate:**
Students must take one advanced four-credit course in a related social science field. Courses may be drawn from the list below or from selected topics or honors courses, by permission of instructor and History advisor.

- ECON 210, 220, 231, 240, 250, 260, 301, 310, 311, 320, 330, 340, 350
GEOG 304,305,330,380,390
POLI 303,305,312,320,321,322,323,332,350,352,354,355
SOCI 301,310,320,330,340,364,370,376,380,390

Humanities Cognate:
Students must take one advanced four-credit courses in a related humanities field. Courses may be
drawn from the list below or from selected topics or honors courses, by permission of instructor
and History advisor.

ART 220,230,240,243,275,280,350  GERM 301,302,330,390
CHIN 311,312,330               JAPN 311,312,330
ENGL                          PHIL – any 300 level course
280,290,302,304,305,306,307,308,309,310,311, RELI – any 300 level course
313,315,318,319,321,322,330,332,380 RUSS 310,330
FREN 301,302,330,350,390        SPAN 301,302,350,351,390

Part III: History Department Mission and Learning Goals

Mission: The Department of History serves the University by introducing all its students to the
rigorous study of the past, by contributing historical depth to interdepartmental programs, and by
preparing majors for careers and avocations that benefit from historical knowledge and reasoning.

Learning Goals:

All students: Develop contextual thinking, critical reasoning and textual analysis; Recognize the
interrelationship between causes and consequences; Articulate connectivity between
societies through time and space; Understand and apply the methods and approaches
used by historians for understanding the past; Appreciate various cultures and their
interactions, as an essential aspect of diversity; and understand the major historical
developments appropriate to the course they are taking.

Students in interdisciplinary programs such as PAST, RCEP, INST, AFST and EAST:
Recognize the contribution of history to the analysis of human cultures and
problems and the integration of historical approaches to human problems with those
of other disciplines.

Majors: Learn to think historically (to understand the nature of historical facts, to discuss
relationships among historical developments, and to know the basic terms and
categories used by historians, such as continuity and change, causation, periodization,
revisionism, etc.); Develop the use of the basic tools of the historian’s craft (to use
historical facts carefully and correctly, read critically both primary and secondary
textual sources, be able to interpret historical artifacts and material culture, write
effectively, use correct documentation, understand historical maps, etc.); Gain an
understanding of the major features of the histories of peoples of the world; Become
familiar with both modern and pre-modern histories; Acquire in-depth historical
knowledge and familiarity with historiography and the major historiographical
problems of at least one sub-field of history; Understand the major philosophies of
history.
We seek to prepare students for:
Professional careers in history for which competence in historical subject matter or methodology is required (e.g., teaching, archival research, museum work); Various professional careers in which contextual, integrated thinking, sensitivity to diversity, and research methodology are important (e.g., law, medicine, business, public service); Personal avocations and interests that enrich their daily and professional lives, regardless of their vocations. Our graduates successfully place into law schools such as the University of Dayton, Ohio State University, and George Washington University; graduate schools including Miami University, Indiana University, The University of Chicago, University of Arizona, and University of Pennsylvania; secondary school teaching in Ohio and other states; international teaching, especially in Asia; non-profit sector jobs in environmental and humanitarian work; archival and historical jobs; and the corporate workforce Sprint, Bank of America, etc.

We support the practice of history for our students:

History Journal provides students with the opportunity to publish their research and to serve as editors and readers for a scholarly journal.

History Club/Talks—allows students to plan a series of events for discussing history and current events. In 2009, the students planned a trip to Chicago to visit the Oriental Institute and to meet with history alums in the Chicago area for conversation. In January 2010 History Club will be making a weekend trip to museums in Washington, D.C.

Phi Alpha Theta—honorary society. In the past few years, 3 students have presented at the National Biennial Conference for Phi Alpha Theta (2008-two to Albuquerque, 2010-one accepted for San Diego), with another four travelling to regional conferences to present their work (2008-one to Kent State, 2009-three to West Virginia University).

Colloquium Series—provides students with the opportunity to engage with scholars within and outside of our community through lectures, dinners/lunches, and classroom visits.

Part IV: General Education Learning Goals Addressed by the History Department:

Writing: “The student should achieve a level of competence in writing that provides the necessary foundation for subsequent college work and further learning and should also strengthen writing with further practice.”

Each semester, most history courses are run as writing intensive (WI) courses. For example, in the Spring semester of 2009, 22 of 24 history courses were designated as WI. For the Fall semester of 2009 the percentage is slightly lower, 19 of 22 courses Each major must take HIST 202, HIST 203, HIST 390 and HIST 411, each of which requires extensive historical writing. For instance, in HIST 203 students learn to research and write an original research paper. In HIST 202, students attain expertise in different writing forms (such as book reviews and/or analytical essays). In HIST 390 students write analytical and critical surveys of historical literature (historiography). In HIST 411 students complete a lengthy (35-40 pages) original research project. In 2005 we required research of only 25 pages in length, but now we have increased the length to allow students time to engage in more substantive research and writing.
In addition, writing is a major component of all history courses. History faculty regularly discuss the writing assignments we employ in history classes through our biannual assessment lunches and at monthly teaching discussions.

**Foreign Language:** “The student should achieve the degree of competence in a foreign language necessary to encounter another culture on its own terms and to enhance understanding of the structure of the language itself.”

The department changed the history major in 2003 to include cognate study of a foreign language at the intermediate level (one class beyond the General Education Foreign Language requirement). In HIST 203 and especially HIST 411 (Senior Seminar), students who have the language skills are encouraged to use primary sources in the original foreign language in their research. In addition, we are actively encouraging students to study abroad, an experience which will further enhance the language abilities of some students. Given the University’s Strategic Plan’s emphasis on globalization, this requirement is particularly important. Three faculty members are piloting the CLAC component in history courses, demonstrating the department’s leadership in the foreign language across the curriculum work. We hope this will provide an additional benefit for those students who seek to become more confident and competent in a foreign language.

**Speaking:** “The student should be able to speak effectively within and before groups.”

Most departmental courses now require informal class discussion as a component of class assessment. Many classes also require more formal oral presentations of student work. Speaking effectively is an objective built throughout the history curriculum. In HIST 203 students are required to make a presentation based on historical research. The Senior Seminar (HIST 411) builds upon this experience and requires a formal presentation in front of students, faculty and other guests. With the introduction of the Oral Communication Center in Thomas Library, the department now requires students in 390 and 411 to complete consultations with OCC peers to improve the quality of presentations and to build confidence in speaking about one’s research.

**Research:** “The student should be able to use the library to acquire information and to explore ideas and should understand the role of technology in the collection, analysis, and dissemination of information.”

HIST 202 and HIST 203 introduce students (both majors who are required to take these courses and non-majors who take these courses for General Education credit) to historical research, writing and analysis. In HIST 203, students produce an original research paper. Many other 100 and 200 level courses in the history department emphasize research skills through library and internet research assignments. Upper level courses regularly require original historical research. HIST 411 (Senior Seminar) requires students to conduct advanced research on an original topic based on their deeper knowledge of a given sub-field. Students in HIST 203 and HIST 411 frequently work closely with Wittenberg librarians on their various research projects. All courses require, at various levels, skills in web-based research, library research, bibliographic research and formal training in historical research methods. In addition to using Thomas Library and its librarians, we frequently travel to Ohio State University to expose our students to the library resources at a research institution.

**Computing:** “The student should be able to use a computer to help perform a variety of learning activities and should understand the power and limits of computing.”
All history courses require students to demonstrate competence in basic word-processing and judicious use of the internet. Given the ever expanding medium of internet information delivery, our faculty use creative ways to model the benefits of combining computing and historical analysis. For instance, some students have also been asked to create individual web pages based on their own research. Our students have worked on Wikipedia entries, on-line timelines, archaeological databases, and visual catalogues. Some students also use spread-sheets and data analysis in their research, particularly in History 411.

**Diversity:** “Students should gain an appreciation for and understanding of the role of human diversity in contemporary culture.”

The history major requires the study of people and cultures globally. The department has made a concerted effort, through course offerings, to cover the globe. New history majors, from 2003-09, took a two-course world history requirement (modern and pre-modern world). This entry-level course draws many General Education students as well for the course fulfills either the C or H requirement. Other 100 and 200 level surveys cover important regions of the world. All history courses include comparisons of different peoples, cultures and values relevant to each course. Moreover, the department encourages students to have familiarity with how the pre-modern past informs and shapes the events and societies of the modern or contemporary world.

**Part V: Methods of Assessment:**
Achievement of the department’s learning goals, for both non-majors and for majors; of general education goals; and of the more specific goals of each core course, is completed in each course through traditional and non-traditional teaching methods. We employ and appropriate those pedagogical techniques which successfully engage students in active learning such as lectures, discussions, papers, presentations, quizzes and tests, field experience, evaluations, etc.. More specifically:

1. **Understanding major features of the past:** We assess students’ understanding of Western (H) and non-Western (C) civilizations in both the modern and pre-modern eras through our world history requirement (HIST 105 or 106). In addition, the global nature of other history offerings each semester ensures that students will attain a wide range of historical knowledge (again, in both the pre-modern and modern eras). Students demonstrate a successful understanding of the philosophy of history when they pass HIST 202 and HIST 411 (the senior seminar). Successful completion of HIST 390 illustrates a student's understanding of major historiographical tradition, such as the French Revolution, Medieval Women, Late Antique Asceticism, the Cold War, or the Russian Revolution.

2. **Thinking historically:** Assessment takes place through the assignment of research papers, analytical essays, discussion, and tests in all courses and especially through the senior seminar 411 and the sophomore HIST 203, which require a major piece of original historical research. The senior historiography 390 and thesis 411 courses also require analysis of the philosophies, approaches and methodologies of a leading historian related to a student’s project or historiographical topic.

3. **Using the tools of the historian’s craft:** The department requires that all majors pass two 200-level courses in the “craft” of history (HIST 202 and 203), three 300-level courses
exploring a topic in considerable historical depth, HIST 390 exploring a specific
historiographic topic, and the senior seminar 411. All classes include work with skills such
as data analysis, critical reading, primary source analysis (both visual and textual), writing
papers and correct use of documentation.

4. **Pursuing some topics in depth:** This objective is assessed by research papers required in
HIST 203 and 411, and through the required courses at the 300 level and above (often
requiring research papers and/or analytical papers). These courses demand concentrated
study of relatively narrow topics and through the sharply-focused research paper required to
pass the senior seminar.

**Other Methods of Assessment: Collection of Information and Discussion**

The department self-assesses the major with our department student assessment forms for HIST
105, 106, 202, 203, 390 and 411 (see attached examples). All forms (templates) are available to all
department members in an “Assessment” folder on the departmental computer drive. Each
instructor may either use these templates, with changes and additions as they see fit for their class, or
substitute a form of their own in order to carry out end-of-the-semester student assessments of each
of these classes. In some cases, instructors choose to conduct an oral assessment with their students.
Instructors either write a brief narrative of their findings or share their findings orally with the
department at the departmental assessment meeting. Often, instructors will post their assessment
narratives/findings about a particular class to the common “Assessment” folder for all department
members to read if they so choose. Also posted in the folder are the stated objectives (learning
goals) for each of these core courses, as agreed upon by the department. In addition, many of us in
the department carry on assessments (for non-core courses) using similar assessment questions and
conduct midterm assessments.

Since 2002 the department began meeting at the end of each semester to evaluate that semester’s
courses. Our current assessment forms evolved from these conversations to ensure that students are
achieving their learning goals. We have embraced this ongoing assessment as an important way for
us to keep abreast of what we are each doing in the classroom, and enabling us to make sure we are
meeting the learning needs of our students. In addition to this (usually lengthy) formal meeting at
the end of each semester, department members often gather informally to discuss teaching methods,
student achievement in particular courses, problem areas, particular successes, etc. It is the culture
and tradition of this department to share openly our classroom experiences, which has strengthened
our commitment to ongoing assessment and evaluation (self assessment and peer review) of our
teaching. We also hold a yearly departmental retreat in August. Assessment is a regular part of our
retreat agenda and discussion.

We completed our last external review in 2002. With two new hires and a significant change in
course offerings by existing faculty, we would hope to plan to schedule a new external review within
the next two years.

**Other Assessment Methods: New Wittenberg Course Evaluations**

We are hopeful that the new evaluation forms adopted by Wittenberg will aid in each individual
instructor’s assessment of specific courses and hope to use these evaluations to aid in our overall
departmental discussions and assessment. We have just begun to discuss, as a department, the ways
in which we can most effectively use these evaluations. Included in these discussions are the ways in which we can more formally assess the writing component of our WI courses (an initiative of the Writing and Speaking Committee).

**Part VI: Departmental Strengths and Weaknesses**

**Strengths:**

1. Faculty commitment to teaching and student learning; faculty creativity and willingness to share methods and outcomes with the whole department; regular assessment discussions and ongoing commitment to soliciting student input on individual courses and the program as a whole; departmental commitment to global training (including study abroad and international students); broad coverage of geographical and chronological periods in history; methodological variety among faculty members and in courses offered, from oral history technique to archaeological field study to diplomatic history.

2. We have achieved greater consistency in our 202, 203, and 390 courses since our last assessment in 2005.

3. The assessment of the required cognates and the 2-course world history sequence demonstrated that the plan for the major was not working to the benefit for our students.

Therefore we took action to modify the major. Our rationale for the changes as explained to the EPC is as follows:

a. “We propose this change for several inter-related reasons: 1) when we proposed the World History requirement (to include both HIST 105 and HIST 106 in 2003), we were still in the process of completing a series of faculty retirements and new hires, with an explicit goal of globalizing our faculty specialties. At that time we saw the World History requirement as part of that larger and still incomplete process, but now the completion of faculty hiring (in tenure track lines) and new coverage over a vast “global” range now allows faculty to offer a wide range of lower level survey courses of a more transnational nature covering much of the globe. Therefore we see less need for an-eight credit World History requirement. In other words, we believe our history majors will obtain an effective global education by taking four credits in World History and four additional credits in another lower level survey course due to the diversity of lower level courses now available; 2) in addition, based on faculty discussion and student assessments, we believe a primary goal of the World History requirement – understanding the interconnectivity of global issues from a historical perspective – is effectively obtained in either HIST 105 or HIST 106; 3) also, we were having some difficulty staffing several sections of both HIST 105 and HIST 106 every semester, given different faculty specialties and requests for a greater variety of courses; 4) we also have been experiencing greater student requests for greater flexibility/course selection at the 100-200 level. Greater course selection at the 100-200 level will also increase options for General Education students seeking H or C credit through the history department. We believe this creates great opportunities for students due to the wide range of coverage and course offerings our diverse history faculty can offer.”

b. “In 2003, the history department added the upper-level cognate requirement in Humanities and Social Science in order to foster a greater awareness in our majors of the interdisciplinary nature of a liberal arts education and especially the importance of interdisciplinary study to the study of history. While we as a department continue to acknowledge the logic of this rationale, we agree that practically and logistically it
has not been highly successful. Ongoing assessment of our history majors reveals
that students are not making explicit connections in their choice of cognates as they
may relate to their specific areas of interest (in other words, students’ choice of
cognate courses has depended more on availability of courses that fit into their
schedule rather than explicit connections to their areas of interest) and that the
Humanities and Social Science cognate requirements have resulted in additional
student stress and confusion (and therefore a greater number of petitions to the
department) without producing the desired result. Therefore we agree that it would
be best to remove the Humanities and Social Science cognate requirements, but we
intend to retain the Language Cognate requirement.”

**Weaknesses:**
1. We continue to need better assessment methods for our Integrated Social Studies majors. As
the program currently stands, we have witnessed the difficulty significant numbers of these
majors have in completing the as designed. Each year we encounter seniors who elect to
switch from HIST/EDUC to purely a HIST major due to scheduling difficulties.
2. Through advising, we encourage students to follow the sequencing of classes so that
sophomores take the 202/203 sequence in preparation for the 300 level courses. As seniors,
our students should then take 390 (historiography) before taking the Senior Seminar 411.
HIST/EDUC students frequently are forced to take some courses earlier in their junior year
to accommodate for the requirement to student teach in the Spring semester. This external
schedule often places a significant demand upon our students who are taking coursework
before they may in fact be ready to engage with senior-level material.
3. More conscious integration of the skills taught in 202 and 203 (particularly historiography,
the philosophy of history and more opportunities to write longer papers) into the 300 level
courses.

**Part VII: Assessment of the ISS Major:**
At the beginning of Fall ’09 semester, Molly Wood (Hist Dept chair) met with Lowell Monke
(EDUC department chair), Brian Yontz (Director of Student Teaching and Field Placement) and
Miguel Martinez-Saenz (Associate Provost for First Year Experience) to discuss the challenges of
advising incoming students who want to pursue the Integrated Social Studies (ISS) Major.

The first useful step was to explicitly define the problem, which Martinez-Saenz was able to help us
with. Over the summer before entering Witt, when the First Year Experience “team” is working
with incoming students, students will identify areas of particular (or possible) academic interest.
Most of the time, students who identify as “future teachers” or more specifically “future history
teachers” are invariably steered to the Education Department (which makes sense). There is no
specific designation for the “Integrated Social Studies” major, because this is considered a separate
“track” of the history major. Students who identify as possible “history” majors are steered to the
History Department. The difficulty arises in the fact that the History Department faculty do not
meet or advise the ISS students until they are sophomores, when they are ready to declare the major.
By that time, since there are key differences between the history major and the ISS major, these
students may find that they have not taken the history courses that are required for the ISS major,
and may have taken courses that will **not** count towards their major. This is a source of frustration
for students and faculty alike.
Identifying the source of the initial confusion will, I believe, help in some ways. HIST and EDUC faculty have now been made explicitly aware (and also FYE staff) of the situation and will be on the lookout for these students. EDUC advising (and FYE advising at pre-orientation sessions) for incoming students will be adjusted appropriately to attempt to identify these students and urge them to go see history faculty before beginning their fall classes.

In addition:

- EDUC and HIST will work on fine-tuning the attached document (sample distribution of courses over 4 years) and will continue to emphasize, to students, the differences between the History major and the Integrated Social Studies major. It will be helpful to circulate this document widely.
- We do believe that more intentional advising, at each stage of the process, will be beneficial: Martinez-Saenz, as director for the FYE can help identify, with EDUC and HIST faculty, the students who in their first year may be interested in the ISS major. When majors declare the ISS major, it will be helpful for new advisors and the HIST dept chair to send a quick note to EDUC (chair, or designated faculty member) identifying the new student, and it is crucial to emphasize to the student that she/he should immediately obtain an advisor in EDUC; by the same token, students who come to the EDUC dept with an interest in the ISS major – EDUC faculty should try to identify the student and email the HIST dept chair.
- HIST dept chair will keep a tally of ISS majors, separated out from the regular history majors, in order to keep better track of their progress. Overall, we strive to treat the two “groups” of majors as one – they are all history majors. Yet, the ISS majors do need very close advising, from both HIST and EDUC in order to complete the major in 4 years.
- It has been clear that should students not begin immediately with the ISS programming of classes in their first semester, they should expect to spend one, if not two, summer sessions in the acquisition of appropriate semester hours within the major.

More Longterm goals:

- Longterm: EDUC will be looking at the state requirements and the courses currently required to meet state standards, and will consider other ways to meet those standards. HIST can help with this – the goal is to allow more flexibility for the ISS major, especially in the lower level (100-200) courses.
- Brainstorming: We talked about creating a “Readings in American history” seminar that would help students prepare for Praxis, and might allow us to make changes to the 221/222 current requirement. We also considered the possibility of a HIST 202 course tailored to ISS majors; or a HIST 106 Modern World tailored to ISS majors (curriculum development in World History) and various other suggestions. We seek to keep the conversation going in the direction that brings more flexibility to the ISS major (and serves our majors well!)

**Part VIII. Plans for Future Assessment:**

We have often discussed, though never quite implemented, an informal peer review process for the department whereby we each spend some time observing each others’ classes (not for formal tenure review, but explicitly for assessment and pedagogical reasons). We ask the question: What teaching
methods, assignments, etc. seem to result in the best student learning in your class, and why? Perhaps we can get this process off the ground for our next formal assessment report.

We have been heavily assessing, as a department, our HIST 202, 203, 390 and 411 classes for the past few years. With the world history requirement, we added HIST 105 and 106 to our assessment schedule in 2003. While individual instructors engage in assessment of each of their courses, we should slowly implement discussion and group assessment of selected other classes (perhaps, for example, we could focus on other survey courses one year, and on 300 level courses another year).

We plan this year to begin a more explicit review of the 300 level courses. We have found that students enter the upper level courses with little foundation in the basic history. This limitation requires us to dedicate part of the course to presenting the basic narrative for the topic or theme. It would be useful to learn how we are adjusting our courses to accommodate this deficiency and to consider if we should restructure the sequencing of courses offered before entering the 300 level. Additionally, we have raised the concern that students struggle with understanding the role of historiography in the 390-seminar course. One way to address historiography is to embed it more directly in the 300 level courses or to require students take two, 390s.

While we have begun to use the HIST 411 Assessment (senior seminar) as an opportunity to evaluate the history curriculum and student experience as a whole, we should consider a more precise and comprehensive method to get student reactions to their whole history major experience before graduation. It would also be helpful to get some student reflections on their experiences as history majors at certain points after graduation: one year out, five years, ten years. Right now, we have only anecdotal information collected for an annual newsletter. Overall the department feels we do not have the resources to initiate a full-fledged survey of graduates.

Concerning our HIST/EDUC majors: We have discussed the possibility of providing more “models” of history classroom teaching and the use of more oral assignments. Some faculty have assigned students to create teaching portfolios, a method of assessment that may be particularly effective for these students. In addition, we should find a way to incorporate the Praxis Test results into our assessment of HIST/EDUC majors (one faculty member is already doing this in his classes) and talk more about ways to specifically assess those students who are in this program.
Part IX: Course Objectives
HIST 105 and 106 World History:
HIST 105 (pre-modern world) and HIST 106 (modern world)

In 2003 the department began to discuss common objectives for our world history courses (HIST 105 Pre-Modern World and HIST 106 Modern World). Agreement on common objectives for student learning in these classes is crucial since many of the history faculty will be teaching these courses. Initially we developed the following six objectives for student learning:

1. Geographic literacy
2. Recognizing that other countries/parts of the world have their own historical narratives (with their own primary sources – in different languages!)
3. Major themes of world history
4. Similarities and differences of shared human experiences
5. Introduction to the process of interrogation of primary sources
6. Possible use of a portfolio assignment for assessment

HIST 202: Introduction to Historiography

Upon completion of HIST 202, students should be able to:

- Define the term “historiography” and give several examples of a historiographic tradition (or “schools” of history)
- Understand the difference between a primary and secondary source (define and give examples) and be able to evaluate/assess their sources. (Understand what sorts of issues and questions they should consider when evaluating the information in their sources. Be able to assess issues such as author, audience, genre, intent, etc.)
- Understand some of the different theoretical perspectives that influence the writing of history (give some specific examples)
- Understand and demonstrate different kinds of historical writing/rhetorical concepts (such as narrative, argument, exposition, etc.)
- Understand the difference between “revising” and “editing” a paper/peer review
- Be able to explain the difference between “scholarly” and “popular” history, sources, etc.
- Assess history as a discipline of study and its relationship to other disciplines in the humanities and social sciences
- Understand and demonstrate proper annotation of sources
- Understand the various ways in which history is presented to the public (museums, archives, libraries, etc.)
- Discuss the following questions:

1) What is a historical fact?
2) Why is the historical record incomplete? Give some examples.
3) How do historians find sources? Give some specific examples.
4) If historical perspectives are constantly shifting and changing, what’s the point of trying to study history?
5) Is history an art or a science? Why?
6) What is the difference between “presentism” and historicism?
7) What is objectivity and why do historians worry about the tension between objectivity and subjectivity?

HIST 203: Research Methods

Upon completion of HIST 203, students should be able to:

- Write a bibliography in proper (Turabian) format
- Understand the use of citations and cite their sources properly (footnotes or endnotes)
- Understand how to undertake basic historical research in the library (see separate list of library objectives)
- Understand the difference between a primary and secondary source (define and give examples) and demonstrate ability to assess, evaluate and use primary sources (with special attention to evaluation of internet sources)
- Understand that research papers require a balanced variety of both primary and secondary sources
- Understand and demonstrate the process of putting together a research paper
- Understand and demonstrate the process of constructing a historical argument. What are the key component parts of such an argument? (source analysis, literature search, historiography)
- Understand and give examples of different bibliographic styles (including annotated)
- Understand and give examples of different modes of historical writing and take part in peer review, assessment and revision of papers
- Understand the relationship between the discipline of history and other disciplines in the humanities and social sciences

Below is a list of key concepts:

Historical Thinking
History as: past, account, reconstruction, interpretation
History as otherness, continuity, change
Frame of reference, context
Role of questions in defining historical approach or context
Topic v. thesis approach
Inference v. proof
Interpretation, generalization, revisionism

Research Skills and Concepts
Annotation v. abstract
Primary and secondary sources
Intentional v. unwitting evidence
Summary, paraphrase, quotation
Plagiarism
“Legitimate inference” and historical method
Interpretation
Cause: immediate, direct, efficient; long-range, indirect, sufficient
Hypothesis, synthesis

Writing Style
Audience
Structure: principle of selection; paragraph unit of writing
Expository writing
Narrative writing
Analytical writing
Citation: note form (footnote/endnote), parenthetical form; bibliographic form
Technical style elements

Turabian Concepts to Know
Abbreviations and numbers (ch. 2, especially 2.26)
Punctuation (ch. 3, 4.14-4.15)
Quotation (ch. 5)
Notes and bibliography (chapters 8, 11; also skim chapters 10, 14)

Citing Electronic Sources
Note:


Note: For more on citing electronic sources, see: The Chicago Manual of Style (14th edition).

LIBRARY OBJECTIVES FOR HIST 203 LIBRARY UNIT
ability to find all of the relevant materials for any research project
ability to use the internet to find the appropriate materials/sources
ability to evaluate the reliability of internet (and other) sources
understanding the need to take accurate and complete notes on sources
ability to develop an appropriate (in form as well as content) bibliography
understanding of library vocabulary (annotation, index, bibliography, etc.)
HIST 390 Objectives

- HIST 390 should run as a reading seminar format (read, write, discuss)
- HIST 390 should emphasize different kinds of historical writing
- Students should focus on the writing process and revision (including peer review)
- Students should emerge with a command of primary and secondary sources
- Students should apply to a particular topic what they began to learn (theory and method) in HIST 202
- Students should write a lengthy historiographical essay (which may be constructed as a series of shorter essays, combined into a larger paper at the end of the semester)
- Students should master correct annotation
- Students should present orally in class (either formal or informal) and should be responsible and accountable for class discussions
- Students should master the “scholarly reading” of books
- Students will examine one historian and present a profile of the historian’s contributions to historiography and the filed for the class. This assignment is known as the “Historian’s Forum.”

HIST 411 Objectives

- Students recognize HIST 411 as "capstone" experience in history major and share responsibility for organization of the course (ie student input on final syllabus, distribution dates for assignments and values for particular assignments).
- Students participate regularly and confidently in class discussions (first 1/4 of semester) on the philosophy and practice of history.
- Students demonstrate basic grasp of principles outlined in John Tosh’s *The Pursuit of History*
- Students participate in class discussions about the process of assembling a major work of original research.
- Students engage in each step of the research process, submitting the following written assignments: Research proposal, annotated bibliography, outline, historiography section of research paper, final research paper (approximately 35 pages)
- As designated by course instructor, students work with librarians on campus, and engage in primary-source research off-campus (as applicable)
- Students present their research in a formal "conference" setting at the end of the semester, before an audience of history faculty, history majors and invited guests.
- Students consciously integrate the skills they have honed/acquired in previously methodology courses (202, 203 and 390) into the production of a research paper based on primary sources and containing a substantial historiography section in the topic/area of their choice (probably can be worded better)
Part IX: Sample Assessments for Required Department Courses

HIST 105 Assessment

1) Please assess the readings we used for this class. What did you like/dislike about each reading? Was each reading useful for the class? Would you recommend these readings be used again? Why or why not?

Wiesner et al., *Global Past* – (Primary Source Reader)
Mahfouz, *Akhenaten* –
Makiya, *The Rock*–
Crichton, *The 13th Warrior*–
ván Gulik, *The Haunted Monastery*–
Frutkin, *The Lion of Venice*–
Reading for Group Presentation –

2) One goal in this course is to expose students to the varieties of ways in which world history can be understood. Do you feel you got exposure to the following themes?

Archaeological and material evidence –

Questions that Historians explore or different approaches to history–

film as a historical medium –

primary written sources –

art–

3) One objective the department has is to expose students to the research we conduct as professional historians. Did this course meet this objective?

4) Did this course change your perception of global history? Explain.

5) What was the most valuable thing you learned in class this semester?

6) Is there anything you’d like to see in the course that was not there? Any suggestions?
HIST 106 Assessment

1) Please assess the readings we used for this class. What did you like/dislike about each reading? Was each reading useful for the class? Would you recommend these readings be used again? Why or why not?

Tignor –
Wiesner –
Duras, Ourika –
Kingsolver, The Poisonwood Bible –
Wills, 1688 –

Reserve readings (on drugs in world history) –

2) One goal in this course is to expose students to the varieties of ways in which world history can be understood. Do you feel you got exposure to the following themes?

historical archives –

film as a historical medium –

primary written sources –

secondary scholarly analysis –

visual sources (posters, illustrations, photos) –

music and other audio sources –

3) Did this course change your understanding of global history? Please explain.

4) What was the most valuable thing you learned in class this semester?

5) Is there anything you’d like to see in the course that was not there? Any suggestions?
HIST 202 sample assessment questions

1) Please assess the readings we used for this class. What did you like/dislike about each reading. Was each reading useful for the class? Would you recommend these readings be used again? Why or why not?

Or

Did the books help you to understand how historians “do” history? To understand the concepts of historiography?

2) What suggestions or comments do you have about the structure and organization of this class, particularly the emphasis on the nature and philosophy of history during the first month of class followed by an in-depth look at our specific topic.

3) How effectively does this class introduce the “writing and interpretation of history” to students?

Or

How well did this course introduce you to how historians “do” history? To the challenges confronting historians?

How well did the course expose you to the trends in historiography? To the differing schools of historiography? The vocabulary of historians?

Did the course teach you what historiography is?

How well did the course prepare you to examine primary and secondary sources? Can you give definitions and examples of primary and secondary sources?

How well did the course expose you to current debates in history, like the issue of objectivity versus subjectivity?

4) Remember that this course is designed to ask students to think about the ways in which history is written and interpreted and to introduce students to a particular topic (such as the study of American involvement in two World Wars). How well does the class accomplish these dual aims?

5) How would you evaluate the written assignments in this course?
6) How would you evaluate the oral assignments in this course, including the focus on in-class discussion and student presentations (both formal and informal)?

7) Were the film-related assignments useful and effective? Why or why not?

    **Or, a simpler question:**

    Were the assignments helpful? Why or why not?

8) How would you evaluate your own performance in this class?

9) If you were going to teach HIST 202 at Wittenberg, what sort of changes would you make to the class?

10) Any addition comments are welcome!!
History 203 Assessment for Historian’s Craft

1. How well did this course balance the subject matter with the craft of writing a research paper?

2. Did you find the assigned reading material for the class to be beneficial to both the subject and craft component of the class?

3. Do you feel that after this course you have an understanding of the difference between primary and secondary sources and why both are needed in a research paper?

4. By writing a research paper do you believe that you have become a better historian?

5. Did the course provide enough guidance in helping you select and research your topic?

6. Did the books assigned for class help you learn how historians use primary evidence (both textual and material culture)?
7. Do you think the balance between content (the topic for the course) and technical training (how to identify an argument; use the library at Witt and elsewhere; how to write; how to assess the work of peers) was correct? How might you restructure the class between these two components otherwise?

8. How well do you understand the need for citations and the purpose for citing your sources properly?

9. What are the major components of a historical argument?

10. Identify at least 3 key elements of the process of historical writing.

11. How is the discipline of history related to other fields?

12. What is your current understanding of what makes a good historical research paper? Be specific in your description of components and steps to design and write a solid argumentative paper.
HIST 390 Class Assessment

1) How did you find the balance between lectures, discussions and student research presentations?

2) Please evaluate each of the assigned readings as a way of understanding the content of this course and historiography.

3) Please evaluate each of your written assignments.

4) Please comment on the discussion sessions: the value of having students lead them, as well as the effectiveness of the format we used.

5) Remembering that this is an upperlevel reading colloquium, please comment on the lectures: Did they provide enough background? Where there too many/too few of them? Should they be changed in any way?

6) Please comment on the major paper in this class.

7) Please comment on the value and format of the student presentations.

8) What things would you change to make this course more effective?

9) What would you insist on maintaining in the course?

10) Additional comments?

11) How were HIST 202 and 203 helpful for you in this course? Explain and be specific.

Another Option for 390 Assessment:

1. Please assess and evaluate each assigned book for this course. Was each book useful for the course? Why or why not?

2. This course is an upper-level, writing intensive course designed mainly for history majors. Please assess the writing assignments for this course. Did they compel you to work on improving your writing skills? Did they help you to understand the complexities of historiography? (remember that you completed both formal and informal writing assignments over the course of the semester – refer to your syllabus if necessary).

3. How would you assess your own performance as a writer in this class? Did your writing skills improve? If so, how can you tell?
4. This class is designed to help you explore the historiography of a major theme, time period or event in world history (in this case, the Cold War). Please explain what the term “historiography” means. Why is an understanding of historiography essential for historians (and history majors?) What are some of the major historiographical trends in Cold War studies? In what ways did this class help you understand historiography, or in what ways could this class have helped you understand historiography better?

5. This class is also designed as a discussion-oriented seminar (rather than lecture format). Were class discussions effective? Why or why not? How would you assess your participation in class discussions? (give yourself a grade on participation – consult the syllabus for more info on participation)

6. Would you change the organization of this class in any way? How and why?

7. Were individual conferences with your professor helpful or not? Why or why not? Should there be more or fewer conferences?

8. Was it effective to watch and analyze the film “Dr. Strangelove?” Why or why not?

9. Should the class spend more or less time putting together the final paper? Were the “interim” assignments helpful or not (paper proposal, preliminary bibliography, outline, etc.)? How could the final paper assignment be improved? (Assess your effort on the final paper so far – how do you think you are doing on it?)

10) What do you see as the purpose of peer review? How can peer review be used/improved in HIST 390?

11) If you were going to teach HIST 390 (The Cold War) at Wittenberg, what sort of changes would you make to the class?
HIST 411 In-class Evaluation

1) Is it a good idea to allow the class to make some decisions about the design of the syllabus? Why or why not?

2) What is your assessment of Tosh, The Pursuit of History?

3) Do you have any suggestions for the first part of the semester (devoted to discussion about the philosophy and nature of history)? How should 411 students be asked to cover and absorb this material? Did we spend too much time on this material? Too little time?

4) Is the “historian” assignment useful? Why or why not? (Please comment on both the paper component and the Historian Forum). Did you have a positive or negative experience overall (with this assignment)?

5) Once we moved into the “research paper” part of this class, we did not hold regular class meetings every week. Some 411 classes meet more frequently than others. What is your assessment of the number of times we came together as a class to discuss progress on paper topics? Did we meet too often? Not often enough? How useful were our class meetings? Did you want to spend more time discussing problems/issues in class? Did you want more guidance (such as you received in HIST 203 or 291) or were you satisfied with the amount of guidance you received?

6) How helpful were individual conferences with Dr. Wood? Should more required or recommended conferences be incorporated into the semester?

7) Which were the most helpful “interim” assignments (oral progress report, research design, bibliography, outline)? Why?

8) What do you see as the purpose of peer review? How can peer review be used/improved in HIST 411?

9) How would you evaluate the HIST 411 conference experience? How would you evaluate your own performance at the conference?

10) How would you evaluate the final paper you submitted? Were you pleased with your paper?
11) If you were going to teach HIST 411 at Wittenberg, what sort of changes would you make to the class?

12) How were HIST 202 and 203 helpful to you in preparing for this class? Explain and be specific.

13) How were your other history classes helpful for your HIST 411 experience? Explain and be specific.

14) Please comment on your overall experience as a history major at Wittenberg. We are especially interested in learning about how you perceive the 202/203/390/411 requirements. Is this sequence of required classes effective for history majors? Why or why not? What were overall positives and negatives of your history major experience at Wittenberg?