

## History 4990 Spring 2018 (n=6)

1. When did you begin your bachelor's degree?
  - January 2009
  - August 2013 (2)
  - August 2010 (2)
  - August 2015
  
2. When is your scheduled graduation date?
  - May 2018 (4)
  - December 2018
  - Not sure
  
3. Are you completing a BA or BS?
  - BA (4)
  - BS (2)
  
4. What is your minor?
  - Philosophy - Additional major – Sociology
  - Music
  - Biology
  - German
  - Folklore
  - Political Science
  
5. What are your plans after graduation?
  - Eventually teach high school
  - Applying to grad schools
  - Don't know (2)
  - Grad School
  - Masters of Public Administration at University of Utah
  
6. The USU history degree is designed to provide students with competency in three areas, which are our stated learning outcomes. Please discuss the courses, experiences, or assignments that you think epitomized each goal. If you feel there is a major weakness in one area, please explain.
  - A. Historical Knowledge (e.g. content-area knowledge, understanding of continuity and change.**
    - History of Buddhism with Sur and Greek Intellectual history with Shapiro
    - My time at Utah State University as an undergraduate has increased my historical knowledge immensely. I have learned a wide variety of historical

concepts, and I feel as if I have really grasped an overall knowledge of varying historical categories.

- In Modern America, we focused on nuclear testing and did research as a group and made an online exhibit.
- Every history course I have taken as per requirement and of my own volition has given me a depth of understanding of world history that I would not have been able to achieve otherwise. Three courses in particular that challenged my historical knowledge were History of Modern Germany with Marc Landry, French Revolution with Julia Gossard, and History of Christianity with Norm Jones. These were three courses which showed me how different “watershed” moments fundamentally alter the systems we belong in, the material culture we consume, and how we organize ourselves.
- Lower division courses
- The lower division courses (2700/10; 1100/10; 1500/10) gave me good background knowledge to succeed in other courses.

**B. Historical Thinking (e.g. competing interpretations, complexity of perspective)**

- History of the French Revolution with Rosenband and History of Buddhism with Sur.
- Among many examples of acquiring historical thinking skills, one experience that really stands out in my mind is when I took a class from Professor McInerney. The class was Civil War and Reconstruction, and he started the class in the beginning of the semester by teaching us to look at history from their time forward, not from our time backwards. Looking back with hindsight doesn’t give us the opportunity to see the world from their point of view in their context, so learning this skill really helped me in my studies as a history student.
- Classes that I have taken with Susan Cogan and Norm Jones have greatly challenged assumptions that I had of those respective parts of history, and thereby taught me to approach every time, place, and with an open mind. Answers to historical questions are sometimes as simple as they are complex. The way that we collectively see parts of our history is often times false, which often times leaves more questions, but provides a greater depth of understanding. The Middle Ages were not all oatmeal and sadness.
- History 3000.
- WWI with Dr. Grayzel helped me interpret information through primary through primary documents and really stretched my thinking and understanding.

**C. Historical Skills (e.g. research skills, critical thinking/writing/oral presentation)**

- History of the French Revolution with Rosenband

- Knowing how to properly format and cite sources while writing research papers is a skill that I have gotten better at since being at Utah State. Having professors make me properly cite sources in all papers, whether it was my 4990 capstone or just a 3 page paper really helped me sharpen these skills that I know will be applicable in my life. As a history major, critical thinking has probably been the biggest skill that I have been able to sharpen. Being able to analyze historical concepts that could sometimes be hard to grasp have really helped me in all aspects of life.
- History 4990 and every class I have done with Susan Cogan were very important in teaching me how to more effectively analyze and communicate. Dr. Cogan is especially a university jewel when it comes to instruction of how to write formal thesis driven work. History 4990 taught me more or less how to do history, but more importantly gave me critically need experience of doing it. Dr. Brunstedt also gave me some very helpful advice on speaking in front of people, and tried to teach me how to not sound like I actually have no idea of what I am talking about.
- History 4990.
- History 3000 and 4990 taught me skills listed above.

7. Please evaluate how helpful HIST 3000 is to your work in HIST 4990 and other upper-division courses. If you did not take, HIST 3000, please indicate that here.

- I did not take HIST 3000
- The HIST 3000 course that I took was helpful in some ways, and didn't really prepare me in others. IT was helpful in that it helped me prepare for writing a paper that was rather large in size, and it helped me understanding Turabian citation style more, which was very useful in writing my capstone paper. It wasn't very helpful, however, in that I didn't find it useful to dedicate an entire semester to just writing a 7 page paper. To me, it was just way too much time and resources dedicated to writing such a small sample. At times, it felt as if I spent an entire semester writing a paper that could have taken me two weeks to write, and yet I had to dedicate an entire 3 credit block of my schedule to it. Maybe in the future make it a better-rounded course so that it really isn't all about a small paper in the end.
- I took it and found it to be helpful in the process of found topics, as in when I took it, I found out how to determine what could be researched and what I should give up on.
- Simply stated, History 3000 is indispensable. It need to remain a requirement. Before that class, I had no idea of what "doing" history actually meant. I simply though you read cool stuff, and then talked about it with people, which is true, but the methodology behind how history is constructed is also important. Even with 3000, 4990 was one of the most difficult ordeals of my life. However, I do not even wish to think of how it would have gone without the experience of 3000.

- They were helpful in obtaining the skills and knowledge.
  - History 3000 was by far one of the most beneficial classes of my entire college education.
8. Evaluate the pre-major, which is designed to help sequence your history experience from large introductory surveys to upper-division courses. Was this helpful to you in your major? Why or why not?
- The transition was easy, I agree that the sequence was beneficial for me.
  - I think that this process was extremely helpful in that it helped me realize what I was into and what I wanted to steer away from, and it helped me in choosing upper division courses that went along with my interests. The survey courses really helped me decide that I wanted to pursue this further, and I was able to also choose what courses to take based on what peaked my interest in the survey classes. It was really helpful, and I think it is an important phase in the college process.
  - I will say yes and no, the lighter then slowly growing work load is helpful in easing you into the upper class, but the broadness of the course didn't prepare me for the focus of the upper classes.
  - The pre-major was extremely helpful. I believe that process both narrowed, and expanded upon my particular area of interest. It also helped me to have a well-rounded background of world history before taking upper division classes, which are narrow in focus. The pre-major also helped to build a base of understanding of simple things such as what a primary vs secondary sources were, which was very important in meeting the research and writing process of upper division classes.
  - Yes, it helped me gain knowledge.
  - Yes! Like I said before, these courses gave me a broad understanding and helped me better understand my upper-division courses.
9. If you could make one change to the history major curriculum, what would it be?
- I would change Bachelor of Art requirements of having a foreign language for two years because I had to achieve at minimum, the same "C" average as needed with major requirement classes, with foreign language classes.
  - If I could make one change to the history curriculum, and I am not exactly sure how this would work, but it would be to incorporate more discussion based classes. Some of the bet classes that I took were classes that we read material beforehand and then had a class discussion about the material. Reading and listening to lectures doesn't allow the material to stick as much as if a student is forced to elaborate in his or her own words and maintain a discussion on the topics, whatever they may be. To me, I had some of the most beneficial experiences in classes that were discussion based, and I wish more professors

did that. Other than that, I think I had a very good experience as a history major at Utah State University.

- N/A
- I believe more instruction specifically in writing historical, thesis driven work would be helpful. English 1010 and 2010 were not particularly helpful to me. I did not know what a thesis statement really was until I was required to produce one for history papers.
- Let the individual professor make the final grade in 4990 instead of the other members of the history department.
- Classes offered more regularly (WW2 every semester)