

Survey of History undergraduate majors, Fall 2013

1. I am a
- | | | |
|--------------------------|-----------|-------|
| <input type="checkbox"/> | freshman | 7.5% |
| <input type="checkbox"/> | sophomore | 21.5% |
| <input type="checkbox"/> | junior | 36.0% |
| <input type="checkbox"/> | senior | 35.0% |

2. I
- | | | |
|--------------------------|---|-------|
| <input type="checkbox"/> | have completed the History Department's pre-major | 40.0% |
| <input type="checkbox"/> | am still working through the courses in the History pre-major | 52.0% |
| <input type="checkbox"/> | did not know there is a History pre-major | 8.0% |

Comments below

3. Regarding the History Department's pre-major program (requiring students to take foundational survey courses and key Gen Ed classes before registering for upper-division history courses)
- | | | |
|--------------------------|--|-------|
| <input type="checkbox"/> | I understand the reasons why the department has implemented this structured, sequenced series of courses | 81.0% |
| <input type="checkbox"/> | I do not understand why the department has implemented this requirement | 19.0% |

Comments below

4. Having progressed through the history program [*check all that apply*]
- | | | |
|--------------------------|---|-------|
| <input type="checkbox"/> | I believe the pre-major improves the history major. | 60.0% |
| <input type="checkbox"/> | I do not believe that the pre-major serves its intended purposes. | 9.5% |
| <input type="checkbox"/> | The pre-major program has lengthened the number of semesters it will take me to graduate. | 55.0% |
| <input type="checkbox"/> | The pre-major has helped me better prepare for work in upper level courses. | 46.0% |

Comments below

5. I (*check all boxes that apply*)
- | | | |
|--------------------------|---|-------|
| <input type="checkbox"/> | have met with the Department's academic advisor, Amanda Adison, to plan my course work in the major | 83.0% |
| <input type="checkbox"/> | have not met with the Department's academic advisor, Amanda Adison, to plan my course work in the major | 8.5% |
| <input type="checkbox"/> | will certainly meet with Amanda Adison in the Fall 2013 semester | 40.0% |
| <input type="checkbox"/> | will probably not meet with Amanda Adison in the 2013-2014 academic year — but will do course selection on my own | 10.5% |

Comments below

6. Because of my schedule and commitments, there are are certain HOURS when I either will not or cannot take courses in my history major
(*check any time slots that apply -- or leave blank*)
- | | | |
|--------------------------|------------------|-------|
| <input type="checkbox"/> | 7:30-8:20 | 46.0% |
| <input type="checkbox"/> | 8:30-9:20 | 24.5% |
| <input type="checkbox"/> | 9:30-10:20 | 26.5% |
| <input type="checkbox"/> | 10:30-11:20 | 23.0% |
| <input type="checkbox"/> | 11:30-12:45 (MF) | 19.0% |
| <input type="checkbox"/> | 1:00-1:50 | 28.0% |
| <input type="checkbox"/> | 2:00-2:50 | 33.0% |

<input type="checkbox"/> 3:00-3:50	38.5%
<input type="checkbox"/> 4:00-4:50	44.5%
<input type="checkbox"/> 5:00-5:50	45.5%
<input type="checkbox"/> 6:00-6:50	42.0%
<input type="checkbox"/> 7:00-7:50	40.0%
<input type="checkbox"/> 9:00-10:15 TR	6.5%
<input type="checkbox"/> 10:45-11:30 TR	9.0%
<input type="checkbox"/> 12:00-1:15 TR	12.0%
<input type="checkbox"/> 1:30-2:45 TR	16.5%
<input type="checkbox"/> 3:00-4:15 TR	23.0%

Comments below

7. Because of my schedule and commitments, there are certain DAYS when I either will not or cannot take courses in my history major (**check any days that apply -- or leave blank**)

(Only 16% of students noted any days at all – and usually chose Thurs./Fri. Comments below)

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

8. I wish the department offered classes in (name any course subjects, themes, periods, or methods that you would like to see offered):

(45 comments on this question – see below)

9. Recognizing that the department has to plan carefully for the number of capstone classes offered, I intend to enroll in the senior level **RESEARCH capstone** course in History (HIST 4990) in

<input type="checkbox"/> Spring 2014	22.5%	22 total
<input type="checkbox"/> Fall 2014	18.0%	18 total
<input type="checkbox"/> Spring 2015	14.0%	14 total
<input type="checkbox"/> Fall 2015	10.0%	10 total
<input type="checkbox"/> Spring 2016	4.0%	4 total
<input type="checkbox"/> Fall 2016	1.0%	1 total
<input type="checkbox"/> Spring 2017	2.0%	2 total
<input type="checkbox"/> Fall 2017	1.0%	1 total
<input type="checkbox"/> Spring 2018	1.0%	1 total
<input type="checkbox"/> I am a teaching major; this course is not required for me	24.5%	

10. Recognizing that the department has to plan carefully for the number of capstone classes offered, I intend to enroll in the senior level **TEACHING capstone** course in History (HIST 4860) in

<input type="checkbox"/> Spring 2014	10.5%	11 total
<input type="checkbox"/> Fall 2014	7.0%	7 total
<input type="checkbox"/> Spring 2015	4.2%	4 total
<input type="checkbox"/> Fall 2015	9.0%	9 total
<input type="checkbox"/> Spring 2016	3.0%	3 total
<input type="checkbox"/> Fall 2016	3.0%	3 total
<input type="checkbox"/> Spring 2017	1.0%	1 total
<input type="checkbox"/> Fall 2017	2.5%	2 total
<input type="checkbox"/> Spring 2018	1.0%	1 total
<input type="checkbox"/> I am not a teaching major; I will take HIST 4990	60.0%	

**Comments from students
(in original form)**

Ques. 2: pre-major

- Can't get into low levels
- does history teaching have a pre major
- I entered the program prior to the pre-major implementation.
- I am working towards History major
- do you have to do the pre-major if you are history teaching?

Ques. 3: pre-major

- I see the point but being able to choose to take an upper division course with out the basics should still be possible
- I understand the reasons behind the structure but wish there was a better system in place.
- I do not understand the need for the QL requirement.
- I understand it helps to get some background in history, but it makes it hard for distance education students if they can't take other classes before the pre-major classes.
- I do not understand why there needs to be a requirement to take the stats 1040 and the math 1010 classes before enrolling in the upper division classes because math has nothing to do with history.

Ques. 4: pre-major

- Can't answer well since I haven't really progressed through the history program
- I enjoy taking history classes. most of the teachers I have had thus far are great. However, this is applicable to those teachers who understanding that they are not the only class in the universe that we students are taking. And these teachers are those teachers who also understand that there are students that are taking these courses that have learning disabilities and do their best to give the accommodations needed; even if there is a minor inconvenience to them. these are the best teachers and classes I have taken. I see little need for the "weeding out" that some professors deem necessary. If some one loves history they should not have that love crushed in the pre history major classes. This love should be fed, to make better historian.
- I feel like some classes are duplicated but different PRNs
- I did not complete my coursework following the pre-major system.
- I think that you need to give priority to pre- history and history students, because I know of other Senior history students that have still not gotten into these classes.
- Have not progressed through history program
- I hate Stats 1040 :(
- most of the premajor i have heard about from my friend who is doing it isnt included as part of what is required in the magor anyways so it dosent lenthen or hurt nor dose it help unless you dont know if you really want to be a history magor

Ques. 5: meeting with Amanda

- The first time that I met with Amanda Adison was this previous semester when I was concerned with graduating. Until now, I have worked with my regional advisor. I don't like that I have a general ed advisor, a Logan history advisor, a regional history advisor, an advisor for my minor, and a completely separate advisor for the STEP program. I know one person can't know everything but why do I need to meet with 5 people every semester.

- i havent meet with my adiviser shelly weingard since soar 2012
- I choose my courses for the semester and then run them by Amanda Adison.

Ques. 6: class hours that don't work out well

- Evening courses are best.
- to hard with work
- I'm open. The problem comes when a lot of required classes are scheduled at the same times and you can not take as many as you would like.
- All that I left blank were PM.
- Work
- None.
- I work full-time
- I am a mother and wife. I get little sleep because my children have not yet learned to sleep through the night. And I need to make diner for my family.
- I work full time 8:4:30 M-F, I can only take evening classes
- I plan my other commitments around my school schedule.
- Any time ok
- N/A
- I will do what ever time is required for my class
- Online only. I would love more options for upper level online courses!
- As a dual-major in History and Theatre, I frequently have certain classes that the Theatre Department requires that I take that semester. Those are the main source of my conflicts with classes offered for history.
- None.

Ques. 7: class days that don't work out well

- My schedule and commitments would be simplified greatly if there was room for a day off during the week. Currently there is not.
- note above
- online only
- All work
- Any day is fine

Ques. 8: courses students would like to see offered

- I love that the department offers world history and middle eastern history. I would have liked more opportunities to take some Asian history courses. All of the courses offered have either been at innappropriate times or have directly conflicted with required history courses.
- British History
- clasics ie Helenistic age, America and world WWII era
- Revolution comparison in the western world. History of the Roman Empire. The 1960's in depth(weed included) :)
- I would like to see more classes with themes. In earlier classes there was no theme to the class and I was hard to relate it to what we needed for an essay or modern day purposes.
- The world wars, fascism, nazism, european history other than medieval, WW2 PLEASE
- Espionage history, Japanese History
- American Native Studies
- History of the Family unit
- Japanese History
- More education classes
- I would like to see a class offered in Viking History
- More upper level courses available online

-Medieval World (not just Europe), more history of the near East (specifically Islam), more Early Modern and before

- Military History, World Wars, Cold War - In-depth
- Rock and roll music and protest movements
- 19th Century Europe.
- Celtic history
- japanese history
- more american history classes

-A look at the lives, customs, clothing and food of the 18th and 19th century. The techniques of the past. (How did they make and use their resources, to get the things they needed just to live in their time period.) this would be a hands on class for the different eras. turn of the century the late 18th century through the 1850's.

- Chinese History
- More Logan classes offered in Price

-I was able to find plenty of appealing class options during my coursework. In regards to the following question, I am currently enrolled in the senior level research capstone course.

- None
- American Old West; Russian History
- Historical theory and methods
- Russian History, WWII Eastern Front, More Asian studies, Specific German, England, etc history. french revolution with Lenin is awesome.
- History of Religious Conflict in the Middle East
- I would really love to take a Viking/scandinavian history class
- Hist 4800, 4740, 3620, 3630, 3660, 3150,
- History Professional Writing
- Chinese, Mandarin specifically.
- More depth courses on American history.
- WWII, WWI, and other modern military courses, as were promised 3 years ago.
- enlightenment thought, slavery (taught more often), British history, Lewis and Clark/exploration
- I would really like to see more courses offered that specialize in the Pre-Columbian Americas.
- The history of family units in societies
- I would like the department to offer more classes in Aviation and Aeronautics history. I would like the department to offer more classes that focus on the history of American aviation and aircraft. I would also like the history department to be able to hire new professors that teach in those kinds of fields. I would like the department to offer more American military history and naval history classes. Also I would like some World War 1 and more World War 2 classes to be offered. I want all of these types of classes to be offered because my field of study is 20th century to present American military, Aviation, and World War 1 and 2 history.
- N/A
- Less classes in religious history classes. I was unhappy with the class selection and times this semester. Good ones overlapped or were late at night. And I know that other history majors felt the same way.
- Japanese history
- World War Two. Mid century Europe
- Regency period
- The Cold War, Russian Revolution- the Collapse of the USSR, Communism's influence in America (the early red scare, its influence during the 1930s, red scare, etc.)...