

HIST 6430 Assessment Survey (10 submitted)
Fall 2017

1. When is your scheduled graduation date?

May 2018 (10)

2. Are you completing a MA or MS?

MA (7)

MS (2)

Undecided (1)

3. What are your plans for after graduation?

PhD or law school (4)

Public History related (3)

Don't know (3)

4. The USU history degree is designed to provide students with competency in three areas, which are our stated learning outcomes. Please discuss the 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/change)

- Maybe could have read an article in other colleague's fields.
- I was forced to think more about the context of my work which propelled further research and reading particularly when it came to people reviewing my own work. Historical knowledge for my research topic is something that evolve throughout the semester as I was forced to read the primary and secondary sources. I would be using and creating a historiography was an essential way to acquire knowledge.
- Peer reviews catching mistakes I made in this regard, being able to review a professors work to see how they treat a historical topic.
- My content area knowledge improved through the questions directed at me by Dr. Grieve and my peers. The challenged me to think about different relationships in my project.
- Without meeting with others outside of class this would have been a problem. But it was encouraged to meet with our advisor a few times throughout.
- Though historiography required us to engage in the scholarship of our fields and therefore increase our knowledge of the field and the progression of the academic working towards it.
- Bibliography assignment: considered a wide range of secondary sources for different perspectives.
- Writing a persuasive paper forces thinking along these lines, what was very helpful was being able to focus on the historical knowledge relevant to my project.
- The historiography was the most helpful to my content area knowledge and it helped me understand changes in the scholarship over time.
- This was developed with my writing.

b. Historical thinking (e.g. competing interpretation, complexity of perspective)

- Handouts are nice. Maybe could have given handouts with general information about what specifically is ideal, i.e. in regards to thesis formulation, paragraph structure, sources, common Chicago style things.
- Discussions in class facilitated critical thinking, especially when reviewing other people's work. The primary source analysis assignment along with creating outlines really helped me think through my idea argument. The process of structurally and writing aided my critical thinking skills.
- Historiography assignment was useful for this.

- I think Dr. Brunstedt's Stalin class really helped me become better at analyzing different scholars work on the same topic and making sense of their arguments. I really started to understand historiography better. This class helped me grapple with how to assess the media's interpretation with others and how to bring those altogether.
- Reviewing other students work helps to classify and provide different approaches to our own work very helpful.
- The primary sources analysis addressed difficult topics such as author and reader bios and asked for different analytical interpretations in order to broaden our perspectives.
- Rough draft I had to reexamine some claims for historical accuracy. No development in this area. (Writing rather than content)
- Reviewing one another's writing as a class really aided in gaining a firsthand experience of how this process works.
- Primary source analysis was the best assignment for helping me to understand the complexity of perspectives regarding my thesis. It helped me analyze the weaknesses that some of my claims and sources had.
- This has developed with my writing.

c. *Historical skills (e.g. research skills, critical thinking/writing/ oral presentations)*

- Fine! More explanation of good places that researchers go to when finding information, online databases, librarian's perspective, etc.
- I developed these skills throughout the research seminar in the process of writing a chapter. We were encouraged to be thorough in our reviews of other people's work.
- Primary source analysis epitomized this, I would have liked more guidance in terms of how to use primary sources effectively.
- HIST 6430 really helped me improve my writing. Writing a lot of assignments and getting feedback from Dr. Grieve and peers helped me recognize my papers weaknesses.
- All of our research papers contributed to this objective but we turn them in at the end of the semester and sometimes lose focus on them after the semester. Rough drafts prior to final paper are the most helpful for targeting holes in critical thinking and writing. Receiving feedback from our peers helps us identifying our problems.
- The outline was useful in requiring me to apply a specific sources of each claim and category.
- Outlining assignment, drafted argument and completed research for evidence. Primary source analysis, had to critically examine primary source.
- The class was an excellent resource for enhancing writing and structuring an argument. My paper is much better as a result of the assignments. The assignments built logically one upon the other and leading to a better understanding of the writing process.
- Primary source analysis helped me to solidify my thesis claims and work through what I could and could not say. The outline also helped with this and it prepared me well to write my paper.
- Research skills have been largely neglected in this class, as the focus has been on writing. More focus on research in this class or an earlier one would be particularly useful.

5. Please evaluate how helpful HIST 6000 and HIST 6010 were to your work in HIST 6430.

- Understanding methodology and theory was very eye opening but a lot could have been summarized.
- HIST 6000 was useful in helping to come up with a topic and general literature around it and although the topic did change, I learned the skill of writing historiography. HIST 6430 I learned in this class did not directly help with my thesis work; however, the critical thinking skills and positions of certain theorists certainly influenced my thinking and development of ideas. This was definitely a necessary class. I wanted deeper engagement with theory.

- HIST 6000 was extremely useful in kicking off my thesis. IT helped break up the intimidating task of beginning my thesis project into smaller projects and pushed me to a thesis proposal by the end of the first semester. HIST 6010 of the three classes, this one may have been least useful, although interesting and probably necessary. Maybe add more elements in this class that actively further our projects. HIST 6430 was very useful in preparing CH. 1 and forcing me to start writing.
- HIST 6430 was the most helpful for me. IT gave me a roadmap and what I believe are the necessary skill to continue my thesis. HIST 6010 was the least helpful. I think the professor might have been one of the major problems. HIST 6000 gave me a good start but I had to rework a lot of it. It helped me get to a point where I could clarify my thesis.
- 6010 was great to help us familiarize with larger discussions in the profession. 6000 is more busy work and covers topics already very familiar. Not the most beneficial.
- HIST 6000 was very helpful in teaching historical skills and resources to look at. 6010 was less helpful in that the final subject matter was important for a historian to know but rarely if ever find myself referring to it or applying it to my work.
- 6000 was essential. IT provided the thesis idea and method to write this chapter. 6010 was not essential. Very few theories were applicable to writing the chapter.
- Theory was not the most enjoyable subject, but it is a very complex topic about interpretive tools that I can't imagine understanding well enough to use effectively without professional instruction. 6000 was an excellent introductory class for a first semester grad student.
- 6000 was very necessary, especially the historiography work we did. 6010 was not very necessary. I am not sure that theory has helped me very much to write this paper. (I took witches workers and wives, which I felt was more helpful to my understanding of gender theory.
- 6000, I gained some knowledge of history and historiography, however I am still struggling to figure out some analytical and historiographical skills that I probably should have learned in 6000. 6010 theory was moderately useful, but the theories I have used in my project have been different than those taught in the class.

6. If you could make one change to the history graduate curriculum, what would that be and why?

- More developed support for thesis work in second semester. In 6000 we produce a proposal, but theory only indirectly contributed to work on my project. More support at this time may help moving into summer semester.
- It would be helpful for an archive visit if 6430 were taught in the 2nd semester of the 1st year, (but that may not work with everyone working to defend their thesis while trying to write a chapter for it.
- The theory course (6010) needs to be revamped. The chosen materials for each theory need to come from a broader, or more recent, range of literature.
- Though this would be practically impossible to implement, more focused curriculum in regards to our topics. I especially feel that the materials we discuss in 6000 and 6010 are so far out of my area, it hinders my understanding on occasion.
- Developing a relationship with our committee members seems to be the most important aspect of moving us through the program. Directed readings has been the most helpful overall. Moving this up in the program to the first year spring semester would be great.
- More workshops or classes focusing on turning a stack of primary sources into a solid argument. How to find the context of a source? How many sources do we need to make a certain statement about history? Useful databases? More preparations in year one for archives. Advice on how to look for and what to look for and how to analyze it.
- Ask students what theories they may engage with in their research and maybe insert ethics into the theory curriculum. HIST 6000 could be made more effective. Along with methods and historiography, it would be good to understand. (Evaluate approaches to primary sources.)
- Little assignments can get kind of incumbent, maybe more opportunity to just work on our own research.