Prior to History 400a

1 [0001]For each History course you've taken prior to 400a, indicate how effective the course was in teaching you to analyze primary sources (PS) AND evaluate secondary sources (SS).

(For courses you have not taken, choose the "No Answer" option.)

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>PS Very effective</th>
<th>PS Moderately effective</th>
<th>PS Marginally effective</th>
<th>PS Not at all effective</th>
<th>SS Very effective</th>
<th>SS Moderately effective</th>
<th>SS Marginally effective</th>
<th>SS Not at all effective</th>
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</thead>
<tbody>
<tr>
<td>Intro. to Western Civilization</td>
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<td>An Introduction to Global History</td>
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<td>Postcards from the Atlantic World</td>
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<td>Introduction to the History of Science</td>
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<td>Chinese Perspectives on the Individual and Society</td>
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<td>Sophomore Seminar - Methods and Approaches in East Asian Studies</td>
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<td>The Age of Jefferson and Jackson, 1789-1850</td>
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<td>History of Gender and American Women to 1870</td>
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</table>
2 [0002] Which of the following types of papers have you written within the courses identified above?

Please choose only one of the following:

- Short papers (2-8 pages)
- Intermediate-length papers (9-20 pages)
- Long papers (20+ pages)
- Papers using secondary sources
Papers using primary and secondary sources
Papers requiring a summary and critical response to a scholarly argument
Papers requiring composition of a concise thesis
Papers requiring systematic use of evidence and coherent argument
Papers written in accord with disciplinary conventions

3 [0003] How effective was the writing of short essays in terms of furthering your learning regarding

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>Conceptualization</th>
<th>Use of evidence</th>
<th>Synthesis and integration of sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very effective</td>
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<tr>
<td>Moderately effective</td>
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<td>Marginally effective</td>
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<tr>
<td>Not at all effective</td>
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</tbody>
</table>

4 [0004] How effective was the writing of intermediate-length essays in terms of furthering your learning regarding

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>Conceptualization</th>
<th>Use of evidence</th>
<th>Synthesis and integration</th>
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<tbody>
<tr>
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<td>Moderately effective</td>
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<td>Marginally effective</td>
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<tr>
<td>Not at all effective</td>
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</tbody>
</table>

5 [0005] How effective was the writing of longer papers in terms of furthering your learning regarding

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th>Conceptualization</th>
<th>Use of evidence</th>
<th>Synthesis and integration</th>
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<tbody>
<tr>
<td>Very effective</td>
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<tr>
<td>Not at all effective</td>
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</tbody>
</table>

6 [0006] An historical argument is a set of propositions designed to demonstrate that a particular conclusion, called a thesis, is defensible. An historical argument gives reasons for holding an informed opinion about an event in the past.

How confident are you in your ability to effectively evaluate historical arguments?

Please choose only one of the following:

- Very confident
- Moderately confident
- Somewhat confident
7 [0007] Have you engaged in historical research before?
Please choose only one of the following:
- Yes
- No

8 [0008] Do you think the senior thesis might pose challenges different from those faced in earlier coursework? Please explain your answer in the comment box.
Please choose only one of the following:
- Yes
- No

Make a comment on your choice here:
Submit your survey.
Thank you for completing this survey.
History - Prior to 400b

There are 13 questions in this survey

Group 1 (multiple choice)

The following questions are in reference to the senior thesis experience.

1 [G1Q1] How valuable was the experience of writing an intellectual autobiography? (if not completed, choose "No Answer.")

Please choose only one of the following:

- Very valuable
- Moderately valuable
- Marginally valuable
- Not at all valuable

2 [G1Q2] Was reading previous student theses helpful in preparation of your own?

Please choose only one of the following:

- Very helpful
- Moderately helpful
- Marginally helpful
- Not at all helpful

3 [G1Q3] How effective was the library session in familiarizing you with necessary research tools?

Please choose only one of the following:

- Very effective
- Moderately effective
- Marginally effective
- Not at all effective

4 [G1Q4] Was the thesis proposal helpful in assisting you to define your topic and organize an appropriate primary and secondary bibliography?

Please choose only one of the following:
5 [G1Q5] In History 400a, did you find close evaluation of primary sources helpful preparation for the research of your Senior Thesis?

Please choose only one of the following:

- Very helpful
- Moderately helpful
- Marginally helpful
- Not at all helpful

6 [G1Q6] Did you find completing the thesis prospectus helpful in preparing for the writing of your thesis?

Please choose only one of the following:

- Very helpful
- Moderately helpful
- Marginally helpful
- Not at all helpful

7 [G1Q7] Did you find the timeline/historical contextualization exercise to be a valuable experience? (If you have not done this exercise, choose the "No answer" option.)

Please choose only one of the following:

- Very valuable
- Moderately valuable
- Marginally valuable
- Not at all valuable

8 [G1Q8] Did you find the critical review of the literature to be a valuable experience when it came to refining your Thesis topic?

Please choose only one of the following:
9 [G1Q9]
An historical argument is a set of propositions designed to demonstrate that a particular conclusion, called a thesis, is defensible. An historical argument gives reasons for holding an informed opinion about an event in the past.

How confident are you in your ability to effectively evaluate historical arguments?

Please choose only one of the following:

- Very confident
- Moderately confident
- Somewhat confident
- Not at all confident

10 [G1Q10] How would you rate the effectiveness of the following elements of History 400a?

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th></th>
<th>One-on-one instruction</th>
<th>Section meetings/small group sessions</th>
<th>Joint meetings of the entire class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very effective</td>
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<tr>
<td>Moderately effective</td>
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<tr>
<td>Marginally effective</td>
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<tr>
<td>Not at all effective</td>
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</tr>
</tbody>
</table>
11 [G2Q1] What did you learn about the nature of historical evidence in History 400a?

Please write your answer here:

12 [G2Q2] What is the single most important secondary source you have read in preparation for the writing of your thesis, and why?

Please write your answer here:

13 [G2Q3] How did you conceptualize the historical argument you will write about in History 400b?

Please write your answer here:
Submit your survey.
Thank you for completing this survey.
Group 1

Having completed the Senior Thesis, you...

1 [G1Q1] You have learned to think critically about the nature of historical knowledge.

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly

2 [G1Q2] You have developed, refined, and mastered disciplinary research skills.

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly

3 [G1Q3] You have mastered a foundation of knowledge about specific places and societies over time.

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly
4 [G1Q4] You have the ability to conceptualize, understand, and critically evaluate arguments within historical scholarship and ways of pursuing historical scholarship?

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly

5 [G1Q5] You have mastered disciplinary writing skills in making persuasive responses to arguments.

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly

6 [G1Q6] An historical argument is a set of propositions designed to demonstrate that a particular conclusion, called a thesis, is defensible. An historical argument gives reasons for holding an informed opinion about an event in the past.

How confident are you in your ability to effectively evaluate historical arguments?

Please choose only one of the following:

- Very confident
- Moderately confident
- Somewhat confident
- Not at all confident
Group 2 (short answer)

7 [G2Q1] Did the research and writing of your senior thesis pose challenges different from those you faced in earlier coursework? Please explain your answer in the comment box.

Please choose only one of the following:

☐ Yes
☐ No

Make a comment on your choice here:


8 [G2Q2] What was the most successful aspect of the thesis experience for you?

Please write your answer here:


9 [G2Q3] Did you find the advice/feedback from faculty readers to be valuable in
your development as a student? If not, how could faculty feedback be made more effective?

Explain your answer in the comment box.

Please choose only one of the following:

- Very valuable
- Moderately valuable
- Marginally valuable
- Not at all valuable

Make a comment on your choice here:

10 [G2Q4] Now that you have completed our entire course of study, would you choose to major in History again? Why or why not?

Please write your answer here:
11 [G3Q1] The history courses you've taken have enhanced...

Please choose the appropriate response for each item:

<table>
<thead>
<tr>
<th></th>
<th>...your theoretical skills</th>
<th>...your methodological skills</th>
<th>...your quantitative skills</th>
<th>...your qualitative skills</th>
<th>...your creative skills</th>
<th>...your ability to translate and expand upon existing knowledge</th>
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</thead>
<tbody>
<tr>
<td>Agree strongly</td>
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<td>Agree somewhat</td>
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<tr>
<td>Disagree somewhat</td>
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</tbody>
</table>

12 [G3Q2] The senior thesis holds the student accountable for the scholarship produced and demands ownership and contribution of original work.

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly

13 [G3Q3] The history courses you've taken have enabled you to have a clear and present command of presentation and communication of course material.

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly
14 [G3Q4] The history courses you've taken have enabled you to translate and transform information from a written product to an oral interpretation (oral product).

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly

15 [G3Q5] The history courses you've taken have enabled you to experience both depth and breadth of a specific subject area.

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly

16 [G3Q6] Social responsibility is the obligation to make decisions and take actions that will enhance the welfare and interest of society as well as the individual.

The history courses you've taken have contributed to your continuing development as a socially responsible person.

Please choose only one of the following:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly
Submit your survey.
Thank you for completing this survey.