

## History Department Senior Questionnaire

Name: \_\_\_\_\_ ID: \_\_\_\_\_ Expected Date of Graduation: \_\_\_\_\_

This questionnaire is designed to help the department as we review the major and work to further strengthen it. We hope it will also help you since, among other things, it invites you to reflect on areas of growth and strength. We recommend you keep a copy for future reference as you prepare resumés and for job interviews. If you prefer to type your responses, you can download a copy in manipulable .doc format on the web at: <<http://www.wheaton.edu/History/>>

Mark the circle by each course in the major that you took at Wheaton College or through a Wheaton-sponsored program:

- |   |  |
|---|--|
| <input type="checkbox"/> HIST 105. World History                    | <input type="checkbox"/> HIST 362. Topics in Asian History (May in Asia) |
| <input type="checkbox"/> HIST 111. World History, Ancient to Modern | <input type="checkbox"/> HIST 363. Topics in Modern Asia. (May in Asia)  |
| <input type="checkbox"/> HIST 115. World History to 1600            | <input type="checkbox"/> HIST 373. Soviet Union and Russia               |
| <input type="checkbox"/> HIST 131. Topics in World History          | <input type="checkbox"/> HIST 374. Nazi Germany                          |
| <input type="checkbox"/> HIST 292. Latin American History           | <input type="checkbox"/> HIST 377. British History to 1688               |
| <input type="checkbox"/> HIST 295. Intro to Historical Inquiry      | <input type="checkbox"/> HIST 378. Britain Since 1832                    |
| <input type="checkbox"/> HIST 305. Intro to History of Christianity | <input type="checkbox"/> HIST 391. Topics _____                          |
| <input type="checkbox"/> HIST 324. Methods of Teaching History      | <input type="checkbox"/> HIST 391. Topics in American History            |
| <input type="checkbox"/> HIST 331. African History                  | <input type="checkbox"/> HIST 452. Women in the U.S.                     |
| <input type="checkbox"/> HIST 334. East Asian History               | <input type="checkbox"/> HIST 455. American Urban History                |
| <input type="checkbox"/> HIST 341. Ancient History                  | <input type="checkbox"/> HIST 461. Pacific War                           |
| <input type="checkbox"/> HIST 343. Ancient Greece                   | <input type="checkbox"/> HIST 463. Enlightenment Modernity               |
| <input type="checkbox"/> HIST 344. Ancient Rome                     | <input type="checkbox"/> HIST 477x. World Christianity since 1800        |
| <input type="checkbox"/> HIST 345. Medieval Europe                  | <input type="checkbox"/> HIST 478x. Christianity to 1900                 |
| <input type="checkbox"/> HIST 346. Renaissance Europe               | <input type="checkbox"/> HIST 479x. Reformation                          |
| <input type="checkbox"/> HIST 348. Revolutionary Europe             | <input type="checkbox"/> HIST 483. Christianity in North America         |
| <input type="checkbox"/> HIST 349. Contemporary Europe              | <input type="checkbox"/> HIST 491. Research Seminar                      |
| <input type="checkbox"/> HIST 351. Amer History to 1865             | <input type="checkbox"/> HIST 494. Christianity and Historical Study     |
| <input type="checkbox"/> HIST 352. Amer History from 1865           | <input type="checkbox"/> HIST 495. Independent Study                     |
| <input type="checkbox"/> HIST 361. Contemporary World               | <input type="checkbox"/> HIST 496. Internship.                           |
|   | <input type="checkbox"/> HIST 498 and 499. Honors                        |
|   | <input type="checkbox"/> Other:  |

## **Part I**

1. What **writing and research assignments** in these courses challenged you the most? Please **list one or two** that were most meaningful to you, that made you aware of your unique interests, or reflected your strengths?

2. Where in the program did you experience the satisfaction of **personal growth**, of **being challenged**? What have you enjoyed most about the major?

3. What aspects of the program were **disappointing** to you? Were there specific requirements or assignments or activities that did not serve you well, **that did not foster intellectual or spiritual growth**?

## **Part II.**

For this section, please write at least one to two paragraphs for each of the following questions. You may use the back of these sheets if you like. More is welcome but not necessary. We encourage you to further reflect on the answers you gave for Part I when answering these questions.

### **A. Historical Knowledge and Skills of Investigation, Analysis, and Interpretation**

The History Department Mission Statement states that the program seeks “to provide students with a foundational knowledge of American, European, and world history” and “to equip students with appropriate skills to investigate, analyze, and interpret historical documents.”

1. Has your training as a History major helped you to master foundational **knowledge** regarding key developments in certain societies? Of what areas of the world do you now feel you have a reasonable understanding? In what areas did you gain deeper understanding? In what ways was the program most effective in teaching this? In what ways could this be improved?

2. Has your training helped you to gain an understanding of the craft and process of historical **investigation, analysis, and interpretation**, the careful reading of primary and secondary texts, the analysis and evaluation of arguments? In what ways was the program most effective in teaching this? In what ways could this be improved?

## **B. Connections between History and Life: Preparation for an Analytical Life**

3. We believe that history offers us **“habits of mind”** that are useful for any and all vocations. How have you grown in your analysis of the world (e.g. complex causes, multiple characteristics, ambiguities in meaning, evaluation of arguments, to name just a few—perhaps you can think of more)? In what ways was the program most effective in teaching this? In what ways could this be improved?

4. In addition, the program aims to provide a **sense of the field** as an academic and professional pursuit. How has this goal been met? In what ways was the program most effective in teaching this? In what ways could this be improved?

### **C. Connections between History and Life: Personal Growth**

The program seeks to introduce to students “the joys and challenges of studying the past so they may better understand themselves, their own cultures, and the broader world”; to help student explore the implications of Christian thinking for understanding and interpreting history; and to do this in such a way that such inquiry can continue into the future in service to church and society.

5. In this final portion, please **tell us your personal history as a History major *in ways that incorporate these themes and issues*** and provide a sense of the degree to which the program has met its goals. How has your training in the major helped you to grow in understanding (yourself, your own culture, the broader world)? How has the program aided your understanding of the complex relationship between Christ and human history? What are one or two ways the program was most effective in teaching these things? What are one or two ways this could be improved?

You're done! We look forward to reading your responses.