

MSU HISTORY

“We prepare graduates to appreciate, craft and practice history”

HISTORY MAJOR PORTFOLIO MANUAL

(Revised 2016)

History Department webpage:

<http://www.minotstateu.edu/history/>

The History Major Portfolio

Overview

The MSU History Program uses a portfolio to assess program goals and individual student outcomes. The portfolio consists of a collection of a student's selected work over the span of the college career, and self-assessments that discuss how these pieces of material demonstrate achievement of the history major goals and student learning outcomes.

Why the Portfolio?

- It offers students a chance to see their progress over the course of the major. It can also reveal strengths, accomplishments, and mastery of the goals and learning outcomes that structure the history major.
- It complements other assessment instruments, particularly those employed by the Teacher Education Program, to ensure that relevant state and national standards are met.
- It gives each graduate a compilation of his or her best work to showcase in graduate, law, or job interviews.
- It provides history faculty with an annual group of portfolios that provides direct measures of student performance, of student perception (self-assessment) of performance, and an opportunity to compare the two against the department's stated goals and outcome expectations. These trends are openly discussed and each year the faculty considers possible changes, corrections, or other responses to improve the history program.

The final reason to complete the portfolio is that **timely submission of a completed portfolio is a graduation requirement for all history majors.**

Starting the Portfolio

History majors are introduced to the portfolio in HIST 280: Practice and Method. The portfolio should include at least six pieces of evidence (for most courses, these will be the major papers and/or projects). There should be at least four pieces of evidence from 200-300 level history classes (projects completed for HIST 280 are not eligible), one 400 level seminar paper, and the major paper written in HIST 401: Historiography. In addition, History BSEd majors should include their Historical Origins of a Contemporary Issue paper, also produced in History 401. Multimedia projects or independent study projects may also be included in the portfolio, particularly if these were the major projects undertaken in an upper-level course. History BSEd students may also include lesson plans from their methods course or student teaching.

Students should save electronic copies of the major papers they write or projects they produce for each course, as well as a copies of the formal assignments.

How to Save Materials

With the rapid evolution of technology, there are now many ways to save electronic files, some better than others. In your computer, save word-processed files as PDFs. REMEMBER: if we cannot open the files you submit we cannot print copies or evaluate your portfolio.

We recommend using the two following methods, in addition to relying on the hard disk in your computer:

- Use a portable USB Flash Drive that you dedicate only to storing your papers and assignments.
- Request a folder on the Blackboard Portfolio Page to which papers can be uploaded (see your advisor).

Not recommended and strongly discouraged:

Saving work exclusively on the hard drive of your primary computer.

Saving work exclusively on the computer of a friend, roommate, or relative.

What to Save/What to Include

The best approach is to begin by saving every paper/project that you produce for an MSU history course, along with the original course assignment sheet.

Materials such as essays, papers, take-home examinations, independent study projects, and multimedia projects are appropriate to include in the portfolio. In-class work such as examinations, whether essay, multiple choice, or other formats, and free-writing are not appropriate to include. A general rule of thumb in choosing the best material is to include papers that required research and not simply the use of course textbooks.

The History Program goals will dictate, to a certain extent, which papers/projects it makes most sense to include in the final portfolio. You should also make an effort to include material at the 200-400 level from the three geographic regions (American, European, and non-western) produced for faculty across the department. Remember to also include the original assignment sheet for each of the papers/projects.

Maintaining the Portfolio

All majors should regularly review the progress of their portfolio with their advisor. This may be done in conjunction with course advising. The safest thing to do is to save every paper/project from every history class, and then, when finalizing the portfolio, select the pieces of work that best demonstrate achievement of the goals.

Completing and Submitting the Portfolio

History majors will finalize the contents of their portfolios and complete the final self-assessment the semester that they graduate. They should meet with their advisors in order to verify the completeness of the portfolio before submitting it. For fall semester graduates, the deadline for turning in the completed portfolio to the advisor will be November 1. For spring semester graduates, the deadline for turning in the completed portfolio to the advisor will be April 1.

Frequently Asked Questions about the History Portfolio

When is the portfolio due?

History majors will finalize their portfolios and complete the final self-assessment the semester that they graduate. For fall semester graduates, the deadline for turning in the completed portfolio will be November 1. For spring semester graduates, the deadline for turning in the completed portfolio will be April 1. Summer graduates should contact their History Department advisor about the portfolio deadline.

Can materials from courses other than history be included in the portfolio?

No. As the purpose of the portfolios is to assess the MSU History Department, all materials included must be products of MSU history courses.

Can materials from history courses taken at other institutions be included in the portfolio?

No. As the purpose of the portfolios is to assess the MSU History Department, all materials included must be products of MSU history courses.

Can I refer to more than one paper/project as indication that I have achieved a particular goal?

Yes. In fact, this is the recommended procedure.

Can I include media projects in my portfolio?

Yes, any project that requires an amount of work equivalent to a paper is suitable for inclusion.

Can I include papers/projects originally produced for an MSU history class, but then reworked for a conference or other public presentation?

Yes.

Can I include more than one piece of work from any one class?

No, unless you have discussed this with your advisor and he or she agrees that you should do so.

What types of work should I not include in the portfolio?

Do not include course examinations, book reviews, short reaction papers, or any in-class writing assignments.

How long does my self-assessment need to be?

For each of the goals, you should write 1-2 double-spaced pages of self-assessment. Explain to what level you think that you have successfully demonstrated achievement of each goal, and support this by reference to the particular papers that you have chosen to include.

If you have any other questions or concerns about the portfolio requirements, discuss them with your History Department advisor or refer to <http://www.minotstateu.edu/history/>.

Checklist of Required Contents for History Major Portfolios

1. History Portfolio Cover Sheet, including the following information:

Academic information:

Your full name
Your MSU ID number
Your advisor's name
Semester of graduation
Major(s) (History BA or History BSE)
Minor(s), if any
Concentration(s), if any
Date you are submitting portfolio

Local contact information:

Your e-mail address
Local address
Daytime phone
Evening phone

Address where you can always be contacted, even after you graduate (parent, relative, etc.):

Address
Daytime phone
Evening phone

2. Table of contents, listing all materials included in the portfolio, in the order in which they are included. For each paper/project, identify the course, instructor, and semester that you produced the work.
3. An unofficial MSU transcript.
4. A completed self-assessment form (which means circling the appropriate numbers, signing, and dating the form. (History BSEd majors complete two additional self-assessment questions))
5. Completed narrative self-assessments for each of the goals. (History BSEd majors complete two additional self-assessment reflections.)
6. At least four pieces of your best work produced in 200-300 level history classes, excluding work done in HIST 280: Practice and Method. Make sure to include the notes and bibliography for each paper/project.
7. One 400-level (seminar) paper/project and your major HIST 401 paper. History BSEd majors should also include their Historical Origins of a Contemporary Issue paper and can choose to include lesson plans from their methods course or student teaching. Make sure to include the notes and bibliography for each, as well as the assignment sheets that spell out the requirements for each paper/project.

History Program Goals

The material that you choose for inclusion in your portfolio should demonstrate your achievement of the program goals listed below. You are encouraged to draw upon more than one item of evidence in your self-analysis for each goal. Each item in the portfolio does not have to relate to every goal, but when complete, your portfolio should provide evidence that you have achieved all goals.

Goal One: To demonstrate an understanding of historical content for a variety of periods and places.

All majors must take courses in American, European and non-Western history. These courses variously address culture, society, government, change and continuity across time.

Goal Two: To develop a sense for chronology, change, and continuity as they pertain to history.

History courses emphasize the importance of student understanding of the dimension of time and change in human existence. A sense for the crucial relationship of the past to the present is emphasized in each course.

Goal Three: To study and demonstrate understanding of historical analysis through such perspectives as globalism, multiculturalism, gender, ethnicity, etc.

Department faculty include these themes throughout the history curriculum; history majors will encounter them continually in their academic career. To ensure a more comprehensive understanding of global or multicultural themes and an understanding of non-Western history and culture, majors must distribute their course work among the areas of American, European and non-western history. The department also offers courses specifically focused on women's history, Native American history, and African American history.

Goal Four: To analyze and interpret primary and secondary sources in the service of historical methodology.

Analysis of primary and secondary sources figures prominently in history courses at MSU. Initially, students in survey courses are exposed to and become familiar with individual documents and excerpts; intermediate level courses require more extensive contact with primary documents such as novels, memoirs, speeches, and film. In addition, these courses include substantial work with secondary sources. Advanced level research courses expect extensive work and analysis of primary and secondary sources. This is critical for students if they seek to research topics for themselves and form their own interpretations.

Goal Five: To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.

Persuasive writing is a primary objective of our department. Majors are introduced to critical thinking and writing as soon as they enter 100-level courses, and refine these skills in all successive courses, as they are called upon to render valid historical judgments in class discussions, oral presentations, examination essays, and research papers. Majors develop skills to present and support persuasive arguments and to synthesize historical interpretations.

Goal Six: To evidence ability to become informed on historiographical issues, through the use of history journals, books and reviews.

Students must be able to locate and use standard works of history. They must also be able to ascertain the trends in the profession by reading current books, book reviews, and professional journals. This goal is a central component of our practice and method course (HIST 280), and is also firmly tied into all of our elective courses. Moreover, students will learn that the writing of history is conditioned by the period and society which produce it.

Additional Goals and Outcomes for Teacher Education candidates/North Dakota State Standards

(Please note that the History Department and/or Teacher Education faculty contribute other assessment data to the Teacher Education Unit to measure full compliance with North Dakota State Standards)

Goal Seven: To develop and demonstrate an understanding of North Dakota History.

Although the History program provides students with the knowledge and skills necessary to content-area preparation, Teacher Education candidates must be able to demonstrate knowledge of North Dakota history specifically, as they will very likely be expected to teach in this area.

Goal Eight: To develop and demonstrate an understanding of the relationship of the past to the present, particularly when addressing controversial issues.

History teachers frequently ask their students to analyze current events in light of their historical backgrounds. Therefore, it is important for Teacher Education candidates to be able to place current events into their historical context and similarly to understand the myriad ways that the past continues to affect the present.

Self-Assessment of History Major Portfolio

On the basis of the materials you have chosen to include in your portfolio, mark the appropriate box under each goal and answer at length the questions that follow each goal, providing evidence from your selected papers/projects to support your assessment.

Goal One: To demonstrate an understanding of historical content for a variety of periods and places. (You can reference your coursework over time as well as selected paper/projects to demonstrate that you have met this goal.)			
1	2	3	4
Coursework reflects the minimum geographic distribution (at least one EU, US, and NW course. Selected papers/projects are only from one geographic area and deal with similar historical topics	Coursework reflects the minimum geographic distribution (at least one EU, US, and NW course) with other coursework largely focused on one geographic area. Selected papers/projects are mainly from two geographic areas and deal with similar historical topics.	Coursework and portfolio reflects engagement with US, EU, and NW areas and selected papers/projects are distributed across two or more geographic areas and display several different historical topics.	Coursework and portfolio reflects engagement with US, EU, and NW areas and selected papers/projects are representative of US, EU, and NW areas and display a variety of historical topics.

Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name _____ Date _____

Goal Two: To develop a sense for chronology, change, and continuity as they pertain to history.			
1	2	3	4
Selected papers/projects draw no connections between historical events and/or periods.	Selected papers/projects draw few reasonable and appropriate connections between historical events and/or periods.	Selected papers/projects draw some reasonable and appropriate connections between historical events and/or periods.	Selected papers/projects clearly draw reasonable and appropriate connections between historical events and/or periods.

Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name _____ Date _____

Goal Three: To study and demonstrate understanding of historical analysis through such perspectives as globalism, multiculturalism, gender, ethnicity, etc. (Selected papers/products should cover at least two perspectives.)

1	2	3	4
The selected papers/projects do not incorporate such perspectives as globalism, multiculturalism, gender, ethnicity, etc. to analyze a historical problem.	The selected papers/projects minimally incorporate perspectives such as globalism, multiculturalism, gender, ethnicity, etc. but they are not used to analyze a historical problem.	The selected papers/projects incorporate perspectives such as globalism, multiculturalism, gender, ethnicity, etc. to analyze a historical problem.	The selected papers/projects thoroughly incorporate perspectives such as globalism, multiculturalism, gender, ethnicity, etc. to analyze a historical problem and advance an argument.

Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name _____ Date _____

Goal Four: To analyze and interpret primary and secondary sources in the service of historical methodology.

1	2	3	4
Papers/projects selected for this goal use one or two secondary sources to advance an argument. Secondary sources are encyclopedic or websites. No use of primary sources in evidence.	Papers/projects selected for this goal use few primary and secondary sources to advance arguments, i.e., most of the information comes from three or fewer sources. Secondary sources are general in nature. Few primary sources are cited or used.	Papers/projects selected for this goal use some secondary sources and some primary sources to advance arguments. Some secondary sources such as historical monographs and research articles are used. Some primary sources such as government documents, newspapers, diaries/memoirs, photographs, annals, chronicles, literary works in translation, etc. are in evidence.	Papers/projects selected for this goal use a number of primary and secondary sources to advance arguments. Secondary sources such as historical monographs and research articles are used. Primary sources such as government documents, newspapers, diaries/memoirs, photographs, annals, chronicles, literary works in translation etc. are in evidence.

Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name _____ Date _____

Goal Five: To develop and demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis (You should probably use a seminar paper or comparable senior level project to demonstrate that you have met this goal.)

1	2	3	4
The selected paper/product does not contain an argumentative thesis nor analysis based on evidence.	The selected paper/product contains an implied argumentative thesis and some analysis based on evidence.	The selected paper/product contains an argumentative thesis explained over two or more sentences and analysis based on evidence.	The selected paper/product contains a clear argumentative thesis (one sentence) and sophisticated analysis based on evidence.

Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name _____ Date _____

Goal Six: To evidence ability to become informed on historiographical issues, through the use of history journals, books and reviews. (Use your major historiography paper, although you can reference other papers/products as well.)			
1	2	3	4
The paper incorporates fewer than two standard and current journals, books, and reviews in advancing a historiographical study.	The paper incorporates few standard and current journals, books, and reviews in advancing a historiographical study.	The paper incorporates some standard and current journals, books, and reviews in advancing a historiographical study.	The paper incorporates a variety of standard and current journals, books, and reviews in advancing a historiographical study.

Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name _____ Date _____

Additional goals/objectives are to be self-assessed by History BSEd majors.

Goal Seven: To develop and demonstrate an understanding of North Dakota History (You may use your ND lesson plan from your Methods course to demonstrate that you have met this goal.)

1	2	3	4
The selected paper/product evidences little understanding of North Dakota history.	The selected paper/product analyzes some aspect of North Dakota history in a limited fashion.	The selected paper/product analyzes some aspect of North Dakota history in a solid fashion.	The selected paper/product analyzes some aspect of North Dakota history in a sophisticated fashion.

Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name _____ Date _____

Goal Eight: To develop and demonstrate an understanding of the relationship of the past to the present, particularly when addressing controversial issues. (Use your Historical Origins of a Contemporary Issues paper from HIST 401, although you can reference other papers/products as well.)

1	2	3	4
The selected paper/product provides little historical context for a controversial issue.	The selected paper/product provides a limited analysis of a controversial issue and its historical context. Relations between the past and the present are not fully drawn out.	The selected paper/product shows some analysis of a controversial issue and its historical context, showing some ways how the past and present interact.	The selected paper/product analyzes a controversial issue in historical context, showing how the past and present interact.

Answer the following questions on a separate page. Your self-assessment for this goal should be 1-2 typed, double-spaced pages in length.

Which papers/projects offer evidence that you have achieved this goal?

How does this evidence demonstrate your achievement of the goal?

Do you believe you have achieved this goal more fully than is demonstrated by the included papers/projects? Explain.

Student name _____ Date _____

