

## **MSU HISTORY**

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

## **HISTORY MAJOR PORTFOLIO MANUAL**

**Revised Summer 2026**

**History Program webpage:**

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

## **The History Major Portfolio**

### **Overview**

The history major portfolio collects a student's work from their career as a history major at MSU, together with self-assessments that discuss how this work demonstrates their achievement of the history program's student learning goals and outcomes. History majors are introduced to the portfolio in HIST 280: Practice and Method and create the material that comprises the portfolio over the course of their history classes. Timely submission of a completed portfolio is a graduation requirement for everyone who earns a History B.A. or B.S.Ed. degree.

### **Required Enrollment in HIST 097: History/Social Science Portfolio**

As part of completing their portfolios, each student must register for this course in the semester they intend to submit their portfolio for their History B.A. or B.S.Ed. degree. Successfully completing and submitting your portfolio by the due date will result in you earning a grade of S (Satisfactory) in this course.

## **Contents of the Portfolio**

The portfolio collects your major work from your history classes and your self-assessment of how well you have met your degree program's student learning outcomes based on that work. The self-assessment uses the rubrics found on pages 5–10 of this manual.

### **How long does my self-assessment need to be?**

For each of the student learning outcomes, you should write 1–2 double-spaced pages or about 300–600 words of self-assessment. Explain to what level you think that you have successfully demonstrated achievement of each outcome, and support this by referring to the particular papers that you have chosen to include.

### **Portfolio Checklist**

Follow the checklist for your degree area. Include your papers and detailed self-assessments.

#### **History B.A.**

- Seminar paper from your 400-level history seminar
- Four pieces of evidence from 200–300 level history courses
- Self-assessment of B.A. program student learning outcomes

#### **History B.S.Ed. – History Track**

- Seminar paper from your 400-level history seminar
- Four pieces of evidence from 200–300 level history courses
- One piece of evidence from a 300–400 level course in your selected social science support area (ECON, POLS, or GEOG)
- One project or lesson plan from HIST 220 or HIST 391 or other material from student teaching that demonstrates knowledge of North Dakota history
- The essay from HIST 280 on the origins of a contemporary/controversial issue
- Self-assessment of B.S.Ed. program student learning outcomes

**History BSED – Social Studies Track**

- Seminar paper from your 400-level history seminar
- Four pieces of evidence from 200–300 level history courses
- Two piece of evidence (one from each selected area) from a 300–400 level course in your selected social science support areas (ECON, POLS, or GEOG)
- One project or lesson plan from HIST 220 or HIST 391 or other material from student teaching that demonstrates knowledge of North Dakota history
- The essay from HIST 280 on the origins of a contemporary/controversial issue
- Self-assessment of B.S.Ed. program student learning outcomes

**Transfer students:** use work completed at MSU to complete as much of the portfolio as possible. Consult the history coordinator if you have questions.

**Do not include:**

- In-class work, such as examinations in any format or in-class writing
- Book reviews, essays, or reaction papers that focus on and use only one source
- Work for history classes not taught by MSU history faculty
- Work completed at institutions other than MSU

**How to Save Materials for your Portfolio**

Each semester you must save electronic copies of the major papers you write or projects you produce for each non-survey history course and for your upper division social studies support course(s). Save your files in the folder that the history program creates in your university-provided Microsoft Office 365 One Drive account. If you do not have or cannot locate this folder in One Drive, ask the history program coordinator right away. In addition to this, you should save a back-up copy of your files.

**What Work to Include**

Save every major paper or project that you produce for a history course or social studies area course. When you select the final pieces of work for the portfolio, you should include work that require research.

**Other Pieces: Cover Sheet and Self-Assessment**

Along with copies of your work, your portfolio must include a cover sheet that gives your academic and contact information, a table of contents, a copy of your unofficial transcript, and your self-assessment for each of the history program's student learning outcomes. All items must be saved in the One Drive folder created by the program for your portfolio.

## **Checklist of Required Contents for Portfolios**

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 B.A. or History B.S.Ed.)

Minor(s) if any

Concentration(s) if any

Local contact information:

Your e-mail address

Local address

Daytime phone

Evening phone

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

Daytime phone

Evening phone

The completed numerical self-assessments and completed narrative self-assessments for each of the student learning outcomes. History B.A. majors complete self-assessments for seven student learning outcomes, while B.S.Ed. majors complete assessments for an additional three outcomes for a total of ten.

Pieces of evidence as described above. Make sure to include the notes and bibliography for each item.

## Self-Assessment Rubrics

These are the student learning outcomes and the rubrics that you follow when completing your self-assessment. In your self-assessment, you give each outcome a numeric rating and explain how your evidence demonstrates that rating in an entry of about 1–2 double-spaced pages or about 300–600 words. Do not give yourself partial grades (e.g. it is a 2 or a 3 not a 2.5).

The work that you include as evidence in your portfolio should demonstrate your achievement of these student learning outcomes. You will discuss that work as well as your other history/social science coursework when writing your self-assessment. Remember that you can and should draw upon more than one piece of evidence for each learning outcome in your self-assessment.

| <b>Student Learning Outcome 1.1: Relate historical content for a variety of periods and places.</b>                                             |                                                                                                                                                           |                                                                                                                                                                                   |                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                                                                                                               | 2                                                                                                                                                         | 3                                                                                                                                                                                 | 4                                                                                                                                                                   |
| Coursework reflects the minimum geographic distribution. Evidence comes from only one geographic area and deals with similar historical topics. | Coursework reflects the minimum geographic distribution. Evidence comes mainly from one of two geographic areas and deals with similar historical topics. | Coursework and portfolio reflect engagement with US, EU/NW areas. Evidence is distributed across two or more geographic areas and deals with several different historical topics. | Coursework, portfolio, and evidence all reflect engagement with US and EU/NW areas. Evidence covers both areas and deals with a great variety of historical topics. |

| <b>Student Learning Outcome 1.2: Explain chronology, change, and continuity as they pertain to history.</b> |                                                                                                              |                                                                                                               |                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1                                                                                                           | 2                                                                                                            | 3                                                                                                             | 4                                                                                                                |
| Selected evidence draws no connections between historical events and/or periods.                            | Selected evidence draws few reasonable and appropriate connections between historical events and/or periods. | Selected evidence draws some reasonable and appropriate connections between historical events and/or periods. | Selected evidence clearly draws reasonable and appropriate connections between historical events and/or periods. |

**Student Learning Outcome 2.1: Select relevant historical material from both primary and secondary sources.**

| 1                                                                                                                                                                                                        | 2                                                                                                                                                                                                                                                                             | 3                                                                                                                                                                                                                                                             | 4                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selected evidence uses one or two secondary sources. Secondary sources are general in nature. No primary sources are used. Evidence drawn from sources often is unrelated to the topics being discussed. | Selected evidence uses few primary and secondary sources; most of the information comes from three or fewer sources. Secondary sources are general in nature. Few primary sources are used. Evidence drawn from sources is not always relevant to the topics being discussed. | Selected evidence uses more than three each of primary and secondary sources that include both primary sources and specific secondary sources such as monographs or research articles. Evidence drawn from sources is relevant to the topics being discussed. | Selected evidence uses many and varied primary and secondary sources. Secondary sources include a range of monographs and research articles. Evidence drawn from sources is closely relevant to and illuminates the topics being discussed. |

**Student Learning Outcome 2.2: Demonstrate the ability to become informed on historiographical issues through the use of history/social science journals, books, and reviews.**

| 1                                                                                                                                        | 2                                                                                                                                                                        | 3                                                                                                                                                                                            | 4                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Selected evidence incorporates fewer than two standard and current journals, books, and reviews and lack any historiographic assessment. | Selected evidence incorporates few standard and current journals, books, and reviews, and they advance a simple historiographical perspective based on change over time. | Selected evidence incorporates some standard and current journals, books, and reviews, and they present an historiographic assessment that identifies different influences and perspectives. | Selected evidence incorporates many standard and current journals, books, and reviews in presenting and comparing a full range of an historiographical perspectives. |

**Student Learning Outcome 3.1: Demonstrate command of the mechanics of historical writing.**

| 1                                                                                                                                                                                                                                                                                                                                                                                                                       | 2                                                                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                                                                 | 4                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Citations are absent or so inaccurate as to prevent clear identification of the sources used. Quotations are not integrated into the student's writing, and they do not act as evidence supporting an argument. The formatting does not match what was assigned. The writing contains more than a few grammar and spelling errors, and it lacks coherence or is inappropriate for academic work (vulgar, slangy, etc.). | The citations have formatting errors but do fully identify the sources used. Quotations from sources are sparse or overused in places, and quotations and paraphrases are not always effectively employed as evidence. The work has minor formatting errors. The writing contains few grammar and spelling errors, and it is only occasionally unclear or not academic in style. | Almost all citations are correctly formatted and fully identify the sources used, with the few errors being minimal. The work balances quotation and paraphrasing used as evidence with the student's own writing. The work has no formatting errors. The writing is free of grammar and spelling errors, and it is effective and easy to follow. | Citations are correct in all particulars. Quotations are concise, and quotation and paraphrasing are used to provide strong evidence for the historical argument. The work is free of formatting errors, and its clear and compelling writing fully supports the historical arguments made. |

**Student Learning Outcome 3.2: Analyze and interpret primary and secondary sources in the service of historical analysis.**

| 1                                                                                                                                                | 2                                                                                                                                                                                                                       | 3                                                                                                                                                                                           | 4                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Material taken from sources is not analyzed or is not related to the paper's or project's historical interpretation. Sources are misinterpreted. | Analysis often consists of merely making general statements based on information drawn from sources or rewording material quoted or paraphrased from sources. Sources are often discussed in isolation from each other. | The analysis and interpretation of material drawn from sources is generally valid and specific. That analysis includes discussing sources in context and comparing sources with each other. | Material is critically, specifically, and convincingly analyzed and interpreted. The analysis draws insight from sources and uses that evidence and insight to advance an historical argument. |

**Student Learning Outcome 3.3: Employ perspectives such as globalism, multiculturalism, gender, or ethnicity to perform historical analysis.**

| 1                                                                                                                                                                  | 2                                                                                                                                                                       | 3                                                                                                                     | 4                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The selected evidence does not incorporate such perspectives as globalism, multiculturalism, gender, or ethnicity to analyze an historical/social science problem. | Portions of the selected evidence incorporates one or two perspectives, but those perspectives are not used effectively to analyze a historical/social science problem. | The selected evidence incorporates two perspectives at a simple level to analyze a historical/social science problem. | The selected evidence thoroughly incorporates two or more perspectives to effectively analyze a historical/social science problem and advance an argument. |

**Student Learning Outcome 3.4: Demonstrate advanced critical and analytical thinking and writing skills, including the ability to present and support an argumentative thesis.** You should use the 400-level seminar paper or a comparable senior-level project to as evidence for this student learning outcome.

| 1                                                                                                                                              | 2                                                                                                        | 3                                                                                                                                         | 4                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The selected evidence is fundamentally summary or narrative and contains neither argumentative theses nor critical analysis based on evidence. | The selected evidence contain implied argumentative theses and some critical analysis based on evidence. | The selected evidence contain explicit argumentative theses explained over two or more sentences and critical analysis based on evidence. | Each piece of the selected evidence contains an explicit, clear, and one-sentence argumentative theses and sophisticated critical analysis based on evidence. |

**Additional Student Learning Outcomes for History B.S.Ed. Teacher Education candidates based on North Dakota State Standards.** If you are a History B.A. major, do not include evidence or complete self-assessments for SLO 4.1, 4.2 and 4.3.

**Student Learning Outcome 4.1: Develop and demonstrate an understanding of North Dakota history.** You may use your North Dakota lesson plan from your Social Science Teaching Methods course or a project or paper from HIST 220: North Dakota History to demonstrate that you have met this student learning outcome.

| 1                                                                                | 2                                                                                        | 3                                                                                      | 4                                                                                              |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| The selected evidence demonstrates little understanding of North Dakota history. | The selected evidence analyzes some aspect of North Dakota history in a limited fashion. | The selected evidence analyzes some aspect of North Dakota history in a solid fashion. | The selected evidence analyzes some aspect of North Dakota history in a sophisticated fashion. |

**Student Learning Outcome 4.2: Develop and demonstrate an understanding of the relationship of the past to the present, particularly when addressing controversial issues.** You must use your contemporary/controversial issue paper from HIST 280 as evidence, although you can reference other papers or projects as well.

| 1                                                                                                                                                                              | 2                                                                                                                                                                                                                                       | 3                                                                                                                                                                                   | 4                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The selected evidence provides little historical context for a controversial issue. The paper does not use history secondary sources but instead draws from other disciplines. | The selected evidence provides a limited analysis of a controversial issue and its historical context. Relations between the past and the present are not fully drawn out. Some but not all of the sources used are historical sources. | The selected evidence shows some analysis of a controversial issue and its historical context, showing some ways the past and present interact. All sources are historical sources. | The selected evidence analyzes a controversial issue in historical context, showing how the past and present interact. All sources are historical sources. |

**Student Learning Outcome 4.3: Demonstrate knowledge of one social studies support area for the History track degree or two support areas for the Social Studies track degree.**

| 1                                                                                                                                                                                                           | 2                                                                                                                                                             | 3                                                                                                                                                          | 4                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The selected evidence demonstrates a basic level of knowledge in the social studies support area(s). That basic knowledge is presented in summary or narrative form and is not used to support an argument. | The selected evidence demonstrates a general level of knowledge in the social studies support area(s) and uses that general knowledge to support an argument. | The selected evidence demonstrates specific knowledge in the social studies support area(s) and uses that knowledge to support an evidence-based argument. | The selected evidence comes from both social studies and history works. That evidence demonstrates specific knowledge in the social studies support area(s) and uses that knowledge to support evidence-based arguments in the social studies and support context and analysis in historical research. |