History Minor Assessment Portfolio

Minor requirements

1. Five units in history, in at least three geographical fields.
   1. All courses must be taken for a numerical grade, except those offered only on a
      1. credit/no credit basis.

No more than three 100-level units may be counted toward the minor.

Aims of the Minor

Like the History Major, the Minor helps “prepares the student for effective citizenship in today's interdependent world. History courses look at how societies have organized themselves, and how they have interacted with each other around the world, from earliest times to the present.” And, like the Major, the Minor aims to foster student learning in the four distinct areas highlighted in our Departmental Learning Goals (DLG)

1. Written communication skills

* + - * 1. a. Writes coherent and cogent prose
  1. b. Uses correct grammar

1. Content outcomes
   1. a. Knows main events, personages, historical dynamics shaping societies from at least three regions of the world
   2. b. Understands how the histories of different societies are interconnected

3.     Historical thinking and analysis

a.       Understands what it means to say that historical narratives are constructed

and knows that historical narratives and interpretations change over time.

b.      Understands how to analyze secondary sources.

c.       Understands the difference between a primary and secondary source and

that what is “primary” depends on how you are using it (e.g., a textbook is a primary source if you are doing a history of textbooks)

d.      Understands how to analyze the content of primary sources, to properly

contextualize them in their place and time, and to draw culturally and historically appropriate conclusions from them.

e.       Knows the difference between a personal reaction to historical materials

and an intellectual analysis of them.

1. Knowledge production
   1. Knows how to formulate a historical thesis and develop it with proper use of evidence and suitable documentation. Knows why this is important, and knows how a paper structured around an analytical thesis differs from a paper that simply arranges data.

b. Knows how to carry out historical research

Assessment of Student achievement in the Minor

Student learning via the minor will be assessed through a very short and focused portfolio (summarized below). In addition to a form outlining the courses they took within the Minor (highlighting geographical distribution requirements) Students will be required to submit two exemplars from their career at Albion College. These include a graded term paper (analytical essay) from their first history class and a graded paper from their most advanced history class (junior or senior year). Each paper will be assessed by a member of the History faculty on a standardized form (see below) emphasizing our DLG (1, 3-4).

The resulting data will be analyzed with an eye to identifying areas of strength and weakness in student achievement, which will be used in regular (?) reviews of the History Minor.

Portfolio Contents:

1. Front Matter
   1. Title page (name, student number, and year of graduation)
   2. Table of Contents
   3. Minor information form: List of History Courses taken at Albion College including geographical distribution requirements.
   4. Copy of Departmental Learning Goals (DLG)
   5. Copy of Assessment Portfolio rubric
   6. Blank Faculty Assessment Form
2. Required Exemplars
   1. 100 level/first year history paper [intended as a ‘diagnostic’ tool for all our DLG] (1, 3-4)
   2. History paper written in junior or senior year [tracking student achievement in same DLGs (1, 3-4).
3. Faculty Assessment Form
   1. A standardized evaluation form for the portfolio as an indicator of achievement in DLG (1, 3-4)