**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.

Mark an “X” by each course in the major that you took at Wheaton College or through a Wheaton-sponsored program (please specify 102, 103, 391 topic or Other):

 HIST 102. Topic:

 HIST 103. Topic:

 HIST 105. World History

 HIST 201. Why History?

 HIST 232. History in Africa Since 1850

 HIST 251/351. American History to 1865

 HIST 252/352. American History from 1865

 HIST 291. Intro to Modern East Asia

 HIST 292. Latin American History

 HIST 295. Intro to Historical Inquiry

 HIST 305. Intro to History of Christianity

 HIST 324. High School History/Social Science Methods

 HIST 325. Middle School History/Social Science Methods

 HIST 334. East Asian History

 HIST 335. The Construction of Modern Japan, 1800-1960

 HIST 336. Modern Korea

 HIST 345. Medieval Europe

 HIST 346. Renaissance Europe

 HIST 348. Revolutionary Europe

 HIST 349. Contemporary Europe

 HIST 353. American Cities & Suburbs

 HIST 356. The American Revolution

 HIST 357. The American Civil War

 HIST 374. Nazi Germany

 HIST 377. British History to 1688

 HIST 391. Topics:

 HIST 455. American Urban History

 HIST 483. Christianity in North America

 HIST 491-92. Honors Research Sequence

 HIST 494. Christianity and Historical Study

 HIST 495. Independent Study

 HIST 496. Internship.

 HIST 498 and 499. Honors

 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.