

# Department of History Graduate Student Handbook 2021-2023





# Contents

---

## **1 — Welcome**

- 1 Mission statement
- 1 Program overview
- 2 Graduate program goals

## **2 — Contact information**

## **2 — Admissions requirements and process**

## **3 — Graduate certificate in history**

- 3 Graduate Certificate: One-Year Plan
- 4 Graduate Certificate: Two-Year Plan
- 4 Graduate Certificate: Create your own plan

## **5 — Master of Arts in history**

- 5 Master of Arts: Curriculum map

## **6 — Master of Science in history**

- 6 Master of Science: Curriculum map

## **7 — Graduate policies**

- 7 College of Graduate Studies
- 7 Department of History

## **7 — Capstone project**

- 7 Portfolio
- 8 Thesis

## **8 — Research and funding support**

- 8 Graduate assistantships
- 9 Research grants
- 9 Other awards

## **10 — Graduate courses**

- 10 500-level courses
- 10 600-level courses

## **10 — Study away/abroad opportunities**

## **10 — Internships and in-service opportunities**

## **11 — Advising**

- 11 Advising system
- 12 Filing a plan of study
- 12 Style manual
- 12 Important checkpoints

## **12 — Graduate Certificate portfolio guide**

## **13 — Career planning/best practices for graduate students**

- 13 Career Development Center (CDC)
- 13 Internships and volunteerism

## **13 — Faculty teaching and research interests**

- 13 Dr. Justin Biel
- 14 Dr. Angela Jill Cooley
- 14 Dr. Chris Corley
- 15 Dr. Jameel Haque
- 15 Dr. Lori Ann Lahlum
- 16 Dr. H. Matthew Loayza
- 16 Dr. Chad McCutchen
- 16 Dr. Agnes Odinga
- 17 Dr. Tao Peng
- 17 Dr. Kyle Ward

## **18 — Additional resources**

- 18 Campus resources
- 18 History resources

## **A1 — Appendices**

- A1 Appendix 1: Graduate Certificate Plan of Study
- A3 Appendix 2: Assessment Rubric for Graduate Certificate Portfolio
- A4 Appendix 3: Portfolio Defense Outcome Form
- A5 Appendix 4: Assessment Rubric for Thesis Proposal
- A6 Appendix 5: Assessment Form for Completed Thesis
- A7 Appendix 6 Assessment Form for MS Portfolio

# Welcome

---

Welcome to the Department of History at Minnesota State University, Mankato.

## Mission statement

Our faculty seek to develop a broader, deeper understanding of the past by offering a globally oriented curriculum that introduces students to the methods and processes used by professional historians to make informed, accurate conclusions about the past.

Our faculty emphasize that history stretches beyond the borders of the United States. Students at Minnesota State Mankato will explore the histories of North and South America, Europe, Africa, and Asia, and they will study with scholars who have lived and worked in these regions. The diverse backgrounds of both instructors and students will make for lively classroom discussions with multiple points of view.

Our dynamic curriculum will be informed by our faculty's own life experiences, by our research, by our engaged participation within scholarly communities, and by the partnerships which we develop and maintain both within, and beyond, the university community.

As scholars, teachers, and developers of creative pedagogies, the history faculty provides foundational skills indispensable to multiple careers and to informed, active citizenship. Our faculty emphasize that historical analysis is focused on compiling and assessing the quality of evidence and data from varied types of sources. In doing so, we facilitate analytical and critical thinking skills, research and writing skills, speaking and presentation skills, and skills that develop cultural awareness and empathy. We prepare students to conduct research in original sources, to read and think critically, to convey their conclusions verbally and in writing, and to use their contextual understanding of the past to make decisions in the present.

## Program overview

The graduate program in history at Minnesota State University, Mankato provides a foundation for advanced study and professional development that prepares individuals for careers in teaching, law, journalism, public service, museums, and business. Students develop essential career skills, such as the ability to analyze conflicting information and viewpoints, write clearly and communicate ideas, find reliable evidence for judgments about human actions and motives, and place particular events in a broader context.

Students who join our program can pursue one of three avenues related to their own career goals:

Current high school or community college instructors may wish to pursue a **Graduate Certificate** in history.

Students who would like to work toward a Ph.D. so that they might teach in a community college or university setting are encouraged to pursue the **M.A. in history**.

Students who are interested in applying their graduate degree toward fields in public history, law, museums, or public service may wish to pursue an **M.S. in history**.

Our program prepares students for many future careers, for responsibilities in a democratic society, and for the challenging ambiguities that they will encounter in life no matter what they do or where they go in the world. Our courses encourage a comparative, analytical approach to diverse cultures, historical eras, social conflicts, influential ideas, and the human experience.

Upon entering the program, students have the opportunity to enroll in a wide variety of courses that focus on developing their research, analytical, and writing skills. Students pursue original research and regularly present their work at professional meetings. At the culmination of their coursework, prospective graduates are required to write a thesis or to develop a portfolio as either a springboard to admission to doctoral level graduate programs or for preparation for careers beyond academia.

## Graduate program goals

- Goal 1: Our students understand the nature and purpose of history and historical reasoning.
- Goal 2: Our students attain the research and writing skills necessary to solve historical problems.
- Goal 3: Using critical thinking, our students understand the complex nature of the historical record.
- Goal 4: Our students demonstrate an advanced mastery of communication skills.
- Goal 5: Our students apply historical knowledge and analysis to professional practices and contemporary civic dialogues.

## Contact information

---

### History Department office

Armstrong Hall 110  
Minnesota State University, Mankato  
Mankato, MN 56001  
Phone: 507-389-1618  
Email: history@mnsu.edu

### Graduate Coordinator

Lori Ann Lahlum, Department of History

221N Morris Hall  
Minnesota State University, Mankato  
Mankato, MN 56001  
Phone: 507-389-6334  
Email: lori.lahlum@mnsu.edu

## Admissions requirements and process

---

The Department of History's Curriculum and Graduate Committee grants admission to the Master's Program. All applicants must first apply to the College of Graduate Studies. Students who wish to pursue a Graduate Certificate in history need only to apply to the College of Graduate Studies.

Applicants should meet the following minimum requirements:

- Minimum GPA of 3.0 on a 4.0 scale for all undergraduate work.
- At least 16 undergraduate semester credits in history. Six of the credits must be in United States history, and 6 in European history.
- English Proficiency: TOEFL score of 100 or an IELTS score of 7.

Students who wish to pursue the M.A. or M.S. in history should submit the following material:

- A statement of purpose that clearly outlines the applicant's interest and purpose for seeking a master's degree in history.
- A substantial paper, 10-30 pages long, preferably submitted for an upper-division history class as a writing sample.
- Two letters of reference that clearly address the applicant's academic abilities and prospects for success in the Minnesota State Mankato history program.

---

*"I appreciated the high expectations the professors had for their students. The professors were there to help and guide, but also expected that students knew they were being held to a higher standard, both for writing and for analysis of materials. The standards that the students were held to while in the program makes them better writer and proofreaders, and better at providing historical analysis. "*

*Heather Harren - MS, 2011*

*Communications Manager, Blue Earth County Historical Society*

---

## Graduate certificate in history

---

The Graduate Certificate in history is designed to accommodate both secondary school teachers and community college instructors who would like to further their professional development, give teachers the proper credential for teaching history in “College in the Schools” courses (with a master’s degree in another field), or earn the first credits toward an eventual Master’s degree.

### Curriculum

The flexible eighteen-credit curriculum includes any combination of 500 or 600-level level history courses (16 credits), plus a 2-credit capstone (HIST 640) where students create a portfolio that highlights projects from the courses taken for the program and connects them with their teaching or other work connections. The graduate courses can be taken on the Mankato campus or online.

### Learning outcomes

Outcome 1: Students will be able to analyze primary and secondary sources, and place them in historical context.

Outcome 2: Students will demonstrate critical thinking through interpretation and synthesis of primary and secondary sources within a historical context.

Outcome 3: Students will produce an electronic portfolio that demonstrates learning in their chosen historical fields through reflective analysis of completed course projects and through specific examples of curriculum development appropriate to their professional activities.

### Graduate Certificate: One-Year Plan

Term	Course number	Course title	Credits
Sum.	HIST5		4
	HIST5		4
Fall	HIST5		4
Spr.	HIST5		4
	HIST640	Portfolio	2

---

*“My interest in the university’s graduate history certificate program began with a primary desire to fulfill requirements to continue teaching College in the Schools courses in world history with recent requirements established by the Higher Learning Commission. Being that I am very involved in our district (head coach of two sports, advisor of other student activities, and committee member), I needed a program that offered the flexibility to earn requisite credits without having to travel. Beyond initial concerns with practicality, however, remained my concern with curriculum and pedagogy that, as an educator myself, would engage and challenge me. After one year, I recognize the soundness in my original decision to apply for and enroll in the program at Mankato, as the courses I completed interested me and provided appropriate rigor and workload for a working professional.”*

*Will Floersheim - B.S., St. Cloud State University  
Social Studies Teacher, Greenway High School, Coleraine, Minnesota*

---

### Graduate Certificate: Two-Year Plan

Term	Course number	Course title	Credits
Fall	HIST5		4
Spr.	HIST5		4
Fall	HIST5		4
Spr.	HIST5		4
	HIST640	Portfolio	2

-OR-

Term	Course number	Course title	Credits
Fall	HIST5		4
Spr.	HIST5		4
Sum.	HIST5		4
Fall	HIST5		4
Spr.	HIST640	Portfolio	2

### Graduate Certificate: Create your own plan

Term	Course number	Course title	Credits
	HIST5		4
	HIST5		4
	HIST5		4
	HIST5		4
Spr.	HIST640	Portfolio	2



# Master of Arts in history

The Master of Arts in history is intended for students who wish to pursue a Ph.D.

## Learning outcomes

Outcome 1: Students will be able to generate research questions and research appropriate primary source documents to assess those questions, as well as analyze the primary sources and evaluate how these sources inform the research question.

Outcome 2: Students will demonstrate mastery of critical thinking through analysis, interpretation, and synthesis of primary and secondary sources.

Outcome 3: Students will be able to assess and critique the historical schools of thought that have shaped scholarly understanding of their thesis topic and can assess where their conclusions fit within the larger scholarly literature.

Outcome 4: Students will be able to produce a high-quality thesis that is well-written and argued that meets professional standards typical for academic publication, with citations and bibliography conforming to the *Chicago Manual of Style*.

## Master of Arts: Curriculum map

Term	Courses	Other benchmarks
Fall 1	HIST615: Historical Thinking and Professional Development (1) 6XX: Research (3) HIST5XX (4)	Meet with Graduate Coordinator  Choose advisor and potential thesis topic  Determine second language acquisition goals if not already met*
Spr. 1	HIST5XX (4) 6XX: Reading (3) HIST677: Independent Study (1)**	Create plan of study  Defend thesis proposal
Fall 2	6XX: Research (3) HIST699: Thesis (2) HIST5XX (4)	Apply for Graduation
Spr. 2	6XX: Reading (3) HIST 699: Thesis (2)	Defend thesis in weeks 7-8  Submit thesis in week 12
<b>Total number of credits: 30</b> (12 at 500 level; 18 at 600 level)		
* Master of Arts requires at least two semesters of an undergraduate second-language sequence.		
**HIST677 in spring 1: student prepares and defends a thesis proposal (proposal rubrics are located in Appendix 4) in an independent study course supervised by the advisor and defended before an examination committee. Passing the defense allows students to proceed with a thesis. Not passing the defense allows students to switch to the M.S. degree.		

*"My graduate studies at MSU introduced me to history not merely as a subject, but as a discipline. I especially enjoyed the research seminars, which taught us how to search for sources, read actively, and write with purpose. My M.A. was the launching point to my academic career. Because of the great support from my mentors at MSU, especially their thoughtful recommendation letters, I was accepted in two PhD programs, both with full funding. Because of the skills learned in my coursework, I was prepared to jump into doctoral studies with confidence."*

Timothy Grundmeier - M.A., 2011  
Professor of History, Martin Luther College  
BA, Martin Luther College

# Master of Science in history

This is a Professional/Applied Degree intended for those who do not intend to pursue a Ph.D., although earning an M.S. degree does not preclude students from entering a Ph.D. program.

## Learning outcomes

Outcome 1: Students will be able to generate research questions and research appropriate primary source documents to assess those questions; analyze the primary sources and evaluate how these sources inform the research question.

Outcome 2: Students will demonstrate mastery of critical thinking through analysis, interpretation and synthesis of primary and secondary sources.

Outcome 3: Students will be able to assess and critique historical schools of thought that have shaped scholarly understanding of a historical event.

Outcome 4: Students will produce a high-quality research paper that is well written and argued, with citations and bibliography conforming to the *Chicago Manual of Style*, that meets professional standards typical for conference presentation.

Outcome 5: Students will be able to apply historical content and skills to professional practices and/or contemporary civic dialogues.

Outcome 6: Students will produce a portfolio that demonstrates learning in their chosen historical fields through reflective analysis of completed course projects and professional activities.

## Master of Science: Curriculum map

Term	Courses	Other benchmarks
Fall 1	HIST615: Historical Thinking and Professional Development (1) 6XX: Research (3) HIST5XX (4)	
Spr. 1	HIST5XX (4) 6XX: Reading (3)	Submit plan of study Search for internship
Sum.	HIST679: Internship (3) <i>can also be done in fall</i>	
Fall 2	6XX: Research (3) HIST5XX (4) or HIST679: Internship (3)	Apply for Graduation Define Portfolio Committee
Spr. 2	6XX: Reading (3) HIST5XX (4) HIST640: Portfolio (2)	Create and defend portfolio
<b>Total number of credits: 34 for APP</b> (16 at 500 level; 18 at 600 level)		

## Graduate policies

---

### College of Graduate Studies

The College of Graduate Studies requires that at least one-half of each M.A./M.S. student's program be in courses only open to graduate students. At Minnesota State University, Mankato, these are 600-level courses.

The College of Graduate Studies requires that students using university resources such as the library, e-mail, or technology services, must register for at least one graduate credit. The College also requires students to register for at least one credit during the semester in which they graduate.

A maximum of 6 credits may be taken for individual study.

### Department of History

**Filing a plan of study:** Graduate students should prepare a plan of study (<https://grad.mnsu.edu/globalassets/college-of-graduate-studies-and-research/files/documents/forms/plan-of-study.pdf>) before the completion of 20 semester credits of graduate study. Usually this occurs during the second semester of the program. The plan of study should be kept up to date and regularly reviewed with the student's advisor and the coordinator of graduate studies.

**Style manual:** The style and format of all papers, portfolios, and theses should conform to the most recent version of *A Manual for Writers of Research Papers, Theses, and Dissertations* by Kate L. Turabian. Students should own and use this manual as a guide to preparation of all papers and projects during their graduate study.

**Grading method:** Graduate-level history courses, including all seminars and theses, are taken on a letter-grade basis.

**Transfer of credit:** A maximum of 10 graduate history credits taken at another university may be applied to the M.A. and M.S. programs as electives if approved by the student's advisor, graduate coordinator, and the College of Graduate Studies. Four graduate history credits taken at another university may be applied to the history Graduate Certificate.

**Thesis:** Prior to writing a thesis, a student must satisfactorily complete a thesis proposal. An oral defense is required for the thesis proposal, the thesis, and the portfolio.

**Credit by Examination:** Testing out is not permitted in any history graduate courses.

**Individual study and internship:** These courses require the approval of the student's advisor and the graduate coordinator.

## Capstone project

---

Graduate Certificate and Master of Science students must create a portfolio that demonstrates mastery of the graduate program learning outcomes. Master of Arts students must complete a thesis.

### Portfolio

In their last spring semester, Certificate and M.S. students will develop an electronic portfolio that demonstrates their mastery of the graduate program learning outcomes. The portfolio will consist of a series of essays and reflections that explain how the student's learning has changed over time, how the student has met the learning outcomes, and how the student's learning contributes to career and professional goals. The essays and reflections will be accompanied by substantive artifacts that provide evidence of the student's learning. Artifacts emerge from graduate coursework and can be supplemented by other co-curricular or professional experiences.

The examination committee will consist of the graduate coordinator and two faculty members chosen by the student and approved by the graduate coordinator. The examination committee is charged with deciding whether the student's portfolio adequately demonstrates mastery of the Graduate Certificate or Master of Science learning outcomes. (Please note this course is only offered spring semester.) (For assessment rubrics, please see Appendix 2 and 6.)

## Thesis

In their second semester, M.A. students will develop a topic and formulate a thesis proposal of approximately fifteen pages. The thesis proposal will be defended before an oral examination committee, which is charged with deciding whether the student's project is feasible and can be completed in a timely manner.

The examination committee will consist of the candidate's advisor and two other members of the Department of History. A member from another university department selected by the candidate in consultation with the advisor and approved by the graduate coordinator may be substituted for one of the Department of History members.

The examination committee will be charged with reviewing both the thesis proposal and the thesis itself. Normally the examinations (defenses) will be concerned only with the thesis, but other questions may be included at the discretion of the committee. (For assessment rubrics, see Appendices 4 and 5).

Examples of student theses may be found in the History Department and in the Memorial Library. Format and other thesis guidelines can be found at: <https://grad.mnsu.edu/capstones/>

---

*"I really enjoyed my time at Minnesota State Mankato. The faculty were great, and I also had the opportunity to be a student on a selection committee for a new staff member. The small-sized classes gave me a lot of opportunities that I may not have had in a larger program. I am a Project Management Analyst for Polaris, where I work with product development teams to help improve their processes and apply different project management tools. My background in history has informed how I tend to approach these problems."*

*Gina Lund - M.A., 2006*

*Project Management Analyst, Polaris Industries  
BA, University of Minnesota, Morris*

---

## Research and funding support

Our university has a rich trove of research materials available for use by graduate students. In addition, the department's faculty and students appreciate the assistance of dedicated faculty such as Professor Daardi Sizemore, librarian and university archivist. Memorial Library provides access to more than 570 full-text electronic journals. The library has been a depository for federal documents since 1962 and of Minnesota state documents since 1958. The Marilyn J. Lass Center for Minnesota Studies and the Southern Minnesota Historical Center are located in the library. Interlibrary loan service obtains books and journal articles from other libraries for MSU student and faculty research.

Students who are aged 62 or older and who are Minnesota residents may take advantage of a tremendous opportunity to enroll in our courses at exceptionally low tuition rates. See the student financial services web page for more information (<https://mankato.mnsu.edu/senior-citizens>).

## Graduate assistantships

The Department of History offers graduate assistantships to support its most promising graduate students. The number of assistantships varies according to funding support from the University. Students must first apply for an assistantship. In early February, a Teaching Assistantship (or other graduate assistantship) announcement will be posted on the Minnesota State Mankato website for available graduate assistantships (<https://admin.mnsu.edu/human-resources/career-opportunities/graduate-assistant-opportunities/>). The faculty reviews and recommends assistantships in the late spring for the following year. Graduate students may apply for federally-funded graduate assistantships. Students admitted to the history master's degree program may apply for graduate assistantships in other departments and units. Advertised graduate assistantships are available online. For questions about graduate assistantships, contact the graduate program coordinator.

## Research grants

Graduate students are also eligible for History Department's Dr. William E. Lass Student Research Grants (<https://sbs.mnsu.edu/academics/history/scholarships-and-financial-assistance/>). Lass grants support travel, per diem expenses, as well as the purchase of supplies or materials. Research may include, but is not limited to, work toward one's thesis or a research paper. For grant proposal information, contact your advisor. Successful applicants may re-apply for a subsequent grant. For further information contact the History Department. It is recommended that applicants have their advisor review application and materials before submission.

## Other awards

Smaller awards of up to \$200 are available from the College of Graduate Studies to any graduate student currently enrolled in a graduate degree program. Students must present the results of their scholarship at a national or regional conference, and invited directly by the program organizer and/or submitted to the program committee for selection. (<https://grad.mnsu.edu/graduate-student-resources/travel-funding/>) Requests must make clear that the presentation is directly related to the student's scholarship or creative pursuits while enrolled in the graduate program. Funding is not typically approved for presentations involving non-scholarly or non-academic topics that are not part of a larger research or creative endeavor or agenda.

The number of awards from the College of Graduate Studies is limited, and funding will be distributed until funds are depleted. The maximum award is \$200. Students must also receive matching assistance from their home department and/or college to specifically assist with the costs associated with travel to the conference or scholarly meeting. Students presenting at more than one conference may request matching funding; however, matching funds will be limited to no more than a grand total of \$200 per student per year, regardless of how many requests are submitted.

### Application Process

Application is by letter or email message. The message should include the student's program and contact information (address, phone, email address), a brief description of the scholarly/creative work and the conference at which it will be presented, and a proposed budget for the trip. Required attachments include a copy of the conference announcement, a letter of invitation or acceptance from the program committee for the conference, evidence that the home department and/or college has agreed to provide funding, and, if applicable, provide an approval of presented research letter from Minnesota State University's Institutional Review Board (IRB).

Travel funds will be transferred to the academic department and then disbursed to the student.

### Letters of Application Should Be Submitted to:

Graduate Student Travel Awards  
Graduate Studies Office  
Minnesota State University Mankato  
115 Alumni Foundation Center  
Mankato, MN 56001  
[grad@mnsu.edu](mailto:grad@mnsu.edu)

## Graduate courses

---

There are two main levels of graduate courses in our program. Master's students should ensure that at least 50 percent of their credits are in 600-level courses.

### 500-level courses

500-level courses often include undergraduates along with a few graduate students (sometimes fewer than three, sometimes as many as six or seven). These courses are geared primarily to the advanced undergraduate student population. Expectations for graduate students differ according to the faculty member teaching the course; however, graduate students are often expected to develop more advanced research papers and projects. If undergraduate students research and produce a ten-page paper, for example, graduate students might be asked to explore the historiography behind the subject in more depth. Graduate students are also expected to take on leadership roles in the classroom. Sometimes they will be utilized as mentors for the undergraduate students.

### 600-level courses

600-level courses only include graduate students. Each Master's student must take two reading seminars (HIST 600, 602, or 604), and two research seminars (HIST 608, 609, 610). Reading seminars are primarily focused on gaining an introduction to the historiography and main historical debates through intensive reading of a given field of history. By the end of the semester, students should have an understanding of the field and its development, and they will have had an opportunity to produce their own historiography through a single project or through a series of responsive essays relating to various topics as the seminar progresses. Research seminars allow students to learn about a field of history while also pursuing their own original research projects. Each year, the history faculty strive to have at least one reading seminar and one research seminar. One of the seminars will be in American history and the other will be in world history.

Other 600-level courses include individual study, internship, in-service, and practicum experiences. Moreover, capstone courses for the Certificate, M.A., and M.S. programs all include coursework at the 600-level.

## Study away/abroad opportunities

---

The History Department frequently offers study abroad and study away opportunities. Graduate students are encouraged to take advantage of these experiences and would likely take the course as an independent study alongside the undergraduates who are enrolled in our 300-level course.

Representative past courses have included study away courses to Mississippi and Alabama, and study abroad courses to Mexico, Cuba, Norway, and France.

## Internships and in-service opportunities

---

To further individualize their programs of study, all M.S. students will earn at least 3 credits of internship experience (HIST 697) prior to graduation. Ideally, the student will use their first fall semester to search for possibilities and enroll in their internship between the beginning of their second and the end of their third semesters.

Internships provide experiential education to history majors who work at a local organization where they can develop and apply historical knowledge and skills. The student will intern at the local organization, read related literature, draft periodic reflections on the experience, meet with the internship coordinator, and submit a capstone project at the end of the semester. In addition to the academic work, students perform at least 40 hours of meaningful labor per credit hour. Meaningful labor includes the time students spend at the local organization.

---

*"As an alumnus of Minnesota State Mankato I have found that my association with the university has opened doors and fostered connections with some of my colleagues who are also alumni. I have networked with a number of people who have studied at MSU, Mankato, and these connections have provided me the opportunities to demonstrate my skills."*

*David Nichols, MS, 2016*

*Inventory Contractor with the Steele County Historical Society*

*Curator of Collections with Scott County Historical Society*

*BA, Minnesota State University, Mankato*

---

Students should attempt to link their internship with potential career goals. Faculty advisors will assist in making connections, exploring possibilities, and communicating with host organizations, but it is up to the student to obtain the internship opportunity. The student's advisor and the graduate coordinator must approve the internship.

HIST697 may be taken for 1-12 credits, and the course can extend over a series of semesters and repeated for credit within a different internship environment. Credits are negotiated with the graduate coordinator or supervising faculty member prior to course approval. Most students can use the following guide for their credits: (40 hours = 1 credit; 80 hours = 2 credits, etc.).

Recent internships have included experiences at the Minnesota Historical Society, the Greater Mankato YWCA, Blue Earth County Historical Society, Nicollet County Historical Society, the Minnesota State University, Mankato Archives, the Freeborn County Historical Society, and the Anoka County Historical Society.

In-service courses (HIST691) are offered in consultation with the department's graduate coordinator, and in collaboration with an institution or organization. They are generally intended for students who seek to increase their skills or knowledge in a particular field.

### **Graduate Learning Outcomes**

These are the skills or knowledge student should learn by the end of the internship. Students who complete an internship should be able to:

Describe the general history of their respective institution and develop an understanding of a specific aspect of the organization's history, its values, or its work. Synthesize this knowledge in a written essay.

Utilize historical research methodologies to conduct primary source research on a particular problem related to the institution and/or the internship responsibilities. Demonstrate proper documentation techniques using *Chicago Manual of Style* formatting.

Practice teamwork skills and reflect upon the intern's ability to contribute to common goals.

Reflect upon how the internship led to new knowledge and skills.

## **Advising**

---

### **Advising system**

The department graduate coordinator is the initial advisor for all students. Students are encouraged to consult with the coordinator before registering for classes each semester. The permanent advisor is selected when the student submits a plan of study (<https://grad.mnsu.edu/globalassets/college-of-graduate-studies-and-research/files/documents/forms/plan-of-study.pdf>). Regular student-advisor consultation is strongly recommended.

## Filing a plan of study

Graduate students should prepare a plan of study before the completion of 20 semester credits of graduate study. Usually this will occur in the second semester of their program. The plan of study should be kept up to date and regularly reviewed with the student's advisor.

## Style manual

The style and format of all term papers and theses should conform to the most recent edition of the *Chicago Manual of Style*. An abbreviated version of this can be found in the most recent version of Kate Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. Students should use this manual as a guide in preparation of all papers during their graduate study.

## Important checkpoints

Students should meet regularly with their advisor, especially prior to registering for classes for the following semester.

During the **first semester in the program**, work with the Graduate Coordinator to decide whether to pursue an M.A. or an M.S.

In the **second semester of the program**, choose an advisor, file a plan of study, and develop a tentative schedule for program completion. Make sure that your program will fulfill all University and department requirements.

Beginning of **final semester of coursework**:

Application for graduation – one semester before planned graduation.

Thesis deadlines – Defense in weeks 7-8; deposit thesis in week 12.

---

*"To anyone thinking of getting a Master's degree from MSU, Mankato, I would say, "Go for it." The faculty are great and the experience is top shelf. There is nowhere that you can't go with a degree from Minnesota State. You will be prepared for the next level, whatever that is."*

*Dr. David Mills - M.A., 2004*

*Assistant Professor, Department of Military History, United States Army Command and General Staff College, Fort Leavenworth, KS.*

*Author of Cold War in a Cold Land: Fighting Communism on the Northern Plains (2015) and Operation Snowbound: Life Behind the Blizzards of 1949 (2018)*

*BA, Frostburg State University*

---

## Graduate Certificate portfolio guide

---

### **Graduate Certificate Learning Outcomes (See Appendix 2):**

Outcome 1: Students will be able to analyze primary and secondary sources and place them in historical context.

Outcome 2: Students will demonstrate critical thinking through interpretation and synthesis of primary and secondary sources within a historical context.

Outcome 3: Students will produce an electronic portfolio that demonstrates learning in their chosen historical fields through reflective analysis of completed course projects and through specific examples of curriculum development appropriate to their professional activities.



### **HIST 640 Course Learning Outcomes:**

Outcome 1: Students will reflect on the Graduate Certificate Learning Outcomes and make connections between their own learning, both within each outcome as well as across the outcomes.

Outcome 2: Students will articulate their skills and explain how their skills arise from their learning experiences, both within and outside of the classroom.

Outcome 3: Students will provide evidence of meeting the Graduate Certificate Learning Outcomes in a formal, public defense format.

## **Career planning/best practices for graduate students**

---

The Department of History encourages students to think about career planning throughout their time at Minnesota State Mankato. The department and University provide various opportunities and resources for career planning.

### **Career Development Center (CDC)**

Career Day is an opportunity for all students in the College of Social and Behavioral Sciences to attend a career fair for jobs, internships, and learn more about career opportunities. You can also attend Career Day panels from history alumni to find out what you can do with your history major. Find more information on Career Day at <https://mankato.mnsu.edu/university-life/career-development-center/>.

The CDC sponsors regular career fairs that allow students to meet with potential employers, have professional photographs taken, and expand networking opportunities.

### **Internships and volunteerism**

Students should consider formal internships and volunteer opportunities at local historical societies, state parks, and other organizations that might relate to future career goals. The graduate coordinator can help students identify, plan, and apply for internships and volunteer opportunities.

## **Faculty teaching and research interests**

---

The Department of History's graduate faculty offers courses in European, United States, Latin American, African, and Asian history.

### **Dr. Justin Biel**

Ph.D., University of Minnesota

#### **Fields of study**

Modern Britain

Colonialism

History of secularism

Enlightenment studies

#### **Graduate courses**

History 514: Early England to 1603

History 515: England Since 1603

History 531: European History Since 1800

History 531: Irish History

History 608: Research Seminar: Modern Britain and the British Empire

History 608: Research Seminar: Revolutionary and Napoleonic Atlantic World

History 608: Research Seminar: Early Modern Empires and the Enlightenment

#### **Representative publications**

"Edge of Enlightenment: The Akbar Tradition and 'Universal Toleration' in British Bengal," *Modern Asian Studies* 53, no. 6 (November 2019).

"Maynooth, the 'Godless Colleges,' and Liberal Imperial Thought in the 1840s," *Irish Historical Studies* 42, no. 161 (May 2018).

## **Dr. Angela Jill Cooley**

Ph.D., University of Alabama

### **Fields of study**

Constitutional and legal history

Civil rights movement

Food studies

### **Graduate courses**

History 568: U.S. Constitutional History

History 581: Civil Rights in the Twentieth Century

History 604: Reading Seminar: U.S. History: The History of Race

History 610: Research Seminar: Civil Rights

### **Representative publications**

"Food Soldiers: Rural Southerners and Food Regulation during World War I," in *The American South and the Great War: 1914-1924*, edited by Matthew Downs and Ryan Floyd, Baton Rouge: Louisiana State University Press, 2018.

"Southern Food Studies: An Overview of Debates in the Field," *History Compass*, August 2018, <http://dx.doi.org/10.1111/hic3.12490>.

*To Live and Dine in Dixie: The Evolution of Urban Food Culture in the Jim Crow South*. Athens: University of Georgia Press, 2015.

"Freedom's Farms: Activism and Sustenance in Rural Mississippi." In *Dethroning the Deceitful Pork Chop: Rethinking African American Foodways from Slavery to Obama*, edited by Jennifer Jensen Wallach, 199-214. Fayetteville: University of Arkansas Press, 2015.

"'The Customer is Always White': Food, Race, and Contested Eating Space in the South." In *The Larder: Food Studies Methods from the American South*, edited by John T. Edge, Elizabeth Engelhardt, and Ted Ownby, 240-272. Athens: University of Georgia Press, 2013.

## **Dr. Chris Corley**

Ph.D., Purdue University

Interim Dean of Library and Learning (not teaching courses but serving on graduate committees)

### **Fields of study**

Premodern European history to 1800

Medieval and early modern European social and cultural history

Women's and gender history

### **Graduate courses**

History 501: Classical World of Greece and Rome

History 503: The Middle Ages

History 506: Renaissance and Reformation

History 507: Age of Absolutism and Enlightenment

History 508: Women and Gender in European History

History 510: The Witch Hunts in Europe

History 600: Reading Seminar: The History of Childhood and Youth

History 608: Research Seminar: European History: Women in Early Modern Europe

### **Representative publications**

"On the Threshold: Youth as Arbiters of Urban Space in Early Modern France." *Journal of Social History* 43 (2009): 139-156.

"Gender, Kin and Guardianship in Early Modern Burgundy." In *Family, Gender, and Law in Early Modern France*, edited by Suzanne Desan and Jeffrey Merrick, 183-222. University Park: Pennsylvania State University Press, 2009.

## **Dr. Jameel Haque**

Ph.D., The Graduate Center of the City University of New York

### **Fields of study**

19th and 20th century Middle Eastern history  
Global approaches to the study of World War I  
Ottoman history  
British Indian soldiers  
Global economic history

### **Graduate courses**

History 502: Foundations of Judaism, Christianity and Islam  
History 546: Modern Middle East  
History 602: Reading Seminar: World War I in a Global Context  
History 609: Research Seminar: US Imperialism in the Middle East

## **Dr. Lori Ann Lahlum**

Ph.D., University of Idaho

### **Fields of study**

American west  
US women and gender  
Minnesota  
Norwegian America  
Scandinavian immigration  
Environmental history

### **Graduate courses**

History 552: Minnesota History  
History 570: American Frontier  
History 571: 20th Century American West  
History 586: American Environmental History  
History 604: Reading Seminar: Western Women and Gender  
History 604: Reading Seminar: Indigenous History  
History 610: Research Seminar: Western Women and Gender

### **Representative publications**

With Molly P. Rozum, eds., *Equality at the Ballot Box: Votes for Women on the Northern Great Plains* (Pierre: South Dakota Historical Society Press, 2019).

With Betty A. Bergland eds., *Norwegian American Women: Migration, Communities, and Identities* (St. Paul: Minnesota Historical Society Press, 2011).

"Women, Work, and Community in Rural Norwegian America," in *Norwegian American Women* (St. Paul: Minnesota Historical Society Press, 2011), 79-117.

"Mina Westbye: Norwegian Immigrant, North Dakota Homesteader, Studio Photographer, 'New Woman'" *Montana: The Magazine of Western History* 60 (Winter 2010): 3-16.

"Growing Up in Norwegian-American Communities: A Preliminary Study of Childhood, Adolescence, and Young Adulthood," in *Norwegian-American Essays 2008: "Migration and Memory,"* ed. Øyvind T. Gulliksen and Harry T. Cleven (Oslo: NAHA-Norway, 2008), 105-136.

"'Everything was changed and looked strange:' Norwegian Women in South Dakota," *South Dakota History* 35 (Fall 2005): 189-216. Received the Herbert S. Schell Award for the best article published in *South Dakota History* in 2005.

## **Dr. H. Matthew Loayza**

Ph.D., Purdue University

Dean, College of Social and Behavioral Sciences (not teaching but serving on graduate committees)

### **Fields of study**

U.S. history

U.S. foreign relations

Cold War

### **Graduate Courses**

History 530: Rock, Music, & American Society, 1950-1990

History 563: US History since 1945

History 566: History of US Foreign Relations in the Twentieth Century

History 604: Reading Seminar: American Foreign Policy

## **Dr. Chad McCutchen**

Ph.D., Texas Christian University

### **Fields of study**

Latin America

Race

Ethnohistory

Atlantic world

### **Graduate courses**

History 532: The Maya, Aztecs, and Incas

History 532: The Pirates of the Atlantic World

History 532: The Spanish Conquest

History 541: Colonial Latin America

History 542: Modern Latin America

History 602: Readings: World History: Colonial Latin America

History 602: Readings: World History: Ethnohistory

## **Dr. Agnes Odinga**

Ph.D., University of Minnesota

### **Fields of study**

African history

Women and gender history

History of medicine and diseases

**Graduate courses**

History 532: Social History of African Women

History 532: Africa: In/Out Hollywood

History 537: African History to 1800

History 538: Modern Africa

History 602: Reading Seminar: Medicine and Diseases in African History

**Dr. Tao Peng**

Ph.D., University of Georgia

**Fields of study**

East Asian international politics (US-East Asian relations, US diplomacy, and East Asian politics and diplomacy)

East Asian history

World history

**Graduate courses**

History 532: East Asian History & Culture

History 534: East Asian History, 1800-1945

History 535: East Asian History, 1945-Present

History 536: History of East Asian Relations with the United States

History 578: America in Vietnam

History 609: Research Seminar: History of U.S.-China Relations

**Dr. Kyle Ward**

Ph.D., Indiana State University

**Fields of study**

Social studies education

US history

**Representative publications**

Not Written in Stone: Learning and Unlearning American History Through 200 Years of Textbooks. New York: The New Press, 2010.

History in the Making: An Absorbing Look at How American History Has Changed in the Telling Over the Last 200 Years. New York: The New Press, 2006.

With Dana Lindaman. History Lessons: How Textbooks from Around the World Portray U.S. History. New York: The New Press, 2006.

## Additional resources

---

### Campus resources

**Accessibility Resources:** <https://mankato.mnsu.edu/university-life/campus-services/accessibility-resources>

**Advising U:** <https://sbs.mnsu.edu/advising>

**Apply for Graduation:** <https://mankato.mnsu.edu/academics/course-planning-and-registration/registration-and-academic-records/current-students-registration-resources/transcripts-and-verifications/graduation-application-and-diploma-replacement/>

**Campus Hub:** <https://mankato.mnsu.edu/university-life/campus-services/campusub>

**Career Development Center (CDC):** <https://mankato.mnsu.edu/university-life/career-development-center/>

**Center for Academic Success:** <https://mankato.mnsu.edu/academic-success-center>

**College of Graduate Studies:** <https://grad.mnsu.edu/>

**Counseling Center:** <https://mankato.mnsu.edu/university-life/health-and-safety/counseling-center/>

**Fellowship Opportunities:** <https://mankato.mnsu.edu/fellowships>

**Kearney International Center:** <https://mankato.mnsu.edu/international>

**LGBT Center:** <https://mankato.mnsu.edu/lgbtc/>

**Memorial Library:** <https://library.mnsu.edu/>

**Nontraditional Student Resources:** <https://mankato.mnsu.edu/university-life/activities-and-organizations/nontraditional-student-Resources>

**Registration and Academic Records (formerly the Registrar's Office):** <https://mankato.mnsu.edu/academics/course-planning-and-registration/registration-and-academic-records/>

**Activities and Organizations:** <https://mankato.mnsu.edu/university-life/activities-and-organizations>

**Scholarship Finder:** <https://mankato.mnsu.edu/university-life/campus-services/campusub/financial-aid/scholarships>

**University Archives:** <https://library.mnsu.edu/archives>

**Veterans Resource Center:** [https://www.mnsu.edu/veterans/resource\\_center/](https://www.mnsu.edu/veterans/resource_center/)

**Women's Center:** <https://mankato.mnsu.edu/wcenter/>

**World Languages and Cultures:** <https://carts.mnsu.edu/academics/world-languages-and-cultures>

### History resources

**American Historical Association (AHA):** <https://www.historians.org/>

**Blue Earth County Historical Society:** <https://blueearthcountyhistory.com/>

**Minnesota Historical Society:** <https://www.mnhs.org/>

**National History Day:** <https://www.nhd.org/>

**Nicollet County Historical Society:** <http://www.nchsmn.org/>

**Organization of American Historians (OAH):** <https://www.oah.org/>

## Appendices

---

### Appendix 1: Graduate Certificate Plan of Study

#### Graduate Certificate: One-Year Plan

Term	Course number	Course title	Credits
Sum.	HIST5		4
	HIST5		4
Fall	HIST5		4
Spr.	HIST5		4
	HIST640	Portfolio	2

#### Graduate Certificate: Two-Year Plan

Term	Course number	Course title	Credits
Fall	HIST5		4
Spr.	HIST5		4
Fall	HIST5		4
Spr.	HIST5		4
	HIST640	Portfolio	2

-OR-

Term	Course number	Course title	Credits
Fall	HIST5		4
Spr.	HIST5		4
Sum.	HIST5		4
Fall	HIST5		4
Spr.	HIST640	Portfolio	2

**Graduate Certificate: Create your own plan**

<b>Term</b>	<b>Course number</b>	<b>Course title</b>	<b>Credits</b>
	HIST5		4
	HIST5		4
	HIST5		4
	HIST5		4
	HIST640	Portfolio	2



## Appendix 2: Assessment Rubric for Graduate Certificate Portfolio

\* indicates expected level of achievement for completion of HIST640

Certificate Learning Outcome	One	Two	Three	Four
<b>Outcome 1A.</b> Students will be able to analyze primary sources and place them in historical context.	Identifies at least three primary source exercises gained through certificate learning experiences for potential use in their own classrooms.	Reflects upon how they are able to use primary source analyses or exercises and place them in historical context.	Critiques primary source analyses or exercises and adapts for their own classroom needs	Develops a philosophy for using primary source analyses or exercises, and placing them within classroom contexts.*
<b>Outcome 1B.</b> Students will be able to analyze secondary sources and place them in historical contexts.	Identifies at least three secondary source exercises gained through certificate learning experiences for potential use in their own classrooms.	Reflects upon how they are able to use secondary source analyses or exercises and place them in historical context.	Critiques secondary source analyses or exercises and adapts for their own classroom needs	Develops a philosophy for using secondary source analyses or exercises, and placing them within classroom contexts.*
<b>Outcome 2.</b> Students will demonstrate critical thinking through interpretation and synthesis of primary and secondary sources within a historical context	Identifies at least three experiences gained through certificate learning experiences for potential use in their own classrooms.	Reflects on how they are able to interpret and synthesize a combination of primary and secondary sources in historical context.	Critiques exercises in which they were asked to synthesize a combination of primary and secondary sources in historical context.	Develops a teaching philosophy that encourages students to interpret and synthesize a combination of primary and secondary sources within a historical context.*
<b>Outcome 3.</b> Students will produce an electronic portfolio that demonstrates learning in their chosen historical fields through reflective analysis of completed course projects and through specific examples of curriculum development appropriate to their professional activities	Includes artifacts and reflections in the portfolio, and most relate to learning outcomes.	Includes artifacts and reflections in portfolio, and all relate to learning outcomes. Portfolio includes a home page and index.	Includes artifacts and reflections that clearly relate to learning outcomes. Portfolio includes a home page and index, and hyperlinks are organized into groups.	Includes artifacts and reflections that clearly relate to learning outcomes. Demonstrates appropriate writing proficiency. Index and layout are clear and well-designed, and document is fully hyper-linked.*

## Appendix 3: Portfolio Defense Outcome Form

Student information	
Student name	Date of defense
Program	
<input type="checkbox"/> Certificate	
<input type="checkbox"/> Master of Science	
Outcome	
<input type="checkbox"/> <b>Pass</b> The student has successfully met the program competencies.	
<input type="checkbox"/> <b>Pass with required revisions</b> The student has not shown evidence of meeting one or more competencies of their program, but has a clear plan to achieve the competency(ies). The student will pass upon providing evidence of achieving the competency and submitting a revised portfolio to the Graduate Coordinator. <b>Required revisions to be noted below:</b>	
<input type="checkbox"/> <b>Not Pass</b> The student has not shown evidence of meeting one or more competencies of their program. The student will need to re-defend the portfolio in order to complete their program.	
Names and signatures of committee members	
Name	Signature
Name	Signature
Name	Signature

## Appendix 4: Assessment Rubric for Thesis Proposal

\* indicates expected level of achievement for permission to continue thesis project

MA Learning Outcome	Prospectus Outcome	Emerging	Developing	Mastering
<p><b>Outcome 1:</b> Students will be able to generate research questions and research appropriate primary source documents to assess those questions; analyze the primary sources and evaluate how these sources inform the research question.</p>	<p>1 A. Student will demonstrate the ability to pose important research questions</p>	<p>Student does not generate an adequate research question.</p>	<p>Student generates research questions that are inadequate for a master's level thesis project.</p>	<p>Student generates research questions that are suitable for a master's level thesis project.*</p>
	<p>1 B. Student identifies and assesses selected primary sources that have the best potential of informing the research.</p>	<p>Student does not identify appropriate primary source material that have potential of informing the research.</p>	<p>Student identifies source materials that are inaccessible or insufficient for the master's thesis project.</p>	<p>Student has identified and assessed selected primary sources that have potential to inform the research.*</p>
<p><b>Outcome 2:</b> Students will demonstrate mastery of critical thinking through analysis, interpretation and synthesis of primary and secondary sources.</p>	<p>2. Student will demonstrate critical thinking through analysis, interpretation, and synthesis of appropriate secondary sources.</p>	<p>Student does not demonstrate effective analysis of appropriate secondary sources.</p>	<p>Student demonstrates analysis and interpretation of secondary sources, but is not able to synthesize them.</p>	<p>Student demonstrates appropriate analysis, interpretation and synthesis of secondary sources.*</p>
<p><b>Outcome 3:</b> Students will be able to assess and critique the historical schools of thought that have shaped scholarly understanding of their thesis paper topic and can assess where their conclusions fit within the larger scholarly literature.</p>	<p>3. Student will be able to assess and critique the historical schools of thought that have shaped scholarly understanding of their thesis topic and can assess where their proposed questions fit within the larger scholarly literature.</p>	<p>Student provides minimal understanding of their thesis topic's historiography.</p>	<p>Student demonstrates an understanding of their thesis topic's historiographic context.*</p>	<p>Student correctly situates their research questions and proposed plan of study within their topic's historiographic context and tries to advance the historical debate.</p>
<p><b>Outcome 4:</b> Students will be able to produce a high quality research paper that is well written and argued, with citations and bibliography conforming to the <i>Chicago Manual of Style</i>, that meets professional standards typical for conference presentation or academic publication.</p>	<p>4A. Student will produce a high-quality, 10-15 page, well-crafted thesis prospectus.</p>	<p>Student fails to demonstrate appropriate communication skills.</p>	<p>Student demonstrates adequate communication skills.*</p>	<p>Student demonstrates high-quality communication skills.</p>
	<p>4B. Student demonstrates ability to create citations and bibliography conforming to the Notes-Bibliography form of the <i>Chicago Manual of Style</i>.</p>	<p>Student fails to provide sufficient citation or provides citations in the incorrect format.</p>	<p>Student understands <i>Chicago Manual of Style</i> and uses it correctly except when confronted with uncommon source citation formats.*</p>	<p>Student demonstrates mastery of the <i>Chicago Manual of Style</i>.</p>

## Appendix 5: Assessment Form for Completed Thesis

\* indicates expected level of achievement for completed thesis

MA Learning Outcome	Emerging	Developing		Mastering
	Level One	Level Two	Level Three	Level Four
<b>Outcome 1:</b> Students will be able to generate research questions and research appropriate primary source documents to assess those questions; analyze the primary sources and evaluate how these sources inform the research question.	Student does not use an adequate number of appropriate primary sources. The thesis is under researched.	Student uses primary sources in an unbalanced and in a superficial matter.	Student uses primary sources adequately.*	Student uses primary adequately and balances a variety of primary sources throughout the thesis.
<b>Outcome 2:</b> Students will demonstrate mastery of critical thinking through analysis, interpretation and synthesis of primary and secondary sources.	Student does not demonstrate the ability to interpret sources with a balanced perspective.	Student demonstrates the ability to interpret sources with a balanced perspective.	Student demonstrates the ability to interpret sources with a balanced perspective and combines them appropriately to prove a thesis.	Student demonstrates the ability to interpret sources with a balanced perspective and combines them appropriately to prove a thesis that is clear and logical, and addresses the research questions raised in the thesis.*
<b>Outcome 3:</b> Students will be able to assess and critique the historical schools of thought that have shaped scholarly understanding of their thesis paper topic and can assess where their conclusions fit within the larger scholarly literature.	Student does not understand the historiography of the thesis topic and is unable to fit their conclusions within the larger scholarly literature.	Student provides minimal understanding of the thesis topic's historiography.	Student places their research within the correct historiographic context or advances the debate without sufficient historiographic context.	Student correctly situates their arguments within the historiography of their topic and tries to advance the debate.*
<b>Outcome 4:</b> Students will be able to produce a high quality research paper that is well written and argued, with citations and bibliography conforming to the <i>Chicago Manual of Style</i> , that meets professional standards typical for conference presentation or academic publication.	4A. Student fails to demonstrate appropriate communication skills.	Student prose includes passive verbs, wordy sentences, and other grammar problems.	Student demonstrates adequate communication skills.*	Student demonstrates clear, concise, persuasive prose style.
	4B. Student fails to provide sufficient citation.	Student provides citations in the incorrect format for <i>Chicago Manual of Style</i> in the bibliography or in the notes	Student understands <i>Chicago Manual of Style</i> and uses it correctly except when confronted with uncommon source citation formats.*	Student demonstrates mastery of the <i>Chicago Manual of Style</i> .

## Appendix 6: Assessment Form for MS Portfolio

\* Indicates expected level of achievement for permission to complete the portfolio.

MA Learning Outcome	Emerging	Developing		Mastering
	Level One	Level Two	Level Three	Level Four
<b>Outcome 1:</b> Students will be able to generate research questions and research appropriate primary source documents to assess those questions; analyze the primary sources and evaluate how these sources inform the research question.	Student does not use an adequate number of appropriate primary sources in projects submitted.	Student uses primary sources in an unbalanced and in a superficial matter in projects submitted	Student uses primary sources adequately.*	Student uses primary adequately and balances a variety of primary sources in the projects included in the portfolio.
<b>Outcome 2:</b> Students will demonstrate mastery of critical thinking through analysis, interpretation and synthesis of primary and secondary sources.	Student does not demonstrate the ability to interpret sources with a balanced perspective.	Student demonstrates the ability to interpret sources with a balanced perspective.	Student demonstrates the ability to interpret sources with a balanced perspective and combines them appropriately to prove a thesis.	Student demonstrates the ability to interpret sources with a balanced perspective and combines them appropriately to prove a thesis that is clear and logical, and addresses the research questions raised in projects submitted in the portfolio.*
<b>Outcome 3:</b> Students will be able to assess and critique historical schools of thought that have shaped scholarly understanding of a historical event.	Student does not understand the historiography of a reading seminar topic or in a research paper with a robust historiographical section.	Student provides minimal understanding of a reading seminar paper or research paper topic's historiography.	Student places their research within the correct historiographic context in a paper with a robust historiography section or produces a historiographic essay that understands shifts within the topic's historiography.*	Student correctly situates their arguments within the historiography of their research paper with a robust historiography or provides a sophisticated understanding of a topic's historiography in a reading seminar paper.

## Appendix 6: Assessment Form for MS Portfolio

\* Indicates expected level of achievement for permission to complete the portfolio.

MA Learning Outcome	Emerging	Developing		Mastering
	Level One	Level Two	Level Three	Level Four
<p><b>Outcome 4:</b> Students will be able to produce a high-quality research paper that is well written and argued, with citations and bibliography conforming to the Chicago Manual of Style, that meets professional standards typical for conference presentation or academic publication.</p>	4A. Student fails to demonstrate appropriate communication skills.	Student prose includes passive verbs, wordy sentences, and other grammar problems.	Student demonstrates adequate communication skills.*	Student demonstrates clear, concise, persuasive prose style.
	4B. Student fails to provide sufficient citation.	Student provides citations in the incorrect format for Chicago Manual of Style in the bibliography or in the notes	Student understands Chicago Manual of Style and uses it correctly except when confronted with uncommon source citation formats.*	Student demonstrates mastery of the Chicago Manual of Style.
<p><b>Outcome 5:</b> Students will be able to apply historical content and skills to professional practices and/or contemporary civic dialogues.</p>	Student does not adequately apply historical content and skills to professional practices and/or contemporary civic dialogues.	Student applies historical content and skills to professional practices and/or contemporary civic dialogues.	Student adequately applies historical content and skills to professional practices and/or contemporary civic dialogues.	Student demonstrates a sophisticated application of historical content and skills to professional practices and/or contemporary civic dialogues.*
<p><b>Outcome 6:</b> Students will produce a portfolio that demonstrates learning in their chosen historical fields through reflective analysis of completed course projects and professional activities.</p>	Student produces a digital portfolio that does not provide sufficient reflective analysis of course projects and professional activities.	Student produces a digital portfolio that provides reflective analysis of course projects and professional activities.	Student produces a digital portfolio that provides adequate reflective analysis of course projects and professional activities.*	Student produces a digital portfolio that demonstrates a sophisticated reflective analysis of completed course projects and professional activities.



# CONTACT

Department of History  
Armstrong Hall 110B  
Minnesota State University, Mankato  
Mankato, MN 56001

history@mnsu.edu  
507-389-1618  
www.mnsu.edu/history

 @MNSUHistory

 History Department, Minnesota State University Mankato

---

*The faculty in the History Department at Minnesota State University, Mankato were amazing. Through their combined and individual efforts, they instilled in me a love and reverence for historical scholarship, and a greater appreciation for the relevance of historical scholarship in a rapidly changing and complex world. The faculty simultaneously challenged and supported me as I went through the program and pushed me to refine my communication and critical thinking skills. They taught me how to research, analyze, and synthesize multiple sources of information and make reasoned and concise arguments – skills that I continue to use on a daily basis in both my professional and personal life.”*

*Jeremy J. Kaler - M.A., 2012  
Associate Director, Office of Student Engagement, Fairfield University  
BA, Frostburg State University*

---



A member of the Minnesota State system and an Affirmative Action/Equal Opportunity University. This document is available in alternative format to individuals with disabilities by calling the Minnesota State Mankato Department of History at 507-389-1618 (V), 800-627-3529 or 711 (MRS/TTY). HIST55BK\_06-21