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AP African American Studies and AP U.S. History: A Comparative Study

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Abstract

A substantial body of educational research demonstrates that history curricula play a significant role in shaping students' identities, academic engagement, and perceptions of national narratives (Blessing et al.; Armstrong). Scholars widely argue that curriculum is not just a neutral transmission of facts but a constructed framework that communicates which experiences are valued and which histories are marginalized (Armstrong). The issue between the relationship of historical curricula and students has gained renewed national attention with the introduction of AP African American Studies. AP African American Studies is a course designed to center African American historical, cultural, and intellectual contributions to American history (College Board). However, what came along with the development of the course was surrounding public and political controversy (Blakemore).

The study that follows is informed by the researcher's experience as a former AP African American Studies student who has also completed traditional AP history coursework within the same institutional context. The researcher's experience with the AP African American Studies offered sustained engagement with African American history beyond isolated moments of oppression, emphasizing intellectual traditions, cultural production, and historical agency. By contrast, the researcher also experienced traditional AP U.S. History coursework as addressing similar topics more briefly and within a broader national narrative. These differences in curricular structure and emphasis shaped the researcher's academic engagement and

understanding of American history, prompting questions about how representation, narrative framing, and course design influence student identity and historical interpretation.

Although existing research has examined culturally relevant pedagogy, representation in curricula, and African American Studies at the postsecondary level, limited empirical research has directly compared student experiences across different AP history courses at the secondary level. In particular, there is a lack of student-centered research examining how AP African American Studies and AP U.S. History may differentially shape students' identities and perceptions of American history. This literature review synthesizes research on the development of African American Studies, representation and identity, traditional U.S. history curricula, and contemporary controversy in order to establish a foundation for the research that follows.

Literature Review

Development of African American Studies in Education

African American Studies emerged as an academic discipline in the late 1960s following sustained student activism that demanded the inclusion of Black history and culture within predominantly white institutions (Blakemore). Rooted in social movements such as the Black Power Movement, early programs sought to challenge traditional academic structures that excluded African American perspectives from formal historical inquiry (Blakemore). Over time, the discipline evolved into an interdisciplinary field encompassing history, sociology, literature, and political thought, while maintaining a commitment to centering marginalized narratives.

Research highlights African American Studies' role in increasing academic relevance and institutional legitimacy for students whose identities have historically been excluded from

dominant curricula (Steele). Rather than replacing traditional historical narratives, the discipline is often described as complementary, expanding historical inquiry to make space for perspectives that have been systematically marginalized (Steele). Studies of Africentric and culturally relevant history curricula further suggest that students exposed to such content demonstrate higher levels of engagement, stronger academic self-concept, and deeper emotional connections to course material compared to students in traditional history courses (Duncan; Blessing et al.). These findings are particularly relevant when considering the impact of AP African American Studies within secondary education as the course is applied with a unique, interdisciplinary approach. This approach can be seen as a way to contribute to the factors mentioned above as it is not the same themes or topics mentioned in many history courses.

Representation, Curriculum, and Student Identity

A consistent theme across the literature is the relationship between curricular representation and student identity development. In the context of this study, representation refers to the ways in which particular racial, cultural, and historical groups are portrayed, centered, or marginalized within academic content. Student identity refers to students' developing sense of self in relation to their racial, cultural, and academic identities, including their perception of belonging and legitimacy within educational spaces.

Research indicates that racially inclusive curricula contribute to increased self-esteem, stronger racial identity formation, and a heightened sense of belonging among students from marginalized backgrounds (Blessing et al.; Neal). Neal's findings, based on survey data measuring student perceptions of belonging and classroom climate, demonstrate that students

exposed to inclusive historical narratives reported stronger identification with academic spaces. Similarly, Blessing et al., through comparative classroom studies and quantitative self-report measures, found measurable increases in academic self-concept among students engaged in culturally responsive coursework. These conclusions are grounded in factual data rather than anecdotal observation, strengthening the claim that representation has tangible psychological and academic effects.

Representation also benefits students from dominant groups by broadening historical understanding and encouraging critical engagement with multiple perspectives (Armstrong). In Armstrong's analysis of history curriculum reform, qualitative classroom observations and student response data indicated that exposure to multiple historical narratives increased students' willingness to question singular national narratives and engage in analytical discussion (Armstrong). Across these studies, the convergence of qualitative and quantitative findings discussed in the studies above suggests that representation functions as a structural component of curriculum rather than a symbolic addition. The scholarly sources reviewed above agree that culturally responsive curricula influence not only engagement but also how students conceptualize historical agency and national identity.

Taken together, these findings demonstrate that cultural representation in the context of American history is not a superficial addition to curriculum but a factor that measurably influences students' sense of belonging, identity formation, and interpretation of history. If curricular framing shapes whether students see themselves as central or peripheral to national narratives, then differences in how AP African American Studies and AP U.S. History structure historical content may reasonably produce distinct identity-related and interpretive outcomes.

Because the studies above establish a causal relationship between inclusive representation and student perceptions, examining how these two AP courses (African American Studies, U.S. History) differ in representation and provides a basis for investigating potential differences in student identity development and views of American history within the same high school setting.

Traditional U.S. History and Narrative Framing

In this study, a traditional U.S. history curriculum refers to a full-year course that teaches American history in chronological order, beginning with early Indigenous societies and ending with contemporary events. This type of course is typically survey-based, meaning it is designed to cover a wide range of time periods, events, and historical figures within a limited amount of time.

Traditional U.S. History Curriculum have historically emphasized broad chronological coverage and national political narratives, often limiting sustained engagement with race, identity, and structural inequality (Blakemore). Scholars argue that this breadth-focused approach can reduce opportunities for critical reflection and weaken students' emotional connection to historical material (Duncan). As a result of this limited scope, marginalized groups, such as African Americans, are frequently positioned as secondary figures rather than as central historical agents.

Although AP U.S. History has undergone revisions to address issues of inclusion, its foundational structure remains rooted in a national narrative framework that prioritizes coverage over depth (Armstrong). In contrast, culturally relevant curricula are more likely to represent marginalized communities as active contributors to historical change, shaping how students

understand power and historical significance (Blessing et al.). This contrast highlights the need for comparative research examining how different AP history courses shape student experiences within the same high school context.

Issue Synthesis and Identified Research Gap

Collectively, the literature reviewed establishes that curriculum content, representation, and narrative framing significantly influence student identity formation and perceptions of history (Blessing et al.; Armstrong). African American Studies in general has been shown to enhance student engagement, relevance, and critical historical understanding, while traditional U.S. history curricula often prioritize breadth at the expense of depth and personal connection (Steele; Blakemore). Contrasting views of both courses as reported by AP African American Studies course include: “culturally enriching” and giving a “profound understanding of history as a whole” (Barnes). While students of AP U.S. History courses first note the heavy workload before saying anything truly about the course’s teachings (AP Homeschoolers).

Despite the extensive information regarding this topic in the body of knowledge, there appears to be little to no verifiable works that have directly compared the AP African American Studies and AP U.S. History courses with student perspectives measuring the impact on their student identity and perceptions on American history. Furthermore, much of the public discourse surrounding AP African American Studies relies on political rhetoric and anecdotal accounts rather than systematic, student-centered research (College Board; Barnes). My focus on the direct comparison of these courses is particularly significant given ongoing debates surrounding whether AP African American Studies should continue to be offered in high schools.

To address the gap in the scholarly conversation, my study seeks to examine how AP African American Studies and AP U.S. History might differentially or similarly shape students' identities and interpretations of American history. By centering student experiences and researching both of these AP course curriculums in-depth, this study aims to quantitatively contribute evidence by utilizing student perspectives rather than outsiders who cannot truly recite the effects of the courses. This study seeks to provide a new perspective around a debate that has thus far been dominated by institutional and political narratives, rather than students themselves. The study that follows seeks to address the research question: How do AP African American Studies and AP U.S. History differ in their impact on student identity formation and perceptions of American history, particularly in the context of ongoing controversy surrounding the continuation of AP African American Studies?

Method

Research Design

To examine how the impacts on student identities and views on American history differ between AP African American Studies and AP U.S. In history courses, I started a quantitative comparative survey design. The research design was selected because the purpose of the study is to measure and compare patterns in student perceptions across two different academic courses rather than manipulate variables or assign participants to experimental conditions. Since students are already enrolled in these courses as part of their academic schedules, a survey-based approach allows the researcher to analyze differences in perceptions between naturally occurring groups while preserving the authentic classroom context.

Quantitative survey research is commonly used in educational studies to measure student attitudes, engagement, and perceptions of curriculum because it allows researchers to collect structured data from a relatively large number of participants and analyze patterns statistically (Ringwalt et al., 2009). Surveys are particularly effective when studying student perceptions because they allow subjective experiences—such as engagement with course material or perceived influence on identity—to be converted into numerical data that can be systematically analyzed. Because this research focuses on how students interpret historical narratives and how those interpretations relate to their identities, a quantitative survey provides a structured and measurable way to examine these perceptions across different groups of students.

This study utilizes both a comparative and correlational approach. The comparative component allows the researcher to examine differences between students enrolled in AP African American Studies and those enrolled in AP U.S. History. The correlational component allows the researcher to examine whether relationships exist between course type and student perceptions of historical narratives and identity-related outcomes. Similar survey-based approaches have been used in educational research to examine how learning environments and instructional practices influence student engagement and attitudes toward course material (Murphy et al., 2006).

Survey Instrument

Data for this study were collected through an anonymous electronic survey administered through Google Forms (a copy of the complete survey is included in Appendix A). Online survey instruments are widely used in educational research because they allow researchers to efficiently gather information about student perceptions across multiple participants while minimizing

logistical barriers to participation (Rasheed et al., 2025). Using an electronic format also allows responses to be automatically recorded and organized for later analysis.

The survey was full of Likert-scale questions, meaning that participants revealed how well they agreed with statements using a five-point scale that ranged from Strongly Disagree (1), Disagree (2), Neither Disagree Nor Agree (3), Agree (4), to Strongly Agree (5). Likert-scale formats are commonly used in studies examining student attitudes, engagement, and perceptions because they allow subjective opinions to be converted into numerical values that can be analyzed statistically (Ringwalt et al., 2009). This Likert Scale format allows the researcher to identify patterns in responses and compare average perceptions across different groups of participants.

The survey questions were designed to measure three primary areas relevant to the research question:

1. Students' perceptions of American historical narratives
2. Students' engagement/participation
3. Students' perceptions of the course's influence on their personal identity and historical understanding

Questions were written using neutral and clearly structured language to avoid influencing responses or encouraging participants to select particular answers. Careful question wording is important in survey research because it reduces the likelihood of response bias, social acceptability bias, and improves the reliability of self-reported data (Kassab et al., 2023).

In addition to Likert-scale questions, the survey included several demographic questions, including grade level, race or ethnicity, gender, and course enrollment. These demographic

variables were included because identity-related experiences in education may differ across student groups, and examining these differences can provide additional insight when interpreting patterns in the data.

Operationalization of Variables

In order to analyze the research question quantitatively, the key concepts in this study were operationalized into measurable variables. Operationalization refers to the process of defining abstract concepts in terms of observable indicators that can be measured through data collection. The independent variable in this study is course enrollment, which refers to whether a student is currently enrolled in AP African American Studies, AP U.S. History, or both courses. This variable was measured through a survey question asking participants to indicate which course or courses they were taking at the time of the survey. The primary dependent variables in this study are students' perceptions of American historical narratives and the perceived influence of the course on student identity. These concepts were measured using Likert-scale survey statements that asked students to evaluate their experiences and perceptions of the course content.

Perceptions of American history were measured through statements examining whether students felt the course provided a broader or more comprehensive understanding of historical narratives, whether it included diverse historical perspectives, and whether it encouraged them to reconsider or expand their understanding of previously learned historical interpretations. These items allow the researcher to quantify how students perceive the scope and representation of historical narratives within their course. The perceived impact on student identity was measured

through statements asking students whether the course influenced how they understand their own identity, helped them connect historical content to their personal experiences, or increased their awareness of cultural and social perspectives different from their own. Identity-related measures were included because previous educational research indicates that curriculum content and representation can influence how students connect academic material to their personal identities and lived experiences (Kassab et al., 2023).

Participants and Sampling

Participants in this study consisted of students enrolled in AP African American Studies, AP U.S. History, or both courses at a single high school. The target sample size for the study was approximately 60 students, with an estimated distribution of roughly 30 students from each course. This sample size was selected because it provides a sufficient number of responses to allow patterns in survey data to be identified while remaining feasible within the constraints of a single-school research setting. However, 13 students from AP U.S. History and 6 AP African American Studies students responded. Participants were recruited using convenience sampling, as students were selected based on their enrollment in the relevant courses and their availability to participate in the study. Convenience sampling is commonly used in school-based research because access to participants is typically limited to students within a particular educational environment.

To recruit participants, the researcher coordinated with the teachers of AP African American Studies and AP U.S. History. Teachers were asked to share the survey in-person with their students and provide information such as what was needed from them and explaining the

purpose of the study. Participation in the study was completely voluntary, and students were informed that choosing not to participate would have no effect on their academic standing or course grades. In order to participate, paper consent forms were distributed to each student taking the survey and signed by a parent or legal guardian. Only students who provided consent and, when applicable, parental permission were included in the study.

Data Collection Procedure

Data were collected through a single administration of the survey during the academic term. After consent was obtained, students received a link to the survey through their teachers or through a classroom communication platform.

The survey was designed to take approximately 5 to 10 minutes to complete in order to reduce survey fatigue and encourage thoughtful responses. Participants were able to complete the survey either during class time or outside of class depending on teacher preference and scheduling. The survey was configured to be fully anonymous, meaning that no identifying information such as names, email addresses, or student identification numbers was collected. Maintaining anonymity is an important practice in survey-based research because it encourages participants to respond honestly and reduces the likelihood that responses will be influenced by perceived expectations (Kassab et al., 2023). All survey responses were automatically recorded within Google Forms and later exported into Google Sheets for analysis.

Results

The purpose of this study was to examine differences in student perceptions of historical narratives and identity development between AP African American Studies and AP U.S. History. Survey responses were analyzed using descriptive statistics, with mean Likert-scale scores compared across course enrollment and demographic groups.

Table 1.

Scores of AP African American Studies Black and White students across different topics

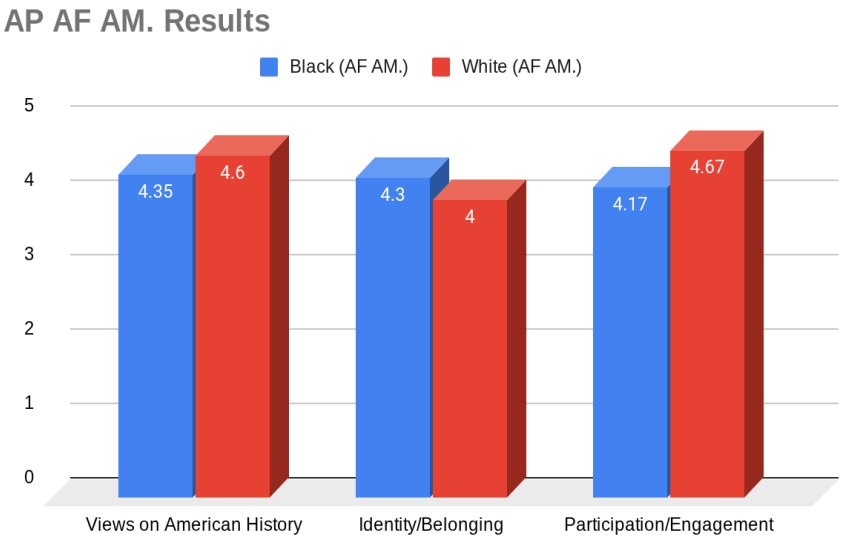
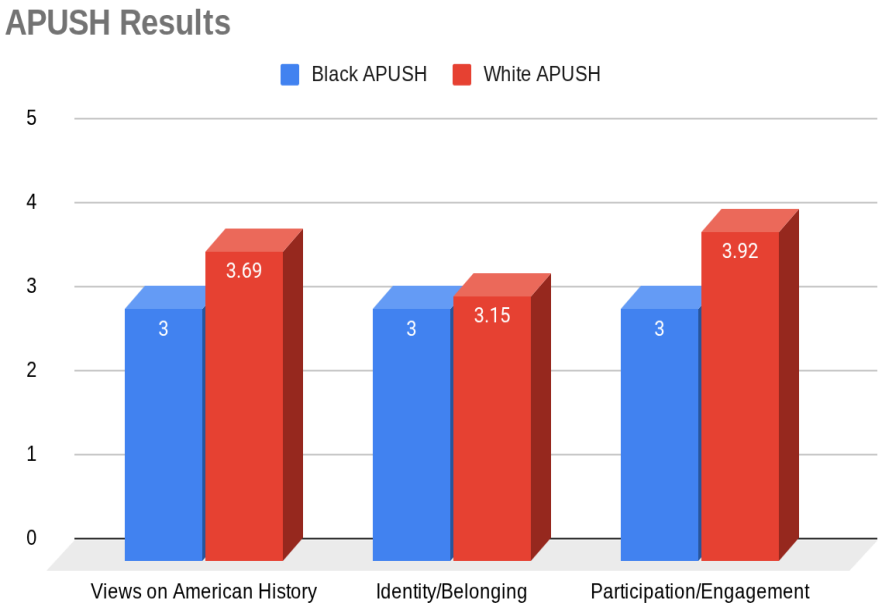


Table 2.

Scores of AP U.S. History Black and White students across different topics

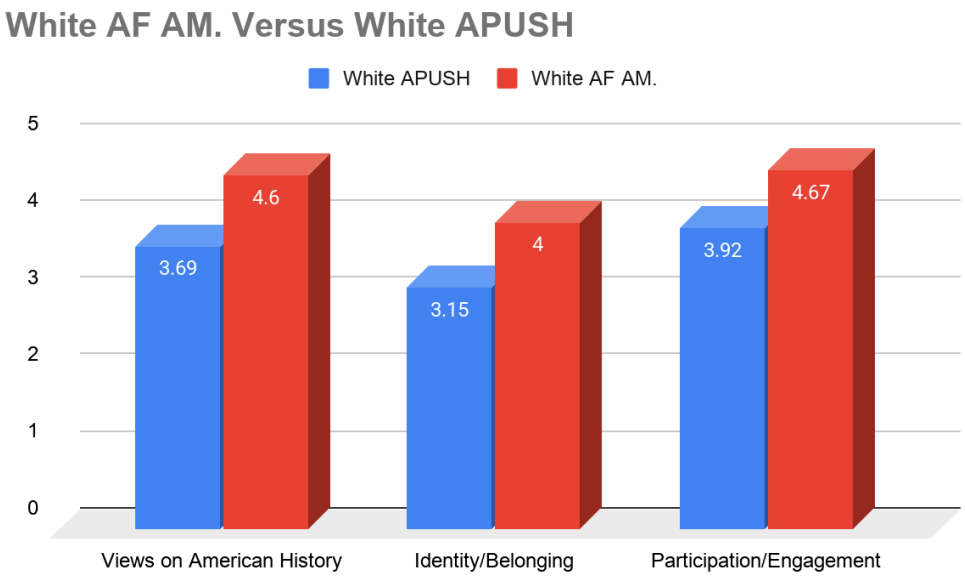


Analysis revealed that students enrolled in AP African American Studies reported consistently higher levels of agreement across all three measured categories: views on American history, identity/belonging, and participation/engagement.

For identity and belonging, AP African American Studies students reported a mean of 4.0, while AP U.S. History students reported a lower mean of 3.15. The largest difference was observed in participation and engagement, where AP African American Studies students reported a mean of 4.67, compared to 3.92 in AP U.S. History.

Table 3.

Scores of White AP U.S. History students compared with scores of White AP African American Studies students across different topics

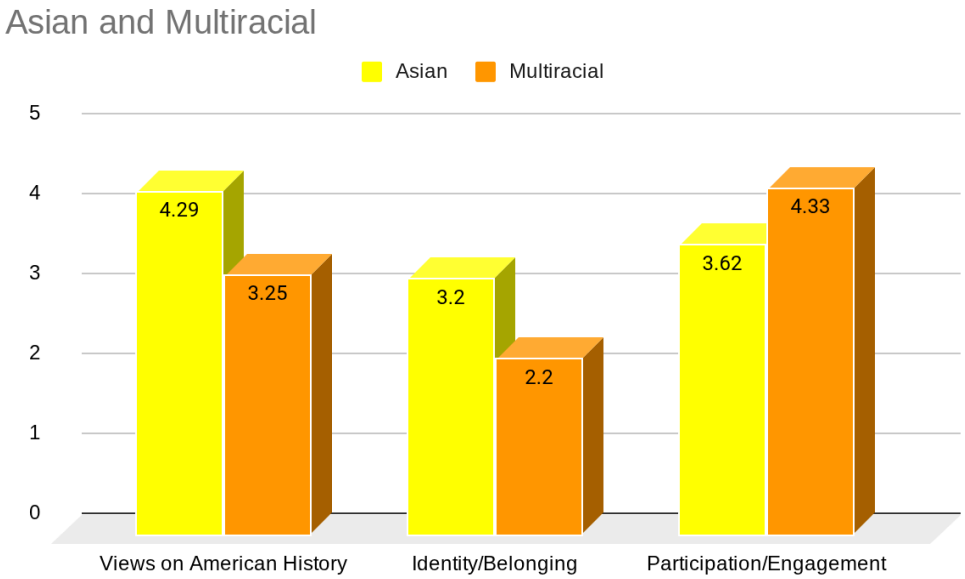


Among White students, clear differences emerged between the two courses. For perceptions of American history, White students in AP African American Studies reported a mean score of 4.6, compared to 3.69 in AP U.S. History. These findings suggest that White students in AP African American Studies experienced greater engagement, a stronger sense of belonging, and a more expansive understanding of American history compared to their peers in AP U.S. History.

Further analysis of AP U.S. History revealed variation across additional racial groups.

Table 4.

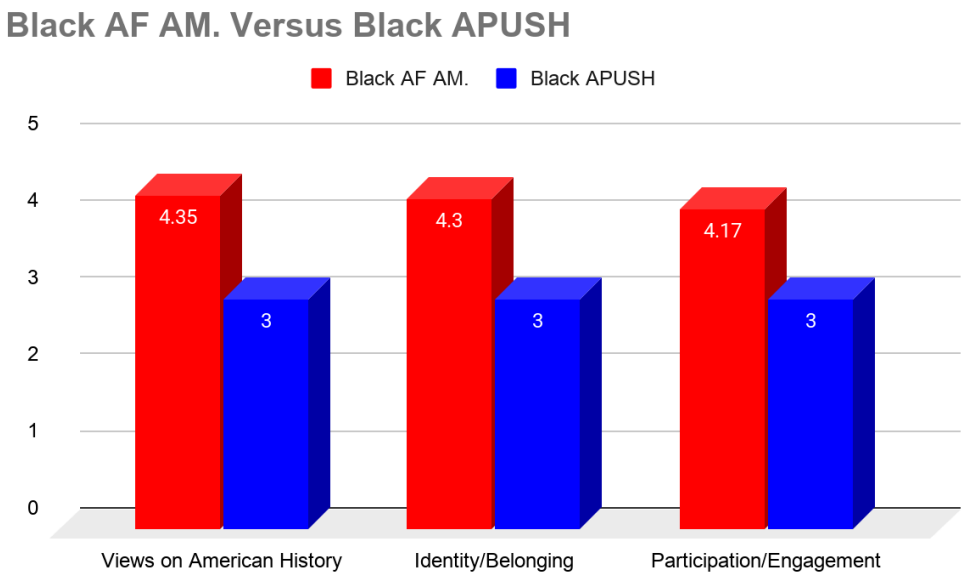
Scores of Asian and Multiracial AP U.S. History students across different topics



Among Asian students, mean scores were relatively high for views on American history (4.29) and participation/engagement (3.62), but lower for identity and belonging (3.2). Multiracial students reported more variation, with a lower score for identity and belonging (2.2) but a relatively high engagement score (4.33). These variations suggest that student experiences in AP U.S. History may differ significantly depending on racial background.

Table 5.

Scores of Black AP U.S. History students and Black African American Studies students across different topics



For Black students, the contrast between courses was particularly pronounced. In AP African American Studies, Black students reported mean scores of 4.35 for views on American history, 4.3 for identity and belonging, and 4.17 for participation and engagement. In AP U.S. History, these scores were consistently lower, with all three categories averaging approximately 3.0.

Overall, the data demonstrates a consistent pattern: students enrolled in AP African American Studies reported higher levels of engagement, stronger identity connection, and a more inclusive understanding of American history compared to students in AP U.S. History. These differences were observed across multiple demographic groups, suggesting that course structure and representation play a significant role in shaping student experiences.

Data Analysis

After data collection was completed, survey responses were exported from Google Forms into Google Sheets for quantitative analysis. The primary goal of the analysis was to identify patterns in student perceptions and determine whether differences exist between students enrolled in AP African American Studies and those enrolled in AP U.S. History.

The first stage of analysis involved calculating descriptive statistics for each Likert-scale survey item. This included examining the distribution of responses and calculating average response values for certain questions that fell under a specific topic (ex: Students' perceptions of the course's influence on their personal identity/belonging). This was done in order to summarize general trends in student perceptions. Descriptive statistical analysis is commonly used in survey-based educational research to identify overall patterns in attitudes and engagement (Ringwalt et al., 2009).

Identifying general trends was done with the google sheets pivot table feature. After using the pivot table, responses from students enrolled in AP African American Studies were compared with responses from students enrolled in AP U.S. History. These comparisons allowed the researcher to examine whether enrollment in different history courses is associated with differences in students' perceptions of historical narratives and identity-related outcomes.

Demographic variables such as race, gender, and grade level were also examined in relation to survey responses. Analyzing these variables allows the researcher to determine whether patterns in perceptions vary across different groups of students, which may provide additional insight into how identity and historical interpretation interact within different educational contexts. However, there were not enough of each gender or grade level for data to be analyzed so only race was compared.

Conclusion

This study sought to examine how AP African American Studies and AP U.S. History differ in their impact on student identity formation and perceptions of American history. The results indicate that AP African American Studies has a significantly stronger impact across all measured variables.

Students in AP African American Studies consistently reported higher levels of engagement, greater exposure to diverse perspectives, and a stronger connection between course content and their personal identity. These findings align with existing research on culturally relevant pedagogy, reinforcing the idea that representation within curriculum enhances both academic engagement and identity development. In contrast, AP U.S. History students reported more moderate perceptions across all categories. While the course provides a broad overview of American history, its emphasis on chronological coverage may limit opportunities for deeper personal connection and critical engagement with diverse perspectives. Notably, the differences were not limited to one demographic group. White students and Black students all demonstrated higher levels of engagement and identity connection in AP African American Studies compared to AP U.S. History. This suggests that the benefits of a more inclusive and focused curriculum extend beyond a single population.

These findings are particularly relevant in the context of ongoing debates surrounding AP African American Studies. By centering student perspectives and providing quantitative evidence, this study demonstrates that the course offers measurable benefits in terms of engagement, belonging, and historical understanding. Ultimately, this research supports the argument that curriculum design directly influences how students understand history and their

place within it. Courses that prioritize representation and depth may foster more meaningful and impactful educational experiences than traditional survey-based approaches alone.

Limitations

Many limitations should be considered when reviewing the study's results. The sample size included only 13 AP U.S. History student responses and 6 AP African American Studies student responses which limits the generalizability of the findings. With a larger sample, more reliable patterns and statistical significance could be established. This study was also conducted within a single high school, meaning that results may be influenced by specific contextual factors such as teacher instruction, school culture, or student demographics. These findings may not fully represent experiences in other schools or regions. Use of convenience sampling introduces potential selection bias. Students who chose to participate may have had stronger opinions or more positive or negative experiences than those who did not respond. Additionally, some demographic groups—such as Asian and multiracial students—were only represented within AP U.S. History and not AP African American Studies, limiting the ability to make direct comparisons across courses for these groups. The study also relied on self-reported data, which may be influenced by response bias. Students may not always accurately reflect their true experiences when answering survey questions. Finally, this study identifies correlations between course enrollment and student perceptions but cannot establish causation. Other variables, such as prior interest in history, teacher effectiveness, or personal background, may also influence student responses.

Future Directions and Implications

Future research should expand this study by increasing the sample size and including multiple schools across different regions. This would improve the generalizability of findings and allow for more comprehensive comparisons across diverse student populations. Additionally, future studies could incorporate longitudinal research to examine how these courses influence students over time. For example, researchers could explore whether students who take AP African American Studies demonstrate increased civic engagement, academic confidence, or interest in social issues in later years. Further research should also aim to include more balanced demographic representation across both courses. Ensuring that all racial groups are represented in both AP African American Studies and AP U.S. History would allow for more direct and meaningful comparisons. Incorporating qualitative methods such as interviews or focus groups would also strengthen future research. More in-depth qualitative data would provide a deeper understanding of how students interpret and connect with course material.

The implications of this study extend to educators and policymakers. As discussions surrounding AP African American Studies continue, if findings like this are replicated they suggest that curriculum decisions should consider not only academic outcomes but also student engagement, representation, and identity development. Moving forward, schools should keep an eye at future studies like this as they may benefit from integrating both traditional and culturally responsive approaches to history education. By combining breadth with depth and representation, educational systems could better support students in developing a comprehensive and personally meaningful understanding of American history.

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Appendix A

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How do you identify your gender?

- ◯ Male
- ◯ Female
- ◯ Non-binary
- ◯ Prefer not to say
- ◯ Other: _____

What grade are you currently in?

- ◯ 9th
- ◯ 10th
- ◯ 11th
- ◯ 12th

How do you identify racially/ethnically?

- ◯ Black/African American
- ◯ White
- ◯ Hispanic/Latino
- ◯ Asian
- ◯ Middle Eastern/North African
- ◯ Multiracial
- ◯ Prefer not to say
- ◯ Other: _____

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This course helped me better understand my own identity. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The material in this course felt personally relevant to my life or community *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

This course increased my sense of belonging in an academic setting. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

This course helped me understand perspectives different from my own. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Youth Policy Research Program

I was more engaged in this course than in other history courses I have taken. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Discussions in this course encouraged open and respectful dialogue. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I felt comfortable expressing my thoughts and questions in this class. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The way this course was taught made me more interested in history. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Youth Policy Research Program

The course content influenced how I think about American history overall. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

This course changed or expanded my understanding of whose stories are important in history. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Youth Policy Research Program

The historical content in this course encourages critical thinking about American society. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

This course helps me better understand how historical events shape present-day America *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

The themes explored in this course felt meaningful and significant. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I believe this course provides an important perspective on American history. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Youth Policy Research Program

The course presents history in a way that feels complex rather than one-sided. *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

I felt represented in the historical narratives presented in this course *

1= Strongly Disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree