
PROGRAM LEARNING OBJECTIVES: UNDERGRADUATE

- 1. Students will be able to express knowledge about a geographic and chronological diversity of human experiences, identities, and relationships, both between people and between humans and the natural world, in order to understand the world beyond themselves. (Knowing)**
- 2. Students will be able to approach complex issues in the past from multiple perspectives, understanding causal relationships in a way that allows them to recognize alternate and resonant ways of being in the world across time and space. (Understanding)**
- 3. Students will be able to critically assess how power has operated in the past, developing the keen sense of empathy and appreciation for the humanity of others afforded by a perspective informed by social justice and an attention to diversity and inclusivity. (Ethics)**
- 4. Students will be able to conduct their own research using primary sources in order to make compelling arguments about the past, situating their conclusions within the debates among historians. (Research Skills)**
- 5. Students will be able to organize evidence, communicate complex information, tell engaging stories, and persuade their audience using both written and oral forms of communication. (Communication Skills)**

PROGRAM LEARNING OBJECTIVES: *GRADUATE*

- 1. Demonstrate that they have acquired an advanced base of historical knowledge and understanding In one primary field and one secondary field. They will be able to demonstrate that they have become "educated history generalists.**
- 2. Demonstrate an advanced ability to research and write a historical research paper based on primary sources. The project must demonstrate content mastery, a familiarity with primary research, and competent historical analysis. In this context, students must also demonstrate familiarity with the tools of bibliography and new information technologies.**
- 3. Demonstrate that they have acquired the foundations for a professional identity as a historian, including familiarity with the historical development of the discipline, ethical standards and practices, and an awareness of the multiple contexts of professional practices.**
- 4. Demonstrate that they have learned to think like a historian, which includes, among other attributes, "historical habits of mind" and "historiographic sensibilities," i.e., a critical and self-conscious approach to the constructed nature of historical knowledge.**
- 5. Demonstrate an auxiliary skill appropriate to their major field of emphasis, such as the ability to read historical documents in a foreign language.**

