

PROGRAM LEARNING OBJECTIVES: UNDERGRADUATE

The History Department has identified six primary learning goals and outcomes for the undergraduate major.

1. Students must demonstrate knowledge of cultural and expressive traditions, institutions, economies, and societies across diverse historical contexts, including the history of the United States, and at least two other world regions (Asia, Africa, Europe, Latin America, or the Middle East);
2. Students must demonstrate the ability to analyze and interpret primary and secondary sources about historical issues;
3. Students must demonstrate the ability to do historical research and to communicate the results within the context of major historiographical debates, using the conventions of historical writing;
4. Students must be able to identify ethical issues in academic historical research and the uses of history outside the discipline, including the implications for social justice and the well-being of local and/or global communities;
5. Students must demonstrate the ability to situate historical evidence and problems in both local and global contexts; and
6. Students should be able to articulate the relevance of historical research and the knowledge it produces to their lives.

PROGRAM LEARNING OBJECTIVES: GRADUATE

At the conclusion of their graduate training in History, students will be able to:

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.