

History Academic Learning Compact

Expected Outcomes for History Area of Concentration	Content	Communication	Critical Thinking
1. Students are conversant with recent developments in historical methodology, and are able to formulate and defend their own critical approach to the study of history, in oral as well as written format.	x	x	x
2. Students demonstrate mastery of the research skills necessary for independent study, including the ability to conduct web-based bibliographic research, the assessment of competing interpretations in the historical literature, use relevant foreign-language source materials, assess competing interpretations in the existing literature, and formulate their own research projects.		x	x
3. Students demonstrate the ability to critically evaluate primary and secondary sources. They are able to formulate their own research projects and defend their own interpretations. They have the ability to draw on this knowledge to analyze works that are unfamiliar to them.	x	x	x
4. Students engage in outside activities such as scholarly conferences, foreign study, and library and museum internships that will expose them to aspects of the field not covered in traditional course work.	x	x	x

Measures to track student progress:

Beginning and continuing students in courses are evaluated on the basis of homework assignments, essay exams, short written responses to assigned texts, short papers, term papers, oral presentations, small and large group work, and participation in class discussions. This combination of evaluative tools allows each student to gain a picture of his or her progress in acquiring both the vocabulary of history and the scholarly approaches used by the field. Evaluative comments are summarized at the end of each semester in a narrative course evaluation.

The History faculty reviews all aspects of a student's work in the fifth term before students are allowed to declare history as their area of concentration, and again when they submit a Thesis Prospectus in their sixth term.

Specific measures to demonstrate each graduate's competencies:

All students with a concentration in history research and write a senior thesis under the direct supervision of a member of the history faculty, and defend that thesis in a public oral baccalaureate exam. Theses are judged according to the comprehensiveness of the research, the strength and originality of the interpretation, and the clarity and elegance of the writing style. Performance on the oral exam is judged by how well the student responds to questions, demonstrates knowledge of the field, and defends his or her own interpretation.

Academic Activities Corresponding to Outcomes	1	2	3	4
A broad selection of courses in the discipline covering all of the major periods and emphasizing the field in which the senior thesis will be written.	X	X	X	
No fewer than twelve courses or tutorials in the discipline, with two each in Medieval/Renaissance Europe, Modern Europe, the United States, and the Caribbean and Latin America.	X	X	X	
Courses in other disciplines (including, but not limited to: literature, anthropology, philosophy, music, religion, psychology, the sciences, etc.) should be chosen to constitute a coherent and directed program of study.	X		X	
At least one course must be taken in each of the divisions outside of the humanities.	X		X	
Travel abroad and off-campus study are highly recommended.				X
A student should apply to the History faculty in the fifth semester for approval of History as an Area of Concentration. Acceptance will depend upon a review of the student's papers and evaluations in the discipline, and on a brief statement of his or her purposes for choosing the major.	X	X	X	
A senior thesis in the field.	X	X	X	