

University Learning Outcome	Level One Course Outcomes →	Level Two Course Outcomes →	Level Three Course Outcomes →	Level Four Course Outcomes
Critical & Creative Thinking	<p>History students will be able to identify key issues that are subject to historical dispute, and analyse diverse interpretations of the past that historians develop and support with evidence. Students will have undertaken their own independent research and crafted historical interpretations through essay writing involving the critical analysis and synthesis of a primary source and secondary sources. They will have developed time-management skills in seeing a research-intensive project through to completion.</p>	<p>History students will be able to identify and explain key historiographical issues, having dissected and analysed the structure of historical argumentation. They will be able to differentiate interpretations based on the variety of evidence and methodologies used by historians in scholarship, and develop their own interpretations based on a broad range of reading and evidence, including numerical evidence introduced in the context of required Major courses, as well as a range of other texts.</p>	<p>History students, in the context of third-year-course training, will be able to intensively analyse a theme, a geographical area, or a limited time period, facilitating investigation in some depth (both in terms of factual material and of ideas broached). They will be able to produce original research drawing on independent and/or collaborative research that reflects not only a synthesis of scholarship, but an original interpretation devised and argued by the student</p>	<p>History students will be able to demonstrate an advanced grasp of argumentation and evidence-based scholarship based on oral and written activities that involve designing research programmes and undertaking research and research communication independently of the instructor. They will be able to produce a major piece of independent scholarship which is fundamentally original in its line of argumentation and use of sources, and which is clearly grounded in an explicit historiographical context that the student will have surveyed and critically dissected. They will be able to engage in critical self-assessment, and evaluate</p>

				their work, and the work of others, in a fair-minded, scholarly and collegial manner. In the Major stream, they will have led small seminar discussions.
Literacy	History students will be able to analyse diverse scholarly opinion and understand historiography as a concept by reading the equivalent of an article a week and a text-book. They will have acquired skills of basic bibliographic searching through hands-on activities related to key research tools such as journal databases and the library catalogue. They will be able to identify and evaluate theses and lines of argumentation in scholarship.	History students will be able to analyse a broad range of historical scholarship, having read the equivalent of an article a week and a text-book. In core courses they will have demonstrated sophistication and skill in reading and using primary and secondary sources. They will be able to apply advanced skills of historical research through the use of technologies that enable both primary and secondary research, including digital archives, and will demonstrate strong information-management skills.	History students will be able to use diverse technologies as tools of historical research, having acquired advanced skills associated with bibliographic research beyond bibliographic search resources, including more intensive work in digital resources. They will be able to read and analyse primary sources, and explore secondary material at an advanced level, undertaking critical, systematic comparisons of methodologies, source bases and interpretive frameworks through readings of approximately two to three articles a week and a text-book. They will be able to understand the distinction between content, genre and rhetorical strategy in historical sources.	History students will be able to analyse and evaluate a broad range of interpretations in a particularly focussed area of study, through extensive and intensive reading of the equivalent of four to six articles a week and a monograph. They will be able to search for, acquire and analyse primary and secondary material that is not available in local repositories through their command of using library tools such as inter-library loan and digital resources that extend their research reach beyond the university's collections, if required. In some classes, they will have access to archival collections held on-site. They will have an advanced command of rhetorical strategies in their analysis of historical documents, and be able to

				understand voices that are privileged, and those that are suppressed, within them.
Global Understanding	History students will be able to analyse transnational perspectives on historical themes, including engagement with Western and non-Western experiences and perspectives in all three first-year courses (HIST*1010, HIST*1150, HIST*1250).	History students will be able to differentiate the spatial and temporal dimensions of constructing historical inquiry, and evaluate the diversity of historical perspectives that proceed from the different framing of historical inquiries by space and time. In the Major and Minor stream, they will have taken courses in the Developing World and in the pre-Modern era and traced diverse non-Western historical experiences.	History students will be able to appreciate the temporal dimensions of constructing historical inquiries, and particularly understand the diversity of historical perspectives that proceed from the different framing of historical inquiries by space and time. In the Major and Minor stream, they will have explored the experiences of the Developing World and in the pre-Modern era that focus on areas and themes that are more focussed in scope than in the second year. They will be able to evaluate and differentiate historical narratives grounded in thematic, developing and pre-modern historical contexts, and establish the relationships between different areas of the world through a variety of prisms.	History students will be able to analyse diverse interpretations of the past, including, where appropriate, subaltern perspectives, and will also sensitively explore international scholarship on key topics, and appreciate how diverse political and cultural environments shape historical interpretation.
Communicating	Students will be able to synthesise historical interpretations and craft their independent analysis in the equivalent of a 1500-	Students will be able to craft independent research projects and write the equivalent of a 2500-word essay, using 10 sources.	Students will be able to extensively survey primary and secondary material, synthesising their research in a 3500-word essay, using	Students will be able to participate constructively in collaborative research communication. They will have applied advanced

	<p>word essay using at least 7 sources. In the core HIST*1010, oral participation in weekly small seminars forms a major element of the learning experience, and students will have strengthened skills of oral communication.</p>	<p>Students will have acquired skills in oral communication and small-group collaboration in the context of three second-year core courses (HIST*2100, HIST*2450, HIST*2600) in the core, all of which have weekly small-group seminars.</p>	<p>approximately 15 sources. Students will have honed skills of oral communication in weekly seminar or class discussions in most third-year classes.</p>	<p>critical skills in small classes whose purpose is to foster peer-based learning, and the majority of whose time is devoted to student-led discussion. Students will be able to write a 4,000-5,000 word essay, using both primary and secondary sources, totalling approximately 20 sources, or a study of an equivalent length in a different format.</p>
<p>Professional & Ethical Behaviour</p>	<p>History students will appreciate, by learning principles of research and citation, that these practices are disciplinary conventions that serve as scholarly apparatus and a critical intellectual and ethical infrastructure.</p>	<p>History students in the Major and Minor stream, through the specific training in HIST*2450, will have explored and acquired professional skills through activities that introduce best practices and the ethics of referencing. They will understand these practices through learning and application of them in their writing in all classes at the second-year level, and appreciate them as tools of scholarly discourse, as well as instruments through which scholarly arguments are grounded in exchanges.</p>	<p>History students will have a strong grounding in ethics of professional behaviour, and in particular collaboration with peers, and will have a sound grasp of advanced principles of historical argumentation. They will understand how good historical writing reflects the conversations upon which scholarship builds, and that such scholarship respects dissenting opinions.</p>	<p>History students will have an advanced understanding, and skills related to, bibliographic research and research design, including the wider principles of academic integrity to which the scholarly community subscribes. They will have learned skills of group collaboration and effective interaction with peers, project and time management. They will show mastery of the means by which such advanced analytic work is organised and undertaken in an equitable and ethical manner as a way of advancing the wider goal of scholarly exchange and</p>

				academic inquiry. They will understand that the practice of history is bound by methods and approaches that distinguish sound use from misuse and will model best practices in reading, writing and reasoning.
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