

College of Arts & Sciences
History, B.A.
Broad Learning Goals

- A. Students should understand academic honesty, a concept presented to them in all history classes.
- B. Students should understand the basic skills that historians use in research.
- C. Students should understand the basic skills that historians use in writing.
- D. Students should understand the basic tools of historical analysis.
- E. Students should understand the value of diversity.

Student Learning Outcomes

- A.1. By the senior year, each major will demonstrate ethical use of sources and provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492).
- B.1. Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to distinguish between primary and secondary sources; to identify and evaluate evidence.
- C.1. Each major will demonstrate, in either capstone course and/or in writing the Honors thesis (494), the ability to formulate a clear argument, support the argument with appropriate and thorough evidence, and reach a convincing conclusion.
- D.1. Each major will demonstrate the ability to compare and contrast different processes, modes of thought, and modes of expression from different historical time periods and in different geographic areas.
- E.1. Each major will demonstrate in research topic choices and resulting papers the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.

Department of History

**UNM Core Curriculum Student Learning Outcomes
For History 101,102,161, 162, 181, 182**

1. Students will distinguish between primary and secondary sources and identify and evaluate evidence.
2. Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.
3. Students will demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space.
4. Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past.
5. Students will demonstrate ethical use of sources and provide accurate and properly formatted citations in formal papers.

Department of History
UNM Core Curriculum Student Learning Outcomes
Elaborated competencies(EC)
For History 101,102,161, 162, 181, 182

SLO 1: Students will distinguish between primary and secondary sources and identify and evaluate evidence.

[Area V: Humanities, competencies 1 and 2]

Elaborated competencies(EC):

Student *analyzes* primary sources and secondary sources.

Student *understands* interpretive differences

SLO 2: Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.

[Area V Humanities, competency 2]

[Area IV Social Sciences, competencies 1 and 2]

Elaborated competencies(EC):

Student *applies* relevant historical facts and context

SLO 3: Students will demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space.

[Area V Humanities, competency 3]

[Area IV Social Sciences, competencies 1 & 2]

Elaborated competencies(EC):

Student *develops* interpretation based on different categories of analysis

SLO 4: Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past.

[Area V: Humanities, competencies 1 and 2]

Elaborated competencies(EC):

Student *frames* historical questions.

Student *develops* an interpretation based on evidence.

Student *employs* a broad range of sources.

Students *demonstrate* an ability to communicate effectively.

SLO 5: Students will *demonstrate* ethical use of sources and provide accurate and properly formatted citations in formal papers.

Department of History
Capstone Student Learning Outcomes
For History 491, 492 and Honors Thesis

1. By the senior year, each major will *demonstrate* ethical use of sources and provide accurate and properly formatted citations in all formal papers for either capstone course (491 or 492).
2. Each major will demonstrate in their research project(s) for either capstone course (491 or 492) or the Honors research semester (493) the abilities: to *distinguish* between primary and secondary sources; to *identify and evaluate* evidence.
3. Each major will demonstrate, in either capstone course and/or in writing the Honors thesis (494), the ability to *formulate* a clear argument, *support* the argument with appropriate and thorough evidence, and *reach* a convincing conclusion.
4. Each major will demonstrate the ability to *compare and contrast* different processes, modes of thought, and modes of expression from different historical time periods and in different geographic areas.
5. Each major will demonstrate in research topic choices and resulting papers the ability to *recognize and articulate* the diversity of human experience, including ethnicity, race, language, sex, gender, as well as political, economic, social, and cultural structures over time and space.