

UNIVERSITY OF CALIFORNIA, RIVERSIDE

Student Learning Outcomes for the B.A. in History

Please note that the History Department revised its student learning outcomes in Fall 2015 following faculty review and discussion. The new History SLOs are based in part on standards developed by the American Historical Association's History Tuning Project (<https://www.historians.org/teaching-and-learning/tuning/history-discipline-core>) and are designed progressively using the I/D/P system.

Preamble: The History Department understands the possible learning outcomes that our majors achieve to be diverse and evolving. History faculty support these diverse outcomes through their professional practice, based on their own formation and credentialed through their own higher degrees. The learning outcomes described below express a general consensus about desirable outcomes resulting from such professional practice, but are not intended to be either mandatory or exhaustive.

- 1. Historical knowledge:** Develop a body of historical knowledge with range and depth. Read and contextualize materials from the past with appropriate precision and detail.
 - I:** Survey or introduction. Identify key terms and events and understand the dynamics of change over time.
 - P:** Specialized study of a field, issue or theme. Place specific events, developments and sources in a broader context.
 - D:** Focused study of a particular topic or question. Engage with a complex historical record. Evaluate the significance of materials documenting particular events; compare and contrast with other sources and contexts.
- 2. Historical analysis:** Generate a historical interpretation that is reasoned and based on historical evidence selected, arranged, evaluated and analyzed.
 - I:** Formulate an interpretation in response to a focused prompt (often yes/no.)
 - P:** Formulate an original argument in response to an open-ended prompt.
 - D:** Formulate an independent research question and answer it with a coherent and original argument and analysis.
- 3. Treatment of sources:** Develop a methodological practice of gathering, sifting, analyzing, ordering, synthesizing, and interpreting evidence.
 - I:** Recognize primary and secondary sources, how to use them, and proper citation practices. Evaluate the relevance of online sources.
 - P:** Evaluate the historiographical value of a source (context, authorship, reception, motives and assumptions, limitations on source reliability) and analyze its relationship to other sources. Identify and evaluate relevant sources in the library, online etc.

D: Independently search and build a coherent source base around a particular topic or question; evaluate sources' historiographical value and place them in relation to one another.

4. **Writing proficiency.** Communicate a historical analysis clearly and coherently using proper mechanics and citation practices.

I: Compose short papers in response to tightly defined prompt.

P: Compose mid-length paper on open prompt.

D: Compose a full research or historiographical essay.

5. **Historical discussion and debate:** Present a historical interpretation in spoken form, support it with evidence and revise it in conversation with others. Engage a diversity of viewpoints in a civil and constructive fashion.

I: Communicate historical ideas and respond to others. Participation in class discussion is required and/or discussion sections are held.

P: Engage other students in civil, constructive conversation around historical questions. Participation in class discussion is a significant portion of course work.

D: Offer original ideas and interpretations; support them with evidence and revise them in conversation with others. Give a presentation or participate in a debate.

I = Introduce

P = Practice

D = Demonstrate

Program Website: <http://history.ucr.edu/Undergraduate/index.html>