



Department of History

Undergraduate Learning Goals, Learning Outcomes, and Mission Statement

Mission Statement

The history department's mission for our majors is to ground students in the foundations of the human experience. We explore cause-and-effect relationships in human affairs, and encourage them to understand the power and complexity of the past in shaping the contemporary human condition. We strive to convey to all our students an understanding of historical actors, events, belief systems, material realities and cultural values that have shaped the world in which they live. History courses at both the introductory and advanced levels emphasize focus and in depth historical knowledge and skills that are essential for personal and professional growth and success—including critical analysis and reasoning, and written and oral communication. In so doing, our mission helps fulfill Tulane University's mission to enrich the capacity of its students to think, to learn, and to act and lead with integrity and wisdom.

Undergraduate Learning Goals and Outcomes

1000 - Introductory Large Transnational Surveys (enrollment ceiling, 40)

Expectations: Students should become historically literate by demonstrating in written work, oral presentation and/or classroom discussions the following:

1. Knowledge of historical facts and ideas over a broad period of time.
2. An ability to evaluate historical evidence.
3. An understanding of the concept of context and a comprehension of change over time.
4. Recognition that there are different perspectives on the past, whether those be historical, interpretative, or methodological in nature.
5. Writing skills that are coherent and reflective, as well as analytical and grammatically correct.
6. The ability to evaluate similarities and differences across the region(s) studied.

Recommended assignments: Midterm/Final/One writing assignment.

2000 - Broad (National) Intermediate Surveys (enrollment ceiling, 35-40)

Expectations: Students should become historically literate by demonstrating in written work, oral presentation and/or classroom discussions the following:

1. Knowledge of historical facts and ideas over a broad period of time.
2. An ability to evaluate historical evidence.
3. An understanding of the concept of context and a comprehension of change over time.
4. Recognition that there are different perspectives on the past, whether those be historical, interpretative, or methodological in nature.
5. Writing skills that are coherent and reflective, as well as analytical and grammatically correct.
6. The ability to evaluate national or regional trends and variations.

Recommended assignments: Midterm/Final/Two writing assignments.

3000 - Intermediate Seminars (enrollment ceiling, 15-18)

Expectations: Students will become more historically literate by demonstrating in written work, oral presentation, and/or classroom discussions the following:

1. More in-depth knowledge of historical facts, themes and ideas.
2. An ability to evaluate more complex historical evidence.
3. A deeper, more sophisticated understanding of the concept of context and a comprehension of change over time.
4. Recognition that there are different perspectives of the past, whether those be historical, interpretative, or methodological in nature.
5. Writing skills that are coherent and reflective, analytical and grammatically correct.
6. A knowledge of historical methods and tools.

Recommended assignments: Two papers (one longer, one shorter), oral presentations.

4000 - Advanced/Thematic Lectures (enrollment ceiling, 25-30)

Expectations: Students will become more historically literate by demonstrating in written work, oral presentation, and/or classroom discussions the following:

1. More in-depth knowledge of historical facts, themes and ideas over a broad period of time.
2. An ability to evaluate more complex historical evidence.
3. A deeper, more sophisticated understanding of the concept of context and a comprehension of change over time.
4. Ability to compare and evaluate different perspectives of the past, whether those be historical, interpretative, or methodological in nature.
5. Writing skills that are coherent and reflective, analytical and grammatically correct.

Recommended assignments: midterm/final, quizzes, two (research) papers.

6000 – Advanced Seminars (enrollment ceiling, 15-18)

Expectations: Students will develop specialized historical and theoretical knowledge through the integration of approaches, cases, skills, and ideas from across the breadth of their major. They will also develop the means to produce historical research and analysis based on a wide array of source materials, demonstrating in written work (including a major independent research paper of around 20 pages) and classroom discussions, plus (optionally) oral presentation, the following:

1. Focused and in-depth knowledge of historical facts, themes and ideas.
2. Development of a disputable and defensible thesis.
3. A deeper, more sophisticated understanding and use of historical context and comprehension of change over time.
4. An ability to organize and present research findings in a coherent, clear, and concise manner.
5. Writing skills that are coherent and reflective, analytical and grammatically correct.
6. An ability to properly and consistently use academic citations.

Recommended assignments: Oral presentations, one shorter paper, one large independent research paper of around 20 pages.