

## Student Learning Outcomes

History Program CIP Code: 450801

### M.A. History

*Content and Learning Outcomes:* The M.A. in history rests on an individualized program of study that allows the student to build mastery of the intricacies of a specific field of history, to enhance his or her understanding of historical methodology and interpretation, and to develop practical research and writing skills – all in a much more comprehensive fashion than is possible at the undergraduate level. More than the mere accumulation of course credits, the M.A. is granted only after the student has demonstrated the ability to understand the literature of a substantial area of historical study and shown the potential to carry out independent original research. The structure of the M.A. program offers the flexibility to meet the wide range of M.A. students' research fields as well as the necessary formal instruction to provide the student with the background for consideration for doctoral admission *or* with the professional enhancement required for those teaching or otherwise employed in fields where advanced knowledge of history is necessary for the position. In the latter instance, the M.A. program emphasizes the *presentation* rather than the *production* of history.

All M.A. students must complete at least 30 hours of graduate work as listed on the program of study, including six hours credit in M.A. Research for a thesis or two hours for a report. The courses must include one course in historiography (Hist 801) and at least one research seminar. The courses taken for the M.A. must include a total of at least two 900-level courses other than readings or problems in History (M.A. Requirements, 20 Oct 70).

### Seminar Courses

Seminars are courses devoted mainly to research in primary sources and preparation of a major research paper (Dept. Minutes, 16 Dec 86, #7). These courses enable the student to develop the necessary familiarity with archival procedures and processes as well as with the practical experience necessary to manipulate, both physically and intellectually, primary materials similar to those that will form the core of their thesis.

### Other 900-level Courses ("Topics Courses")

Other 900-level courses that are listed for a specific instructor, time, and place in the line schedule explore the issues and the historical literature of a particular area of scholarship (Dept. Minutes, 5 Dec 86, #2). Moreover, every two years the Department will offer a sequence of 900-level courses (Hist 907, 908, 909) in general United States history. These courses are intended to acquaint students with the major issues and the most important literature of each major period in U.S. history. In every two-year period the Department will also offer courses that explore the literature and issues of selected areas of early modern and recent European history (Dept. Minutes, 16 Dec 86, #8).

These courses form the core of the substantial factual foundation, and much more importantly, the theoretical foundation of a student's preparation for a career as a professional research historian.

### Readings and Problems Courses

For those fields where 900-level courses might not be offered by a small department, the faculty member responsible for the field will be encouraged to offer the student a readings or problems course (Ph.D.

Requirements, 14 May 70). Like topics courses, these courses give the student the preparatory information and interpretation in a field relevant to their research interests.

Given the significant degree of methodological overlap of the unique subject areas in the department's course offerings, it is more relevant to describe the course type rather than the specific courses in which the student is exposed to a specific learning outcome.

Learning Outcomes	Department of History Course Type (see above)	KSU GRADUATE SLOs
<b>Historical Content:</b> enhanced knowledge of significant people, events, ideas, and developments in history	Topics	1. Knowledge
<b>Awareness of Historical Method:</b> basic knowledge of the holistic nature of history and the disciplinary tools as used by contemporary historians	Historiography, Seminars	1. Knowledge
<b>Cultural Diversity:</b> awareness and appreciation of cultural similarity and diversity over time	Historiography, Topics	1. Knowledge 3. Attitudes and Professional Conduct
<b>Historical Perspective:</b> understanding of historical perspective and how it differs from moral relativity	Historiography	1. Knowledge 3. Attitudes and Professional Conduct
<b>Critical Thinking Skills:</b> ability to evaluate interpretations critically and apply skeptical inquiry and the scientific method	All	1. Knowledge 2. Skills 3. Attitudes and Professional Conduct
<b>Research Methods:</b> familiarity with the various methods of research, data collection and analysis in history and understand their relevance to specific research topics	Seminars Research (thesis or report)	1. Knowledge 2. Skills 3. Attitudes and Professional Conduct
<b>Historical Theory:</b> understand the major theoretical perspectives and trends in history	Historiography	1. Knowledge 2. Skills 3. Attitudes and Professional Conduct
<b>Communication Skills:</b> ability to communicate effectively through written and oral means	All	2. Skills
<b>Application:</b> ability to apply historical thinking to everyday life, function successfully in a multicultural world and nation, and make sense of social, political, and economic complexity	All	2. Skills 3. Attitudes and Professional Conduct
<b>Cultural Awareness:</b> understand the roles played by history, culture and language in shaping world views	Historiography, Topics	1. Knowledge 3. Attitudes and Professional Conduct
<b>Dynamic Nature of History:</b> understand the study of history as a dynamic process of adaptation through innovation in theoretical perspectives or the development of new sources through time and across the globe	Historiography	1. Knowledge 2. Skills