

Appendix A: The Art History Department's Six Learning Goals

Learning Goal #1: *Historical Breadth*

Student majors should be able to analyze and contextualize works of art from multiple historical time periods as well as from different cultures. Students should demonstrate familiarity with the visual culture of, at a minimum, three historical periods—one from a non-western culture, one from pre-modern western culture, and one from modern western culture. These three periods correspond to our departmental course distribution requirements wherein majors are obliged to take at least one non-western, one pre-1800 western, and one post-1800 western course offering.

- This learning outcome will be assessed using a question devised by the comps examiner with input from the Carleton art history faculty.

Learning Goal #2: *Formal Analysis*

Student majors should be able to develop strong formal analyses of both two-dimensional images (such as paintings, prints and photographs) and three-dimensional objects (such as architecture and sculpture). Further, students should be able to integrate these formal analyses into a broader historical framework regarding the circumstances of the production of these works.

- This learning outcome will be assessed in upper-level seminar courses through specific formal analysis writing assignments that will be graded on a letter-grade basis. Short summaries of what each grade level means will be included in the write-up.

Learning Goal #3: *Writing Skills and Thesis-Driven Argumentation*

In their advanced oral presentation and writing assignments, student majors should be able to employ a combination of their formal analysis skills and their knowledge of historical context to craft thesis-driven arguments.

- This learning outcome will be assessed through an examination of sample student papers during their Junior year and through faculty critiques of the senior comps presentation.

Learning Goal #4: *Methodological Familiarity*

Student majors should be able to understand a variety of different methodological approaches to the discipline of art history. In addition, students should be able to employ different theoretical lenses in their own thinking and writing. At a minimum, students should be able to analyze and discuss works of art using three different methodological approaches.

- This learning outcome will be assessed using a question devised by the comps examiner with input from the Carleton art history faculty.

Learning Goal #5: *Research Skills*

Student majors should develop competence in basic to intermediate research skills and techniques sufficient to complete independent term papers as well as their capstone comps projects. Students should be able to locate and evaluate appropriate resources to help them pursue independent research for a substantial term-long project. Students should be familiar with common formats for academic writing, knowing how to organize footnotes/endnotes, how to construct an annotated bibliography, and how to write concise proposals and abstracts.

- This learning outcome will be assessed through an analysis of first and final drafts of senior comps talk proposals.

Learning Goal #6: *Revision Skills*

In their advanced writing assignments and oral presentations, student majors should be able to evaluate their own work with critical reflection and should be able to make significant revisions of relevant projects.

- This learning outcome will be assessed through a process of faculty supervised paper revisions in the “junior seminar” (ARTH 298) as well as through the process of formal “dry runs” of senior comps talks with faculty members.