

Requirements for the History AOC  
New College of Florida  
Revised Spring 2014

An Area of Concentration in History should include both survey and specialized courses in a wide range of fields. Students are expected to complete at least twelve courses or tutorials in history, with at least two courses each in four of the five fields of history offered regularly at New College: American history, East Asian history, medieval & Renaissance history, modern European history, and transnational history; the four chosen must include one premodern and one non-Western field. At least one course in each field should be an upper-level course. (Field and level designations are noted in each course description.) For students with interests outside these categories, the discipline will consider requests to substitute one related field such as ancient history or Latin American history for one of the fields normally required. Students are also expected to complete the discipline's course in Historical Methods, as well as three semesters of a foreign language (non-native to the student), or to demonstrate competence in one at an equivalent intermediate level. Students are encouraged to choose their advanced course work and tutorials with the goal of laying the foundations for future thesis work.

Students wishing to combine history with another discipline to complete a double AOC are required to complete the same requirements stated above. The student's thesis must contain some historical component, but a separate thesis is not required. Students concentrating in another field who wish to add History as a "slash" concentration are expected to fulfill two-thirds of the requirements for a full AOC, that is: a total of seven courses overall, with a required distribution of Historical Methods plus either (a) two courses in each of three fields, or (b) two courses in each of two fields, with one course in each of two more. The usual rules about distribution of lower- and upper-level courses apply. Slash concentrators must also fulfill the language requirement.

In addition to the formal disciplinary requirements for the AOC, students in history are strongly encouraged to take courses in related disciplines in the social sciences and humanities, to pursue relevant ISPs and/or internships and to make use of opportunities for off-campus study (whether in the US or abroad). Students considering graduate study in history should be aware that admission to doctoral programs is extremely competitive, and should consult early and often with their advisors to make their academic records as strong as possible. While individual plans of study will vary, a competitive record will normally include in-depth study of history and related disciplines, advanced mastery of at least one (and preferably two) foreign languages, and a well-researched and well-written senior thesis that makes extensive use of both primary and secondary sources.

# History AOC Requirements Worksheet

Your Name:

& Expected Year of Graduation:

The History AOC is composed of twelve courses, divided as follows:

1. Historical Methods (give semester taken):

2. Eight courses in four of five possible fields (give title and semester taken):

*Requests for field substitution must be approved by two faculty.  
If you are substituting another field for a required field, cross out the field you are omitting (but use that column for your courses), list your new field here: \_\_\_\_\_  
and get two faculty to initial \_\_\_\_ & \_\_\_\_.*

	<b>Medieval &amp; Renaissance History</b>	<b>East Asian History</b>	<b>Transnational History</b>	<b>American History</b>	<b>Modern European History</b>
<i>At least one course in each field must be an upper-level course. List that in this top row:</i>					
	↑ <i>This field is required.</i>	↑ <i>At least one of these two fields is also required.</i> ↑			

3. At least **three** other history courses to make up the required twelve, in any field (give title and semester taken).

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4. Three semesters of a foreign language (give title and semester taken):

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...or demonstrated competence in one at an intermediate level (explain): \_\_\_\_\_  
\_\_\_\_\_

New College of Florida  
 Academic Learning Compact for History  
 DRAFT revised CEB 21 April 2014

<b>Learning Outcomes for an AOC in History</b>	Content Knowledge	Communication Skills	Critical Thinking	Correlation to previous outcomes
1. Students can find, select and interpret various types of historical evidence carefully.	X		X	2-3
2. Students can place both primary and secondary sources in appropriate historical and historiographical context, with attention to chronology, geography, and methodology.	X		X	1-3
3. Students can understand, synthesize, and engage with the ideas of others.	X	X	X	1
4. Students can identify and evaluate continuity and change, causality and coincidence, voice and agency.			X	
5. Students can accept and/or resolve differing perspectives or conflicting evidence responsibly.		X	X	2
6. Students can formulate a persuasive analytical argument, and use evidence to support it.		X	X	2-3
7. Students can present their ideas clearly and professionally to audiences both familiar and unfamiliar with a given topic, in both oral and written format.		X		4

*Measures to track student progress:*

Beginning and continuing students in courses are evaluated on the basis of homework assignments, essay exams, short written responses to assigned texts, short papers, term papers, oral presentations, small and large group work, and participation in class discussions. This combination of evaluative tools allows each student to gain a picture of his or her progress in acquiring both the vocabulary of history and the scholarly approaches used by the field. Evaluative comments are summarized at the end of each semester in a narrative course evaluation.

A member of the History faculty (usually the student's academic advisor) reviews all aspects of a student's work in the fifth term before s/he is allowed to declare History as his/her area of concentration; again when s/he submits a Thesis Prospectus in the sixth term; and again at his/her baccalaureate exam (see attached progress chart).

Academic Activities	Corresponding Outcomes	Correlation to activities in previous ALC
A. Completion of a clearly-written and persuasively-argued thesis incorporating the original analysis of primary sources and comprehensive secondary research on his/her chosen topic.	1–7	7
B. A successful oral defence of the structure and concepts of the thesis—as well as positioning it in broader historical perspective—in the baccalaureate exam.	2–7	–
C. A satisfactory evaluation in Historical Methods.	1–7	–
D. Compilation of a transcript featuring historical breadth (courses in a range of periods and geographical areas) and depth (both introductory and advanced courses).	2–5	1–2
E. Compilation of a transcript featuring a relevant range of courses in complementary disciplines in the humanities, social sciences, and/or natural sciences.	2–5	3–4
F. Familiarity with a range of global perspectives through competence in a second language, and/or off-campus study and travel.	4, 5, 7	5
G. Experience working with primary sources in an archive, museum, library, or other historical institution, either through an internship or independent research.	1, 2, 4	–
H. Publication of his/her work, or presentation of same at an academic conference.	6, 7	–

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\_\_\_\_\_

## NCF History Program: Matrix of Expected Skills at Various Levels

<b>Learning Outcome</b>	<i>1. Find, select, and interpret various types of historical evidence carefully.</i>	<i>2. Place both primary and secondary sources in appropriate historical and historiographical context, with attention to chronology, geography, and methodology.</i>	<i>3. Understand, synthesize, and engage with the ideas of others.</i>	<i>4. Identify and evaluate continuity and change, causality and coincidence, voice and agency.</i>	<i>5. Accept and/or resolve differing perspectives or conflicting evidence responsibly.</i>	<i>6. Formulate a persuasive analytical argument, and use evidence to support it.</i>	<i>7. Present their ideas clearly and professionally to audiences both familiar and unfamiliar with a given topic, in both oral and written format.</i>
<b>At the stated level, students should be able to...</b>							
<b>Lower-Level</b>	¶ Compile a bibliography on a given subject. ¶ Identify a primary source. ¶ Articulate differences between types of primary source, and explain how that affects their interpretation.	¶ Situate both primary and secondary sources within historical context.	¶ Identify a secondary source. ¶ Identify the thesis in a secondary source. ¶ Evaluate the reliability of a secondary source. ¶ Define and identify plagiarism.	¶ Assess primary sources for credibility, motivation, audience, etc. ¶ Identify and provide examples for historical patterns, with appropriate detail and sense of scale.	¶ Articulate opposing historical viewpoints.	¶ Construct a basic historical argument with a thesis and examples from primary sources.	¶ Structure a coherent paragraph. ¶ Cite sources correctly. ¶ Proofread his/her work.
<b>Upper-Level</b>	¶ Locate credible primary sources on a given subject in a database, library, or archive. ¶ Choose among multiple tools, methods, and perspectives to interpret historical evidence. ¶ Compile an up-to-date annotated bibliography of both primary and secondary sources on a given subject.	¶ Explain the historiography of a given subject. ¶ Articulate and account for the differences in perspective between two secondary sources. ¶ Identify and evaluate different methodological approaches (both within the discipline, and outside it).	¶ Assess the strengths and weaknesses of a secondary source. ¶ Explain and apply a historical approach. ¶ Engage with secondary research on a given subject in one or more foreign languages.	¶ Articulate and account for differences between two primary sources. ¶ Assess the strengths and weaknesses of a historical argument.	¶ Explain (and, if relevant, resolve) conflicting evidence or arguments in a civil and constructive fashion. ¶ Recognize and discuss the provisional nature of historical knowledge.	¶ Generate significant, open-ended questions about the past. ¶ Devise a feasible research question and explain how it relates to existing scholarship on a subject. ¶ Write a historical essay with a thesis and support from both primary and secondary sources.	¶ Choose among a range of media for communicating a particular set of ideas. ¶ Write grammatical prose and use punctuation correctly. ¶ Use Chicago style consistently in a formal essay. ¶ Give a clear oral presentation of a research topic.
<b>Thesis/Graduation</b>	¶ Demonstrate experience with different disciplinary approaches to historical evidence. ¶ Work with original primary sources in a library, museum, or archive.	¶ Demonstrate a familiarity with a variety of different historical periods and geographical regions. ¶ Compare situations and phenomena from a variety of different historical periods and geographical regions.	¶ Explain how his/her thesis engages with previous scholarship or popular conceptions of the topic.	¶ Situate the phenomena in his/her thesis within a broader historical context, and compare it to similar phenomena in other times and places.	¶ Demonstrate experience with multiple cultural perspectives through travel and/or off-campus study.	¶ Write a thesis of 50-100 pages with a clear argument that is based on primary sources, and which reflects comprehensive secondary research on the subject.	¶ Present a thesis that is clearly written, correctly documented, and free of errors. ¶ Explain and defend the argument, historiography, and evidence of his/her thesis orally during his/her baccalaureate exam. ¶ Publish his/her work and/or present it at a professional conference.