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| **Depth and breadth of knowledge** | A thorough and systematic understanding of a substantial body of knowledge generated by historians and scholars in cognate fields of inquiry  
Appreciate current and past questions posed in the discipline and its evolving professional practices | Facility with finding, assimilating, and deploying knowledge that is often at the forefront of the discipline  
Make connections across subfields, problems, and approaches  
A solid understanding of the issues arising from historical problems and the types and range of evidence required to sustain a persuasive argument | 18 credits of graduate seminars and HIST898 (MA cognate essay research) or 12 graduate seminar credits and HIST899 (MA Thesis Research)  
Students are prohibited from taking all their courses in only one field but are permitted, in the cognate essay stream, to take a course in a cognate discipline or program |
| Research and scholarship | Competence in one or more of the research methodologies of the discipline which may involve the evaluation of different types of textual, numeric, visual, and material evidence to appreciate how knowledge is generated and understanding advanced. Facility with multiple conceptual tools and explanatory models by which to analyze evidence, shape ideas, draw connections, and discern patterns. These outcomes enable students to: a) identify historical problems and questions, b) recognize or set parameters to such problems, c) locate and evaluate current research and scholarship pertaining to a problem, d) design and conduct research or critically interpret and synthesize existing research on a problem, e) formulate complex understandings of the relative merits and broader implications of the issues, judgments, and conclusions, f) develop and support a sustained argument in written or oral form in conformity with disciplinary norms. | Precise, nuanced, careful, and critical analysis of primary evidence or scholarship. Synthesize and integrate evidence accurately to advance coherent and rational propositions. Attentive to and able to engage with alternative arguments, perspectives, and approaches in current debates in the discipline. Evidence of independent and potentially original thought, and effective interpretation, synthesis, and assessment of the importance of research findings. Identify patterns within scholarship. | All MA students are required to complete an independent research project (HIST898 or 899). Proposals that include a definition of the problem, research design, and bibliography are submitted for approval to and comment by the department’s graduate committee. Graduate courses may include major research papers among their methods of assessment. All emphasize the assimilation of information and analysis of arguments from foundational scholarship. Assessment takes a variety of forms, but typically includes participation in group discussions to exchange ideas and hone arguments and a variety of writing assignments to deploy research findings and develop methodological proficiency. Discussion of diverse methodologies is common to all graduate history seminars, but is the particular focus of a number of courses (such as World History: theory and methodology). A number are explicitly historiographic as well (Historiography of Medicine and Readings in U.S. History). |
| **Application of Knowledge** | Integrate learning and apply ideas, concepts, and evidence-based methods and approaches to persistent and new questions  
Competence in the research process, applying new or existing bodies of knowledge to a specific problem, new question, or new circumstances | Appropriate linkage of knowledge made to specific historical problems and relative importance and appropriateness of knowledge to a range of questions and problems assessed  
Interrelationships between the particular fact or body of knowledge and the general problem or interpretation drawn | Graduate courses and independent research project. |
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| **Professional capacity/autonomy** | Critical thinking and independent inquiry  
Ethical behaviour and attitudes consistent with academic integrity and responsible research  
Time-management skills, engagement with constructive feedback, initiative, and personal accountability  
Understand and apply the norms of the profession in different contexts and engage professionally with peers and mentors  
Contextualize the particular, appreciate broad implications, apply research findings, and draw connections among different fields of knowledge | Ability to work independently according to the norms of the discipline and to receive and give constructive feedback through engaging with the work and perspectives of others in a professional manner | Graduate courses and independent research projects.  
The breadth requirement and the prohibition against any single instructor being responsible for more than 6 credits of any student’s program ensures exposure to different instructors, problems, and approaches. |
| **Communication Skills** | Ability to communicate ideas, concepts, information, competing interpretations, and conclusions in a clear, well-organized, and persuasive manner  
Facility with both oral and written communication in a variety of contexts with formats of different length and purpose. | Well conceived and executed oral and written communication in a variety of settings  
Conveying both specific information and complex understanding as well as the relationship between them | Graduate courses and independent research projects |
| Awareness of limits of knowledge | Cognizance of the complexity of knowledge, sources of scholarly disagreement, and processes by which shared interpretations coalesce, are contested, and change  
Appreciate the incompleteness and potential selectivity of the evidence available with which to answer interpretative questions | Openness to new perspectives, willingness of consider alternative findings and approaches, explicit consideration of the limits of historical evidence and a positive attitude to ambiguity and the potentially open-ended process of historical inquiry where appropriate | Graduate courses and independent research projects. |
|---------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Historical Consciousness        | Awareness of the role of contested and shared interpretations of the past in shaping self and society  
Ability to interrogate claims advanced in the present that are grounded in particular uses of the past (implied or explicit) as potentially selective, partial or inaccurate  
Facility in situating recent and current events in longer-term processes and account for change over time | Ability to historicize and contextualize the present  
Ability to strive to bracket current understandings, interests, and identities in an attempt to study the past afresh and from multiple perspectives  
Attention to the often contradictory and complex implications for understanding the present of shifting scholarly and lay understandings the past | Graduate courses and independent research projects.  
All courses engage to some degree with this expectation, but some are designed to pay particular attention to it, including History, Memory, Commemoration. |
| Global Understanding | Advanced understanding of the different ways of being in the world over time, across space, and among diversely situated and identified individuals, groups, and cultures. Capacity to relate the personal and local to cultural and social groups, nations and states, and transnational and international contexts as appropriate. | Attentive to the range of historical experiences and multiple forms of difference, to situate an understanding in evidence from particular times and places to avoid over-generalization, and ability to make comparisons and discern patterns at different scales. | Graduate courses typically cover a wide range of diverse places and peoples and situate their particular subject matter in a variety of contexts, draw on scholarship from other disciplines and contexts, and apply a common set of questions and historical methodologies to diverse settings and periods. A number of courses are explicitly comparative (Comparative Public Policy and Studies in Comparative Colonial North American Societies) or transnational (Capitalism: A Historical View and Atlantic World) or foreground the interrogation of the subaltern (Canada’s Racial State, and Britain and Empire). |