

**1. Visual Literacy**

- a. Students can describe works of art and architecture using vocabulary appropriate to the field.
- b. Students make an argument based on a fully elaborated analysis of objects of art, design, and architecture in relation to the contexts of their production (historical, socio-political, technological, religious, geographic, and economic).
- c. Students can develop research questions based on close observation of an object or image of visual and material culture.

**2. Diversity, Equity, and Inclusion**

- a. Students can recognize and analyze mechanisms of inclusion/exclusion (e.g., race, gender, ethnicity, nationality, class, sexuality, ability) in the relationship between dominant and non-dominant cultures, as well as the effects of these mechanisms on both the production of objects and the creation of knowledge about them.
- b. Students can identify the effects of cultural power dynamics on the production, the acquisition, and the study of objects of visual culture.

**3. Critical Thinking**

- a. Students can demonstrate an awareness of the assumptions informing scholarly works that constitute the specialized literature and identify their respective positions.
- b. Students can recognize the applications and limitations of arguments made by others and extend/transpose/challenge the logic accordingly.
- c. Students can develop an argument, as well as explain the theoretical and/or methodological grounds on which they base it (e.g., in written work or seminar participation).
- d. Students can articulate and deploy a methodological framework in their interpretation/analysis of an object or image from visual culture.

**4. Information Literacy**

- a. Students can collect and evaluate information gleaned from diverse primary and secondary sources (monographs, critical literature, anthologized essays, interviews, etc.) in both print and online formats relevant to writing, research, and/or oral presentations on works of art, architecture, or visual culture.
- b. Students can logically integrate source material, including visual evidence, into their analysis.
- c. Students can accurately and appropriately cite image and information sources in captions, footnotes and/or bibliography in a format appropriate to the discipline of art history and/or archaeology.

**5. Oral Communication**

- a. Students can participate appropriately and interactively in a seminar-style intellectual community.
- b. Students can effectively communicate ideas with their peers in a verbal format, using methods and tools provided by the instructor (e.g., a template for leading class discussion on a reading, or a PowerPoint presentation).
- c. Students can deliver a persuasive oral presentation that communicates the results of research effectively and confidently to a general audience.

**6. Written Communication**

- a. Students can deploy research, description, and close visual analysis in the development of an argument.

**ARTH Program Learning Outcomes**

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- b. Students can effectively present their ideas and express themselves in writing for a variety of purposes to both general (e.g., catalogue entry, public talk) and professional (e.g., research essay, symposium presentation) audiences.