The HARC curriculum offers 3 tracks: History of Art, Museum Studies, and Architectural Studies. Target information literacy classes are the 2 introductory methodology seminars at the 300 level that all majors take. History of Art and Museum Studies majors take HARC 301 (Ways of Seeing). Architectural Studies majors take HARC 332 (Buildings in Their Contexts). In addition, all History of Art and Museum Studies majors take HARC 710 (Qualifying Paper Research Seminar) and 711 (Qualifying Paper, Research, & Writing), while Architectural Studies majors take HARC 731 (Senior Architectural Design I) and HARC 732 (Senior Architectural Design II). The skills developed earlier in the curriculum will prepare them for these 700 level courses, in which information literacy skills are reinforced and mastered. Other courses where skills may be taught are noted and are subject to change.

**Research & Technology Introductory Skills** (for all Middlebury students)

**HARC-Specific Intermediate & Advanced Skills and Curriculum Map:**

<table>
<thead>
<tr>
<th>Students in the major will:</th>
<th>Courses where taught:</th>
</tr>
</thead>
</table>
| Use discipline-specific resources (such as *Oxford Art Online*, *Oxford Reference Online*, *Dictionary of Art*) to find background information on artists, genres, and movements. | HARC 214  
HARC 216  
HARC 251  
**HARC 301** (target class)  
HARC 331  
**HARC 332** (target class)  
HARC 339 |
| Acquire advanced searching techniques for using indexes, databases, and bibliographies in art history and related fields. | HARC 214  
HARC 216  
HARC 251  
**HARC 301** (target class)  
HARC 331  
**HARC 332** (target class)  
HARC 339  
**HARC 710** |
| Use **discipline-specific resources (BHA, Art Index, etc.)** and advanced multidisciplinary databases (such as *WorldCat* and *Dissertation Abstracts*) when needed. | **HARC 301** (target class)  
HARC 331  
**HARC 332** (target class)  
**HARC 710** |
| Be familiar with the major journals, magazines, web, and local resources for art and architectural history topics within the field as a whole and within chosen sub-fields. | HARC 214  
HARC 216  
HARC 251  
**HARC 301** (target class)  
HARC 331  
**HARC 332** (target class)  
HARC 339  
**HARC 710** |
| Be aware of copyright and fair use principles in general, particularly as it pertains to copying, modifying, and distributing images. | **HARC 301** (target class)  
HARC 331  
**HARC 332** (target class) |
| Find and use high quality images in databases, print sources, and the internet (such as ARTstor, museum websites, etc.) for presentations and papers. | **HARC 301** (target class)  
HARC 331  
**HARC 332** (target class) |
Know how to cite sources using footnotes or endnotes, and how to compile standard and annotated bibliographies using Chicago or Turabian styles.

<table>
<thead>
<tr>
<th>Resources consulted:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Austin’s <strong>Core Competencies for Art History Students</strong> document (<a href="#">found here</a>)</td>
</tr>
<tr>
<td>Art Libraries Society of North America’s <strong>Information Competencies for Students in Design Disciplines</strong> (<a href="#">found here</a>). In particular see pages 15-18 (basic skills); pp. 23-28 (intermediate skills) and pp.32-35 (advanced skills).</td>
</tr>
</tbody>
</table>

History of Art and Architecture [Learning Goals for the Major](#)

### Assessment Method

#### Skill to Assess:

Use discipline-specific resources (*BHA, Art Index, etc.*) and advanced multidisciplinary databases (such as *WorldCat* and *Dissertation Abstracts*) when needed.

#### Courses to Assess:

Initially:
- HARC 301 (Art History) / HARC 332 (Architecture) - skill introduced

In future:
- HARC 710 (Art History) - skill reinforced / mastered

#### Method of Assessment:

When reviewing research paper bibliographies, faculty instructor considers whether an appropriate mix of discipline-specific resources have been used. For example, does the paper include citations from other resources besides JSTOR (books, dissertations, specialized journals that had to be interlibrary loaned, etc.)? This may also indicate that students have learned to use bibliographies of journal, book, and background sources to identify additional or more specialized sources.

#### Using Results:

Faculty Instructor communicates with librarian and other relevant faculty to modify instruction and/or assignments if needed to improve / reinforce student use of appropriate discipline-specific resources.