I. Content: what we expect history majors to learn.
We expect students to acquire a body of historical knowledge that is both broad and deep. Our expectations in terms of content are expressed in the requirements for the history major. They are as follows:

A. Depth: all history majors must take a preponderance of their classes for the major at the upper-division level, and particularly at the 400-level. Of 45 graded credits students must take in History, 33 must be in upper-division courses, and at least 21 at the 400-level. The subjects of these 400-level classes are specialized enough in scope that students can both attain a degree of mastery of a period or topic and learn to appreciate the complexity of historical experience.

B. Geographical breadth: we require students to acquire a broad familiarity with at least three geographical regions of the world. In an increasingly interconnected world, this sort of broadening experience is invaluable. Concretely, we require students to take at least two courses (8 credits) in three of five areas: United States, Europe, Latin America, Africa, or Asia.

C. Chronological breadth: we strongly believe that all majors should acquire substantial historical knowledge of premodern history. This has several benefits. It is meant to encourage acquaintance with societies and cultures different from our own by virtue of their remoteness in time, which challenges the historical imagination and unsettles assumptions; for students whose focus is on modern history, it encourages depth in their area of interest; and in some cases, it promotes reflection on long-term historical trends. Thus, we require all history majors to take at least two courses (8 credits) that cover periods before 1800.

D. Cultural and linguistic breadth: we believe that history majors should be challenged to encounter at least one culture other than their own by learning its language. Thus, we require all history majors to successfully complete at least two years of college-level study of a second language.

II. Skills: what we expect history majors to be able to do
All history majors are expected to master a set of skills that we regard as crucial for historical thinking and, more broadly, as an integral part of a liberal arts education.

A. Historical argument: students must learn how to understand historical arguments and assess them critically. This includes evaluating conflicts of interpretation, examining the use of evidence, and learning how explanations are constructed in historical writing.

B. Inquiry: students must learn how to read primary sources and analyze them critically. At a higher level, they are expected to learn how to define a historical problem, identify primary sources relevant to that problem, and develop a research strategy to address a historical question.

C. Writing: students are expected learn how to synthesize information from a variety of sources, construct cogent arguments, and express them in clear, convincing prose. One indication of the high priority we place on expository writing is the fact that none of our courses employ scantron exams.

Our expectations for the development of these skills are made clear to students in two places: in the graded assignments for individual courses, and in the capstone requirement that all history majors complete a piece of original historical research in a History 407 seminar.