

UNIVERSITY OF WASHINGTON

Department of History
College of Arts and Sciences

Unit Self Study

Department Chair: Professor R. Kent Guy

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Doctor of Philosophy
Master of Arts
Bachelor of Arts

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TABLE OF CONTENTS

PART A: REQUIRED BACKGROUND INFORMATION	1
SECTION I: OVERVIEW OF ORGANIZATION	1
Mission and Organizational Structure	1
Budget and Resources	3
SECTION II: TEACHING AND LEARNING	5
Student Learning Goals and Outcomes	5
Instructional Effectiveness	6
Teaching and Mentoring Outside Classroom	8
SECTION III: SCHOLARLY IMPACT	11
SECTION IV: FUTURE DIRECTIONS	17
PART B: UNIT-DEFINED QUESTIONS	20
1. What strengths should the Department build on when opportunity arises?	20
2. How to balance our desire to teach writing with the demands of increasing enrollments?	21
3. Should Department consider revising its policy of admitting graduate students in all areas?	22
4. Does curriculum represent faculty strengths in comparative and cross-regional thematic areas?	23
PART C: APPENDICES	24
Appendix A: Organization Chart	A
Appendix B.1: Budget Summary	B.1
Appendix B.2: State Expenditures	B.2
Appendix B.3: Endowed Professorships	B.3
Appendix C.1: Faculty Information, AY 2010-2011	C.1
Appendix C.2: Faculty Updates, AY 2011-2012	C.2
Appendix C.3: Faculty Hires and Departures	C.3
Appendix D: HEC Board Summary	D
Appendix E.1: Review of Undergraduate Curriculum, 2009	E.1
Appendix E.2: Review of Graduate Curriculum, 2010	E.2
Appendix F: Long-Range Planning Report, 2011	F
Appendix G.1: Graduate Program Admissions Record	G.1
Appendix G.2: Graduate Program Placement Record	G.2

DEPARTMENT OF HISTORY SELF-STUDY

PART A

Section I: Overview of Organization

Mission and Organizational Structure

The mission of the Department of History is to extend and preserve disciplined, scholarly inquiry concerning the human past in all eras and all regions of the globe, and to make this record of the past accessible to undergraduate and graduate students at the University of Washington. Our signature as a Department lies in the range of histories we teach and the high quality of the scholarship we produce. Moreover, we are a very diverse and highly collegial group of scholars. Our faculty includes specialists in colonial, nineteenth- and twentieth-century U.S. history, including African American and Asian American history and the history of the American West; ancient, medieval, early modern, and modern European history; early modern and modern Latin American history; East, Southeast, and South Asian history, Middle Eastern and African history, and the history of science and technology. This broad range allows us to contribute to the comparative and cross-regional fields of transnational history, critical race studies, colonial and postcolonial studies, and gender and women's history that speak to the interests of the community and the graduate and undergraduate student bodies. The challenge the Department faces is how to maintain a vital research agenda and lively undergraduate and graduate classrooms in a new budgetary era.

The Department offers bachelor's, master's and doctoral degrees in History. Despite the diversity of our offerings, there is one set of requirements for each degree. Students take a limited number of required courses and specialize, to the extent they wish to, by taking multiple courses in a single area. In the last three years, approximately 180 history majors per year have earned their Bachelors. At the graduate level, we have graduated an average of 6 MAs and 8 PhDs per year. Like many of the units in the Social Sciences, we are a service unit. Most of the students in our undergraduate classes are not History majors; nearly 80% of our students are majors in other units. Particularly in the areas of East, Southeast, and South Asia, as well as Russia and Latin America, we provide the required history courses for the University's strong area studies programs; seven of our faculty members hold joint appointments with the Henry M. Jackson School of International Studies, which houses area studies programs, and many other faculty members have affiliate or adjunct appointments in other units.

Governance and Staff. The History Department has always had a single formal governance structure despite its many specialties and sub-specialties. At present, four faculty members in the Department hold compensated administrative posts: the Chair, the Associate Chair, and the Directors of Graduate and Undergraduate Studies. The Associate Chair and Directors of Graduate and Undergraduate studies are chosen by the Chair, and usually hold their positions for three years.

The Chair consults with an elected Advisory Committee with one representative chosen by each rank (assistant professors, associate professors, and full professors). The Associate Chair and Directors of Graduate and Undergraduate Studies serve as *ex officio* members of the committee, and the Chair has the right to appoint others to the committee if it does not reflect the balance of the Department, although this is seldom necessary. The Director of Undergraduate Studies chairs the Undergraduate Studies Committee, which oversees the undergraduate curriculum, advises the Chair on issues of teaching schedule and allocation of teaching assistants, and, at the end of the year, awards numerous scholarships and prizes which the Department is fortunate enough to be able to offer its undergraduates. The Director of Graduate Studies chairs the Graduate Admissions Committee, which as its name suggests, reviews applications and decides on admissions offers, and the Graduate Studies Committee, which oversees the graduate curriculum, formulates policies regarding the graduate program, and distributes graduate student financial support. Appointments to the Undergraduate and Graduate Committees are made by the Chair, in consultation with the Directors of Undergraduate and Graduate Studies.

The Department also appoints committees to review assistant, associate, and full professors every spring. These committees produce written reports, which are discussed by faculty senior in rank to those being evaluated. In one-on-one conferences held every year for assistant professors and every 3 years for associate and full professors, the Chair communicates the gist of these reports and discussions, and offers any necessary advice on how to meet promotion and career goals. Although the Department has always sought to avoid balkanization, faculty members with common interests—in, for instance, U.S. history or Asian history—do meet on a fairly regular basis to decide on course offerings and to evaluate graduate applications. Every effort is made to ensure that each of our major divisions -- Americanists, Asianists, Europeanists, medievalists and modernists -- are represented on the Graduate Admissions Committee, the Undergraduate Studies Committee, and major department committees that review policy. The reports of these committees are discussed thoroughly (in some cases even re-written) in Department meetings. It is the practice of the Department to hold two meetings on any personnel issue, one to receive and discuss the committee's report, and the other to act on it.

The Department staff, at present 10.3 FTE, is divided into three parts: fiscal and administrative services, academic and student services, and the editorial staff of the Center for the Study of the Pacific Northwest. The administrative staff is headed by the Administrator and includes a Fiscal Specialist, an Office Assistant Lead, and an Office Assistant. The academic services staff is headed by the Director of Academic Services, and includes a Director of Instructional Services, Undergraduate Advisor, Graduate Advisor, and Computer Specialist. Although the academic services staff reports formally to the Chair, members of this group also advise relevant faculty committees. The Director of Academic Services, the Director of Instructional Services and the Undergraduate Advisor serve as staff for and *ex officio* members of the Undergraduate Studies Committee. The same group, with the Graduate Advisor substituting for the Undergraduate Advisor, serves in an *ex officio* capacity on the Graduate Studies and Graduate Admission Committees. The Center for the Study of the Pacific Northwest, which produces the *Pacific Northwest Quarterly*, employs two editors, who also serve as staff members for the activities of the Center. (See Organization Chart, Appendix A)

Budget and Resources

As is perhaps true of most units in the University, our state budget increased significantly from the 05-07 biennium to the 07-09 biennium, then declined from 07-09 to 09-11; it is too early, at this writing, to project trends in the 11-13 biennium (See Appendix B.1). The realities behind this trend are perhaps better illustrated if the figures are disaggregated (See Appendix B.2) into the four major categories of departmental expenditure – faculty salaries, teaching assistant (TA) salaries, staff salaries, and operations. As the chart suggests, the amount of state money expended on TA salaries has increased steadily over the past three biennia, a product of the Department’s commitment and the recommendation of the previous ten-year review. The figures provided for TA salaries include both permanent money and temporary money; only about 68% of TA salaries in 2011-12 were from permanent money, and the rest was money committed for only one year. Staff salaries increased from 05-07 to 07-09 then decreased in 09-11 in part because this is the category where the Department chose to take its state mandated cuts in 2009. The steady decline in the operations category was a response to cuts, but also represents a concerted effort on the part of the Department to reduce expenses in this category. Faculty salaries rose significantly from 05-07 to 07-09, reflecting new hires, merit raises, and a unit adjustment (a supplement to merit raises, reflecting the fact that the Department as a whole was underpaid in comparison with departments at peer universities). The faculty salaries category then remained essentially flat for the next four years; however, this conceals

significant comings and goings among the faculty, leaving troubling holes in our teaching program. In fact, the Department has responded to thirteen outside offers in the past five years; in six cases we were able to retain the colleague, and in seven cases we lost the colleague.

Our ability to retain colleagues has been enhanced by donations from members of the community. Since 1979, the Department has held the Bullitt Chair in U.S. history, a fully endowed position that also provides research money to its holder. During the past decade, six new endowed professorships and two faculty fellowships have been inaugurated in the Department (see Appendix B.3). These new funds account for the increase in the Gifts and Endowments line in Appendix B.1, from 05-07 to 07-09. Because of the decline in the value of all University endowments, these funds do not provide as much summer salary and research expenses as they once did. However, they still provide significant compensation, research, and travel funds to their faculty holders. Additionally, in 2007 the Department received a gift of one million dollars from Lenore Hanauer for general use. After faculty discussion, it was decided to divide this fund into four equal parts to be used for faculty support, graduate student support, outreach activities, and a Chair's discretionary fund. Out of the quarter million dollars for faculty support, research accounts of \$5,000 were created for each faculty member who did not hold an endowed chair, professorship, or faculty fellowship. In 2010 and 2011, Ms. Hanauer gave further gifts of \$250,000 which have made it possible for us to replenish faculty research funds and graduate student support funds. (Expenditures of the Hanauer gift are represented on the "General Use" line of Appendix B.1.) These funds have likely enabled us to hold on to faculty we would have lost, and helped to ensure the continued research productivity of the faculty. They have not allowed us to replace colleagues who have left. The endowed professorships are usually held for three-year terms, although in recent years, three have been awarded with five-year terms. It is the faculty's preference that in principle no more than half of our endowed positions should be awarded as part of retention packages, with the other half chosen by faculty committees composed of previous recipients of the professorships. At present three faculty members hold professorships as a result of retention packages, and five hold them as a result of recommendations by committees of their colleagues.

Budgetary evaluations and changes are carried out in two stages. First, the feasibility or impact of a budgetary change is reviewed by the Chair, in consultation with staff and the Advisory Committee. In the past, the Department as a whole did not undertake regular formal reviews of its use of resources. But in recent years, the Department has had to respond to so many changes in the central budget that discussing and reviewing the budget with the full faculty has become more frequent.

Section II: Teaching and Learning

Student Learning Goals and Outcomes

The History Department's culture has always been one in which teaching is very heavily valued. The Department has earned nine Distinguished Teaching Awards, more than any other unit on campus. Several of our professorships are given, at the direction of the donors, largely on the basis of teaching ability. Teaching ability is also considered when recommendations are made for other professorships, particularly those named after our Department's two most famous teachers, Jon Bridgman and Giovanni Costigan. As the Department explained in our recent biennial review, our learning goals for undergraduates are broad:

"We believe that the primary value of historical study does not lie in the retention of particular dates, but is rather to be measured in terms of lifetimes of intellectual curiosity and good citizenship. If our majors are still wondering about the world as they progress through their lives, if they approach whatever they read with a skepticism grounded in their previous experience with dissenting points of view, if they write persuasively about things they have discovered through their own research, then we have done our job."

In our Master's and Doctoral degree programs, we seek to prepare students for careers in a variety of institutions and in the public sector; develop skills in research, analytical writing, and relevant foreign languages; help students master a body of historical research and the historiography written about it, within their chosen area of study; and learn to communicate effectively in the classroom and in public.

The Department assesses student satisfaction by conducting exit surveys with all graduating seniors and advanced degree recipients. These undergraduate surveys demonstrate that students on the whole are highly satisfied with our program: 98% of students agreed or strongly agreed that our program was "appropriately challenging"; and 99% found our major to be "achievable"; 84% found our faculty to be "expert" in their area of specialization and 69% found them enthusiastic about their area of study; 76% found our staff helpful and knowledgeable. The survey questions for graduate students are somewhat different, but the responses equally positive. The ratings for "departmental academic standards," "responses to recent trends in the field", and "overall quality of program" were above 4 on a scale of 1 to 5 in nearly all cases, and also high when compared to the average responses for other units of the graduate school, college, and university. Perhaps the best measure of whether our classes are satisfying to non-majors is that in this era of "Rate my Professor," they keep coming back, constituting nearly 80% of the students in the classroom. While several faculty members in the Department have

been giving serious thought to the question of whether we should teach non-majors differently from majors, on the whole the craft of clear narration and logical explanation of cause and consequence is the same for non-majors and majors.

Instructional Effectiveness

The Department evaluates instructional effectiveness collectively and individually. Collectively, we find that undergraduate students do leave our major having grown through our instruction: 97% agree or strongly agree that their writing skills have significantly improved; 73% say that their views of causality and contingency have been strongly influenced by their experience in the major; and 69% have been strongly influenced in their understanding of diverse peoples and points of view. The Department also regularly measures the instructional effectiveness of individual faculty members, acting instructors, and teaching assistants (TAs) through standardized teaching evaluations. TAs and acting instructors are required to conduct evaluations in every class, and those evaluations become part of their file for reappointment. TAs must also be evaluated by the faculty member for whom they are teaching. Both peer and faculty mentoring are available to TAs. Assistant professors also are required to have every class evaluated; associate and full professors are required to have one class evaluated per year. These evaluations are examined by the assistant, associate, and full professor review committees, and are frequently cited or quoted in their written reports. They are also reviewed by the Chair in preparation for the one-on-one conferences with faculty members. The Department follows the University guidelines on teaching peer reviews, requiring one review per year for faculty before tenure, and one review every three years for those faculty members with tenure. To the extent possible, we encourage the reviewer and the reviewee to meet after the evaluation to discuss issues in teaching.

In addition to these fairly standard measures of teaching effectiveness, the Department undertook a special review in 2009, dictated by budgetary circumstances. Perceiving that budget cuts in the future would likely affect teaching assistantships, and that the Dean's Office regarded our usual 1/50 TA/student ratio (with each TA teaching two sections of 25 students each) to be too expensive, the Department embarked on a review of the question of whether we could achieve equal or nearly equal instructional effectiveness with a higher TA/student ratio. A preliminary report setting out questions to be examined was issued in Spring 2009; a survey was conducted that spring about students' attitudes toward TAs and sectioned classes. Two reports, one on undergraduate and one on graduate education were issued in Autumn 2009 and Spring 2010 respectively (See Appendices E.1 and E.2). The conclusions of these reports have affected departmental practice.

In the area of undergraduate education, the committee concluded that the decision of how a course could be most effectively taught was best left to the faculty member who teaches it. To assist them in this consideration, the undergraduate committee report called for a series of Department workshops on teaching large lecture courses, teaching writing, and teaching small undergraduate seminars. It further recommended that, after participating in these workshops, faculty members consider how the courses they teach might be changed, then embark on such changes on an experimental basis. Many faculty members have in fact changed the way they teach; a range of styles of employing TAs has been adopted. In 2012-13, the Department will no longer assign TAs on a 1/50 ratio, but will instead assign them on a 1/75 or 1/100 ratio. The report of the undergraduate committee also envisioned that after two years, the Department would review the new teaching arrangements, assessing which work best. This review was to fall during Spring 2012; it has been decided to wait until the ten-year review is complete before undertaking a further teaching review.

In the area of graduate education, four main recommendations were made to improve the effectiveness of instruction. The committee proposed and the Department approved the implementation of a dissertation prospectus requirement, the introduction of a one-quarter required core colloquium for all first-year students, the regular offering of courses on teaching history and professionalization, and a change in the form of the MA examinations, designed to shorten the time required to complete the MA degree. As these reforms were implemented for the first time during the current academic year, it is perhaps too early to assess their impact, although this will certainly be a task for the Department in the future.

The Department also encourages individual faculty members to translate their insights in instructional effectiveness into curricular innovation. The content and methods used in our junior and senior seminars are decided by individual faculty members, and may change with each iteration. This allows faculty members to adjust the capstone seminars to achieve greatest instructional effectiveness. We also encourage individual faculty members to adjust their teaching styles in response to student evaluations, and our Department tries to provide both formal and informal guidance in this process. One outstanding example of this process is a faculty member now promoted to associate professor, who arrived at the University in 1998. His graduate training was at an elite private university, where he belonged to a specialized department that offered limited opportunity for teaching. As he noted, when he first came here, "teaching did not come easily" to him. However, he devoted an enormous amount of energy to teaching his students, and his teaching evaluations increased steadily from the high 3's,

through the 4s, to the high 4's. One autumn the adjusted median of his instructional assessment in HIST 111, *The Ancient World*, in which there were 125 respondents, was a 5.0 for "Instructor's Contribution to the Class" and 4.9 for the combination of items 1 through 4. Such high evaluations are very rare in big introductory classes, where the teacher does not assume previous interest on the students' part, and there are many anonymous student critics. One of his lecture courses has become a mainstay of the undergraduate curriculum, and in 2009, his students nominated him for a Distinguished Teaching Award. This represents an extraordinary achievement yet is typical of the thought and energy that our faculty members invest in their teaching.

Teaching and Mentoring Outside the Classroom

As a public research university, the University of Washington has not historically emphasized teaching and mentoring outside the classroom. But as the economics and dynamics of education, and particularly public education, change, this mentoring – which is critical to our graduates being able to translate skills from the classroom to the real world – is becoming crucial. The activities discussed below demonstrate that the Department has a good foundation on which to expand these aspects of our instruction in coming years.

Recruitment. The Department recruits undergraduate students at the usual university fora, including Dawg Days, Husky Fest, and the like. Our undergraduate advisor participates in freshman orientation, registration labs, and transfer student orientation. But probably our most effective recruiters are the faculty who teach introductory classes. It has always been the practice in the Department that all faculty, including those senior in rank, teach at all levels. Graduate student recruiting is a more intentional process. The decisions students make about graduate school are heavily influenced by electronic media, and in 2007-08 the Department undertook a remaking of its website, funded in part through the Hanauer gift, to make the site more accessible and attractive. The Department funds a recruitment weekend, when the best of our applicants are invited to campus to interact with the faculty with whom they propose to work. Our graduate admissions process is coordinated by the Graduate Admissions Committee, but all faculty members are asked to participate in the recruitment of students in their respective fields.

The recruitment of minority graduate students is a particularly important matter for the Department, which functions as a committee of the whole for minority recruitment. The Department participates in the National Name Exchange for minority students, the McNair Scholars Name Exchange, and the GO-MAP ambassadors program. The first task of the Graduate Admissions Committee each

winter is to identify minority applicants for nomination for special fellowships. Once these applications are identified, their files are circulated on an expedited basis to the relevant faculty members, so that decisions of rank and order can be made early enough to ensure our applicants can compete for funding sources from other units in the university. Overall, the Department has done well over the years in recruiting minority students, and we expect that as our faculty who specialize in critical race studies (see part 3 below) become better known, we will continue to gain strength in this area.

Services to Students in the Department. The History Department has always had a strong undergraduate advising office. However, after the staff reductions of 2009, which reduced us to one advisor, we have been constrained in what we can provide. Nonetheless, our advisor consults with majors, pre-majors, and non-majors. The advisor meets regularly with a minority faculty member to review the progress of undergraduates from underrepresented groups. We actively reach out to students in danger of exceeding University satisfactory progress limits. Up until the 2009 layoff, satisfactory progress reviews of all undergraduate History majors were conducted every year, but current staffing levels do not permit us to continue this practice. We allow students to shape their own majors within the parameters of the major requirements; last year, 59 students took independent study or study abroad. Our undergraduate advising office reviewed over 350 courses in 40 foreign countries for departmental credit between 2003 and 2011. We are also able to encourage students with a number of awards and prizes. Between Autumn 2008 and Spring 2011, the Department awarded 117 quarters of resident tuition, 23 quarters of non-resident tuition, and 22 cash awards or stipends, ranging from \$750 to \$13,500. We have an active chapter of Phi Alpha Theta, the undergraduate history honors society, which is advised by a faculty member, and to which we provide funds to attend regional conferences.

To monitor graduate student learning, the Department collects narrative evaluations of each graduate student's work in each course at the end of each quarter. These are collated and reviewed by the Director of Graduate Studies as part of the satisfactory progress review carried out for each graduate student each year, a review that is conducted in large part to facilitate graduate mentoring. All multi-year financial offers are contingent upon satisfactory progress. Upon a student's completion of the requirements for the MA, we do a thorough review of each student before promoting him or her to the PhD program. The Director of Graduate Studies shares this review with the student being promoted. We retain the option not to promote students to the PhD level if we feel the record does not warrant it.

We have introduced a review mechanism for students participating in HIST 800, the dissertation-writing seminar, to assess progress on dissertations.

Preparing People for the Next Phase. For our undergraduates, we hold a career workshop every year in which distinguished alumni and donors are invited to speak about their careers. The purpose of these workshops, which are funded by the Department, is to highlight the directions students may take after receiving a history degree, and point them toward possible career tracks. The Department also holds a workshop on applying to graduate school. Before 2009, we offered more extensive and specialized workshops on applying to law school and business school as well, but current staffing levels have not allowed us to continue this practice.

For our graduate students, as a result of the reforms described above, we have created new courses for the graduate curriculum which serve as an introduction to the profession. HIST 571, *Teaching History*, includes a mix of discussions and panels on pedagogy, on issues such as how to run a discussion section, prepare a syllabus, and grade and comment on assignments. HIST 570, *Orientation to an Academic Career*, includes such topics as writing a successful grant application, preparing a curriculum vitae and application cover letter, publishing an article in a refereed journal, writing a conference paper, and preparing for a job interview. HIST 570 also includes workshops on career paths outside academia, including work in museums, the public sector and non-government organizations. As students finish the program, we offer “mock interviews” with faculty members whom the student has not worked, and opportunities for students to preview their job talks. Each of our TAs undergoes a training program in the Department in addition to the instruction provided by the University. In the past two years, TAs has been invited participants in the workshops on large lecture courses and undergraduate seminars.

Section III: Scholarly Impact

The Department of History has always had a strong research presence. Just in the past five years, members of the Department have published 17 single-authored monographs, which have won 8 national prizes; 18 edited volumes; over 70 articles and 60 book chapters; and have given 20 keynote or plenary addresses at national and international conferences. At present one member of the Department serves as President of the Western History Association and another serves as President of the Pacific Coast Conference on British Studies. Four members of the Department serve on prize committees of various scholarly organizations, two serve as editors of journals, and many others serve on editorial boards and committees. As individuals, our faculty members contribute significantly to their respective fields and represent the latest findings of those fields on the University of Washington campus.

Although historical research is primarily individual, synergies—combinations of faculty with complementary research interests – are often the basis for a department’s scholarly reputation. There have been at least six of these synergies in the University of Washington History Department in the past decade. These include concentrations in gender history; the history of the Pacific Northwest and the American West; critical race studies; East Asian history; labor history; and the history of science, technology, and medicine. During the early part of the past decade, the concentration in gender history, particularly twentieth-century women’s history, was the most salient. Four members of our Department, Professors Tani Barlow (Modern Chinese history), Uta Poiger (Modern German history), Lynn Thomas (Modern African History) and Dong Yue (Modern Chinese history) cooperated with faculty members in other departments at the UW and elsewhere to produce a volume of essays entitled *The Modern Girl Around the World* that examines the near simultaneous global emergence in the 1920s and 1930s of a new, sexually assertive female figure who appeared to disavow domestic duties and embrace consumer culture. Their work attracted national and international attention, both because of the quality of its scholarship and the fact that the book was genuinely collaborative. The group presented its findings in venues as diverse as Cambridge, Massachusetts and Tokyo, and found a broad and appreciative audience for its work. Unfortunately two members of this group, Professors Poiger and Barlow, have been lured away from Seattle with competitive offers, and thus the collaboration no longer continues in the same form. The group’s success nonetheless illustrates how collaboration among faculty with the same interests can enhance the Department’s reputation.

A developing common research focus is critical race studies. The Department has three historians of African American history (Professors Camp, Smallwood, and Taylor) and several historians from other fields who share their research emphases and orientations, including Professors Moon-Ho Jung (Asian American history), Vince Rafael (Philippine history), and Ileana Rodriguez-Silva (Caribbean and Latin American history). Professors Camp, Jung, and Taylor hold endowed positions in the Department. This group is still coalescing but has already undertaken several collaborative projects, including a lecture series in 2008-09, funded with the Hanauer gift. Professors Jung and Smallwood have recently received a Studio Collaboration grant from the UW Simpson Center for a project on "Race Across the Disciplines." Already the work of this group of scholars is attracting national attention: Quintard Taylor is the immediate past president of the Western History Association and coordinates the internationally recognized web project, BlackPast.org, a scholarly resource in African American history that has been used by more than ten million people since its' inception in 2007; Stephanie Smallwood's first book, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora*, won the prestigious Frederick Douglass Book Prize from the Gilder Lehrman Center at Yale University; and Moon-Ho Jung's first book, *Coolies and Cane: Race, Labor and Sugar in the Age of Emancipation*, won prizes from the Organization of American Historians and the Association for Asian American Studies.

The *Modern Girl* group and the critical race studies group represent relatively recent developments in the History Department; there are also two traditional areas of strength that continue to be an important part of our intellectual life. One of these is the combination of environmental history, Asian American history, Native American history, and regional history (North American West and the Pacific Northwest). The faculty members contributing to this area include Professors John Findlay, James Gregory, Alexandra Harmon, Bruce Hevly, Moon-Ho Jung, Linda Nash, Margaret O'Mara, and Quintard Taylor. The Department also houses the Center for the Study of the Pacific Northwest, funded by private endowments and gifts from the community. One member of the Department has always been Managing Editor of the *Pacific Northwest Quarterly (PNQ)*, a refereed journal. The Center for the Study of the Pacific Northwest uses some of its endowment to provide graduate student support in the Department, and also hosts academic programming about the West and Northwest. The current director of the Center for the Study of the Pacific Northwest is Moon-Ho Jung, and the Managing Editor of *PNQ* is John Findlay.

The Department has amassed considerable strength in labor history; the University's Center for Labor Studies is jointly housed in the History and Political Science Departments. The Director of the

Center is currently Professor James Gregory. Under his directorship, the Center website has become a resource for teachers of Seattle history in secondary and primary education in the community and the state. In the past decade, we have increased our presence in labor history with Professors Ileana Rodriguez-Silva, who works on labor in Puerto Rico, and Hwasook Nam, whose book on Korean labor history, *Building Ships, Building a Nation: Korea's Democratic Unionism under Park Chung-hee*, recently won a prize from the Association for Asian Studies as the best book in Korean history. We also have a new group emerging in the history of science, technology, and medicine. We have long had historians of early modern and modern science and technology, currently Simon Werrett and Bruce Hevly, whose teaching and advising contribute enormously to the History and Philosophy of Science Major currently housed in the Philosophy Department. In recent years, Professors Linda Nash, Lynn Thomas, and Adam Warren have published significant works in the history of medicine in the U.S., Kenya, and Peru, respectively, which has enhanced our presence in this related area. Professor Werrett runs a weekly interdisciplinary, cross-campus seminar called the Tuesday Colloquium in Science and Technology Studies/ History of Science.

The Department has always had strength in the study of Asia, and at present we have a fairly deep bench in Asian history, with historians of modern, late imperial, and early imperial China; modern Japan; modern Korea; Vietnam, Indonesia, and the Philippines; and early modern and modern South Asia. Six of these ten faculty members are joint appointees with the Jackson School of International Studies, and regular participants in the China, Japan, Korea, Southeast Asian, and Asian area studies programs which are housed there. The position for a Korean historian is an endowed one, named after James B. Palais, who was Professor of Korean History at the UW for 30 years and a founder of the Korean history field in the US. Our Asian history faculty is quite active professionally, and among the group are multiple officers and one past president of the Association for Asian Studies. The Asian Studies faculty of the University of Washington has twice been the recipient of major grants for teaching enhancement from the Freeman Foundation, which provides instructional support in all Asian fields. These grants were administered through the History Department, and our Professor Patricia Ebrey served as the principal investigator. The Southeast Asian history program, with Professors Christoph Giebel (Modern Vietnam), Vince Rafael (Philippines) and Laurie Sears (Modern Indonesia) has grown enormously over the past decade. Beginning with the hiring of Professor Sears in 1990, an appointment made possible with seed money from the Ford Foundation, the program has now emerged as one of the best in the country, producing a range of distinguished graduate students and hosting major national conferences.

The Department also has a tradition of strength in the area of ancient and medieval history. The Department's faculty in these areas include Professors Sandra Joshel (Ancient Rome), Robert Stacey and Robin Stacey (Medieval England), Carol Thomas (Ancient Greece) and Joel Walker (Byzantine History). All have published widely. Robert Stacey has published a very commonly used textbook in the area. Carol Thomas has served two terms as President of the Association of Ancient Historians. With Robert Stacey's move to the Dean's Office in 2007, we have stopped accepting graduate students in medieval history, but the Department has a strong record of producing graduate students in Ancient History. Also, our Ancient and Medieval faculty are among our strongest undergraduate teachers, and sustain very high undergraduate enrollments.

Since the last ten-year review, we have significantly increased our strength in the area of comparative colonialism; now no less than eighteen members of our faculty contribute in some way to this field. We offer instruction in the histories of colonial Indonesia, Philippines, Vietnam, Africa, Middle East, Latin America and the Caribbean, Korea, India, and, more generally, on the British, Dutch, and Russian empires. A list of the books the Department has published in this area would be both lengthy and compelling. The principal institutional embodiment of this collective specialty is a graduate field in comparative colonialisms, completed by a significant number of our graduate students. In the future it would be a worthwhile effort to assemble our talent in this area into a collective publication enterprise; certainly it represents one of the principal foci of our Department as it has developed over the past decade.

Our graduate programs in these areas of specialization are strong, and many graduates of the UW History Department hold positions at major universities in the U.S. and abroad. Our PhDs in the fields of American West, environmental, and Native American history hold tenured or tenure-track positions at Brown, Yale, and the University of Michigan, among other places. UW PhDs in Southeast Asian history hold positions at UCLA, UC Riverside, and UC Irvine; graduates in Korean history hold positions at Harvard, UCLA, USC, and many Korean institutions; graduates in Chinese history hold positions at Cornell, Washington University in St. Louis, University of Virginia, UNC Greensboro, and Durham University in England. Our East Asia graduate program was ranked tenth in the country in a recent survey, and the Department as a whole was ranked among the top 20%. The UW Graduate School characterized the Department as one of the UW's "highly ranked" graduate programs.

The Department responds to advances in the discipline of History in several significant ways. First, as the *Modern Girl* project illustrates, members of our faculty engage in collaborative research

with colleagues in other disciplines and at other universities, with striking results. This has made it necessary for the Department to reconsider its traditional evaluation of collaborative work, recognizing it as a more central part of the portfolio faculty members present for promotion and evaluation. Our faculty members in early modern and modern Europe are very much a part of the move in that field toward the study of the impact of Europe overseas. Professor Raymond Jonas, in modern European history, just recently published *The Battle of Adwa*, a study of a crucial battle between Italians and Ethiopians, the first modern battle in which Europeans lost to a non-European army. The book has been nominated for a Pulitzer Prize. Professor Jordanna Bailkin's study of the effect of decolonization on domestic life in Britain and the development of British social sciences will be out early next year. Professor Benjamin Schmidt's numerous works on the Dutch abroad, and Dutch images of the non-European world, have earned him a strong international reputation in this area. Those who do critical race studies clearly stand at the center of an emerging area in their fields, to judge from the number of prizes and speaking invitations they regularly receive.

The last decennial review noted that "While we recommend that some hiring be done of more senior scholars of international reputation, we recognize that most new faculty will be junior appointments. This makes more critical the hiring and retention of first rate younger scholars upon whom the Department's future will largely ride" (p. 2). The Department has taken this mission very seriously and accomplished at least part of it. The combination of Junior Faculty Development grants from the College, research support from the Department's Keller Fund (an endowment earmarked to support faculty research, distributed as grants), and the various Hanauer gifts seem to have been adequate to meet the research needs of assistant professors. All of the junior faculty members hired in the late 1990s and early 2000s have now produced books which merited their promotion to associate, and in some cases, full professor. But retention has not always been easy; the departures of Sarah Stein (Modern Jewish history), Uta Poiger (Modern Germany), and Nikhil Singh (Modern U.S.) from this cohort illustrate the Department's vulnerability. Even when research funds are adequate, faculty cannot be easily retained when salaries lag so far behind peer institutions and there have been no raises for four years.

Department members also have scholarly impact within the University, by virtue of their joint appointments and collaborative and collegial activities. Seven of our faculty, specializing in Asian and Russian History, have joint appointments with the Jackson School of International Studies (See Appendix C.1). Although older faculty members remember a day when decisions about appointments and

promotions to joint positions were contentious, in recent years both processes have gone smoothly. It is currently the practice to appoint a joint committee, that is, a single committee with members from both departments, to review personnel actions involving joint appointees. It has also been the practice of the Department to regard joint appointees as equally entitled to the resources of the Department, such as research funds or, when they were offered, unit adjustment funds. Joint appointees with a 50% appointment or more have full votes in the Department on all issues except those on which they may vote in another Department. Because our faculty members have regional and linguistic expertise, they have often served in administrative roles in the University's area studies programs. Historians have chaired the European, Chinese, Japanese, Russian and East European, Southeast Asian, and African area studies programs, and have also served as Directors of Federal Title VI Area Studies Centers. A historian, Professor John Toews, was long the Director of the Comparative History of Ideas program (CHID), and the History Department is the appointing unit for CHID's current Director, Professor Phillip Thurtle. Our faculty members also hold an array of adjunct appointments in Anthropology; Gender, Women, and Sexuality Studies; French and Italian Studies; Near Eastern Languages and Civilizations; and the Program on the Environment. Historians have served on Department Ten-Year Review or Chair Selection Committees in Slavic Languages and Literature, Near Eastern Languages and Civilizations, East Asian Languages and Literature, Anthropology, and the Jackson School of International Studies, among many other units.

Section IV: Future Directions

It seems an oxymoron to write about the future of History, and yet no other topic seems more pertinent at the moment in the life of the Department. This is a moment of change, at the University of Washington and throughout the country, in the way higher education is funded, with money increasingly coming through tuition and private endowments, with state support being seriously and continually cut. What does the new funding paradigm mean for university departments, and what challenges and opportunities will it pose for the Department of History over the next decade? The current implementation of a model of Activity Based Budgeting (ABB) at the University level has broad implications for the direction of all activities at the University. There is at present no plan to implement this model at the departmental level; however, the Department will certainly have to operate within an environment where the size of enrollments matter. Moreover, as a greater portion of the University budget comes from tuition revenue, it will be important to maintain a high-quality instructional program and to sustain current levels of student satisfaction.

There is surely a continuing need for the skills of assessing cause and contingency, writing in a critical manner about events and their causes, and questioning the sources of information and perspective that inform understandings of current events. The question the Department faces is how to continue to meet that need in the face of a new generation of students who are accustomed to the Internet and are looking for direct results for tuition paid. The question here is not merely, or primarily, one of using new technologies in the classroom; most of our faculty do this already, and our computer support staff is able to guide those faculty members who want to explore new technologies. The question is more one of what sort of courses will most effectively engage the minds of new students, what sort of pedagogies will be most effective. The Department had some success evaluating different pedagogies in its 2009 review of instructional effectiveness with different uses of TAs. It seems likely that the sort of questioning that report embodied will have to continue for the next few years. Are students best engaged with narrow, focused courses on a single event or group of events? Is there still a place for the survey course in the curriculum, and how should such courses be structured? What is the best mix of faculty for a new era? As answers to these questions begin to emerge, can the Department be flexible enough to adapt? Is one undergraduate advisor enough to monitor student progress and satisfaction effectively, and serve as a resource in curricular evolution?

The questions facing our graduate program are different but just as challenging. As long as there are those who question how past became present, there will be a need for instructors to guide them. The Department of History is committed to providing such intellectuals and to remaining a major center of graduate training in the US. But what should be the focus of such training, and how can the Department best prepare graduate students to grasp the opportunities that will arise for historians in the future? Here the Department confronts two questions: What is the best training for future historians, and how many students, in what fields, should we try to teach? At present, there seem to be pulls in two different directions. On the one hand, our discipline appears to be becoming more specialized, and it would seem that the greatest service we could provide to graduate students is to prepare them for this more specialized world. The recent reforms in our graduate program seem to point in this direction, reducing the amount of time students spend accumulating general knowledge, and focusing them sooner and more intently on research. On the other hand, many jobs, and particularly the ones our students have most recently landed, involve teaching at a very general level, broad survey courses or world history. How can we prepare people for such jobs, and assure that they will be able to teach world history, not just whirled history? (See Unit based question #4.) A second issue derives from the fact that our faculty members are all capable of teaching graduate students, and our teaching model has always been one in which all faculty are expected to teach one graduate seminar each year. However, the Department does not have the resources to recruit students in all fields. Every year we face the dilemma of where we should admit new graduate students. Resisting the urge to allow graduate admissions to be determined by our need for teaching assistants, we find our choices frequently dependent on the availability of funds for recruitment. We have also tried to admit cohorts of students studying the same field of history in a given year, but this has often meant that some fields go several years without new admissions, and this is surely demoralizing. (See Unit based question #3.) In the future, the Department will likely have to make a choice whether to continue our present admissions policy or address more intentionally the problem posed by limited recruitment resources.

The Department will also need to address, at some level, the question of how to sustain the necessary symbiosis of teaching and research in the new funding environment. We are committed to the notion that we are part of a research university, and that our faculty should produce as well as present knowledge. But with tuition providing an increasing portion of our revenue, the problem is how to sustain support and respect for research. It is tempting to imagine that we could use our endowment to support our research needs and our state funding to support instruction, but in the long run this

division is probably not viable, in part because our donors wish to have an impact on instruction as well as the research output of the Department. (This may be a particular characteristic of donors to History departments, who are often more interested in instruction than research.) We cannot allow faculty to misread the emphasis on tuition revenue and enrollments as one hostile to research; at the same time, we must be alert to the imperatives of the new order. Can we be flexible enough to recognize that people may be drawn to the challenges of research at some points in their careers, or that some of our faculty may be drawn primarily to research while others emphasize teaching? All of this will require alert and flexible leadership, fully staffed to grasp the opportunities the future holds.

PART B

UNIT-DEFINED QUESTIONS

- 1. What strengths should the Department build on when the opportunity to build arises again? As we imagine the composition of the Department in the next five to ten years, to what trends in the field should the Department be paying attention?***

Although the total salary pool and number of FTEs in the Department has been fairly flat for the past four years, there have been numerous changes. Since 2007, Professor Sarah Stein (Modern Jewish history), Tani Barlow (Modern Chinese history, joint with Women Studies) Nikhil Singh (Modern U.S. cultural history), Tracy McKenzie (Nineteenth-Century U.S. – Civil War), Florian Schwartz (Medieval Middle East), Uta Poiger (Modern Germany), and David Spafford (Pre-modern Japan) have left the Department in response to outside offers. During the same period, Elena Campbell (Medieval Russia), Stephanie Smallwood (Slavery, Eighteenth- and Nineteenth-Century U.S.), David Spafford (Pre-modern Japan), Margaret O’Mara (Twentieth-Century U.S.), Hwasook Nam (Modern Korea) and Anand Yang (Modern India, joint with Jackson School of International Studies) have joined the Department. In addition, Robert Stacey, a historian of Medieval Britain, left the Department to become Associate Dean, and now Interim Dean, of the College of Arts and Sciences. Several of these transitions have been more complicated. David Spafford joined the Department in 2007 and left in 2010; Stephanie Camp left the Department in 2008 and rejoined it in 2010. (See Appendix C.3)

All of these transitions have left a profound sense of loss in the Department, loss not only of valued colleagues, but also of the ability to address critical issues in world history, areas that we feel we must address if we are to sustain a dynamic and relevant curriculum. Two of the hires, Elena Campbell and Hwasook Nam, were replacements for colleagues who had earlier retired, and so didn’t represent additions to the faculty. Conversely faculty lost in American cultural history, Civil War History, Medieval Middle East, and Modern Germany, represented areas of traditional strength for the Department. The Departure of our Civil War historian left vacant an endowed chair, specifically designated for Civil War history, which the donor is very concerned to fill.

In the Autumn and Winter of 2011-12, the Department is undertaking a Long-Range Plan, which establishes some priorities among the vacant positions. In particular, the Department has resolved that our highest priorities should be to hire a historian of Islam before 1900, a historian of Japan, a historian of modern Germany, and a historian specializing in U.S. and the world. In a “second tier” category, we propose to make appointments in the U.S. Civil War, Mexico and the U.S. Borderlands, Early Modern Europe, the History of Medicine and Biology, and non-U.S. Environmental History. (See Appendix F for the full Long-Range Planning Report.)

2. *How can we balance our own pedagogical goals and the demands of the community to train students in writing and analysis with the central administration’s desire to increase student/teacher ratios?*

Perhaps no issue has been more vexing in our discussion of curricular revision than the appropriate role of writing in our classes. As historians, it has been our view that writing is an essential part of our discipline, that the accumulation of facts without being able to fashion structured arguments is, if not useless, at least unproductive. Historically, we have structured our discussion sections around a 1/50 TA/student ratio to allow our TAs adequate time to teach and productively review student writing. This ratio is, however, out of line with those of our partner social science departments, where the ratio is more often 1/100, which hardly allows time for more than cursory review of written assignments. In recent years, faced with this dilemma, several members of our Visiting Committee, a community group that advises the Department, have provided donations explicitly to enable us to teach writing. These donations, though generous, have usually not been enough to permanently increase our TA positions; rather we have used them to help maintain a writing center, which has been staffed half-time by a recent PhD in the Department. Because of our current writing instructor’s ability, our writing center has been very effective, offering assistance to nearly 450 students per year. We have also held sessions for faculty and graduate students on reading student writing, which have explored such questions as the difficulties of history faculty correcting grammar, the use of student peer reviews of writing, the evaluation of writing journals, and the like. Although this is hardly the ideal instantiation of our desire and that of our donors to improve student writing, it may be the best we can do at present.

3. Given scarce resources for graduate student support, should the Department consider revising its long-standing policy of admitting graduate students in all areas?

Every year in its graduate admissions process, the Department faces the conundrum that, although we regard all of our faculty members as capable of teaching graduate students, and our pedagogic model calls for each faculty member to teach one graduate seminar per year, we frankly do not have resources to recruit students in all fields every year. (See Appendix G.1 for a summary of our recent admissions.) Occasionally, outside resources, such as FLAS fellowships or fellowships in Chinese or Russian studies, permit us to admit more students; in other cases, admissions are guided by targeted recruitment resources. In some years, we have tried to admit more than one student in a single area (e.g., Chinese history in 2009-10), to provide a cohort in a given area. But these approaches inevitably produce a somewhat haphazard admissions pattern and make planning a graduate program, or planning an individual faculty member's contribution to the Department's graduate program, quite difficult. The issue is made complex by the changing placement record of the Department; although in the past the Department has had quite a distinguished placement record (see Appendix G.2), in recent years, the market has not given us very clear signals about where our contributions to the professorate should be.

One solution to the problem might be to admit more graduate students without funding, changing the Department's *de facto* commitment to provide more or less consistent funding to all graduate students. Many in the Department have resisted the two-tiered system such a policy would produce, but it would certainly not be unprecedented in the U.S. academy. The policy is made more attractive by the fact that we usually have the capacity to support more graduate students with teaching assistantships than we can support with recruitment fellowships. It has not been our practice to award teaching assistantships to first year students, except those who have gained teaching experience as graduate students elsewhere. The difficulty with this approach is that at present 32% of our money for teaching assistants is temporary, awarded on a year-by-year basis. It seems problematic to admit too many students on such a tenuous basis. This issue is complicated for the Department to resolve by itself, as it involves particularly delicate issues of faculty status and entitlement. The Department would appreciate the Review Committee's suggestions about ways to pursue a solution.

4. Does our curriculum at the undergraduate and graduate levels adequately showcase or build upon the significant faculty strengths that we have in comparative and cross-regional thematic areas such as women's and gender history, comparative colonialism, crucial race studies, labor history, and the history of science, technology, and medicine ?

The University of Washington has always had many area specialists; in fact one of our signatures as a Department has always been the range of histories we engage. Twenty years ago, our model was to have the different specialists teach their own fields, perhaps at the introductory and advanced levels, with relatively few overlaps or comparisons. The previous ten-year review remarked, "The department has moved cautiously but confidently toward combining thematic approaches to the study, teaching and writing of history. Recent appointments have built upon progress already made in shaping thematic emphases, above all in gender, comparative colonialism and empire, comparative slavery, race and ethnicity, and comparative labor history, but also in such areas as history and memory." Our steps in this direction have continued. We have added a number of courses at the graduate and undergraduate levels that seek to engage in a comparative study of the past. The question that arises is have we gone far enough or should we move further in this regard? Specifically, should we consider moving into the area of world history, either at the graduate level (to prepare students for jobs which may call for teaching in this area) or at the undergraduate level? We certainly have the faculty to undertake such an effort, but it does require some significant re-tooling and re-organization. How much of its resources should the Department devote to training students in more comparative and cross-regional approaches?

PART C

APPENDICES

Appendix A: Organization Chart

Appendix B: Budgets

B.1: Budget Summary

B.2: State Expenditures

B.3: Endowed Professorships

Appendix C: Faculty

C.1: Faculty Information, AY 2010-2011

C.2: Faculty Updates, AY 2011-2012

C.3: Faculty Hires and Departures

Appendix D: HEC Board Summary

Appendix E: Curricular Reviews

E.1: Review of Undergraduate Curriculum, 2009

E.2: Review of Graduate Curriculum, 2010

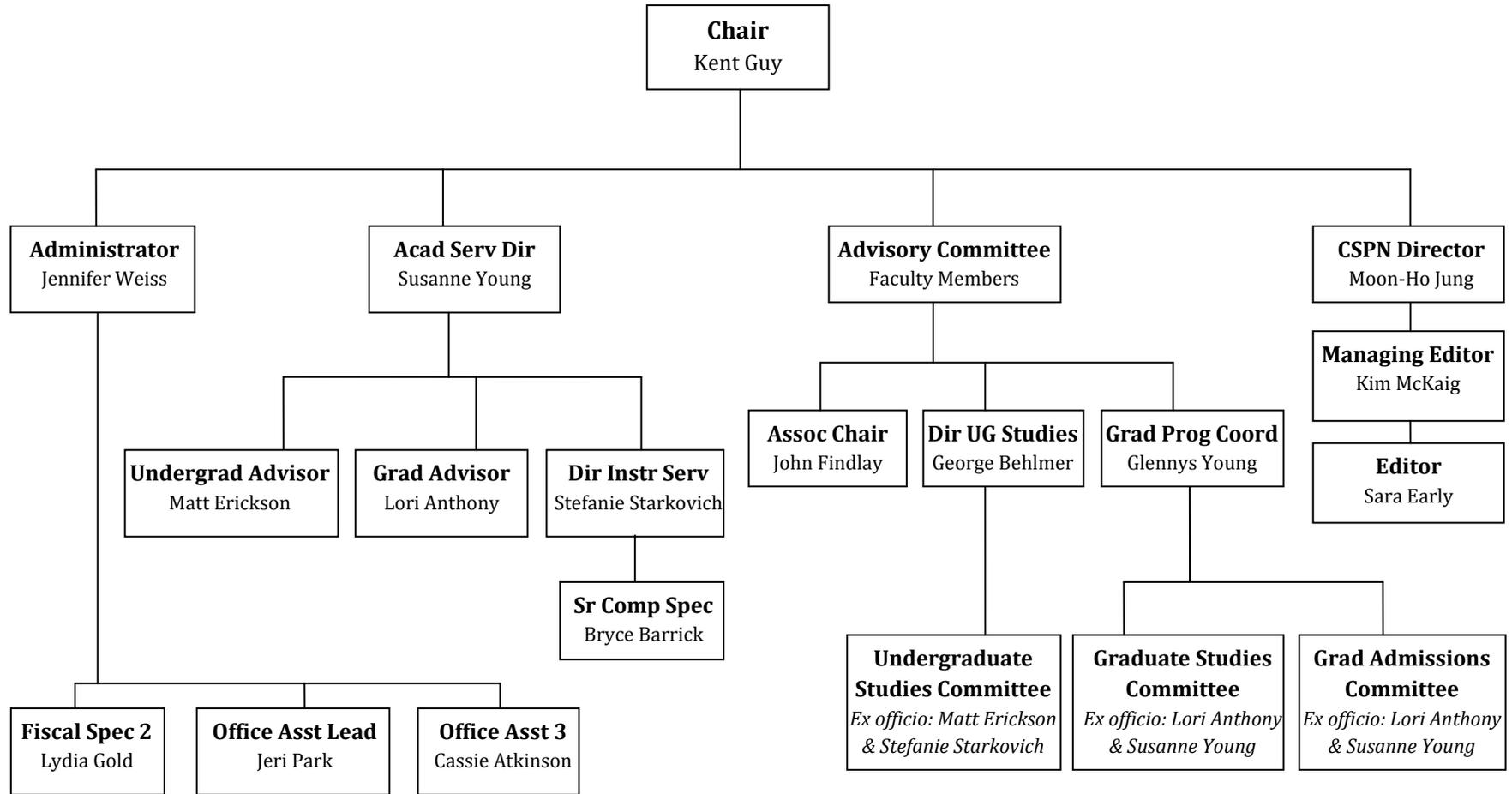
Appendix F: Long-Range Planning Report, 2011

Appendix G: Graduate Program

G.1: Admissions Record

G.2: Placement Record

Appendix A: Organization Chart



Appendix B.1: Budget Summary

2005-2011 Departmental Budget Summary

<u>Biennium</u>	2005-2007		2007-2009		2009-2011 ¹
State Funding	\$	7,032,124.81	\$	8,060,182.34	\$ 7,784,301.65
<i>With benefits added</i>				\$	8,705,907.91
Gifts & Endowments	\$	924,460.73	\$	1,332,550.23	\$ 1,208,286.87
<i>Faculty Support</i>	\$	<i>242,617.32</i>	\$	<i>370,384.14</i>	\$ <i>320,041.06</i>
<i>Student Support</i>	\$	<i>550,835.44</i>	\$	<i>555,597.97</i>	\$ <i>501,241.78</i>
<i>General Use</i> ²	\$	<i>131,007.97</i>	\$	<i>406,568.12</i>	\$ <i>387,004.03</i>
Grants	\$	552,396.00	\$	337,332.10	\$ 581,126.90

¹ Before September 2010, the benefits attached to salaries paid on State budgets were covered by Central Administration. Beginning in September 2010, the benefits were transferred to all state budgets for salary lines, thus artificially inflating the budget amount. For a meaningful comparison with prior years, I have provided an extra line with the benefits subtracted from the budgets.

² This includes expenditures made from the Hanauer gift (see text of report).

Appendix B.2: State Expenditures

2005-2011 State Expenditures, by category

Biennium	Faculty Salaries	TA Salaries	Staff Salaries	Operations
2005-2007	\$ 4,999,643.89	\$ 691,021.91	\$ 816,913.14	\$ 524,545.87
2007-2009	\$ 6,078,188.69	\$ 722,365.64	\$ 926,975.69	\$ 332,652.32
2009-2011	\$ 6,005,061.94	\$ 752,612.71	\$ 876,856.88	\$ 149,770.12

Appendix B.3: Endowed Professorships

Endowment	Current Annual Distributions	1st payment
Bullitt Chair	\$164,400	1979
Keller Professor	\$12,000	2000
Bridgman Professor	\$14,700	2003
Costigan Professor I	\$14,300	2006
Costigan Professor II	\$14,300	2007
Hanauer Faculty Fellow	\$ 3,750	2007
Logan Professor	\$45,000	2007
Walker Professor	\$14,150	2007
Wiethuecter Fellow	\$ 3,400	2007
Richardson Professor	\$12,450	2010

Appendix C.1: Faculty Information

Faculty information with selected bibliography is available online at our History website:

<https://depts.washington.edu/history/directory/index.php?sort=Faculty>

A link to faculty CVs is available online at: <http://depts.washington.edu/history/tenyear>

History Faculty 2010-2011

Jordanna Bailkin, Associate Professor, Adjunct with Women Studies
George Behlmer, Professor
Stephanie Camp, Associate Professor
Elena Campbell, Assistant Professor
Purnima Dhavan, Assistant Professor
Yue Madeleine Dong, Associate Professor, Joint with International Studies, Adjunct with Women Studies
Pat Ebrey, Professor
James Felak, Professor
John Findlay, Professor
Christoph Giebel, Associate Professor, Joint with International Studies
Susan Glenn, Professor, Adjunct with Women Studies
James Gregory, Professor, Chair of Labor Center
R. Kent Guy, Professor, Joint with International Studies
Bruce Hevly, Associate Professor
Richard Johnson, Professor
Raymond Jonas, Professor, Adjunct with French & Italian Languages
Sandra Joshel, Professor
Moon-Ho Jung, Associate Professor, Director Center for Study of Pacific Northwest
Shaun Lopez, Assistant Professor, Adjunct with NELC (Near East Languages & Civilizations)
Hwasook Nam, Assistant Professor, Joint with International Studies
Linda Nash, Associate Professor
Margaret O'Mara, Assistant Professor
Mary O'Neil, Associate Professor, Adjunct with French & Italian Languages
Uta Poiger, Professor, Adjunct with Women Studies
Kenneth Pyle, Professor, Joint with International Studies
Vicente Rafael, Professor
Ileana Rodriguez Silva, Assistant Professor
William Rorabaugh, Professor
Benjamin Schmidt, Professor
Laurie Sears, Professor, Adjunct with Women Studies
Stephanie Smallwood, Associate Professor
David Spafford, Assistant Professor
Robert Stacey, Professor, Divisional Dean of the Humanities for College of Arts & Sciences
Robin Stacey, Professor, Adjunct with Women Studies
Quintard Taylor, Professor
Carol Thomas, Professor
Lynn Thomas, Associate Professor, Adjunct with Women Studies, Adjunct with Anthropology
Phillip Thurtle, Associate Professor, Adjunct with Anthropology, Director of CHID (Comp Hist of Ideas)
John Toews, Professor
Joel Walker, Associate Professor, Adjunct with NELC (Near East Languages & Civilizations)
Adam Warren, Associate Professor
Simon Werrett, Associate Professor
Anand Yang, Professor, Joint with International Studies
Glennys Young, Associate Professor, Joint with International Studies

Appendix C.2: Faculty Updates

History Faculty Promotions and Hires 2011-2012

Devin Naar, Assistant Professor, Joint with International Studies

Margaret O'Mara, Associate Professor

Lynn Thomas, Professor, Adjunct with Women Studies, Adjunct with Anthropology

Appendix C.3: Faculty Hires and Departures

Faculty Departures

2006-2007 <i>(no departures)</i>	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Robert Stacey – last yr of instruction <i>(became Divisional Dean)</i>	Sarah Stein – last yr	Tracy McKenzie-last yr	Florian Schwarz–last yr	Uta Poiger – last yr	
	Tani Barlow – last yr			David Spafford – last yr	
	Stephanie Camp - last yr				
	Nikhil Singh – last yr of instruction <i>(LWO during 2008-2009)</i>				

Faculty Hires

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Purnima Dhavan -1 st yr	David Spafford – 1 st yr	Margaret O’Mara-1 st yr	Hwasook Nam-1 st yr	Stephanie Camp -1 st yr	Devin Naar – 1 st yr
Shaun Lopez – 1 st yr	Elena Campbell – 1 st yr			Anand Yang–1 st yr with joint appt <i>(25%)</i>	
	Stephanie Smallwood-1 st				

Lecturers Hired

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
	Mahlon Meyer	Mahlon Meyer	Mahlon Meyer	Mahlon Meyer	Mahlon Meyer
		Charity Urbanski	Charity Urbanski	Charity Urbanski	Charity Urbanski
				Brian Casserly	Brian Casserly

Appendix D: HEC Board Summary

EXISTING PROGRAM REVIEW: HEC BOARD SUMMARY

Name of unit	History
Name of school/college	College of Arts & Sciences, Seattle campus
Degree title(s)	History
Year of last review	2002
Chair	R. Kent Guy
Current date	01/31/2012

During the last three years, the History Department has graduated approximately 180 History major per year; at the graduate level we have produced an average of 6 Mas and 8 Ph.D.s per year. But like most units in the Social Sciences Division of the College of Arts and Sciences, we are primarily a service unit. Nearly 80% of the nearly 35,000 student credit hours we produce in a year are majors in other units.

There is surely a continuing need for the skills of assessing cause and contingency, writing in a critical manner about events and their causes, and questioning the sources of information and perspective that inform understandings of current events. The question the Department faces is how to continue to meet that need in the face of a new generation of students who are accustomed to the Internet and are looking for direct results for tuition paid. The question here is not merely, or primarily, one of using new technologies in the classroom; most of the members of our faculty use technology in the classroom already. The question is more one of what sort of courses will most effectively engage the faculties of new students, what sort of pedagogies will be most effective. The Department had some success evaluating different pedagogies in its recent self-studies. It seems likely that the sort of questioning that report embodied will have to continue for the next few years. Are students best engaged with narrow, focused courses on a single event or group of events? Is there still a place for the survey course in the curriculum, and how should such courses be structured? What is the best mix of faculty for a new era? What is the proper role of our graduate program? As answers to these questions begin to emerge, can the Department be flexible enough to adapt? Is our undergraduate advising staff large enough to monitor effectively student progress and satisfaction, and serve as a resource in curricular evolution?

Number of instructional faculty, students enrolled, and degrees granted over last three years (Autumn-Summer)

	2010-2011	2009-2010	2008-2009
FTE instructional faculty	35	38	36
FTE graduate teaching assistants	11	13	12
Degree Program	BA	BA	BA
Headcount of enrolled students	313	310	330
Number of degrees granted	183	185	177
Degree Program	MA	MA	MA
Headcount of enrolled students	8	11	18
Number of degrees granted	6	7	5
Degree Program	PhD	PhD	PhD
Headcount of enrolled students	44	52	57
Number of degrees granted	6	8	10

NOTE: "Headcount of enrolled students" (undergraduate) = number of declared majors as of 10th day of Autumn Quarter.

Appendix E.1: Review of Undergraduate Curriculum, 2009

REPORT OF THE CURRICULUM AND TEACHING RESOURCES COMMITTEE

I. INTRODUCTION

We here present the final report of the Curriculum and Teaching Resources Committee. The work of the committee began last spring, when Chair Kent Guy asked for faculty input on the Department's use of its faculty and teaching assistants in a climate of increasing financial constraint. The Committee's review was prompted by the Chair's desire for advice on how best to deploy diminishing resources rather than by any decanal mandate arising out of dissatisfaction with the manner in which History has customarily conducted its classes. We understood our charge to be the identification of strategies that increase the number of students our Department is able to serve while continuing to deliver a high caliber of instruction to all students. Our goal in offering the proposals that follow is not only to get more students into our classrooms, but to take the opportunity afforded by recent budgetary changes to reflect on the nature and purpose of the instruction we offer at every level.

Initial conversations focused on three separate, but related issues: large lecture courses and the assignment of T.A.s; the 388s/494/498s (our junior and senior History major seminars); and the future shape of the graduate program. After several meetings last spring, Committee Chair Sandra Joshel authored an interim report which was then distributed to the faculty as a whole this fall. The decision was later made to have the Graduate Studies Committee tackle issues pertaining to graduate education, so that part of the discussion was removed from the Curriculum Committee's purview and reserved for a later time. The Committee then held a series of small group meetings to solicit faculty reactions to the observations and suggestions made in the report; in addition, each member of the committee held private office hours to accommodate those who could not make the group meetings or who wished to speak in private.

What follows below represents our attempt to distill those conversations into concrete recommendations. We are submitting this report to the faculty for discussion at the departmental meeting on November 18th; however, as will be evident from what follows below, we do not in any sense regard this as the end of the discussion. Rather, our report calls for a series of faculty instructional workshops to be held in Winter Quarter in the course of which we hope those recommendations adopted by the faculty this fall will be further developed and refined. Even then the process will not, in our view, be complete: we regard these next two years as a time for experimentation during which a number of changes to the approved recommendations, unforeseeable to any of us at the moment, will likely be made. The Committee is not at all troubled by the prospect of such changes. Indeed, it is our hope that by experimenting with a variety of instructional models over a period of time, the Department will be able to identify those which work best. We are not in any way advocating the overthrow of the current system. Rather, the Committee believes that even small steps taken now can make a very big difference both in how we serve our students, and in the number of students we can serve with the

resources available to us. We believe that the changes we suggest, if adopted by the department, will result in a curriculum that is simultaneously more focused, and more flexible, than the one currently in place.

II. LARGE LECTURE COURSES AND THE ASSIGNMENT OF T.A.S

The History Department is known across the University for the outstanding quality of its teaching. We have had more Distinguished Teaching Award winners than any other unit in the University (nine since 1970), and few other units can match History's impressively high numbers on student teaching evaluations generally. Year after year, many of our faculty members earn letters of commendation from the Dean for their instructional prowess. Our concern with teaching is manifested also at the departmental level. This is the second serious examination of our curriculum the Department has undertaken in the past decade, the last one having occurred only eight years ago, in 2001. Indeed, the very fact that we are taking the current financial crisis as an opportunity to engage in yet further curricular review is evidence of how very much we care about our students and the work we do in the classroom.

A large part of our past success has been grounded in the resources and support we have received up to this point from the central administration. The Committee feels it important to put on record that significantly reducing those resources will inevitably affect the quality of the undergraduate educational experience we are able to offer. The Committee is aware that the customary T.A. ratio in History--1 to 25 per individual section, or 1 to 50 per T.A. in most cases--is regarded as an "expensive" form of teaching within the Social Sciences division. However, the prospect of serious reductions in the level of T.A. staffing poses special quandaries for historians. This is not, as has sometimes been observed, because historians make the choice to "teach writing" along with the usual historical narrative. Rather it reflects the fact that writing, along with the close critical reading of texts and oral discussion, lies at the very core of our discipline and cannot be separated from it. Reconstructing the past is by its very nature an interpretative act that cannot be isolated from the process by which ideas about texts and other types of sources are generated, debated, and substantiated. Writing and discussion are not merely peripheral skills that can be taught or not taught at the whim of an individual instructor; they are how history gets done at every level. One of our biggest challenges in entry-level courses is getting students to understand that history does not merely consist of the memorization and reiteration of particular "facts." Mass evaluative techniques such as Scantron exams or true/false tests, if used to the exclusion of other forms of evaluation, can present very serious difficulties for historians: indeed, they run the risk of appearing to contradict the basic message of our courses.

Unfortunately, not much is known at present about the resources that will be available to us in coming years. What is clear is that changes in the budgetary climate are imminent. The Committee both recognizes and regrets that change is likely inevitable. We believe, however, that it is in the Department's best interests to take as much control as it can of the process by which such changes are implemented. To that end, we offer the following observations and recommendations.

IIA. RESPONSES TO COMMONLY ASKED QUESTIONS

Several questions were raised during the course of our group meetings about the possibilities open to us, and we would like to address those here.

1) Room availability. It became clear during our interviews that we have several faculty members who would be willing either to invent new large enrollment classes, or to increase the size of their existing classes significantly, if they could be assured that rooms of the appropriate size would be available. This question of room availability was put to Kevin Mihata, the Assistant Dean for Educational Programs, who handles such matters. He acknowledged that finding classrooms that would seat 300 or more at times that students would be willing to enroll might be difficult. What he recommended was that instead of thinking in terms of the number of students a course would optimally enroll, faculty instead design courses that could function in the same way regardless of whether they ultimately enrolled 100 or 300 students (T.A.s assigned to a course that ended up in a small lecture hall would be reassigned elsewhere). However, Stefanie Starkovich made the point (by which we were persuaded) that it is most helpful when asking for larger rooms to have a track record of proven denials. In other words, if one deliberately keeps a class smaller because one fears that no rooms will be available, room assignments has no basis on which to believe that a larger room should ever be assigned. If, on the other hand, one tries for a larger enrollment than it may ultimately prove possible to accommodate in that particular quarter, one nonetheless has a basis on which to argue in the future that there is sufficient student interest in the class to make assigning a larger room worthwhile.

2) “W” courses: The long-standing belief that we should be assigned a larger number of T.A.s because we teach so many of the College’s “W” courses no longer corresponds to present-day reality. At this point, students only need two “W” courses in order to graduate anyway, and since all capstone courses in other departments count as “W” courses—and all departments offer “W” courses in addition to those capstone courses—we are no longer the chief purveyor of “W” credits within the College. Moreover, the “W” requirement is currently under review and may be ultimately altered or eliminated.

3) The requirements of T.A. union contracts: It is a common misperception that T.A. union contracts mandate the number of students an individual T.A. should teach and/or the number of sections she or he should handle. In fact, it is up to departments how to assign teaching duties to T.A.s. The only restriction on T.A. work—and of course, it is an important one—is that T.A.s should work no more than 220 hours per quarter. Within that number of hours, duties may be assigned as the Department and instructor think best.

IIB. CONCLUSIONS REACHED BY THE COMMITTEE ON THE BASIS OF ITS MEETINGS WITH FACULTY

Our conversations with faculty raised a number of important issues and concerns. While it is impossible fully to represent the totality of what was said, there were some observations voiced during these meetings that resonated particularly with members of the Committee. Some represented responses to proposals articulated in our earlier

report; some represented entirely new issues that seemed to us especially important. In no particular order, they are the following:

- 1) **Highlighting the oral component of the discipline.** It is important not to underestimate oral discussion and debate as a constituent element of what it means to “do history.” Many faculty members identified discussion as a critical part of the work of their class, commenting that in some ways it would be more difficult to lose discussion sections in lower division classes than it would be to lose the possibility of assigning papers.
- 2) **Avoiding extremes.** There is a tendency to assume that the opposite of a class that teaches writing is a class that does not teach writing. In fact, there are many processes that go into producing a history paper, and we should give more thought than we currently do to possibilities that fall between these two extremes. It should be possible, for example, to integrate some instruction in writing even into courses that do not have significant T.A. support. Short essays of 1-2 pages can be just as useful as longer assignments for practicing many of the skills students will eventually need for writing longer papers. Writing lies at the very heart of what we do as historians, and the Committee believes that it must continue to play a central role in our courses and curriculum. However, there may be other ways to accomplish what we want to accomplish apart from the traditional paper assignments.
- 3) **Thinking further about the pedagogy of historical writing.** In fact, we may be overestimating the extent to which we actually teach writing in lower-division courses at the present moment. We assign writing certainly, and in those classes with mandatory drafts arguably do take important steps in instructing students in this skill. However, it may be helpful for us to think more critically about what it means to teach writing as opposed to merely assigning it. For example, one possibility for increasing the number of students a given T.A. is able to handle might be to assign short exercises (oral and/or written) designed to teach the constituent processes that go into learning how to write historically rather than to require a 5-7 page paper per se. Such exercises might encourage students to practice a variety of skills leading up to the production of such a paper: how to identify aspects of a primary document that speak to a particular historical issue or issues, how to bring those elements together into categories, how to combine those elements with other issues visible in the document, how to generate historical questions about that document, how to craft an historical argument, how to articulate that argument in paragraph form and, finally, how to combine all of those elements in the context of a slightly longer assignment (e.g. several paragraphs or a page).
- 4) **Making small changes.** In our initial focus on the super-sized lecture courses, the committee may not have placed enough emphasis on the small, constructive changes that could be made in our existing 100-250 student lecture courses. Conversations with faculty identified a number of ideas about how T.A. resources could be deployed more efficiently with the lecture courses we already teach (and teach with great success). Our recommendations reflect this recognition that there is a middle ground between huge lecture courses and the prevailing T.A. ratios that can continue to provide our students with discussion sections, writing assignments, and opportunities for critical analysis and oral debate. They also reflect the desire communicated to us by our colleagues for more sharing of ideas as to the types of changes that might be made.

5) Ensuring a shared sense of involvement. Our initial report asked faculty to respond to the question of whether colleagues who took on particularly large courses should receive some sort of reward for doing this. There was much discussion of this issue during our meetings; some colleagues thought this a good idea, while others were passionately against it. After some reflection, the Committee believes that responding to the challenges of the new financial era should be an enterprise in which every member of the Department should be engaged. This should be a shared venture, not something to be taken care of by a few faculty members and essentially ignored by a relieved and grateful majority. We recognize, of course, that not everyone will participate in the same ways. Some may find it easier than others to increase the size of their existing classes, or to take on the task of creating new courses that use fewer T.A.s than the norm. Moreover, what is right for one class taught by a given instructor may not work at all in another class—even one taught by that same person. However, we do believe that everyone in the Department can and should participate in the process of reform: reimagining the progression of assignments within individual classes, rethinking the structure of their classes where appropriate, identifying disciplinary priorities within the curriculum as a whole, and helping the Department develop and articulate a shared vision of its mission.

IIC. COMMITTEE RECOMMENDATIONS

1) Workshops. Our most important recommendation is that the Department schedule a series of workshops to be held in Winter quarter at which we will all meet to discuss pedagogical issues arising out of this report.

a) Large Lecture Classes. Because most of us have never had any experience either with non-sectioned courses, or with the types of assignments that might be set in classes with a ratio higher than the Department's customary norm, the Committee recommends that at least two workshops focus specifically on these topics. There are several people on campus who have had experience with constructing and teaching such classes, including several in our own department (e.g. Ann Baker in Philosophy, Laura Little in Psychology, and James Felak and Tracy McKenzie). We recommend that we invite them to come share their syllabi and insights about what worked and didn't work.

b) Small Lecture Classes. We also recommend that the Department devote an additional workshop to considering more directly than it has previously done the question of how writing might be taught in classes that continue to operate with the traditional ratio of 1 T.A. to 50 students. Are there more effective ways we could be making use of these resources, even in our current courses? John Webster would be an excellent person to invite in to talk about such matters.

c) Seminars. Finally, we recommend that an additional workshop be held to discuss the nature and purposes of the 388, on which see further below. (We are singling out the 388 for special focus because it seemed to be the class that the faculty was most eager to discuss. Should the faculty decide that a further workshop on the 494/498 would also be helpful, we would of course support this decision wholeheartedly.)

2) Revising our lecture course offerings

The Committee recommends that the Department broaden its range of possibilities for entry-level classes. Instead of assuming that all (or at least most) large entry-level lecture classes will be sectioned at the current ratio, the Committee proposes below a variety of models for courses at the 100 and 200 levels:

a) Courses structured along “W” lines, with discussion sections and the Department’s customary ratio of 1 T.A. to 50 students. Faculty teaching these courses would be encouraged to adjust their assignments in accordance with our pedagogical discussions (e.g. not just assigning a paper, but working also on the component skills of historical writing).

b) Sectioned classes in which T.A.s teach more students and more sections than is customary at this point (e.g. three discussion sections of 25 students each, for a total of 75 students). Classes of this type would have fewer writing assignments and therefore less grading than is currently the norm, thus allowing T.A.s to stay within the 220 hours mandated by union contract. This type of class might well choose to emphasize some of the oral work historians do, particularly discussion and debate. Greater flexibility in the manner in which we assign T.A.s to classes should allow greater flexibility to instructors in fashioning their assignments.

It is worth noting that the automatic ascription of “W” to all sectioned courses is a departmental policy and does not reflect any College requirement. In order to experiment in the ways we suggest here, we will need to change, or temporarily suspend, that policy.

c) Non-sectioned classes in which T.A.s would be assigned at a ratio of 1 T.A. per 100 students (or even more), depending on the nature of the assignments set by the instructor. Classes of this sort would presumably place less emphasis on the actual production of substantial papers and more on the constituent skills that go into making an historical thinker and writer. Types of assignments might include brief written exercises, short answer or brief essay exams, multiple choice exams, single page micro-essays. Instructors could consider asking T.A.s to hold office hours or run writer’s workshops in order to enrich their own experience as T.A.s.

d) Any other configuration of lecture course that accomplishes the educational goals established by the instructor and fits within the limitations set by union contract.

The Department has received a \$5000 grant from the Dean’s Office to facilitate the “process of cultural change.” Some of this money may be used to fund the workshops; we recommend that the rest be used by the Chair to provide summer salary supplements for those developing courses that make more efficient use of T.A.s.

3) Writing link sections. During the course of our conversations with colleagues, we received many suggestions as to how the teaching of writing might be further integrated into our curriculum while preserving our goal of increasing the efficiency with which we

use our T.A.s. One suggestion the Committee found particularly appealing was the creation of an optional 1-3 credit departmental writing link section (the “188”) that could be attached to some or all courses of type c above. These writing link sections would be taught by T.A.s specifically set aside for the purpose at the customary ratio of one T.A. per 50 students enrolled. In normal circumstances, there would be only one or two writing link sections per large class; a single T.A. might therefore teach two sections for a given lecture class or, conceivably, one writing section for each of two different classes. Students in these writing link sections would work specifically on historical writing within the context of the reading assignments established for the class. (Instructors working with T.A.s split between two different classes would have to work with the T.A.s in question to ensure that they did not go over their allowed number of hours—perhaps by shortening their reading requirements.) The details for such writing link sections could be worked out in one of the winter quarter workshops.

4) Experimentation. The Committee recommends that after two years of experimentation with the courses described above, the Department initiate a review to determine what has worked and what has not. Our conversations with colleagues revealed some dissatisfaction with the skills our majors possess (or all too often do not possess) when they enter our 388s. If the courses above are determined to be working out well, the Committee recommends that all majors complete either a departmental W course (type “a” above) or a 188 taught in conjunction with a non-sectioned large lecture class, before being allowed to enroll in a 388.

III. Undergraduate seminars: 388s, 494s, and 498s

Conversations surrounding the junior and senior seminars were interesting, but ultimately somewhat inconclusive. Almost everybody had positive feelings—often very positive feelings—about either the 388 or the 494/498, although there were differing opinions on which was ultimately most valuable. The sentiment most frequently expressed was that it would be helpful to have further departmental discussions about their nature, purpose, and structure, perhaps with some actual syllabi to hand, in order to make the experience more predictable for our majors.

IIIA. COMMITTEE RECOMMENDATIONS

In general, we sensed little enthusiasm for any wholesale change to the current system. However, we do make the following recommendations, which are designed both to improve the system currently in place, and to reinforce changes that have in many cases already quietly been made by individual faculty members.

1) The Committee recommends that one (or more, as necessary) of the Winter quarter workshops center on the nature and purposes of the 388. Faculty who have had experience in teaching what they regard as successful 388s can bring in syllabi for others to look at; those who have not yet taught a 388 but are considering doing so can bring their questions and observations to the discussion.

2) The Committee recommends a greater degree of flexibility in how the assignments in 498s are structured and conceptualized. It is already the case

that many faculty have stopped assigning a lengthy seminar paper; the Committee recommends that departmental policy be changed so as to accord with that reality. The Committee also suggests that differential assignments be allowed in individual 498s at the discretion of the instructor. In other words, if an instructor wishes to allow some students to write the seminar paper while others write several short assignments instead, that should be permitted. We are not recommending that students undertaking the seminar paper receive Distinction for their work because this term is already used for students graduating with departmental Honors.

IV. CONCLUSIONS

We realize that our recommendations cannot reflect the views of everyone who spoke to us, and we regret that fact. We very much appreciate the time our colleagues have invested in this process, and we hope that our efforts will eventually repay their generosity. Most of all, we hope that the suggestions we have made will be received in the spirit in which they are offered: not as desperate measures designed to patch holes in a dyke through which water is already rapidly pouring, but rather as suggestions meant to strengthen a curriculum and a department of which we are already all quite proud.

Respectfully submitted,

Shaun Lopez
Margaret O'Mara
Lynn Thomas
Adam Warren
Stefanie Starkovich
Robin Stacey (Chair)

November, 2009

SUMMARY OF THE COMMITTEE'S RECOMMENDATIONS

1) Workshops

- a. to be held in winter quarter
- b. to focus on large lecture classes; small lecture classes; and undergraduate seminars

2) Revising our lecture course offerings

- a. W courses with a ratio of 1 T.A. to 50 students and an emphasis on learning to write historically
- b. sectioned classes with a larger student to T.A. ratio than is customary at this point (e.g. 3 sections of 25 students each)
- c. non-sectioned classes in which T.A.s would be assigned at a ratio of 1 T.A. per 100 students (or even more)
- d. Dean's office grant to be used by the Chair for workshops and to provide summer salary supplements for those developing courses that make more efficient use of T.A.s.

3) Writing link sections ("188")

- a. one to three credit writing link sections to be attached to non-sectioned courses
- b. possibly, after two year experimentation period and review of system: make completion of a departmental W course or a writing link section a prerequisite for all 388s

4) Seminar policy changes

- a. hold discussions designed to clarify the nature and purpose of the 388
- b. allow greater flexibility and different assignments in individual 498s/494s

Appendix E.2: Review of Graduate Curriculum 2010

Report of the Graduate Studies Committee (Lori Anthony (ex officio), Moon-Ho Jung, Tracy McKenzie, Hwasook Nam, Stefanie Starkovich (ex officio), Glennys Young, Susanne Young (ex officio), Uta Poiger, chair) on

Reforms in the Graduate Program

May 25, 2010, revised June 9, 2010

Background and Process

In the aftermath of the useful conversations generated by the History Department's 2009 Curriculum Committee, the Chair charged the Graduate Studies Committee with reviewing requirements in the History graduate program. The committee identified a dissertation prospectus requirement, mentoring, professionalization, and the possibility of a core colloquium for incoming students as areas of particular concern. The committee held an open meeting with graduate students, of which minutes were circulated to faculty and graduate students, and two rounds of small-group meetings with faculty, one by area of study, one by alphabet. Graduate students and faculty raised additional issues for consideration, such as the Department's graduate exams. Based on these consultations, the committee proposed several changes, which are outlined below in Section I. In Section II of this report, the committee is identifying some areas that future Graduate Studies Committees will address in consultation with members of the Department. Section III outlines some adjustments in practices in the Graduate Office.

After the initial report to the faculty meeting on May 26, the committee circulated the report to graduate students and held an open meeting with them on June 1. At the meeting those graduate students present voiced their support for the report and urged the Department to continue to improve exchanges about research. At the meetings on June 2 and 9, the faculty discussed the report and approved the changes proposed in Section I.

Section I. Proposed Changes in the Graduate Program (approved by History faculty)

A) Dissertation prospectus requirement

In order to improve mentoring in the department and to ensure that graduate students transition quickly into the dissertation research stage after their Ph.D. exams, the History Department introduces a dissertation prospectus requirement, beginning with the academic year 2010/2011.

Ph.D. Candidates are required to complete a dissertation prospectus. Graduate students can fulfill this requirement during the quarter in which they take their Ph.D. exams and no later than the tenth week of the quarter following their exams. (Exception: Students who complete their exams in spring quarter have to complete the prospectus by the tenth week of fall quarter.) Students and advisors will initiate conversation about the proposed dissertation and a sensible reading committee during the process of preparing for the Ph.D. exam. As part of

the dissertation prospectus requirement, students formally establish a dissertation reading committee of three members, including their chair. The composition of the reading committee can change if necessary as the student progresses with the dissertation. One member of the reading committee can be from outside of the History Department Graduate Faculty, but all members must normally be UW faculty or affiliate faculty in the History Department. Committee members read a full draft of the dissertation prospectus and provide comments.

The prospectus should lay out the project in about ten double-spaced pages and include the following sections: Scope and Significance, Methods and Sources, and Schedule. Attached should be a 2-page selected bibliography of primary and secondary sources. In other words, the prospectus will be in a format from which grant applications can be shaped.

Once the dissertation chair and the graduate student are satisfied with the prospectus, and deem it acceptable in principle, the student consults with the reading committee to schedule a 30-minute prospectus meeting with the reading committee. This meeting can be added to the oral examination for the Ph.D., if all readers serve on the exam committee. In most cases it will be a separate meeting after the exam attended by student, dissertation chair and reading committee. At the meeting, committee members can approve the prospectus or request further changes. It is up to the dissertation chair to check that such changes are implemented in the prospectus. Once the dissertation chair is satisfied with the prospectus, the student submits the prospectus with the dissertation chair's signature to the Graduate Office. Changes in dissertation topic that emerge after the prospectus requirement has been fulfilled do not require submission of another prospectus.

In Week 8 of Fall and Winter Quarter, the Department holds a workshop to which all faculty and graduate students are invited. Proposal writers pre-circulate their prospectuses and give fifteen-minute presentations on their projects, followed by fifteen minutes of Q&A. The presentations should give a sense of the scope of the project and may also discuss a particular aspect in more detail. The dissertation chairs of the presenters must be present at the workshops. The audience is not required to read the prospectus prior to the presentation. If more than three graduate students will present, smaller, parallel workshops will be organized. After the workshop the graduate student consults with her/his chair about whether any suggestions made during these workshops should be incorporated into the prospectus.

Once a year in Spring quarter the Department will continue to offer the prospectus workshop for Ph.D. students for three credits (credit/no credit).

Discussion:

The committee found overwhelming support for the introduction of a prospectus requirement among both graduate students and faculty. The policy described above gives some flexibility to the chair of the committee and the graduate student as to how to build the prospectus into the student's program. It will ease the transition from exam preparation to dissertation research and put our students into an even better position to apply for outside funding. The workshops serve the purpose of making dissertation projects known more broadly in the department and fostering dialogue among graduate students and faculty about research.

B) Introduction of a one-quarter required core colloquium for all first-year students

Beginning with the academic year 2011/12, the History Department introduces a one-quarter required core colloquium of five credits for all first-year graduate students. Each fall the course will meet weekly and feature introductions to a broad range of fields and approaches to writing History as well as discussion of History as a discipline. Students prepare substantive readings for each meeting and write short papers commensurate with the 5-credit load. The colloquium will be run by one faculty member who will consult with colleagues about the syllabus and who will invite guests for some of the sessions. It will count as one graduate course in the organizer's teaching load. For graduate students the course will be a substantive requirement in their education as historians and will therefore count towards required credits.

Discussion:

The committee detected a strong desire for a common experience for first year-students among both faculty and graduate students. Graduate students are yearning for exposure to a range of methods and for a forum in which to be exposed to a broad range of faculty in the Department, as well as their colleagues from other fields. Two models emerged: a two-quarter, 3-credit, ungraded sequence and a required graded 5-credit course. Some faculty had a strong preference for one model or the other. The committee initially concluded that a two-quarter credit/no-credit, 3-credit sequence would infringe less on existing course sequences and also be more acceptable to those who worry about required courses as a practice. In the meeting on June 2, members of the faculty suggested that a one-quarter required course had many advantages. It means that incoming students will not overload on credits, and it will also be a more serious experience for engagement among students and with the assigned material. The one-quarter course was then approved by the faculty.

The Committee suggests that two faculty from different areas of the department be asked to design the syllabus in consultation with one another and other faculty and get the course approved. One would then be the primary faculty for the course in year 1, the second in year 2. In subsequent years, other teams of two might share revising the class and take turns teaching it. In general it is desirable that this sequence rotate among members of the faculty. The Committee asks that faculty members who will design the course consider carefully how the course will relate to existing Methods courses and to consult with any faculty members whose courses might be affected by the new core course. The Committee also asks that in the consultations about the course the question of graded versus non-graded credit be discussed once more. Some faculty are nervous about having students graded by colleagues far from their area of expertise and are also concerned about creating an overly competitive atmosphere in the course. Most members of the Committee think that individual assignments and the course should be graded, with individual students having the option to take the course CR/NC (students have that option for other courses as well). The Committee urges future Graduate Studies Committees to assess the format of the colloquium after a period of two years.

C) Professionalization

Beginning with the academic year 2011/12, the Department modifies its courses on professionalization:

HIST 570: Teaching History

Each fall quarter one faculty member will supervise HIST 570: Teaching History. The course is required for all new TAs (in their first or second year of appointment; three credits, credit/no credit) and will feature a mix of discussions and panels on pedagogy, including issues such as how to run a discussion section, how to build a syllabus, grading and commenting on assignments, etc.

HIST 571: Introduction to the Profession

Each Spring Quarter the Department will run four workshops on professionalization. Some topics for these workshops alternate over a two-year period. Second and third-year students in the program are required to enroll in HIST 571 (1 credit, credit/no credit) and are thus required to attend all of these workshops. All faculty and graduate students are invited to attend. Students who go away for research during their third year are exempt from the requirement to take the course, although we will of course recommend that they participate in workshops in later years when they are in residence in Seattle.

The faculty member who teaches the pedagogy course in the fall also facilitates these workshops. Together these tasks count as the equivalent of one seminar in the regular teaching load of the faculty member. The sequence should rotate among faculty and the faculty member responsible for the sequence should consult with graduate students and faculty about the content.

Possible topics are

Year 1

Writing a successful grant application

Preparing a c.v. and a cover letter for the job market

Publishing an article in a professional journal

4th topic determined by faculty facilitator in consultation with graduate students and faculty

Year 2

Writing a conference paper

Preparing for the job interview, including the job talk

Careers for historians outside of the teaching profession

4th topic to be determined by faculty facilitator in consultation with graduate students and

faculty

Discussion:

One faculty member, Richard Johnson, has carried the professionalization course (571) by himself, very successfully--and as an overload. He has also supervised a TA in running the teaching course (570). The Graduate Studies Committee proposes the structure described above in order to have a framework in which this task rotates among faculty and also to bring faculty and graduate students into more regular conversation about professionalization. The topics suggested above can of course be amended to include issues such as work/life; negotiating a job offer; etc. We also note that the Graduate School offers workshops on general issues of professionalization in academia, so that the History Department's offerings should be geared more towards the specific issues confronted by historians.

D) M.A. Exams

Starting with the incoming class of 2011, the History Department introduces a new format for the M.A. exams. Graduate students who enter as M.A. students will be expected to finish their M.A. exams in fall or winter quarter of their second year. Students will form a committee of two members, one with their primary advisor, one with a second faculty member. In the process students declare two M.A. fields. Both committee members are expected to be members of the History Graduate Faculty. Normally, these faculty members will later serve on the student's committee for the Ph.D. exam.

The M.A. exam will be an oral examination of 60 minutes; it will be graded pass/fail. It will include a discussion of the graduate student's seminar paper and examination on the two fields the student has begun to define and develop with the committee members. Graduate students will be expected to have taken at least one formal graded course or an independent study with each committee member prior to the exam quarter. Having worked with a faculty member on a research paper also fulfills this requirement. The requirement of one language exam prior to the M.A. exam remains in place. Usually, graduate students will elaborate on their M.A. fields for the Ph.D. exam.

The seminar paper should be the length and format of a journal article (10,000 to 15,000 words including footnotes). It has to be read and approved by both committee members before a student can schedule the exam. Committee members have two weeks to approve the seminar paper once they receive it. One of the committee members has to have been substantively involved in the supervision of the seminar paper. (Students may thus take a research seminar with another faculty member, but research seminars need to be set up in such a way that committee members can participate in paper supervision.)

Students who apply to the Ph.D. program after completing the M.A. will submit a statement of proposed study and two letters of support from faculty members, including one from the proposed chair of the Ph.D. committee, for review by the Graduate Studies Committee.

The format for the Ph.D. exam will remain the same (four fields, and a combination of written and oral exams). Students who enter as M.A. students are expected to work towards

these fields beginning with their time in the M.A. program. However, an M.A. field supervisor will no longer be able to exempt a student from the written portion of the Ph.D. exam in the same field.

Discussion:

Both meetings with faculty and with graduate students revealed a desire to revisit our structure of requirements, especially the exams. A majority of faculty members expressed interest in abolishing the M.A. exams, but the Graduate School does require a formal exam. The Committee stresses that preparation for the M.A. includes preparation of fields but less extensive fields than most graduate students are undertaking for their M.A. exams now. The M.A. exams should coincide with the completion of the required credits for the M.A. Usually our students fulfill the credit requirement by the third or fourth quarter in the program. Thus the M.A. exams should be completed by the fourth or fifth quarter of a student's M.A. program.

Currently, students who enter as M.A. students often take until their third year to finish their M.A. exams. Since not all credits done prior to completion of the M.A. can be applied towards coursework for the Ph.D., students take additional time to fulfill credit requirements and often do not take exams until they are well into their fourth year. In fact it is nearly impossible right now for an entering M.A. student to reach candidacy before the fall of the fourth year. The Graduate Studies Committee recognizes that fourth-year exams might not be avoidable in fields with intense language training, but the goal is to enable graduate students who enter as M.A. students to reach candidacy by the end of their third year, which is the norm in graduate programs around the country. The Graduate Studies Committee, in consultation with faculty and graduate students, has concluded that four fields for the Ph.D. serve graduate students well; they encourage work that crosses area boundaries as well as engagement with other disciplines and provide strong preparation for a broad teaching portfolio.

This reform necessitates some revisions of our research seminars, to offer students in all fields the opportunity of structured research seminars. For more information, please see II.C.

Section II. Areas that the Graduate Office and Future Graduate Studies Committees will address:

A) Updating the Graduate Program Manual

The Committee recommends that next year's Graduate Studies Committee conduct a series of conversations about mentoring in the Graduate Program. Topics that were raised during our consultations and that merit future conversation include differences between major and minor fields, strategies for exam preparation, possible assignments for written exams, instruction of and expectations for research seminars and research papers, expectations for language exams, inclusion of a teaching component into the exams, mentoring at the dissertation stage. After these conversations, the Graduate Program Coordinator and the Graduate Program Assistant will update the Graduate Program Manual on the History Department website accordingly.

Discussion:

Our meetings revealed confusion among graduate students and faculty about the format of fields and exams. The Committee believes that conversations about various aspects of mentoring and student preparation will help identify a range of recommended practices.

B) Methods Courses

Next year's Graduate Studies Committee will assess the range of methods classes in the graduate curriculum and make recommendations for changes if deemed necessary.

Discussion:

A need for more "methods" courses has come up as a wish among graduate students. The department currently offers HIST595 Historical Practices (taught by Ray Jonas) and HIST598 Methods of Historical Research (taught by Laurie Sears or Uta Poiger) on a regular basis. The Committee will make recommendations whether additional courses are needed and will also discuss if any methods courses should be required.

C) Research Seminars

Next year's Graduate Studies Committee will assess the range of research seminars that the Department currently offers and encourage additional offerings in order to ensure that students in all subfields have the opportunity to write at least one of their research seminars papers in a formal class setting. Given the student numbers in the program, this means encouraging more research seminars that cross traditional field boundaries (such as the one Ray Jonas is teaching) and that involve a seminar leader as well as supervising faculty in the student's chosen field.

Discussion:

The proposed change in the M.A. exams puts some emphasis on the student's research paper. All research seminars should be set up in such a way that they encourage consultations with the primary teacher of the seminar as well as with a student's academic advisor. (The European core course has long functioned according to this model.) Many students write seminars papers in ad-hoc seminars, but the committee believes that the schedule and exchange that a formal research seminar provides is beneficial to students, especially in the early stages of the program.

D) Independent Studies and Reading Courses

The History Department will put a new set of graded 500-level 5-credit reading courses on the books for each historical subfield. Faculty who agree to conduct independent studies can have graduate students enroll in these reading courses rather than in HIST600. The exact requirements would still be tailored by faculty member and student.

Discussion:

Independent study teaching is a common practice in the History Department. The Graduate Studies Committee believes that enrollment in courses is advantageous for the way this work is accounted for by the UW administration. We would move away from using 590s (Special Topics) for this purpose, since they are intended for trying out new graduate courses or for one-time course offerings. (And a course previously taught as Special Topics should be

converted to a regular 500-level course if it is to be taught again.) If enrollment warrants it, such a course could also substitute for one of the faculty member's seminars, provided the Chair agrees. This would address heavy independent study loads, especially for junior faculty.

E) Curriculum in Comparative and Area Fields

Future Graduate Studies Committee should encourage faculty in area and comparative fields to review their offerings and to discuss if additional courses are needed, for example to prepare graduate students for the teaching of world history. These discussions should also keep the issue of enrollment in courses in mind.

Section III: Adjustments in Practices for the Graduate Office

A) The Graduate Program Coordinator will work with the Undergraduate Program Director to get information on course offerings to graduate students and faculty on a regular basis.

B) The Graduate Program Coordinator will work with those involved in curriculum decisions to move the Department to two-year teaching plans. Coordination within areas and comparative fields needs to be improved, again with two-year teaching plans in mind. The Committee understands that the Department cannot produce a firm two-year schedule, but a likely two-year schedule will be a great help to advisors and advisees. A first step will be to make a list of all graduate course offerings for next year available by the end of this quarter.

C) Last-minute changes in graduate offerings, which currently happen sometimes just weeks prior to a given quarter, put a burden on our students (even if they are designed to accommodate specific students). The Department needs to discourage such last-minute adjustments. Faculty should generally stay with their approved teaching plan.

D) The Graduate Program Coordinator will work with the Undergraduate Program Director and with the faculty member who teaches HIST570 and HIST571 to schedule two forums on teaching for faculty and graduate students, one each Fall, one each Spring. The deliberations of the Curriculum Committee and the workshops that followed revealed a desire for such regular conversations.

Respectfully submitted,

Lori Anthony (ex officio)
 Moon-Ho Jung
 Tracy McKenzie
 Hwasook Nam
 Stefanie Starkovich (ex officio)
 Glennys Young
 Susanne Young (ex officio)
 Uta Poiger, chair

Appendix F: Long-Range Planning Report, 2011

Report of the Long-Range Planning Committee, 2011-12

I. The Current Context for Planning

The Department of History is undertaking a plan at this time largely in response to recent changes to the faculty. Customarily, the primary focus of the Department's long-range planning has been on identifying and prioritizing needs for hiring. In recent years, resignations from the Department have reduced the size of the faculty and left sizeable holes in our graduate and undergraduate curricula. In the meantime, University-wide budget problems have prevented us from being able to make tenure-track appointments in the fields from which colleagues have departed. Moreover, while it is impossible to predict additional departures (e.g., by retirement or resignation) with much accuracy, it appears to us that, even if we are allowed to begin hiring anew in the near future, we likely will not be authorized to search for new positions at a rate that would enable us to keep up with the pace of additional departures. In our view, the Department needs to decide how to go about rebuilding the faculty strategically, assuming that not all positions will be replaced, and it then needs to make the case for resources that will enable us to carry out that rebuilding. Long-range planning is the starting point for these processes.

While making the rebuilding of the faculty our top concern, the Long-Range Planning Committee also considered other conditions in History, particularly as they related to the changing size and composition of the faculty. The Department is particularly concerned about two areas. One is the sustainability of the graduate program. Cuts in funding support for graduate students, faculty departures, and the discouraging job market are all unsettling the MA and PhD programs. The other area is the changing nature of undergraduate teaching, particularly in light of heightened demands from the central administration to use instructional resources more efficiently and to maintain or increase enrollments as UW moves toward fuller implementation of Activity-Based Budgeting. More than before, History's ability to get University resources (such as support for new faculty appointments and TA positions that fund graduate students) could depend largely on generating the student-credit hours (especially at the undergraduate level) that, under ABB formulae, will loom large in determining allocation of resources.

Let us say a few words about the planning process. The committee solicited information from Divisional Dean Judy Howard. It asked colleagues to consult by field (Americanists/Latin Americanists; Ancient/Medieval/Early Modern Europe; Modern Europe; Asianists; Africanists; Middle East/Islam) and discuss the top priorities in each field. It also invited each colleague to consult with committee members individually. We took testimony via individual conversations, e-mail correspondence, and phone calls. Most but not all colleagues agreed to share their thoughts with us, for which we are grateful. We also sought information from staff and faculty associated with the graduate office, as well as staff and faculty associated with the undergraduate program. We considered the most recent data about undergraduate enrollments, TA utilization, graduate-student funding, Ph.D. job placement, and the availability of private funding to support faculty positions. The Graduate Liaison Committee appointed Alyson Roy as the graduate-student representative to the committee, and she organized a meeting of the graduate students to discuss these

issues, solicited feedback from other graduate students, and reported back to the committee. Finally, we sat down with the Director of the Jackson School, Resat Kasaba, to learn about that unit's hiring priorities and plans.

II. Who We Are, What We Are Becoming

The latest (2010) report of the National Research Council (which bases its findings on data gathered in 2005-6) ranks the UW Department of History in the top 20% of History programs in the U.S. (the Department stood approximately 26th out of 150 measured programs—although the NRC format discouraged such a specific rating). History was one of fifteen units in the UW College of Arts and Sciences, and one of four among the Social Sciences, that ranked in the top 20% nationally by the NRC. Over the years, other assessments of History have generally agreed with the most recent NRC conclusion.

In terms of numbers of faculty and graduate students, the Department has relatively large cohorts in the history of Asia, modern Europe, and the United States. It has smaller cohorts in the areas of ancient, medieval, and early modern Europe; Africa; the Middle East; Latin America; and history of science and technology. In the last fifteen years or so, the different segments of the Department have become even more interdependent than before, as History has worked to become more transnational in its orientation. In other words, the strength of the Department is not concentrated in one or two areas, but rather stems from the contributions made across all fields. Nonetheless, in terms of national and international reputation as well as placement of Ph.D's. the Department's record has been particularly strong recently in Asian history, U.S. history, and modern European history.

While the Department of History has faculty cohorts defined in part by regions of the world (Europe, United States, Asia), it also has thematic strengths that are growing. For instance, its faculty and graduate students pursue studies in comparative colonialisms, women and gender history, and labor history. Its faculty members teach courses in conjunction with such other units on campus as the Jackson School, the College of the Environment, the College of the Built Environment, Global Health, and the Comparative History of Ideas. Many faculty members in History hold administrative positions with JSIS programs, and have played large roles in the functioning of such programs as the Early Modern Europe Research Group (EMERGE) and Science Studies. The Center for the Study of the Pacific Northwest and the Bridges Center for Labor Studies are focal points of additional interdisciplinary collaboration with other units.

Over the years, History has also excelled in undergraduate teaching. One measure of this success is that History has won more Distinguished Teaching Awards (nine) than any other unit on campus. Other measures have been our sizeable enrollments, favorable student evaluations, and high praise on exit surveys of graduating seniors. We note also that in making gifts to History, numerous donors have emphasized the quality of our undergraduate instruction as their primary motive, and something they hope to see perpetuated.

Our NRC ranking and our reputation in the historical profession speak to the Department's excellence in scholarship, graduate training, and undergraduate teaching. In the last few years, however, our ability to excel at what we do has been challenged by the institutional environment in which we find ourselves. Cuts to state funding, the replacement of state support by tuition dollars, and the decision to allocate funding within the University according to ABB formulae have changed our circumstances. One result of the changing

economic climate has been something like a hiring freeze. Since 2007, History has lost people in the following areas and, so far, not been invited to apply for authorization to conduct searches for new hires in these or other fields: modern China (Tani Barlow); modern Germany (Uta Poiger); pre-modern Islam (Florian Schwarz); pre-modern Japan (David Spafford); U.S. Civil War (Tracy McKenzie); and modern U.S. (Nikhil Singh). In addition, since the retirement of Wilton Fowler almost a decade ago, there has been an interest in adding to the faculty a specialist in U.S. in the World (a search for the position was started in 2007-8 and then cancelled due to a hiring freeze). Moreover, having lost a tenure-track medieval historian (Bob Stacey) to administration, we have been fortunate to have the services of a lecturer (Charity Urbanski), but funding for that position so far has been part-time and finite.

Another direct consequence of the changing economy and decrease in state support has been a diminution of support for graduate students—and a downsizing of the program. In the last four years, virtually every type of funding support has been reduced. History's and the University's endowments shrank, and the annual payout was reduced substantially. Permanent funding dollars for TA's and RA's were cut (although some temporary dollars cushioned the blow). Federal appropriations for Foreign Language and Area Studies (FLAS) awards have been slashed, which reduces support for students in non-U.S. fields. Many external grant programs (e.g. Fulbright Hays) have reduced or eliminated support for graduate students. More and more, the Department has had to pay for the tuition and benefits that accompany funding appointments—sums that once were automatically paid for centrally by UW. There has been some rebound in our endowments, and it may be that in time some “temporary” dollars for graduate support (e.g. in the form of TA or acting instructor appointments) will become “permanent.” In the meantime, however, the Department has tried to ensure there is ample funding to permit students already in the program to finish, in part by cutting back on the number of new students admitted. This crunch has reduced the number of graduate students in many fields to a trickle. From this year's application pool of more than 220 applicants, the Graduate Admissions Committee will select an entering class of approximately ten students. In previous years, we were able to attract an entering class of fifteen to twenty students. At the same time the Department has less permanent money than before for supporting graduate students and hiring those who have recently finished, our Ph.D.'s have found it markedly more difficult to find jobs in the last few years. Part of the committee's discussion concerned the ways that future faculty appointments could assist in placing our M.A.'s and Ph.D.'s.

Our program of undergraduate teaching is also changing. One concern is the loss of instructors available to teach courses—due both to the Department's inability to hire new colleagues to compensate for faculty losses and to the cutbacks in TA support. This loss of instructional resources is bound to affect the quantity of our enrollments (fewer people to offer classes) as well as the quality of our coverage (key gaps in the curriculum). Meanwhile, with the implementation of ABB, the pressure to generate enrollments is growing, while the administration has also urged us to become “more efficient” in our use of instructional resources. This change has been a source of dissatisfaction and uncertainty for many of our faculty and graduate students.

The Long-Range Planning Committee did not attempt to resolve these larger issues about the structure of the undergraduate curriculum. But we do wish to point out that, in this age of Activity Based Budgeting, obtaining resources for hiring new faculty and increasing the number of TA positions is more dependent than before on attracting sufficient enrollments,

especially at the undergraduate level. Given the way that ABB has been defined in the College and beyond, the main *activity* that is being measured is undergraduate teaching. Other activities—including the graduate training and scholarly publication that have pushed us into the top 20% of U.S. history departments, or service to the profession and community—appear to count for less at this stage in the implementation of ABB. Consequently, ongoing attention to undergraduate enrollment numbers and the efficiency of our use of instructional resources are priorities the department will need to address.

However, the Department cannot focus solely on the issue of numbers of students. As the University raises tuition, there is increased pressure to give students “their money’s worth”—which means that quality is important, too. The strength of our undergraduate program has rested in no small part on our commitment to at least two seminar-type courses for every History major, and attention to critical reading, analytical thinking, and effective writing across the curriculum. Student evaluations and exit surveys suggest that these commitments have contributed largely to the Department’s reputation for excellence in the undergraduate classroom. Even in the face of other pressures, it is important to maintain our high-quality teaching. How to balance quantity with quality is one of our largest challenges.

To acquire the resources that are essential for rebuilding the faculty, bolstering the graduate program, and maintaining the quality of our undergraduate curriculum, the Department must continue doing two further things it has already done relatively well. One is collaboration with other units, such as the Jackson School of International Studies. The Deans have made it clear that they will pay even more attention than before to the impact that new hires have on more than one unit. The Department will benefit from working with other units when appropriate.

The other practice that needs to be continued is finding funds from outside the University. History has been comparatively successful over the years in raising funds from private donors, and it needs to continue or even expand this effort. The Chair is the point person for Departmental development, but all faculty members play a role. Almost all of our most substantial donors were initially attracted to History by the Department’s—the faculty’s—excellence in the undergraduate classroom. Over time, these donors have broadened their gifts as they became more familiar with the Department’s needs in the areas of scholarship and graduate training. The Department could consider other options for increasing revenues as well, including investigating self-sustaining programs or increasing faculty applications for external grants or awards for scholarship, particularly ones that support graduate students.

III. Recommendations for Hiring

Since our last long-range planning report, we have sustained numerous losses in a wide variety of fields; more losses from retirements or other departures are likely to follow in the next three to seven years. We have crafted our hiring plan to respond creatively to these losses, thinking less in terms of “plugging holes” than capitalizing on our existing areas of strength and using them to create exciting new opportunities for intellectual engagement for undergraduates, graduate students, and faculty. In articulating this hiring plan, we have sought to be mindful of the demands of activity-based budgeting, highlighting how these positions might expand our undergraduate enrollments in productive ways. At the same time, these positions are all vital to the health and vibrancy of our graduate program, which

is at the core of our mission as a top research institution, and which it is essential for us to protect.

What follows are our recommendations for positions the Department should prioritize for hiring in the near future. The positions are grouped into two tiers, with the first of higher priority and the second of lower priority. In addition, two other desiderata are mentioned.

The four top-tier positions drew the strongest and widest support from our faculty and graduate students, and seem most urgent to fill to sustain the intellectual life of the department, our teaching needs, and our graduate program. They are not ranked here, but presented in alphabetical order.

Within the second tier, we have also left the positions unranked, and therefore in alphabetical order, with one exception: the U.S. Civil War. Given the existence of very substantial donor money for the position and the fact that courses on the Civil War have in the past generated large enrollments, the committee unanimously ranks U.S. Civil War as the highest priority in the second tier and encourages the Department to engage in further discussion about how this position might fit into the undergraduate curriculum and complement thematic areas of our graduate program, such as gender or Native American history.

We must add here that, while we anticipate departures from the faculty over the next few years (due to retirement or resignation), the present recommendations have not taken into consideration any specific, prospective departures. The committee believes that the priorities listed below should not automatically take precedence over any new vacancy created by a departure from the faculty. Once future departures from the faculty are finalized, the Department will likely wish to reconsider its priorities.

TOP TIER

Islam before 1900

Interviews at every level of the department identified the history of the Islamic world before 1900 as one of our most urgent needs. Demand for courses in Islamic history remains extremely high among undergraduates, while graduate students in History, NELC, the Jackson School, and other units have all been vocal about the need for more graduate courses in Islamic history. We will be particularly interested in candidates whose research and expertise extends beyond the Arab world, since nearly 80% of the world's 1.5 billion Muslims live outside of Arabic-speaking lands. Potential areas of research and teaching include Iran and the Persianate world, the Ottoman Empire, the Indian Ocean, and sub-Saharan Africa. The University has unusually broad and deep resources to support an appointment in this field. These resources include: excellent library holdings in Persian, Turkish, and the Turkic languages of Central Asia; popular language and literature programs in these and other Islamic languages; a vigorous Middle East Center that was ranked first in the country in the most recent assessment of Title-VI centers in the field; and a variety of federal and endowed UW funds that can be used to strengthen and expand our curriculum in Islamic history.

Japan

Japanese history emerged as one of the highest hiring priorities in the discussions at individual and group levels across fields. The UW has a long tradition of teaching Japanese history, and has maintained two to three historians of Japan until the recent departure of David Spafford. In addition to strong interests in courses on Japanese history among the undergraduate students, this position is also crucial to graduate training in the department and in some other fields in the humanities and social sciences. Most of the graduate students in Chinese history, Korean history, and some in Southeast Asian history, which are all areas of strength in the department, need to take a minor field in Japanese history, as do students in Japanese literature and other social science fields. The graduate students identified Japanese history as a priority for hiring because many of them wish to be trained as scholars of the Pacific Rim. Japanese history is also crucial to the fields of comparative colonialism and nationalism. All Asian history fields and the comparative fields will be hurt by the lack of a Japan historian. The local Japanese community is very vocal and supportive. The outstanding Japanese language collections at the Library and the Japan Endowment are resources helpful to the hiring. This position is also crucial to the Jackson School and to the survival of the Japan Program as a whole, so there is a possibility of undertaking a joint appointment.

Modern Germany

Modern Germany/Central Europe was mentioned frequently and urgently in many of our faculty interviews. The position is vital for modern European history, Eastern European history, and Jewish history, as well as many other fields due to its rich historiographies of the nature of nationalism, fascism and racism, migration and citizenship, class and labor, the welfare state, the nature of modernity, and war. It is absolutely central to the success of the Europeanist graduate program, and many students in Russian and Eastern European history (which have strong placement records) have done fields in modern Germany; we should maintain and build on this momentum. The position is also likely to draw large undergraduate enrollments; our undergraduate advising office suggested that a German historian who could teach comparative courses on the two world wars, for example, would generate very large enrollments, as would comparative courses on fascism (Hitler/Stalin/Mussolini). Other departments and programs, such as Germanics and the Center for West European Studies, are likely to have great interest in this position as well. We might wish to consider searching for someone who could teach military history, a field for which we already have some modest funding.

U.S. in the World

Our discussions with colleagues across fields indicate that the U.S. in the World position remains among the department's highest hiring priorities. This is a position of longstanding importance in the department. It was part of the 2002 long-range plan's proposed "Atlantic World" hiring cluster and the department initiated a search for the position in 2008 that was suspended by the budget crisis. The position serves the department's ongoing efforts to balance national/area strengths with research and teaching profiles that are comparative and trans- or supra-national in nature; and its inherent flexibility and breadth means the scholar hired for such a position might also bring strength in areas such as environmental history, military history, or Native American history. The position likewise comes with wide-ranging potential for developing new undergraduate lecture courses that are likely to draw large enrollments. The committee therefore

envisions a position that ought to be defined broadly (encompassing trans-Atlantic, trans-Pacific, and inter-American arenas) to invite candidates working in any period of U.S. history and focusing on such areas as the politics and culture of diplomacy and war, transnational histories of immigration, empire and race, the environment, human rights, and global flows of capital and labor. This is a position that also remains high on the Jackson School's list of priorities, and so there is the possibility of considering a collaborative approach to defining and funding such a position.

SECOND TIER

U.S. Civil War is a position that over the years created sizeable undergraduate enrollments for the Department. Moreover, the Department has one endowed professorship and one endowed chair to support this position (the endowed chair is currently vacant). In creating these endowments, the Department made a commitment to this area of teaching and study. As the Department continues to seek outside funding, it would be best if donors appreciated that we are living up to such commitments. Moreover, if the endowed chair were used for hiring, the Department would have an opportunity to hire at a level beyond beginning assistant professor. In other words, it would be much more likely to find someone who is proven as a scholar and classroom teacher, and could have an immediate impact on enrollments and our reputation.

Early Modern Europe has been listed as a priority in previous plans, and it remains a major desideratum. Many colleagues have underlined the need for more courses exploring Tudor-Stuart England, Enlightenment France, and Europe's relations with the early modern world beyond Europe (e.g., through the Portuguese Empire). An appointment in this area could also strengthen the department's collaboration with Art History, French and Italian, and other units with faculty working on the early modern period.

History of Medicine/Biology would build on the Department's strength in the overlapping areas of History of Science, environmental history, and history of health and the body. It would also tap into the expanding and relatively prosperous network of science studies on campus. At the undergraduate level, the position could enhance our ability to attract students from Global Health, Medicine, and UW Honors.

Mexico/Borderlands represents an opportunity to build on our strengths in North American West, and to bolster our graduate and undergraduate offerings in Latin American history. Some members of the Department feel that this position should be oriented toward post-independence Mexican history, but others expressed a preference for Borderlands or the colonial period.

Non-U.S. Environmental History would help the Department expand upon its already well-established national reputation in the field of environmental history. Demand for courses in the field appears to be strong at both the graduate and undergraduate levels. This opportunity strikes us as appealing in part because the new College of Environment has plans to expand in this area and there may be a chance for a joint appointment, which would reduce the cost to History and the College.

OTHER DESIDERATA

The committee agrees with the graduate students that, in making appointments in the future, it would be beneficial to hire candidates with experience in the realm of **public history or digital humanities**. Prospects in the present academic job market are such that

our students strongly value the ability to increase their options, and greater exposure to public history would enhance their ability to find positions.

Military history is a field capable of attracting sizeable undergraduate enrollments. Moreover, the Department has an endowed faculty fellowship in the field of military history, and is well along in generating additional donor interest in this area. Some of the positions listed above (e.g., Modern Germany; U.S. in the World; and U.S. Civil War) lend themselves quite readily to this specialization.

IV. The Undergraduate Program

As this report has stressed already, the Department's ability to garner resources in the future will hinge more so than in the past on two features of our undergraduate program: our ability to generate undergraduate enrollments and demonstrate efficient use of instructional resources in undergraduate classrooms. The issue of "instructional efficiency" is not new and has achieved special urgency in recent years of budget cutbacks. The Department has responded to this challenge by encouraging colleagues to experiment with new methods of teaching and holding workshops to hear from each other and from faculty in other units about what works best. History faculty have explored a number of strategies, including non-sectioned courses, the use of grading rubrics to evaluate student writing, and higher TA-to-student ratios, in order to try to do more with fewer resources without sacrificing the high quality of instruction. One measurable result is that the Department is becoming more efficient in the way it deploys TA's. In 2008-9, History on average allocated 1 TA for every 59 students; this year (2011-12), the Department allocated on average 1 TA for every 69 students. (These allocations assumed full enrollments in classes; actual enrollments in classes supported by TA's have lagged behind projected enrollments by 10-12 students per TA.)

It is the committee's view that the Department would benefit from a thorough and systematic review of the undergraduate program, in order to consolidate what colleagues have learned in these past few years of experimentation and develop a more consistent set of expectations and responsibilities across the entire curriculum. We therefore recommend that in the coming year the Undergraduate Studies Committee undertake such a review. History needs to think more about how to maintain its quality in the classroom while generating the enrollments that will enable us to make the strongest case for hires and resources for graduate funding. A thorough reconsideration of the undergraduate program and the changes this program has already undergone will help us strike this balance thoughtfully.

Signed,

Jordanna Bailkin
Elena Campbell
Madeleine Dong
John Findlay (chair)
Stephanie Smallwood
Joel Walker

Appendix G.1: Admissions Record

Admission Statistics for Last Five Years

Autumn 2007

18 students admitted (7 MA; 11 PhD)
--3 Modern Asia (2 MA; 1 PhD)
--1 Pre-modern Asia (1 PhD)
--2 Middle East (2 PhD)
--10 United States (5 MA; 5 PhD)
--1 Russia & Eastern Europe (1 MA)
--1 Ancient Greece (1 PhD)

Autumn 2008

15 students admitted (7 MA; 8 PhD) (includes one who accepted but never attended)
--3 Modern Asia (1 MA; 2 PhD)
--1 Middle East (1 MA) (accepted but never attended)
--1 Ancient Rome (1 PhD)
--1 Modern Europe (1 PhD)
--2 United States (1 MA; 1 PhD)
--3 Pre-Modern Asia (2 MA; 1 PhD)
--3 Russia & Eastern Europe (1 MA; 2 PhD)
--1 Africa (1 MA)

Autumn 2009

6 students admitted (5 MA; 1 PhD)
--1 Modern Asia (1 MA)
--3 United States (2 MA; 1 PhD)
--1 Ancient Greece (1 MA)
--1 History of Science (1 MA)

Autumn 2010

9 students admitted (8 MA; 1 PhD)
--3 Modern Asia (2 MA; 1 PhD)
--3 United States (3 MA)
--1 Modern Europe (1 MA)
--2 Russia & Eastern Europe (2 MA)

Autumn 2011

8 students admitted (5 MA; 3 PhD) (includes one who accepted but never attended)
--2 Modern Asia (2 MA)
--2 Pre-modern Asia (1 MA; 1 PhD)
--2 United States (1 MA; 1 PhD) (the MA accepted but never attended)
--1 Modern Europe (1 PhD)
--1 Russia & Eastern Europe (1 MA)

Appendix G.2: Placement Record

Placement for Last Ten Years

Tenure-track position: Bold

Instructor=non-tenure track position (instructor/lecturer/visiting faculty/faculty replacement/faculty adjunct, etc.)

Post-doc: Underline

Non-faculty position related to History: Italics

2001-2002

Mark Caprio (Asia): Prof., Department of History, Rikkyo University (Japan)

Connie Chiang (US): Assoc. Prof., Department of History and Environmental Studies, Bowdoin College

George Dutton (Asia): Assoc. Prof., Department of Southeast Asian Studies, UCLA

Jacqueline Ettinger (Europe): unknown

Maren Halvorsen (Medieval): Assoc. Director, Robinson Center for Young Scholars, U of Washington

Robert Smurr (REEU): Evergreen State College

2002-2003

Jung –Sun Nina Han (Asia): Asst. Prof., Division of International Studies, Korea University

Hwasook Nam (Asia): Asst., Prof., Department of History and JSIS, U of Washington

Joseph Roza (Europe): non-academic employment

Vera Sokolova (REEU): Asst. Prof., Department of History and Department of Gender Studies, Charles University (Prague)

Coll-Peter Thrush (US): Asst. Prof., Department of History, U of British Columbia

Ellen Cong Zhang (Asia): Asst. Prof., Department of History, U of Virginia

2003-2004

Teresa Balkenende (REEU): Instructor of History, Highline CC

Dean Bennett (Europe): Assoc. Prof., Department of History, Schenectady County Community College

David Biggs (Asia): Assoc. Prof, Department of History, UC Riverside

Michael Campbell (REEU): employed by US government

Sean Cocco (Europe): Assoc. Prof., Department of History, Trinity College

Tom Dykstra (REEU): unknown

James Heugel (Europe): Provost, Northwest U

Zinon Papakonstantinou (Ancient): Lecturer, Department of History and Archaeology, University of Athens

James Rigali (US): Instructor, Professional and Continuing Education, U of Washington

Helen Schneider (Asia): Assoc. Prof., Department of History, Virginia Tech

Melvin Thatcher (Asia): Archivist for the Genealogical Society of Utah

Kathryn Utter (US): unknown

2004-2005

O'Neill Blacker-Hanson (Lat Amer): Asst. Prof., Department of History, Valparaiso U

Elizabeth Escobedo (US): Asst. Prof., Department of History, U of Denver

Roberta Gold (US): Instructor, Department of History, Fordham U

Ali Igmen (Mid East): Asst. Prof. Department of History, CSU Long Beach

Vjeran Pavlakovic (REEU): Asst. Prof., Department of Cultural Studies, University of Rijeka (Croatia)

Susan Smith (REEU): Instructor, Department of History, Bradley U

Michael Witgen (US): Asst. Prof., Department of History, U of Michigan

2005-2006

Christopher Agnew (Asia): Asst. Prof., Department of History, U of Dayton

Andrea Geiger (US): Asst. Prof., Department of History, Simon Fraser U

Judith Henchy (Asia): Librarian, Southeast Asian Section, U of Washington Libraries

Seung-Bum Kye (Asia): Research Prof., Korea University

Jennifer Price (Medieval): Instructor, Seattle U

Raymond Rast (US): Asst. Prof., Department of History, CSU-Fullerton

Jennifer Seltz (US) Asst. Prof., Environmental Studies, Western Washington U

Cheolbae Son (Asia): Academy of East Asian Studies, Sungkyunkwan University

2006-2007

Elif Akcetin (Asia): Lecturer, Department of History, Durham U

Susan Bragg (US): Asst. Prof., Department of History and Political Science, Georgia Southwestern State U

Jeffrey Brune (US): Asst. Prof., Department of History, Gallaudet U

Brian Casserly (US): Instructor of History, North Seattle CC

Jeremy Roethler (Europe), Asst. Prof., Department of History, Schreiner U

2007-2008

Anna Bailey (US): unknown

Craig Collison (US): Instructor, Metropolitan State U (not currently)

Bradley Davis (Asia), Instructor, Government Dept., Eastern Washington U

Katrina Hagen (Europe): Instructor (3 yrs), Harvard; now at a (prep?) high school in Cleveland

Lizabeth Johnson (Medieval): Asst. Prof., Dept. of History and Political Science, South Dakota State U

Mahlon Meyer (Asia): Instructor, Dept. of History, UW

Seema Sohi (US): Asst. Prof., Dept. of Ethnic Studies, U of Colorado

Richard Tada (Ancient): unknown

2008-2009

Amy Absher (US): Instructor (3yrs), History Dept., Case Western Reserve U

Brian Barnes (US): Asst. Prof., History Dept., St. Martin's U

Elizabeth Campbell (Mid East): Instructor (2 yrs), U Pittsburgh

Robert Hoppens (Asia): Asst. Prof., Dept. of History and Philosophy, U of Texas Pan- American

William Piggot (US): *graduate student in UW Evans School of Public Affairs*

Kaja Shonick (Europe): Director, Salzburg Global Seminar

Matthew Sneddon (Science): Consulting Engineer

Joseph Wycoff (US): *Director of Institutional Research, Prairie State College*

Sumei Yi (Asia): Hong Kong U for Science and Technology

Sun-Hee Yoon (Asia): Asst. Prof., History Dept., Loyola Marymount U

2009-2010

Frederick Brown (US): National Park Service

Scott Brown (REEU): employed by US government

Rebecca Hughes (Europe): Instructor, Seattle Pacific U

Jessica Lee (US): Presidential Management Fellowship

Patrick McCormick (Asia): non-academic employment in Burma

Michael Quinn (Ancient): Instructor, Dept. of History and Art History, George Mason U

Ethan Spanier (Ancient): Instructor, History Dept., U Massachusetts-Lowell

Joshua Van Lieu (Asia): Asst. Prof., History Dept., LaGrange College

2010-2011

Thomas Cramer (Medieval): Instructor, History Dept., Seattle U

Joseph Creamer (Medieval): *Asst. Dean of Students, Fordham U*

Tristan Goldman (Ancient): unknown

James Gustafson (Mid East): Instructor, History Dept., Western Washington U)

Turkiya Lowe (US): National Park Service

Juned Shaikh (Asia): Post-doc at Yale; and Asst. Prof., History Dept., Xavier U

2011-2012

Trevor Griffey (US): Instructor, Evergreen State College

Sarah Lindsley (US): Presidential Management Fellowship

Holly George (US): Instructor, Nevada State College

William Frank (REEU): unknown

Jennifer Benner (Europe): Winter defense

John Foster (Europe): Winter defense

Woonkyung Yeo (Asia): Instructor, History Dept., Dartmouth College (Winter/Spring defense)