Introduction: The State of the Field
The traditional boundaries constructing the field of history remain chronology and geography. For example, while positions in history are frequently described thematically, they are always defined by time (decades/centuries) and place (region/nation). A primary shift in historical scholarship occurred forty years ago, a shift in thematic focus catalyzed by the radical political movements of the 1960s. The new social history moved away from leaders, politics, and elite ideas to focus upon ‘ordinary people.’ Social historians used a range of theories, particularly Marxist, and methods, such as statistics, cultural anthropology, and ethnohistory. In the past twenty years, many historians, though by no means all, have taken a cultural turn; initially cultural historians and social historians were at odds, with journals and conferences providing (provoking) debates between the two. Fairly quickly, however, the differences in approach, though clear, became less important as the methods and theories of both cultural and social history came together to enhance historical research and interpretation. Cultural studies pulled old subjects back into the field, so that politics, economics, and geography have rejoined the subjects of study, albeit in the different forms of citizenship and national identity, colonialism and consumption, and the construction of urban and domestic space. Moreover in traditional social history areas, cultural studies is providing alternative paradigms. For example, gender theory and critical race theory are now framing approaches to subjects and problems. These areas represent strengths at the UCSC Department of History; many excellent graduate students are attracted by the possibility to work with a core faculty in gender and/or race.

There has recently been a significant development in the way historical scholarship is defined. How important this development is has yet to be seen, but the challenge is there. Historians have begun to set aside the boundaries of political geography as their frame of research and are now taking a transnational framework seriously in the structure of their research and in the pedagogical task of building courses and curriculum. The History Department at UCSC is at the forefront of this development. The department includes historians who work in the Mediterranean World, the Atlantic World, the Pacific Rim, the Americas, and global systems. The department has also developed a curriculum teaching World History to undergraduates and graduate students. This ability to see beyond the nation state has also attracted many graduate students to UCSC, with many pursuing research, such as migration, maritime systems, and colonialism, that operates across those traditional politico/geographic boundaries.

Background on the Department
Since the founding of UCSC, History has been a central discipline in the Humanities as well as an important contributor to interdisciplinary and area studies programs within and beyond the division. Until the mid-1970s the department grew quite rapidly to 18 FTEs at
a time when student numbers were around 6-7,000. The time of growth was followed by
a long period of steady state with no new FTEs. The effect of steady state was the actual
erosion of the number of faculty through separations. In most instances when a faculty
member separated during the period from the late 1970s through the mid-1980s, the
department did not get the FTE back. At one point History was down to 14 FTEs. When
growth returned in the late 1980s and early 1990s the department undertook numerous
searches but due mainly to separations and the moves of Professors Dizikes and Epstein
to other departments, by 1993 we had only managed to return to 18 FTEs. At the end of
the 1999-2000 academic year we had 22 FTEs, but in the following four years, the
department lost four faculty members to separation, gained three, and now has 21 FTEs at
a time when the campus student population has reached almost 14,000 and the History
department directly serves 350-400 majors and 40 doctoral students. In short, for quite
some time history has been understaffed. We revived our Ph.D. program in 1989, in
European history only, with inadequate resources. The promises of new resources that
helped persuade us to revive that program were never fulfilled. We expanded the
graduate program in 1994 to include East Asian and U.S. History with the same limited
resources; this past academic year we have hired two Asian historians, finally providing a
core East Asian faculty that can support a graduate program in this field. Moreover, we
have managed to sustain a highly successful, nationally respected undergraduate program
and develop a well-designed and intellectually rigorous graduate program whose full
potential has not yet been reached. While the total number of our faculty has not
increased much over the years, the profile of our faculty has changed greatly in many
ways--areas of research, teaching interest, gender and ethnic composition--reflecting
wider changes in the profession.

Undergraduate and Graduate Programs: Present and Future
Any attempt to represent our undergraduate and graduate programs needs to keep in mind
the three different yet overlapping ways historians approach the disciplines of historical
studies. One is temporal: the field is still divided into ancient, medieval, early modern
and modern (or other configurations that allow time to be broken down into manageable
units). The second is geographic division by region or nation. A third is by theme or
topic. In both the undergraduate and graduate program these three approaches and our
attempts to interweave them have shaped the curriculum. At the undergraduate level this
has resulted in a rich, complex curriculum through which students must navigate. Over
the years we have developed particular geographical and temporal concentrations
including Ancient History, Europe (now extended back to the middle ages), Asia, Africa
and the Americas, and World History. While fields in the curriculum, such as Ancient
history, is a component of the undergraduate curriculum only, the department has begun a
focused effort to bring the undergraduate and graduate curriculums in close relation to
each other, thus enabling the department to strengthen the graduate and undergraduate
programs as the same time.

Undergraduate Program
In developing our undergraduate curriculum, we take seriously the responsibilities of
preparing undergraduates across the campus to engage and work within a nation
inescapably connected to and impacted by societies, politics, economies, and cultures
across the world, reflected, for example, in the changing demographics of the United States population or the increasingly globalized economy. At the same time we have a responsibility to history majors to maintain a strong, diverse curriculum broad enough to fill the needs of a student looking towards secondary school teaching, rigorous enough to train future lawyers, journalists, and entrepreneurs with critical thinking, research, and writing skills, and deep enough to prepare those looking toward doctoral programs. In looking at the current economic, social, and political developments of the world and the nation’s place within it, as well as the diversity of the population of California, we find it imperative that the department augments its offerings in the Islamic world, Africa, and Latin America.

The department has worked towards a rationalization of our undergraduate offerings, particularly at the lower division level. We have reduced the number of introductory courses, increased the enrollments, and reconfigured them so that they can serve as gateway courses to the major as well as provide a broader, non-major student clientele with introductions to the interconnected world. The department has, for example, developed an introductory world history course sequence that attracts sizeable enrollments and helps break down temporal and geographic barriers that compartmentalize and, thus, distort students’ knowledge of the world.

Reducing the number of lower division courses has enabled the department to offer a greater range of upper division lecture courses and to ensure that our growing senior classes (from 101 in 2000 to 180 graduates in 2005) are able to take the required senior research or readings seminar in their area of concentration. However, the demands of the graduate program upon the American historians, the concentration of the majority of our graduate students, argues for the need for at least two more US historians and one Latin Americanist to support the graduate program and buttress the undergraduate curriculum.

Among the present faculty, teaching and research interests are heavily weighted towards the modern. Only seven of our current faculty members regularly teach and research on the period before 1800. In order to broaden the intellectual horizons and cultural awareness of our undergraduates we need to appoint more pre- and early modern faculty. (We note that enrollment in pre-and early modern courses are consistently healthy.) Currently we have only one historian who teaches ancient history; thus we especially need an ancient historian to replace Gary Miles who retired in June 2002.

**Graduate Program**

Building on faculty concentrations, the current graduate program focuses temporally on the early modern and modern periods and geographically on Europe, the United States, and East Asia, with a teaching field in World History. A unique feature of the program is the thematic foci in research clusters that cut across geographic areas. These clusters currently include gender and colonialism, race, and transnational movements: clusters that build upon the thematic strengths of the faculty and intersect with strengths across the campus. We find that many of our best candidates applied to our doctoral program for two reasons. First, many are attracted by the thematic clusters that reflect both a critical number of faculty specializing in gender or colonialism/nationalism/race and an
interdisciplinarity that feeds historical research structured in this way. Second, potential students are attracted by the opportunity to develop their pedagogical skills in world history, thinking in broader ways about where their research interests fit into world historical patterns of change.

In considering the graduate curriculum we are again concerned about the sparseness of faculty specializing in the pre and early modern periods. Not only does it limit the range of fields we can offer, but the proposed research cluster in early modern history cannot get off the ground because there are not enough available, qualified faculty to mount it. Clearly, when making future hires this is also a priority for building both the graduate program.

One area of concern for the graduate program is increasing the number of applicants and stabilizing the total number in residence. For admission to the Fall 1995 class (the first to include U.S. History and modern East Asia as well as modern Europe) we received 76 applications, our highest number ever. For the next three years the number of applications held steady in the 60-70 range until 1999 when numbers began to fall until they reached 30 for admission in Fall 2000 and 33 for admission in Fall 2001. Over the next three years, the numbers increased to 47, 50, and 73, bringing into the program eight new students in Fall 2002, sixteen, in Fall 2003, and seven Fall 2004. The sharpest drop has been in the European area and numbers have remained small for the East Asia program, so that the majority of applicants and graduate students are US historians. Through Spring 2005 we have produced 27 Ph.D.s, 21 from the European program instituted in 1989, (although one of those seventeen degrees was in Latin American history) and six in the new US program. Eleven have jobs at two- or four-year colleges or universities, two have received postdoctoral fellowships, two are lecturers at UCSC, three are employed as high school teachers, two are employed in private industry and two others have never gone on the academic job market. The program in East Asian History has not yet produced a Ph.D., so it has not established a hiring record that can be evaluated.

To increase the number of enrolled Ph.D. students, we aim to have much more active outreach and recruitment to get more applicants for the program. We have also initiated a terminal M.A. program, with the first students entering Fall 2004. Due to the newness of the program, we cannot evaluate its success. We do note, however, that the M.A. program has not required much in the way of new courses but draws upon the existing curriculum. The program is particularly cost-effective since M.A. students do not normally receive support. At the same time, qualified students could be offered unfilled teaching assistantships.

**Future Recruitments for Separations and new FTEs**

In order to sustain and further develop the current undergraduate and graduate programs, History needs to recapture all of its FTEs opened by separation and receive at least 4 new FTEs. Since 2000, History has experienced four separations, two as a result of a job offers from other institutions and two retirements. Over the next eight years the department can expect a minimum of a seven further separations, all the result of retirement. The anticipation of separations is based on the assumption that any faculty
member who will reach the age of 65 during the next ten years is a probable candidate for retirement. The European concentration will be particularly hard hit. In addition to the recent separations of Professors Stovall and Miles, Professors Beecher, Kenez, and Sharp will likely retire in the next ten years. This will necessitate the rebuilding of the European concentration. In addition, Professors Basu, Burke, and Castillo are likely candidates for retirement. In the replacement of separating faculty as well as in the hiring of new faculty, the department aims to be inventive in order to strengthen, rebuild or develop areas of teaching and research concentration. It is likely that separations will lead to the redefinition of existing positions. In the proposed clusters of new hires discussed below, redefined separations and new FTEs are considered together.

For future recruitments, which include replacements for separations as well as new FTEs, we have kept certain points in mind. Every new or replacement position must strengthen both our undergraduate and graduate programs. That is, the FTEs must fit in some way either with what we already do well or make possible a new, significant initiative. We also intend to further strengthen our transnational focus, so that candidates will be evaluated according to their ability to break out of the geography box. We also realize the importance of thematic cluster hires, which will complement current research and teaching strengths. The order in which we make these hires depends upon a complex of factors, some (such as separations) are difficult to predict and others (such as budgetary constraints) are beyond our control.

The recruitments we envision will generally fit into regional categories of the United States/Americas and Africa, Europe, and Asia. However, the department also expects that recruited scholars will augment clusters that cut across geography.

World History is an area of existing departmental strength at both the undergraduate and the graduate level, one that has been enhanced by Professor Burke’s Presidential Chair. It is essential that it not only be maintained but also further strengthened, especially since the departures of Professors Sweet and Stovall. Sweet was a regular and important contributor to the teaching of World History, as well as Latin American and Mexican History. Stovall also made important contributions to World History. He was one of two modern Europeanists whose work made direct connections with the work of the other world historians and with those interested in colonialism, nationalism, and transnational movements. Additionally, Alex Stern’s research and teaching intersected with World History, tying twentieth-century U.S. with the program and contributing extensively to the core group in colonialism, nationalism, and race. The World History program attracts many students to our graduate program, and it is a growing area in the discipline.

The department also has an exceptional concentration in gender and history, with several faculty members in East Asia and U.S. history sharing research and teaching interests in this thematic focus. This concentration in gender and history has attracted some of our best applicants to the graduate program. Unfortunately, the cluster lost a key member when Alex Stern accepted a position elsewhere. Further appointments would strengthen both undergraduate and graduate curricula and would make our graduate program even more attractive to potential graduate students.
Finally, the department is committed to strengthening its offerings in pre- and early modern history. The retirement of Gary Miles represents a serious loss to the department and to the campus in terms of offerings in Ancient History and Latin language courses. We would like to broaden the intellectual horizons of our undergraduates, who tend to be presentist. Moreover, a wider range of pre- and early modern offerings would bolster the graduate program and provide greater synergy with programs such as PEMS. Future appointments in several geographic areas will include pre- and early modernists.

**Recruitments in East Asia: Stabilizing the Curriculum (Completed)**
The department already has strength in modern East Asian history. That strength has been enhanced by the concentration of faculty in the area who are in Literature, Women’s Studies, and Anthropology. Building on this strength, East Asia could become an area of significant growth in our graduate program with the two appointments made in Spring 2005. The recent appointment of a historian of late imperial China will eliminate our major deficiency in the pre-and early modern eras. This appointment has strengthened both our graduate and undergraduate offerings, connect the curriculum more directly with the work of Professor Connery in Literature, and contribute to our World History offerings through his course on a world history of science. Second, the recent appointment of a Japanese historian with a specialty in popular culture and women’s culture who can also teach Korean history will solidify the east Asian program and further enhance our visibility as a major center for the study of gender and history. The new Japanese historian will join the faculty Fall 2006. Both of these positions are new FTE, and with these appointments and the department is satisfied that we have established a core faculty that will stabilize the graduate program.

**Recruitments in the Americas: Building out the Curriculum (In process)**
This is an area of existing departmental strength, but one stretched extremely thin, a condition exacerbated by the separation of David Sweet and Alex Stern. Most of our current graduate students are focused in United States history, and a significant segment of the undergraduate curriculum is also in this area. The American historians have done an excellent job concentrating their efforts, with groups of historians working together to develop undergraduate and graduate courses that engage transnational projects. These efforts are also attracting graduate students, and the department needs more American historians to nurture their students and diversify course offerings. Strengthening the US/Latin America curriculum is currently the department’s top priority, and we have identified three positions that need to be filled.

For several years, the department has had only one Latin Americanist, and we want to replace David Sweet with a Latin Americanist whose focus 19th/20th century. With the high level of undergraduate interest in modern Latin America, especially Mexican history, and the hopes of many graduate students to build pedagogical expertise in Latin America, we regard the addition of a modern Latin Americanist as essential. In 2004-05 the department conducted a search open to all geographic areas except the Caribbean. We identified an outstanding candidate, but we were unsuccessful in our recruitment efforts. We plan to reopen the search in 2005-06, and we hope that the successful candidate will
also contribute to the department’s emphasis in world history or gender and history. Moreover, such an appointment would have linkages to other programs with strong Latin American foci such as LALS, Literature, and Environmental Studies.

The department also needs to appoint two historians in North American/US history, both of whom would greatly strengthen the World History program. With the separation of Alex Stern, the department lost a key faculty member whose research and teaching pulled the U.S. curriculum out of the traditional exceptionalist paradigm into a transnational approach. The department hopes, therefore, to hire a twentieth-century historian who works within a transnational/global context. In addition, the department needs to appoint a specialist in the early modern Atlantic World, with an area of concentration in North America, colonial and revolutionary periods. Such an appointment could have an area of concentration on slavery and European colonialism. This appointment would strengthen the undergraduate and graduate programs in U.S. history and world history and add significantly to the pre- and early modern curriculum. This position would represent a third new (not replacement) position for the department. While this would still mark the department with a relatively small group of US historians, the department believes that with these three appointments we would be able to meet adequately the demands of the undergraduate constituency as well as our graduate students.

Recruitments in Europe: Maintaining/Revisioning the Curriculum

As noted before, the European concentration will be particularly impacted by separations over the next ten years. As the department meets this challenge, we look towards historians whose research will strengthen the department’s focus upon world history and gender.

We believe it essential to replace Gary Miles with a historian of the ancient world. This appointment would both augment the undergraduate curriculum and help build a base for graduate students in pre- and early modern areas. Such a historian might be in the Late Antique period to make better connections with our medievalist and the growing interest in the Mediterranean World. Specialties of interest include early Christianity, gender in late antiquity, and archaeology, among others. This individual would also be able to teach ancient Rome.

The department is also seeking a historian in European Women’s/Gender History. This appointment would serve a significant undergraduate population as well as fill a critical need in the graduate program. Many graduate applicants interested in European history are attracted by the departmental strength in gender, and yet the department has no specialist in this field. It has become increasingly important to provide faculty support in this arena.

Other Recruitments: Building/Stabilizing the Curriculum in World History

The curriculum in World History has generally been developed among the many faculty whose research and/or teaching extends beyond traditional geographic boundaries, although it includes individuals who expressly explore world networks and phenomena
that transcend national boundaries in similar ways. Still, the department has significant

gaps in the expertise of its faculty, and these have made it difficult to educate

undergraduate and graduate students.

The history of the Islamic world is developing as a crucial area of undergraduate interest

and educational need, and the subject is underrepresented on the campus. Yet both
department members who teach in this area are seriously engaged in other enterprises,
namely World History and Medieval history. The geographic area is not specified, and
this historian would offer courses not only in Islamic culture but also in the regional
histories of the area of expertise. This individual would complement the offerings of
Professors Burke and Catlos and would contribute to the World History Program and,
possibly, augment offerings in pre- and early modern history.

The department would also like to appoint a historian of West Africa of the early modern
period, approximately 1400-1850. This appointment would complement the offerings of
Professor Anthony, whose focus is on east and South Africa with a particular Indian
Ocean and Islamic interest. This historian would augment several departmental
concentrations, including pre- and early modern history and the early Atlantic World.
Although

Africa sits theoretically outside the regional concentrations in the department, a West
Africanist would connect with several American historians whose research and/or
teaching engages slavery and emancipation. In fact, this position is particularly important
for students working in early America and African American history. The department
sees this position as a new FTE in the department.

Finally, the department wants to replace Tyler Stovall in the fields of Imperialism and
Colonialism, Nineteenth and Twentieth Century. A specialist in this burgeoning field in
history would intersect with several departmental agendas: World History, Possible
Gender and History, and, possibly, Asia. Moreover, this individual could offer focused
courses in the regional areas of specialization, whether that would be in Europe, Asia, or
Africa.

**Recruitment Priorities:**

1. Latin American History, national period (in process)
2. Early Modern Atlantic World/North America
3. United States, twentieth century, transnational
4. Ancient Rome/Late Antiquity
5. European Women’s/Gender History
6. Islamic World
7. West Africa, 1400-1850
8. Colonialism and Imperialism
**Coordinator of World History.** Currently, Professor Burke coordinates the World History curriculum. As the department carries out various searches, we will always have an eye out for someone who can fill this role when Professor Burke retires. Should we be unsuccessful in this effort, when Professor Burke retires the department would need to search immediately for a historian who, regardless of field, could take on this responsibility. In fact, the department will request that this position be forward funded so that we can appoint a World Historian expeditiously.

Overall, replacement appointments in European, World, and American history would depend upon the fields of the faculty member leaving the department, the needs of the department, and the development of the discipline. In addition to the priorities listed above, the department is cognizant that some fields, such as early modern Britain, east European/Soviet history, and Chicano/a history are areas especially important to the undergraduate or graduate curriculum. The department will work to ensure continuity in these offerings.

**Diversity**

In proposing these new recruitments the History Department commits itself to diversifying the curriculum, and providing courses in areas underrepresented in the department and on the campus. Our ability to offer a greater number of courses in these areas will work to diversify the undergraduate and graduate student community. Moreover, the applicant pools for these positions are likely to attract women and minority candidates. The department will make every effort it can to increase the diversity of its faculty through vigorous outreach efforts, and we have every hope that our plan will produce a more diverse faculty in the History Department.

**Outreach Initiatives**

History continues to be actively involved with local schools. During 2000-1, three of our faculty were involved in the Monterey Bay History and Cultures Project funded by California State education grants. Professors Burke and Castillo and Lecturer Aso worked with Watsonville area high school teachers to develop a world history curriculum suitable for classes with large numbers of non-native speakers of English. This involved the extensive use of non-traditional media, including music, visual materials, and drama.

More recently, over the past six quarters several faculty members have led seminars in the Teacher Scholar program produced by the Institute for Humanities Research in partnership with the Woodrow Wilson Foundation, the Santa Cruz County Office of Education, Salinas Union High School District, and UCSC Extension. These content-based seminars on current humanities scholarship provide classroom teachers with the opportunity to engage research, analytical models, and source materials in ways that will enhance their teaching. These seminars, and departmental participation in them, are expected to continue over the next three academic years.

**Staff**

The current staffing level of three full time positions is sufficient for the department’s needs, largely due to the overall excellence and dedication of the staff members filling
those positions. At present History houses German Studies and Classical Studies, which means providing staff support. Any further increase in workload as a result of growth in undergraduate and graduate student numbers, increase in faculty numbers, or further devolution of administrative responsibilities such as graduate admissions to the departments, will require the addition of at least one more staff FTE to the department.

**Space**
Obviously, as faculty numbers grow the department will need offices in which to house them. But there are other pressing space needs as well. One is more office space for graduate students, especially for those working on their dissertations and for teaching assistants in which they can hold office hours. Another is for a meeting room in which the whole department can fit comfortably for meetings. Such a room could also be a department library and a place to hold colloquia.

**Language Requirement**
As part of our commitment to broadening the intellectual horizons and cultural awareness of our undergraduates, the department supports the institution of a divisional language requirement, although it would prefer to see a campus-wide language requirement established. It is vitally important for history majors to become accustomed to reading and analyzing primary materials; in many cases, this is only possible if the students have a working knowledge of one or more foreign languages. We have noted over the years that students who command at least one foreign language are more likely to embrace transnational perspectives, to be sensitive to cross-cultural perspectives, and to tackle more sophisticated research projects. They are also more likely to be admitted to graduate programs.

**Library**
There is probably little point in belaboring the inadequacies of the McHenry Library, but if the Chancellor is serious in her ambition to turn UCSC into a first class research institution, then a significant sum of money needs to be allocated to the library, not only to expand its physical size but also to increase the size of its collections. History is a book discipline, one that depends upon print for its research and its knowledge production, and the financial constraints that the current budget situation has placed upon the library have had serious repercussions for our faculty, graduate students, and undergraduates. The McHenry Library lags far behind the libraries of all other UC campus in terms of library resources, and faculty are increasingly dependent on Berkeley's library holdings. Moreover, the lack of sufficient funding will keep UCSC out of consortial arrangements for UC-wide journal subscriptions. The library's collections budget must be strong enough to allow historians to retain (electronic and/or print) access to the range of historical and interdisciplinary humanities and social science journals that are available to researchers at other UC campuses.