History Departmental Program Review:
Self-Study for Academic Year 2015-2016

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I. The History Department: Mission and Description

History Department Mission

The History faculty provides students with an understanding of the past and its application to the present. The curriculum leading to the Bachelor of Arts in History is designed to develop broad historical knowledge and the skills in data analysis and communication of critical importance in all professional endeavors:

1. The History major provides all students with a basic knowledge of history in the United States, Europe, East Asia, Hawai'i, the Pacific Islands, and world history, and with a basic knowledge of historiography.
2. The History major assists students in the development of their ability to communicate clearly, both orally and in writing, and in the development of their ability to gather, process, and analyze information from various sources, including primary and secondary source material found in traditional print and visual media and emerging digital formats.
3. The History major provides students with the opportunity to apply their originality, increase their information literacy, and employ their critical discipline-based skills and knowledge in a capstone experience.

General History Department Description

The Department's five full-time faculty members cover five areas of discipline-based specialties and a foundational knowledge world history in addition to working with students in methodology, research, thesis, and capstone courses. The History major requires a total of 39 upper-division credit hours. The Department also offers a minor requiring 15 credits.

Consonant with the guidelines to the best practices in the discipline of history as outlined by the American Historical Association, the History Department offers five specialty tracks in the areas of European, American, East Asian, Hawai'i and Pacific Islands history (see below). Foundation requirements ensure that, in addition to knowledge of their field of specialization, history graduates have a foundational knowledge of the other four focus areas provided by the department, as well as a general knowledge of world history.
In addition to its academic programs, the History Department sponsors the History Club (open to all students). Through the History Club students have participated in community activities such as Toys for Tots and food bank drives, excursions to historic sites, and film nights. Students are also able to use the History Resource Room with its library, computers, and study facilities. History students are eligible for membership in the Alpha Beta Omicron chapter of Phi Alpha Theta (the national history honor society). Student members of this society are eligible to present papers at the regional PAT conference and, in past years, have received top honors for outstanding undergraduate writing. The History Department also offers various opportunities for work-study and internships and other activities, such as the ongoing Public History Lab project.

The department is committed to expanding offerings to include more coverage of Africa and expanded coverage of Asia to include Southeast Asia. Given that the University of Hawai‘i has been in the vanguard of world history, it also is committed to expand its coverage of this area and develop it as a new track.

**Student Outcomes of the History Curriculum**

Students earning the BA in History will be able to:

1) **Display knowledge of fundamental themes and narratives in history.** This implies the ability to:

   - Discuss diverse time periods, peoples, situations, and societies;
   - Perceive past events and issues in an appropriate historical context;
   - Comprehend the interplay of change and continuity;
   - Grasp the complexity of historical causation;
   - Appreciate the nature of judgments about the past;
   - Read critically to differentiate fact and conjecture, evidence and assertion, and thereby to frame useful questions.

2) **Conduct original historical research.** This implies the ability to:

   - Design analytical and historiographically significant research questions;
   - Research and analyze historical evidence from both primary and secondary sources;
• Construct an interpretation that answers the questions posed in the project;
• Situate the interpretation in the historiography of the topic being analyzed.

3) Communicate historical knowledge and explanations to others. This implies the ability to:
• Present a historical interpretation in a well-organized, readable, and logical manner;
• Follow proper rules of grammar and syntax, and accepted style of the profession (Chicago Manual of Style).

The Role of History Department in the Institution

The History Department is committed to offering high quality courses directly applicable to General Education and Graduate Requirements. All tenured and tenure-track members of the Department consistently offer courses that contribute to the GE curriculum (HIST 151, 152, 284), a vital component of the World Cultures Requirement at the university. The History Department offers numerous Upper Division courses as Writing Intensive, enabling all students to fulfill the Graduation Requirement in this area. Also, approximately 50 percent of the History curriculum is applicable to meeting the Hawai‘i-Asia-Pacific Graduation Requirement.

The History Department also serves the needs of many other academic programs at the university, including the [China-U.S.], Teacher Education Program, Hawaiian Studies, Japanese Studies, Pacific Studies, and Gender and Women’s Studies.

Best Practices in Teaching History

The History Program meets the criteria for best practices with the discipline of History as outlined by the American Historical Association. These include the following components within the History Major.

1. Strong foundation—HIST 300 Historical Methods
2. Global diversity—HIST 151-152 World Hist. sequence; foundation requirement
3. Area Specialization—at total of four UD courses in a regional specialty
4. Historical Methods—HIST 300 and HIST 490 Historiography & Research
5. Research Seminar—HIST 491 Thesis
Career Opportunities

The History Department at the University of Hawai‘i at Hilo provides students with an understanding of the past and its application to the present. The curriculum leading to the degree of Bachelor of Arts in History is designed to develop broad historical knowledge, global understanding, and important skills in data analysis and communication crucial in many professional fields. Additionally, History students gain valuable experience through History-specific service-learning projects, internships, externships, and departmental collaborations that further enrich students’ educational foundation in history. Students focus their historical studies in one of five geographical areas: East Asia, Europe, Hawai‘i, the Pacific, or the United States.

Students can apply a History degree from the History Department at the University of Hawai‘i at Hilo in a variety of workplaces that encompass a myriad of job titles, including educator, researcher, writer, editor, information manager, advocate, businessperson, or simply as a professional historian. Modern professional historians rely on a diverse skillset as they often carry out multiple historical activities in the workplace. For example, historians in museums manage and interpret object collections but are also called upon to serve as researchers, writers, editors, and educators. Similarly, archivists trained as historians process and protect collections of historical materials and documents, but also need to research, educate, write, edit, and provide advocacy information. Much of a historians work straddles the public and private sphere, thus professional historians possess an analytical skillset that is easily transferable and valuable to a variety of 21st Century careers.

Students who obtain a History degree from the UH Hilo History Department possess a number of skills that help to define them as members of the historical profession. Some are unique to historians while others are shared with or similar to those practiced in other disciplines that study the past, such as archaeology, art history, literature, and historical geography. Studying for a degree in history develops critical skills in written and oral communication, analytical reasoning, and research and information organization. In many ways, historians develop the same skillsets as lawyers, in that they need to know how to find information, present it to an audience (either in writing or verbally), and develop a strong
argument (or "case") that will convince that audience. These skills are also valuable in a wide variety of professional careers.

A history degree can be successfully applied to a variety of career paths:

**Education**
- Elementary
- Secondary
- Post-secondary
- Historical Sites & Museums

**Resource Management**
- National Parks Service
- Historical Preservation
- Archivists & Librarians
- Information Managers

**Communications**
- Public Relations
- Journalism
- Producers of Multimedia
- Writers & Editors

**Advocacy**
- Lawyers & Paralegals
- Legislative Staff Work
- Litigation Support
- Foundations

**Business**
- Contract Historians
- Corporate Work
- Nonprofit Associations
- Investment Services & Banking

**Research**
- Museums & Historical Organizations
- Historical Preservation
- Think Tanks
- Documentary Writers, Editors, & Researchers

Increasingly, historians find themselves working across disciplines, either as part of a team of professionals drawn from many fields or by adapting methods drawn
from other disciplines for their individual research. A history degree is also very useful as preparation for law school, MBA and other graduate programs.

II. Secondary Accreditation

Not applicable.
III. Executive Summary

Past and Present: Since Fall 2005, the starting point of this review:

1. The History Department has expanded its program curriculum offerings and continues to meet or exceed American Historical Association guidelines.
2. The emphasis on Hawai‘i, East Asia, and the Pacific Islands is unique amongst undergraduate history programs, making the UHH Program truly exceptional.
3. The FTE faculty rose from five to six from 2006-2014, and dropped back to five in 2014; this is well below the average FTE faculty count of its peer institutions.
4. There is a vital need for a replacement hire in World History, a new hire in Hawai‘i and Pacific History, and a new hire in South Asia and/or Latin American and/or African History.
5. While the History major student outcomes in the past ten years have been highly impressive, it will be difficult to maintain this level without a significant infusion of new faculty resources.

The Future:

1. The History Department will continue to press for a replacement hire in World History, a new hire in Hawai‘i and Pacific History, and a new hire in South Asia and/or Latin American and/or African History.
2. The Department will continue to follow the Best Practices as stipulated by the American Historical Association and offer tracks for the History major, and hopefully add a new World History track.
3. Contingent upon sufficient support, the Department will continue to uphold high standards in terms of teaching quality and student outcomes.
4. If sufficient support is not forthcoming, the Department will reassess its current policies and priorities and redirect its efforts accordingly.
IV. Program Organization

A. Background: Summary of 2005 Program Review And 2015 Department Commentary

In the Spring of 2005, the History Department submitted a Program Review. On 11 November 2005, Dr. Grant Hardy, Professor of History at the University of North Carolina at Asheville, submitted his External Reviewer's Report to Interim VCAA Dr. Stephen Hora. Shortly afterward, Prof. Michael Bitter, Chair of the History Department, submitted a response to the External Reviewer's report. What follows is 1) a brief summary of some key points of this report and 2) the subsequent response in 2005 (via direct quotation of the documents) relevant to the current program review, followed by 3) a commentary from the Department in 2015 on the current situation regarding these matters. For the complete texts that were the basis of the summary and commentary see Appendix E. (For sake of brevity and clarity, some of the points in the report and the subsequent response have been consolidated, and some of them are moot and not relevant here, so the numbers do not match up exactly.)

I. Strengths of the Department:

a. Faculty

Program Reviewer 2005

"The full-time faculty [are] impressive and compare well with faculty at other schools."

"[T]hey are committed to providing a quality education in history according to the best practices of the profession (as explicitly outlined in the publications of the American Historical Association)."

"From history majors I heard enthusiastic praise for their professors... and non-history majors (of whom there are a fair number in most history courses) echoed these opinions."

"I was particularly struck by the way students told me how demanding their history
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courses were."

Department's Response 2005

"Overall, the History Department was pleased by the positive tone of Dr. Hardy's comments. We have worked very hard in recent years to rebuild and invigorate a History program that had suffered from the retirement of seventy-five percent of its full and long-serving faculty. [We] feel that we have successfully transformed the History Major into a program of which the entire University can be proud."

Department's Commentary 2015

The History faculty has worked hard to maintain the standards and high quality education identified by the Program Reviewer. We are proud of our major and the high standards we maintain, and we are committed to maintaining them, despite the inevitable pressures we face that might tempt us to "slack off." We note in particular that, in the last ten years, the Department experienced a 60% turnover in faculty, and that has made the efforts of department all the more challenging.

b. Curriculum

Program Reviewer 2005

"[The curriculum] for history majors is deliberate and rigorous. It is appropriately global in its focus, and there is an emphasis on methodology..."

"[Students] write a 30-page paper of original research based on primary sources, which goes through multiple drafts and peer review. All of this is in line with the professional guidelines of the AHA...."

"It is impressive how much writing is required by the history department, even in courses that are not designated as writing intensive."

Department's Response 2005

"Our majors are increasingly accepted into graduate and law schools and, even more satisfying for the faculty, a number of them openly credit their rigorous
training as undergraduate history majors with their graduate level and career success. We believe Dr. Hardy's observations demonstrate that we have a strong program that is valued by our students as a path toward a successful professional career. Student success and recognition in this regard will only reinforce the Department's commitment to providing its majors with a skills-based and rigorous education.

Department's Commentary 2015

We believe our student success and recognition over the last decade has been impressive. For example, only two graduates of UH Hilo are known to have been accepted to, and attended, graduate school at the University of Oxford—and these students were our very own history majors, both of whom graduated between 2005 and 2015 and served as student speakers at their respective UHH graduation commencement ceremonies. We also can point to the outstanding success our history majors have enjoyed in their Phi Alpha Theta conference participation, where they have performed admirably in competition with the best students at other Hawaii institutions, including some who were graduate students.

That having been said, maintaining these standards and level of success and trying to improve on them has been stressful, and has been hampered and limited by inadequate faculty lines. We are concerned that, without forthcoming resources, we could be subject to a period of decline in terms of standards and successful student outcomes. Given how hard we have worked to come this far, and the benefits that the university as a whole has received from it, we believe it would be quite unfortunate if this were to come to pass.

c. Commitment to General Education

Program Reviewer 2005

"Every member of the history department makes a substantial contribution to the general education at UH-Hilo by teaching world history (HIST 151 and 152) for the world cultures requirement...In addition, many history courses are writing intensive or count for the Hawaii/Asia/Pacific requirement."

"A large percentage of your student body takes the World Civilization sequence,
and keeping those courses limited to 30 will not only provide a much better foundation in history for general education, it will also improve retention during the critical first two years of college."

**Department's Response 2005**

"We would like particularly to emphasize [Dr. Hardy's] evaluation of our small number of faculty with regard to the amount of teaching and General Education service teaching being done. In a brief analysis of departments, we were unable to identify another department at UHH in which EVERY member of the faculty teaches at least one section of a 100-level GE course EVERY semester. (Please note that History offers two such courses every year, HIST 151 and 152, not simply the same 100 level course every year.) This has been the case for at least the most recent seven years."

**Department's Commentary 2015**

What Dr. Hardy identified in 2005 remains true ten years later. Furthermore, the strain of maintaining HIST 151 and 152 for the benefit of the both history majors and the general student population has been exacerbated by the increase in class enrollment limits in these courses to 35 students, and in some instances even more. Given the Department policy of allowing for additional students to add these courses in order to make a timely progress towards graduation, at times enrollments have even exceeded those numbers. The ability of the Department to service both its majors (who are required to take HIST 151 and 152) and the general student population in this regard has been severely restricted by the failure to replace the world history faculty position that was implemented in 2005 and vacated in 2014.

Given the repeated emphasis on the importance of student retention that the administration has made to the faculty in recent times, we think Dr. Hardy performed a vital service in identifying a key area that would improve UHH's record in this regard, and we maintain that what he stated in 2005 is even more true in 2015. This is, we would add, also an important matter for faculty retention as well, given the high turnover that the Department has experienced. For these reasons, and others articulated below, we strongly believe it is crucial that the world history position, implemented ten years ago but currently vacant, must be
2. Weaknesses of the Department

a. Number of professors

External Reviewer 2005

"The recent addition of a new tenure-track position in world history brings the total number of permanent history faculty at UH to five. This seems low to me. At UNC-Asheville, a school of about the same size (3400), in a department that has a similar heavy commitment to general education, we have eight tenured or tenure-track faculty members. This allows us to offer a wider variety of courses, on a more regular basis, than our UHH counterparts."

Department's Response 2005

"Due to the addition of a tenure-track position in World History (teaching three sections of HIST 151 or 152 each semester, fall semester 2005 is the first time we have been able to offer two sections of our only Hawaiian History survey, HIST 374. Both sections of this Hawaiian History course were fully enrolled, encouraging the Department toward its goal of a significant expansion in the number of Hawaiian and Pacific regional courses offered as part of an anticipated addition of a departmental specialization in Hawaiian History."

Department's Commentary 2015

The observations of the External Reviewer and the Department's Response above indicate the importance of maintaining a tenure-track line in world history not only for covering HIST 151 and 152 and other world history courses, but for the ability to meet the heavy demand for the Pacific and Hawaiian courses as well. Inasmuch as all members of the department normally offer at least two courses in the HIST 151-152 sequence every semester, this limits the amount of courses they are available to teach in their region of specialization. The addition of a tenure-track faculty line in world history gave the department a degree of flexibility in this regard, enabling it to better meet the high demand for both world history and Hawaiian and Pacific courses.
Of course, as noted above, the position of world historian is currently vacant, but even when it was filled, the ability to meet the demand for Hawai‘i and Pacific courses was still difficult. In this crisis, the Department has seen opportunity, not only to meet the demand but increase its enrollments and majors by adding a new tenure-track line in Hawaiian and Pacific History, a goal it has pursued for the last decade. (For more on faculty needs in the Department, see the Recommendations section below.)

Currently, one faculty member covers both the Pacific history focus area and the Hawaiian history focus area. Student demand for courses in both specialties is high and it is impossible for our faculty member to meet these demands (and enable students to graduate in a timely manner) without offering course overloads, including in the summer, thus leaving very little time for research and publication activities.

b. Number of majors—requirements are somewhat rigid and burdensome.

External Reviewer 2005

“The number of majors (45) seems low to me. . . . This is puzzling; you certainly have the two primary criteria for a larger department: an engaging faculty and student interest (as seen in the number of non-majors in upper-division courses). Perhaps this low number is due to the fact that [in part] history has a reputation for being a difficult major (I heard this several times from students). But I think the number of history students will grow in the future, particularly if some changes are made in the requirements for the major.”

“All history programs have to balance breadth and depth. [The] major requires 45 hours to complete. . . . History majors at UNCA must have 36 hours, which is much more comparable to other Social Sciences majors at UH-Hilo.”

“I will offer two alternatives below.”

Department’s Response 2005

“The History Department agrees with Dr. Hardy’s reasoning, especially concerning
increasing the number of History majors, and has, therefore, decide to reduce the number of "Core" courses with the Major from two to one. This change will reduce the number of upper division level credits from forty-five to thirty-six. [W]e anticipate the our revised Major will be included in the 2006-2007 Catalog."

Department's Commentary 2015

Dr. Hardy proposed two alternatives for the History major at UHH, one 36 Credits in length, and one 39 Credits. Though slightly different, both were, and are, consistent with the best practices of teaching history as outlined by the American Historical Association, which stresses the need for both breadth and specialization in the field. The revised major of 2006-2007 was similar to both Dr. Hardy's suggestion, and has remained essentially intact since that time, with a few minor revisions. (See the Recommendations section of External Reviewer's Report and Appendix H for the current History Major.)

Dr. Hardy's prediction for the growth of the major proved to be correct. We accomplished this without sacrificing the rigor and integrity of the program that leads some students to think we offer a "difficult major," though we are simply adhering to well-established guidelines for the best practices in the teaching of history, and will continue to do so.

Of course, the health of the History Department is not simply a function of how many majors it holds at any given time. The major contributions it makes to the university in other respects, including the considerable contributions including—but not limited to—G.E., Writing Intensive, Upper Division, and the curricula of other majors (via our extensive cross-listing) must certainly be taken into account. We also note the considerable success of our history students (see).

Yet we would certainly would have liked to see more majors over the last ten years, and even more in the future. What must be emphasized is that our ability to increase our major numbers has been substantially restricted by the number of full-time faculty in the Department. A simple way to illustrate this point: at the time of the External Reviewer's report (11 November 2005), the Department had a total of five tenured and tenure-track faculty and two temporary instructor hires. Ten years later, as of the this writing, we have five tenured faculty members and two
temporary instructor hires, for a current net gain of ZERO.

Despite this fact, our major counts have grown. Yet there is a clear correlation between our major counts and our faculty resources. With a world historian in hand, our numbers grew. With the loss of our world historian and the failure to replace the position, our major count dropped. This is not surprising, because we have long realized that our HIST 151 and 152 offerings are critical to our major numbers, inasmuch as they introduce students to a possible major that many never had considered previously, and thus among other things are “feeder” courses for us.

Yes, we have adjusted at times, offering more world history courses from our full-time faculty, but this has been at the expense of our upper division offerings. This has been a matter of both necessity and choice. We do not have, as other departments do, regular lecturer help for this responsibility; nor does this island offer a sufficient, readily-available pool of qualified talent to pursue this option; furthermore, we take seriously the recommendations of the AHA and the university’s own encouragements that introductory level courses be taught by the best available faculty of the institution rather than farmed out to others.

Not surprisingly, this has hurt us in gaining and retaining majors, and our history students, who as a general rule are not a quiet and retiring lot, have let us know their frustrations about not being able to get the upper division courses they want, and indeed need, in a timely manner. We are heavily service-oriented, and we do our best to help our students on their path to graduation, but there is only so much tweaking we can do to meet what everyone wants from us to make it happen without additional resources.

3. Recommendations

Dr. Hardy’s 2005 External Reviewer Report made ten recommendations. Numbers one to five pertained to some technical details regarding the implementation of a new major, and for the most part were incorporated into the new major of 2006-2007; on the whole, these remarks are moot at this point in time, given what has transpired in the last ten years. (For information on his report and the subsequent major, see 2.b above). The 2005 Department Review did not respond to point six (“Conduct senior exit surveys”), though it was subsequently implemented; nor did it
respond to point eight ("Support a feasibility study for an M.A. in Hawaiian/Pacific History") nor point ten ("Don't move an art historian into the department"), both of which are moot at present. What follows will be a summary of the exchange still relevant.

External Reviewer 2005

a. Provide more release time for the chair, [as well as] more clerical support.

"I was very impressed by the job that Dr. Bitter is doing as chair of the department, particularly when I learned that he does this without release time. As chair of a department with eight faculty members, I get one course off per semester as released time for administrative duties. This seems about right to me; the time I spend working with individual students, writing reports, and attending meetings is the equivalent of a class. (I also get additional compensation, but perhaps that would be going too far for UHH). In addition, the department could use more clerical support. Personal computers have greatly reduced the tasks traditionally done by department secretaries, but at UNCA we currently have a half-time secretary that we share with another department, and we are able to fill her time with special projects and clerical tasks."

Department Response 2005

"Dr. Hardy [observes] that running a department of history’s current size demands a substantial amount of time and effort. It is exceedingly difficult to meet the demands of being Chair, while also teaching a full load of classes and serving on committees, etc. Considering the larger size, as well as the new initiatives of the department, the [Department] would like to request a one-course teaching reduction per semester [for the Chair] to allow for the duties of departmental organization and oversight. A teaching-load reduction for the Chair will be essential to the success of the Department’s ongoing initiatives and to its anticipated growth, particularly in the area of Hawaiian history."

Department Commentary 2015

Dr. Randy Hirokawa, Dean of the Faculty, approved a one-course release per year for the Department Chair. Certainly this is a most welcome improvement. We do
note that the recommendation was for one course release per semester and compensation, and given the responsibilities of the position—which are actually greater than what Dr. Hardy has identified—we do think that additional compensation for the position is merited. Willingness to do the job of Department Chair at all, let alone to try, and be able, to do it well, is certainly impacted by the issue of compensation. This is an important matter of faculty development as well. Teaching, research, and service to the university are the criteria for promotion; service in the department is highly time-consuming and, at times, not always adequately appreciated by promotion committees as significant “university service.” Beyond the personal issue of career, there is the matter of contribution to the health of the university in terms of quality teaching, conducting research, and contributing to faculty governance and other essential service matters for the university.

External reviewer 2005

b. Add more faculty (general comments):

"Currently there are six full-time faculty members teaching in the UHH History Department (including one who is on a one-year contract). [Dr. Hardy is referring to Dr. Walker, who served a one-year contract). Six seems to me the minimum number needed to provide the courses required for the major as well as general education, so I would recommend making the sixth slot a tenure-track position."

"The History Department at Hilo has been planning for the future and had listed their priorities for new hires as specialists in 1) Hawaiian History, 2) Chinese History, and 3) Southeast Asian History. If I were at UH I would be looking to double up faculty in the areas of specialization in order to provide more options, flexibility, and continuity for students pursuing those tracks within the major."

Department Response 2005

The Department responded directly to the specific hiring recommendations Dr. Hardy listed below, and therein also addressed the issue of “doubling up” faculty in specific areas. It did not comment on Dr. Hardy’s statement that six tenure-track faculty was a minimum number the Department needed, though of course it knew that it would not maintain that number the following year after the departure of
Dr. Walker.

**Department Commentary 2015**

As will be seen below, Dr. Hardy recommended making three hires, bringing the total number of History faculty to eight. As stated above, he thought the Department needed at least six members to meet the needs of the time, and this was ten years ago, when enrollment was lower. In the Fall of 2015, the History Department has only five FTE faculty members.

**External Reviewer 2005**

c. “[First priority]: a Hawaiian historian who could also teach U.S. history (to help out Prof. Sandra Wagner-Wright.)”

**Department’s Response 2005**

“With respect to our future hires, Dr. Hardy recommends that we proceed toward the addition of a position dedicated to Hawaiian History. This is currently the first priority of the History Department, which is eager to take advantage of existing faculty skills to support a foundational position in the history of Hawaii as part of a new Hawaiian history initiative. The Department has never before included a Hawaiian specialist, and we currently feel that now is the time to add not only to the position, but also a Hawaiian specialization within the major. This specialization is likely to attract Hawaiian and local students to our major in larger numbers than before, something we would especially like to promote. It will also enable us to partner with other programs and departments on campus in promoting a greater Hawaiian focus across the curriculum. The benefits for UH Hilo are significant.”

**Department Commentary 2015**

Per his idea of doubling up in areas of specialization, Dr. Hardy envisioned combining a Hawaiian History and an American History position. This has never been the goal of the Department. First of all, the needs of the U.S. track had been, and are currently, being met. Secondly, Dr. Hardy’s suggestion is problematic for several reasons, not the least being that Hawaiian History is a highly-specialized
field with a limited number of qualified candidates, so combining that with American expertise and conducting a search for such a person would very likely be an exercise in futility.

However, at present his idea of doubling up is relevant, because that is precisely what we think should happen now, though in a different way. The demand for both Hawai’i and Pacific courses is very heavy. Meeting that demand, expanding the History program, raising enrollments, and increasing major counts would be accomplished by hiring a second person in the two areas of Hawai’i and Pacific Islands. This is a combination that would attract a healthy number of candidates, and obviously, for people with this specialization UHH is a highly desirable location to obtain a tenure-track position, so we would stand an excellent chance of acquiring someone of high caliber.

External Reviewer 2005

d. "[Second Priority]: either a Southeast Asian historian—preferably the Philippines or Indonesia—who can also teach Islam, or an Islamicist with some expertise in the broader ancient or medieval world...[I]t is amazing to me that you currently have no one who specializes in anything in the world before 1500, even though a major portion of the departmental responsibility are multiple sections of HIST 151. Even one person in the department with this expertise could help out those for whom this course is a stretch."

e. "[Third Priority] another European historian (to help out Dr. Bitter)... (This would also be another chance to add someone with expertise in ancient and medieval history)."

f. "A Chinese historian might make sense from the perspective of the M.A. in China-U.S. relations, but I believe that department needs would be better served in other ways, as it is standard for Asian history professors at smaller schools to teach both Japan and China, as Dr. Dresner does now."

Department Response 2005

"Another aspect of Dr. Hardy’s hiring recommendations concerns the addition of a second Europeanist to the history faculty... The addition of Dr. Douglas
Mikkelson...will address the European weakness Dr. Hardy has identified. In addition, he will be the only member of the Department whose research abilities fall within the pre-1500 period of history, making his addition to the Department a move that addresses another of Dr. Hardy’s recommendations."

Department Commentary 2015

Dr. Mikkelson was a professor of religious studies for thirteen years at UHH before volunteering to join the History Department in the fall of 2006, where he took on the role of the second Europeanist in the Department. His background in comparative history of religion, his previous experience teaching Western civilization courses before and after arriving at UHH, and his research equipped him with sufficient competencies to teach broad survey courses on the ancient and medieval worlds. (His research areas include ancient Rome and early Christianity, Thomas Aquinas, and English History and Shakespeare, so his specialties are, as Dr. Hardy hoped to see, primarily pre-1500 in character.) Furthermore, he has taught an introductory course on the history of Islam numerous times since his arrival at UHH over twenty years ago. (Like all history faculty, his teaching responsibilities include HIST 151 World History to 1500.) Dr. Mikkelson also taught comparative history courses in the China-US Program, and Dr. Dresner’s replacement, Dr. Yucheng Qin, a China expert, also is connected with the program, so we believe the issue of coverage of Chinese history has been sufficiently addressed and a faculty line in that area is no longer needed. (The China-US Program is currently moribund, so the issue is not a pressing one at this time). As for the Philippines, the university recently added a faculty line in Filipino Studies, and the demand for coverage of that region seems easily covered by that position, based on review of its enrollments.

The Department, therefore, believes that Dr. Hardy’s recommendations on hiring have been adequately addressed in all but one respect: the position of a Hawaiian historian, which he considered the top priority. Of course, at this time the world history had just been filled, so it was not a concern, but now it has fallen vacant. Ten years after Dr. Hardy’s review, it is clearer than ever that the Department has an urgent need to conduct a replacement hire in world history and a new hire in Pacific/Hawaiian history. Furthermore, the goal of expanding the program consistent with the best practices of the discipline necessitate acquiring a new faculty line in the area of Southeast Asia and/or South America and/or Africa.
With the replacement hire and these two new hires, this would bring the number of history faculty at UHH to eight members, consistent with Dr. Hardy's assessment of the optimal number sufficient to meet the Department's needs and support its ambitious plans for improving the quality and scope of the Program.

Conclusion

External Reviewer 2005

"UH-Hilo has a strong history department. They are working well together to meet the needs of both majors and students across the university, and they are in accordance with the best practices of the discipline. There are ways the department could improve, but they clearly have a vision for the future and a coherent plan for getting there. I am delighted to be able to commend their efforts and aspirations. Dean Hirokawa told me that he wants to reward ambition. In my opinion, the history department at the University of Hawaii at Hilo has drive and direction. Greater support for them and their ideas would be a wise investment, not only for that department, but for the university as a whole."

Department Response 2005

"The Department of History at the University of Hawaii at Hilo found Dr. Hardy's review to be extremely useful in assessing both its current state and curriculum and its future direction and goals."

Department Commentary 2015

Ten years after the first Program Review, there is good news and bad news to report. The good news is that the Department still has a hard-working and dedicated faculty, a rigorous major program, impressive student outcomes, an increased major count, and an expanded curriculum. The bad news is sustaining the quality of the program, and consolidating the gains it has made, is under threat due to lack of adequate faculty positions—at present one below Dr. Hardy's recommendation of six at minimum. We offer in this self-study a careful assessment of our current strengths and weaknesses and proposals for how to improve over the coming years. We continue to have a vision for the future and a coherent plan for getting there. Most of it is continuous from what we proposed in
2005, though we have adjusted it to meet the needs of 2015. We have drive, we have direction, and we hope for the support sufficient to maintain what we have gained and move forward to make our program even better. We do think, as Dr. Hardy does, that greater support would be a wise investment not only for the department but the university as a whole.

**B. Memorandum of Understanding (MOU) 2006: Action Plan and Department Commentary 2015.**

Subsequent to the Program Review, External Review, and Department Response outlined above, a Memorandum of Understanding/Agreement was formulated on December 13, 2006. What follows is a listing of the 2006 Action Plan (slightly abridged) and the 2015 Department Commentary.

**2006 Action Plan Items and 2015 Department Response**

1) Currently the department does not conduct formal testing as an assessment tool for its student outcomes. With funding from the VCAA, the department agrees to administer the ETS content exam beginning Fall 2007.

2015 Response: The VCAA has not provided funding for this effort, so Department has not administered exam.

2) The Chair agrees that conducting face-to-face interviews with graduating seniors is a good idea to assess students' experiences in the department and will be implemented in the 2007-2008 academic year.


3) The Dean and Division Chair of Social Sciences agree to investigate the level of clerical support being offered to the department to see if it is accurate.

2015 Response: The Department has not received any additional clerical support, and because of the loss of an FTE in the Social Sciences Division, has lost support.
4) The Dean supports course release time for department chairs in the college.

2015 Response: A one-course release for the Chair has been approved, but the policy is ambiguous, and not sufficient compensation.

5) The Department agrees to look into conducting a course inventory to see if the number of courses needs to be reduced.

2015 Response: A course inventory was conducted. Course reductions and additions have taken place in the last ten years in response to the needs of the Department and the College of CAS. See Appendix A, History Program Curriculum Development 2005-2015.

6) and 7) When position numbers become available, the Dean of CAS will consider new faculty members for the History Department in relation to the needs of other departments in the college. If the PCR request for the Hawaiian history position is not funded by the legislature this year, the PCR will be recycled by the VCAA for the next supplementary budget period.

2015 Response: In the Fall of 2006, the Department had five members. In the Fall of 2015, the Department has five members. Despite the pressing need for the Hawaiian History position, it has not been filled. In fact, the college has also not replaced the World History position vacated in 2014. See Section IV above.

7) The History Department will consider a feasibility study of a new master’s Program.

2015 Response: Lack of additional faculty hires has made this study moot.

C. Brief History of Faculty Resources: 2005-2015

The History Faculty from Fall 2005 to the present.

I. History Faculty in the Fall of 2005, the starting point of this review:
a) Dr. Michael J. Bitter, Associate Professor, Europe.
b) Dr. Jonathan Dresner, Assistant Professor, East Asia.
c) Dr. Kerri A. Inglis, Assistant Professor, World History.
d) Dr. Howard Van Trease, Assistant Professor, Pacific Islands.
e) Dr. Sandra Wagner-Wright, Professor, U.S.

All members of the History Faculty normally offered at least one course in the World History 151-152 sequence every semester.

2. Beginning in the Fall of 2005, the History Department has undergone the following faculty changes:

a) In the Fall of 2005, Dr. Kerri A. Inglis joined the faculty (at the rank of assistant professor) with the primary responsibility of teaching World History. Dr. Michael Bitter took over the responsibility of Department Chair from Dr. Sandra Wagner-Wright.
b) In the Fall of 2006, Dr. Douglas K. Mikkelsen, since 1993 a professor of religious studies at UHH, was reassigned to the position of professor of history (at the rank of full professor) with the primary responsibility of teaching European history.
c) Dr. Howard Van Trease retired in 2006. He was not replaced. The responsibilities for teaching Hawaiian and Pacific Island History was subsequently taken over by Prof. Inglis.
d) Dr. Wagner-Wright retired in the Fall of 2009. Dr. Gregory Smithers was hired as the World Historian (at the rank of assistant professor) in the Fall of 2009.
e) In the Fall of 2008, Dr. Vera Parham was hired (at the rank of assistant professor) with the primary responsibility of teaching World History.
f) In the Spring of 2008, Dr. Smithers resigned, and Dr. Dresner completed his last contractual year in the department. Dr. Dresner was replaced by Dr. Yucheng Qin (at the rank of assistant professor) in the Fall of 2008.
g) Dr. Smithers resigned in the Spring of 2010. World History was taught in 2009-2010 by Mr. Michael Skinner, an emergency instructor hire.
h) In 2010, Dr. Kerri Inglis was promoted to the rank of associate professor with tenure.
i) In the Fall of 2010, Dr. Jeffrey Smith was hired (at the rank of assistant professor) to fill the position in U.S. history.
j) In 2012-2013, Dr. Parham took a year-long leave of absence. World History
courses for the academic year were taught by an emergency hire, Dr. Melissa Esmacher.

k) In 2013, Dr. Qin was promoted to the rank of associate professor with tenure. In the Spring of 2013, Dr. Inglis took over as Department Chair from Dr. Bitter.

l) Dr. Parham resumed teaching in the Fall of 2014 and resigned in December 2014. She was not replaced.

m) In 2015, Dr. Smith was promoted to associate professor with tenure.

3. The History Faculty at present:

a) Dr. Michael J. Bitter, Associate Professor, Europe.
b) Dr. Kerri L. Inglis, Associate Professor and Chair, Hawai‘i and Pacific.
c) Dr. Douglas K. Mikkelson, Professor, Europe.
d) Dr. Yucheng Qin, Associate Professor, East Asia.
e) Dr. Jeffrey Smith, Associate Professor, U.S. History

D. The History Curriculum in the College and University

In addition to the information provided below, Appendix A chronicles the year-by-year development of the History Program Curriculum from the time of the 2005 Program Review to the Present.

1) Describe how curriculum development and long-range planning are done.

Curriculum development and long-range planning are the responsibility of the Department. Regular Departmental meetings of the entire faculty ensure opportunities to review the curriculum, discuss possible changes, coordinate course offerings for future semesters and so forth. The bulk of work in executing decisions of the History faculty falls upon the Chair, whose myriad activities include preparing course schedules, overseeing programmatic changes and their implementation, overview of the History information provided by the various media on campus, and so forth. The Program Review also serves as a major opportunity to assess the current situation and plan for the future.

2) How are the programmatic objectives implemented by the faculty?

a) All world history courses are covered by the entire History faculty:
HIST 151 World History to 1500
HIST 152 World History since 1500
HIST 485 Seminar in World History

b) Coverage of the five area tracks are distributed as follows:

i) East Asia: Prof. Yucheng Qin

- HIST 309 History of Asian Religions
- HIST 310 History of Japan I: Early Japan
- HIST 311 History of Japan II: Tokugawa to Meiji
- HIST 312 History of China I: Early China
- HIST 313 History of China II: Qing
- HIST 314 History of Japan III: 20th Century to Present
- HIST 318 History of China III: 20th Century to Present
- HIST 392 Japanese Women
- HIST 420 Mao

ii) Europe: Prof. Douglas K. Mikkelson

- HIST 319 European Women's History
- HIST 322 The Bible and History
- HIST 323 Ancient Greece
- HIST 341 Ancient Rome
- HIST 352 History of Britain to 1776
- HIST 353 English History & Shakespeare
- HIST 354 Introduction to Islamic History
- HIST 357 Renaissance & Reformation
- HIST 359 Christianity & the Western Tradition
- HIST 361 History of Sport*
- HIST 486 Women in Ancient European Civilization

iii) Europe: Prof. Michael J. Bitter

- HIST 356 Medieval Europe
HIST 365 War and Empire in 18th Century Europe
- HIST 375 Europe in the Nineteenth Century
- HIST 385 Europe in the Era of World War I
- HIST 395 Europe in the Era of World War II
- HIST 425 History of Russia to 1700
- HIST 435 Russia since Peter the Great
- HIST 445 European Imperialism
- HIST 455 European Intellectual History Since 1789
- HIST 459 Germany Since Frederick the Great

iv) Europe: Prof. Amy C. Gregg (Women's Studies)#

WS 358/HIST 358 Women in Christianity
#Member of Gender and Women's Studies faculty

v) Hawai'i: Prof. Kerri A. Inglis

- HIST 284 History of Hawai'i
- HIST 332 Hawaiian Kingdom
- HIST 333 Twentieth-Century Hawai'i
- HIST 336 Disease & Medicine in Hawai'i
- HIST 339 Athletics and Health in Hawai'i*
  HIST 390 Public History in Hawai'i
  HIST 401 Women in Hawaiian History
  HIST 403 Hawaiian Historiography*

vi) Pacific Islands: Prof. Kerri A. Inglis

- HIST 316 Pacific History I
- HIST 317 Pacific History II
- HIST 321 History of Australia and New Zealand
- HIST 324 Militarization in the Pacific
- HIST 327 Environmental History
- HIST 331 World War II in the Pacific
- HIST 411 Family & Gender in Oceania
- HIST 415 Senior Seminar in Pacific Studies
- HIST 480 Race & Ethnicity in the Pacific
- HIST 481 Land and Sovereignty in the Pacific

vii) United States: Prof. Jeffrey A. Smith

- HIST 340 History of Religion in America
- HIST 360 American Women's History
- HIST 378 North American Indigenous Cultural Survival
- HIST 380 United States 1620-1789
- HIST 381 United States 1790-1865
- HIST 382 United States 1866-1929
- HIST 383 United States 1930-1980
- HIST 386 Pre-20th Century US History
- HIST 470 United States in the World 1865-2003
- HIST 471 US Constitutional History

c) Senior Thesis, Special Topics, Experimental Topics, and Directed Studies are covered by the entire History faculty:

HIST 394 Special Topics in Subject Matter
HIST 397 Experimental Topics
HIST 399 Directed Studies
HIST 494 Special Topics in Subject Matter
HIST 499 Directed Studies

d) Methodology, professional practice, and historiography courses are currently covered as follows:

HIST 300 Historical Methods (Dr. Bitter)
HIST 301 Professional Practice (Dr. Smith)
HIST 490 Historiography and Research Methods (Dr. Inglis)
HIST 491 Senior Thesis (Dr. Smith)

e) Public History courses are covered by Prof. Inglis and Prof. Smith:

HIST 390 Public History in Hawai'i
HIST 391 Internship
HIST 393 Historic Preservation and Archives

*Projected new courses currently in Curriculum Central

3) List, describe, and discuss the joint combined interdisciplinary efforts with other academic units, departments, and programs.

a) Interdisciplinary courses: The course below contribute to the major and curricular offerings in the following interdisciplinary programs:

i) Japanese Studies:
HIST 310/JPST 310 History of Japan I: Early Japan
HIST 311/JPST 311 History of Japan II: Tokugawa to Meiji
HIST 314/JPST 314 History of Japan III: 20th Century to Present
HIST 392/JPST 392 Japanese Women (also WS 392)

ii) Gender and Women’s Studies:
HIST 319/WS 319 European Women’s History
HIST 360/WS 360 American Women’s History
HIST 378/WS 378 North American Indigenous Cultural Survival
HIST 392/WS 392 Japanese Women (also JPST 392)
HIST 401/WS 411 Women in Hawaiian History
HIST 411/WS 411 Family and Gender in Oceania
HIST 486/WS 486 Women in Ancient European Civilization

iii) Pacific Island Studies:
HIST 415/ANTH/GEOG 435 Senior Seminar in Pacific Studies

iv) Kinesiology and Exercise Science
HIST 339/KES 339 Athletics and Health in Hawai‘i*
HIST 361/KES 361 History of Sport*
Projected new courses currently in Curriculum Central

b) As noted above, the History Department curriculum offers one cross-listed course originating from another program:

WS 358/HIST 358 Women in Christianity

4) What is the role of the History Department to college-wide goals and objectives and to the current general education program?

The History Department is a major contributor to the mission of the university as a comprehensive liberal arts institution. The UH system as a whole, a premier East-West institution, is liberally represented by the broad offerings the History Department offers in East Asia, Europe, and the United States. Furthermore, inasmuch as the UH system's location makes it the prime location for the study of Oceania, the Hawai'i and Pacific Islands tracks are a vital focal point for this study at UHH. Moreover, the goal of Internationalization, and its participation in the globalization of education, is served by the Department's extensive commitment to world history.

History courses count for the following General Education Requirements.

World Cultures Requirement:

HIST 151 World History to 1500
HIST 152 World History since 1500

Social Sciences Electives

HIST 151 World History: To 1500 (2011)
HIST 152 World History: From 1500 (2011)
HIST 284 History of Hawai'i (previously HIST 274 - 2011)
HIST 314 History of Japan III: 20th Century-Present (2014)
HIST 316 Pacific History I: To 1900 (2011)
HIST 317 Pacific History II: From 1900 (2011)
HIST 318 History of China III: 20th Century-Present (2014)
Hawai‘i Pan-Pacific Requirement:

HIST 284 History of Hawai‘i (previously HIST 274 - 2011)
HIST 314 History of Japan III: 20th Century-Present (2014)
HIST 316 Pacific History I: To 1900 (2011)
HIST 317 Pacific History II: From 1900 (2011)
HIST 318 History of China III: 20th Century-Present (2014)
HIST 324 Militarization in the Pacific
HIST 332 Hawaiian Kingdom
HIST 333 Twentieth Century Hawai‘i
HIST 336 Disease and Medicine in Hawai‘i
HIST 390 Public History in Hawai‘i

5) What policies are there for curriculum efficiency in the History Department?

The Department regularly produces projections for course offerings over a two year period. The administration has recently requested four-year course projections for the purpose of assisting prospective and incoming students on planning for attendance and subsequent progression towards a timely graduation. Four-year projections for the History curriculum obviously is very tentative; however, the current stability of the Department suggests that production of this projection is possible.

The History Department works diligently to produce a course schedule for an upcoming semester that takes into serious account available faculty resources, lower and upper division needs, demands in the various tracks, and so forth. It strives to reduce course conflicts whenever possible. The History Department, with the best institutional memory of successes and failures in course scheduling over the years, firmly believes it is important that they maintain control over this process in order to best serve their students. They also assert the importance of compiling a schedule that serves the professional and personal development of its members and takes seriously their needs and overall morale. Consequently, attention to issues of family commitments such as child care, living location, and other extenuating circumstances are taken into account.

Recent attempts to distribute courses more broadly have succeeded in some respects, though a recent experiment that minimized course conflicts by creating
Once-a-week upper division courses at unpopular times proved to be disastrous. Again, the Department has the institutional memory for knowing what does and doesn’t work, and continues to improve on this as best as possible.

6) What are the structures, policies, and procedures for academic advising and pre-career advising?

All history majors are assigned a history faculty member as an advisor. Group advising meetings for new and returning majors, and those interested in pursuing a major, are held at the beginning of each semester. Regular office hours are offered by all faculty, and this is a time when many of the nuts-and-bolts aspects of individual student advising takes place.

As for pre-career advising, as of Fall 2014 all history majors are required to take HIST 301 Professional Practice.” (This course replaced a workshop the Department would hold every semester for the purpose of addressing this topic.) The course description reads as follows: “Examination of academic careers, internships, and professional opportunities for History majors and minors. Topics covered include: building a CV, professionalism, ethics, internships, job market/interview process, and graduate school.” This course is also available to non-majors interested in the professional opportunities the study of history provides.
V. Evidence of Program Quality

A. UH Hilo in Comparison to Peer and Benchmark Institutions

Appendix I provides statistical information about UH Hilo compared to its Peer and Benchmark institutions. The appendix is an amended working chart from the 2005 review, provided as is for sake of simplicity. Moving beyond the statistical information on the charts, a perusal of Department websites was conducted. A comparative analysis of the available information for both peer and benchmark institutions reveals the following trends.

Comparative Strengths: The following analysis is based on a review of both peer and benchmark institutions.

1) UH Hilo remains in the vanguard in the offering of world history. No peer or benchmark institution comes close to the commitment our department has to this area. This is not surprising, given that, historically, the UH system has been at the forefront of world history coverage.

2) UH Hilo is unparalleled in its coverage of Hawai‘i and the Pacific. Very little appears in any of the peer and benchmark institutions reviewed.

3) None of the peer and benchmark institutions reach the level of coverage of courses in East Asia. A few benchmark institutions offer a comparable numbers, but the range is limited, apparently reflecting the range and interest of faculty members. In contrast, UHH offers a curriculum that spans the range of the history of China and Japan from their beginning to the present.

4) Most of the peer institutions, and all of the benchmark institutions, offer a greater number of courses in U.S. history; however, as with our East Asian track, by comparison their curricula is somewhat unbalanced, and evidently reflects the interests of faculty members. One possible reason for this is that in contrast to UH Hilo, almost all of these peer and benchmark institutions devote more than one faculty line to U.S. History.

5) Regarding coverage of Europe, only a few benchmark institutions are comparable in covering a broad, balanced range of subject matter from the ancient
world to the present. Though coverage of the topic does at certain points reflect faculty expertise—for example, Prof. Bitter's courses in Russian history—nonetheless one does not see obvious lacunae in the span of European history.

Points 1-3 are a reflection of UHH's unique position as a small liberal arts university in the middle of the Pacific. Points 4-5 reflect the longstanding commitment in the Department to provide balanced coverage of the U.S. and Europe extending beyond faculty specialties.

The success of the History Department curriculum in terms of area coverage is in line with the Best Practices policy articulated by the American Historical Association.

Comparative Weaknesses: Size differential between UHH and the benchmark institutions make comparisons of weaknesses problematic, so the following analysis is based on a review of the peer institutions only.

1) Overall, the chart reveals that all these institutions have remained fairly stable in all areas except one: number of faculty. The chart reveals that of the eight peer institutions surveyed, five of them increased the number of FTE History faculty, and the other three remained the same. The result was an increase from an average of eight to nine and a half faculty members in the course of ten years. At the time of the 2005 Program Review, UHH had five faculty members, and this is the same number today. UHH, in other words, continues to fall behind its peers in this respect.

2) UHH ranks at the bottom in terms of its coverage of Africa. All of UHH's peer institutions offer at least one course on the topic. Typical is the history curriculum of Cameron University, which contains three upper division courses in this area. Lack of faculty resources has limited coverage of Africa solely to brief treatment in the HIST 151-152 world history sequence and in the history of European colonialism and imperialism.

3) In addition to area coverage of Africa, almost all of UHH's peer institutions offer area coverage of both Latin America and South Asia. SUNY Purchase appears to have an entire faculty line devoted to Latin America. On the other end, even Bemidji University, the only peer institution with fewer faculty than UHH,
offers one course on Latin America and another on South Asia. Lack of faculty resources has limited coverage of Latin America and South Asia solely to brief treatment in the HIST 151-152 world history sequence and in the history of European colonialism and imperialism.

B. Analysis of Quantitative Data

Analysis of the information provided by the Institutional Researcher (see Appendix C) yields the following results:

1) Student Count Information: Majors and Minors

As with any major, various factors are responsible for the fluctuation of the number of history majors from 2010 to the present, including the rise and fall of college enrollment as a whole. A fuller understanding becomes possible, however, when one looks at the relationship of majors to History FTE Tenure/Tenure-Track Faculty. The general trend has been one of higher major counts when FTE has been higher. If one looks at the 2010-2011 academic year, one sees the peak of both the number of majors and FTE, averaging out to 12.75 majors per student. Move forward to 2012-2013, when FTE has dropped the equivalent of one-half FTE, and we see a drop in major count to 54 students, for an average of 11.5 majors per FTE. Gains in majors for 2013-2014 were encouraging, and FTE-to-major rose to 13. Unfortunately, with the drop of FTE to 4.25 in the 2014-2015 academic year directly correlates to a drop in major count, with an average of 11 majors.

Analysis of the statistical data demonstrates a clear correlation between FTE Tenure/Tenure Track Faculty and Number of Majors: more faculty members lead to more majors. Furthermore, the failure to replace the world history position exponentially exacerbates attempts to increase major count. HIST 151 and 152 are the primary feeder courses for the major, and enroll very well; unfortunately, the ability to provide sufficient sections of them without compromising the need to provide courses necessary for timely completion of the major are severely hampered without a world historian, whose primary responsibility is to offer these courses. In sum, when we cannot offer as many HIST 151-152 due to inadequate faculty resources, the predictable result is negative consequences in our efforts to increase the number of majors.
Despite declining faculty resources, the Department has managed to increase the number of minors—and not just in relation to FTE, as the chart clearly indicates. Factors explaining this include increased promotion of the major, especially in demonstrating the relevance of training in history for pursuing other majors. Yet these gains are also tenuous if faculty resources continue at the current level.

2) Annual Course Information

Most of the information in this section reveals a fairly stable pattern over the last five years. At the same time, some trends are notable. What can be said of major count is also true of Student Semester Hours: declining faculty numbers directly correlates to a decrease in SSH Generated. Despite these struggles, however, the Department has surged ahead in the production of Writing Intensive courses. Part of this surge can be explained by the Department’s growing realization that, given the emphasis on student writing in its program, the great majority of its courses already meet the standards of WI. There has also been a conscious effort to create new WI courses to meet both the needs of the History majors and the college as a whole.

3) Course Delivery

One can see a decrease in average class size over the last five academic years. Overall, however, the decline in class size is affected, as is the entire university, by the decline in enrollment in recent years. Add to this the correlation of the decrease of FTE in relation to enrollment count, analogous to the decline of FTE vis à vis major count, as mentioned above. One must also note that the History Department, in response to appeals from different stakeholders in the university, has greatly increased its Writing Intensive Courses, from around 4% to almost 20%. These courses, each one capped by university regulations at an enrollment of 20 students, almost always function at full capacity and beyond, but of course this limitation obviously, and artificially, makes the number of students served appear fewer in number.

4) Graduation and Placement
The function of graduation to majors and FTE faculty is clear from the chart. The Department is increasingly concerned about the drop of Native Hawaiian graduates over the last five years. It is certainly true that Native Hawaiian students have graduated from all the various area tracks implemented since 2005. Not surprisingly, however, a higher percentage of them are drawn to the Hawaiian track. That declining faculty resources have led to a corresponding decline in the number of courses offered in Hawaiian history due to other competing demands on Prof. Inglis (currently the only faculty person capable of offering these courses) cannot be contested; not surprisingly, this correlates to fewer students following this track for various reasons, including lack of choice and the ability to complete the history major in a timely fashion.

5) Cost of Delivery

The old adage that there are lies, damned lies, and statistics largely applies to this category. Increases in budgetary allocation reflect salary increases resulting from the promotion of three faculty members from junior to senior status in the last five years, as well the small increases in overall faculty pay negotiated between the faculty and the state. On the whole, compared to public institutions nationally, UHH faculty salaries rank in the lowest third percentile, and accordingly the History faculty salaries reflect this. (History faculty salaries, furthermore, calibrated by rank, are also below average compared to other faculty in the Social Sciences Division.)

Concluding Remarks: The trajectory of the History Department over the past five years has been one of ups and downs. On the one hand, there has been increased exploitation of available resources in order to better serve both majors and the student body as a whole, as evidenced, for example, in impressive student outcomes (see the corresponding section) and increased Writing Intensive courses available, respectively. On the other hand, failure to add a new faculty line in the area of Hawaii and Pacific has meant a missed opportunity to increase major and SSH counts, and indeed failure to replace the world historian has correlated to an actual decline in both these areas.

C. Evidence of Student Learning
1) What are the standards of student competencies at the A, B, C, D, and F levels and what portions of the students are at each academic achievement level in the non-major course and the major courses?

There is no absolute distinction between major and non-major courses in the History curriculum, though as a general rule almost all of the students in the following courses are History majors, or are seriously considering declaring one:

- HIST 300 Historical Methods
- HIST 301 Professional Practice
- HIST 390 Public History in Hawai‘i
- HIST 391 Internship
- HIST 490 Historiography and Research Methods
- HIST 491 Senior Thesis

2) What are the prevalent student products in the courses that are graded?

Graded student products include research papers, in-class and take-home written exams, in-class quizzes, oral presentations, compilation of field research data, and class participation.

3) Which courses are Writing Intensive?

The Department regularly offers the following courses as Writing Intensive:

- HIST 300 Historical Methods
- HIST 324 Militarization in the Pacific
- HIST 339 Athletics and Health in Hawai‘i*
- HIST 356 Medieval Europe
- HIST 361 History of Sport*
- HIST 380 United States: 1620-1789
- HIST 381 United States: 1790-1865
- HIST 382 United States: 1865-1929
- HIST 383 United States: 1930-1980
- HIST 385 Europe in the Era of World War II
- HIST 390 Public History in Hawai‘i
- HIST 401 Women in Hawaiian History
HIST 304 Hawaiian Historiography*
HIST 411 Family and Gender in the Pacific
HIST 481 Land and Sovereignty in the Pacific
HIST 486 Women in Ancient European Civilization
HIST 490 Historiography and Research Methods

*Projected new Writing Intensive course based on previous 394 or 397 course taught as WI.

4) What kinds of assessment-based evidence of student-learning outcomes are employed at the Department level for History majors?

a) Students receive grades in all of their classes.

b) All students are required to take HIST 491 Senior Thesis. In addition to the grade received in the course by their instructor, all students are required to make a public presentation of their work. Faculty members on the student's thesis committee provide an assessment of the thesis. Faculty members also attend the public presentation of the thesis and provide an assessment of the presentation.

c) Review of student papers nominated for an annual Department awards in one of the five area requirements in the History major.

d) Analysis of papers presented at Phi Alpha Theta and other conferences, including note of awards received at said conferences.

e) Exit Interviews for all History majors, recorded by the chair, provide an opportunity for student self-assessment of achievement of learning outcomes as well as providing additional documentation for the faculty.

D. Assessing Faculty

1) What levels of effort, commitment, and accomplishment do faculty show for teaching, research mentorship, scholarly activities, and professional service activities?
All members of the faculty at UHH are evaluated according to their level of performance in the areas of teaching, research, and service. Tenure and promotion require evaluations of "excellence" at the various levels of personnel review. Thus the current members of the Department, all five of whom hold tenure, have met this standard. Furthermore, consonant with UHH's role as a small comprehensive liberal arts campus in the UH system, historically speaking the Department has placed teaching as foremost in importance. That the Department holds the only endowed Chair at UHH in honor of the teaching excellence of a former faculty member (Dr. David Purcell) testifies to its commitment in this regard. The Department has had, and currently has, a significant number of members who have been nominated for and/or received teaching awards at various levels.

The History faculty has participated heavily in service work for the Department, university, and community. On a university level, over the last ten years Department members have played a large role in the broader curriculum needs of the university, serving as members and Chairs of a range of programs and faculty programs, most notably in the Honors Program, the Academic Senate and the UHH Congress and their subcommittees, and many permanent and ad hoc committees under the aegis of the Vice Chancellor for Academic affairs. Across the UH system, the History faculty has served on numerous committees, especially those pertaining to faculty governance and union representation.

Obviously current faculty members have met the requirements sufficient for achieving tenure and promotion. But the Department's commitment to standards of excellence, and its insistence on the importance of service activities, both before and after promotion, has taken a toll on the capacity of Department members in terms of research and publication. That the university personnel committees have historically been rather lax in standards for sufficient performance in service has been a source of frustration for the Department, whose members have the sense that they are examples of the dictum "no good deed goes unpunished." Insufficient faculty, and the loss of faculty, has exacerbated this problem.

In this context, and with the recognition that UHH is a small liberal arts university lacking the support and resources of other comparable peer and benchmark institutions, let alone a tier 1 school, nonetheless the research accomplishments of the Department has been considerable. Increased support for the Department in terms of replacement and new hires would most definitely improve this situation.
2) How many and what proportion of the faculty are tenure-track, non-tenure track, part-time, etc.?

At present there are five faculty members, all full-time and holding tenure:

a) Dr. Michael J. Bitter, Associate Professor, Europe.
b) Dr. Kerii A. Inglis, Associate Professor and Chair, Hawai’i and Pacific Islands.
c) Douglas K. Mikkelsen, Professor, Europe.
d) Dr. Yucheng Qin, Associate Professor, East Asia.
e) Dr. Jeffrey A. Smith, Associate Professor, U.S. History

3) Discuss the commitment among faculty to diversity issues.

As noted above, the course curriculum incorporates five tracks—East Asia, Hawai’i, Pacific Islands, Europe, and the United States—and also supports a substantial number of world history sections. Furthermore, the Department is one of the largest contributors of courses to the Gender and Women’s Studies Program. Compared to our peer and benchmark institutions, we are unquestionably among the first rank on the matter of curriculum diversity. We hope in the future to achieve even greater diversity by expanding our offerings of courses pertaining to Oceania, South Asia, and Africa, and establishing world history as a sixth track in the major. Furthermore, our students are a diverse population, and often interested in pursuing study and research on a particular community they identify with and/or have an interest in. Where possible, we encourage and support these efforts, especially in the thesis projects undertaken by majors.

During the Spring 2009 semester, Dr. Kerri Inglis received a "Diversity and Equity Initiative Grant" that resulted in the establishment of a Public History Lab and program initiative at UH-Hilo. Under Dr. Inglis’ guidance, the students embarked on an applied/service-learning opportunity to re-house and organize a collection of images. Subsequent public history classes and student interns working in the lab have continued the work on this and other collections. See Appendix G for additional information.

The department also strives to create a diverse faculty in terms of gender, ethnicity, and nationality. As a goal, progress towards gender parity has varied over the last
ten years, and took a big hit with the departure, and non-replacement, of our previous world historian, resulting in a Department 80% male. At present, forty percent of the faculty is from nationalities other than the United States.

4) What staff and infrastructure support is available relative to departmental goals and objectives?

The History faculty shares the Social Sciences Division staff, consisting of one full-time employee, Davelyn Cruz, and work-study students, with other members of their Division. Their responsibilities include assistance of Department members, most especially the Chair, in executing clerical, fiscal and curricular policy decisions. A Social Sciences Division Chair, a faculty member chosen from the Division, serves to assist and help coordinate activities of History and all other Social Sciences Departments.

Two work-study students are also assigned to the Department. They serve in various capacities, including clerical work, research assistance, service as writing tutors, and more.

The recent loss of one long-serving, full-time employee in the Social Sciences Division, Kay Kobata, has been a significant blow to the support needs of the Division in general and the Department in particular. (Unlike some other departments in the Division, History has no FTE support staff positions.) No commitment has been made to replace this hire, and the Department is concerned that administrative plans to “get by” with part-time student help will be severely inadequate and significantly hinder the effective functioning of the Department.

The Department is housed in the University Classroom Building (UCB). Offices are located on the third floor, and all but Prof. Mikkelson possess their own office space and attendant furnishing (see below). Computer and peripheral equipment are generally upgraded on a three-year cycle, contingent on available funds. A History Student Resource Room (UCB 333), is available for use not only for majors but for all students; it provides work and study and meeting space in addition to computer and internet access, as well as a collection of history books and journal volumes, and is heavily used. The Public History Lab (UCB 334) is devoted to research activities currently underway, under the purview of the faculty but primarily performed by undergraduate history majors, as well as providing
cabinet space for departmental supplies. It is a cramped space but at present sufficient for the needs of the department, though growth may necessitate more space allocated for these purposes.

Classrooms available for history courses usually provide advanced technology available for instructional purposes. Usually history courses are taught in UCB, though class space availability across the campus is tight, and at times courses have been scheduled elsewhere, and consequently has posed some problems.

5) What are the library resources available?

The Department is not allocated a budget for library materials and must, therefore, compete with other departments for new acquisitions. The quality of the collection varies according to the five specializations of the Department as well as its world history component. At the undergraduate level, interlibrary loan access throughout the system, especially the resources at Hamilton Library, are at present sufficient for the European, US, Asian, and world history components. While improving, nonetheless the Pacific collection of materials at Mo'okini Library (the campus library) is the weakest. Students and faculty specializing in Pacific history do not have interlibrary loan access to Hamilton Library, world-renowned for its Pacific collection. The ability to access all materials at Hamilton is, in fact, an issue for the Department as a whole. This has had a material effect on the Department as a whole, inasmuch as the concentration of resources at UH Manoa disadvantages both students and faculty at UHH; the constant need to rely upon it, including trips taken to Oahu, lengthens time required to accomplish academic work.

The Department is quite fortunate, however, to have the services of librarian (and on occasion history class student) Amy Saxton, who represents the interests of the History faculty and has been pro-active on its behalf.

6) What is the History Department operating budget?

The Department receives an annual budget allocation (known as the “B Budget”) through the Social Sciences Division. This budget is used to fund office furniture and equipment (desks, chairs, bookcases, filing cabinets, computers, printers, and scanners), stationery supplies and photocopying.
To understand the full program cost, one must also take into account the "A" Budget (faculty salaries). Unfortunately, "A" budget allocations for the Department have historically been lower both in terms of comparable Social Sciences faculty and History faculty nationwide.

7) What level of support comes from outside sources?

In May of 2014 Dr. Patsy Fujimoto, UH Manoa, a former UHH student, established The David C. Purcell, Jr. Endowed Visiting Chair in History at UHH with the express purpose of enabling the department to bring distinguished historians to campus. (Dr. David Purcell was a history professor at UHH in East Asian history from 1970-2001.) This is the first and only endowed chair at UHH. Endowment funds are not part of the operating budget of the Department, and the Department has no authority regarding its disbursement beyond an advisory role regarding its expenditure. At the present time no endowment funds have been released; current consensus among Department members favors the obtainment of funds sufficient to enable a visiting professor to teach a course or two periodically (perhaps every two years or so) that would help with curricular needs, especially with countering course reductions resulting from sabbatical leaves, leaves of absence, compensations via course load reductions, and so forth.

8) What support exists for faculty leave (release time, professional leave, stipends, etc.)?

All faculty members are entitled to a sabbatical leave every seven years at either full pay for a semester or half pay for a full year. The Department Chair is provided release time of one course per year.

9) How adequate are classroom facilities, office space, administrative space, etc?

Office space is adequate for the History faculty at present, but that is because the world historian position has not been replaced, and with the replacement of that position, and the expansion of the History faculty to meet Departmental needs, this could be a future concern. Available classroom space for the History curriculum has been tight, and the History faculty has made considerable effort attempting to coordinate class scheduling to alleviate this issue as best it can.
10) What lacunae exist in terms of History faculty expertise?

The Department has sufficient expertise to cover the five tracks of the major curriculum and world history as enumerated above; however, the demand for the Hawai'i and Pacific Island tracks necessitates the need for a new faculty line to assist Prof. Inglis in covering them. The world history position has not been replaced, and this is a significant lacuna not only for sufficient coverage of the current world history courses but the projected needs of the Department in this regard. The Department also, in line with the evolution of the discipline, is behind in the expansion of coverage to the regions of South Asia and Africa. Furthermore, while Prof. Mikkelson's interdisciplinary training, past and present teaching experience, and research activities are adequate to the task of providing European history courses in addition to those of Prof. Bitter, nonetheless he does not have qualifications comparable to other Department members (all of whom possess a Ph.D in History) in methodology and historiography and professional practice, and thus does not contribute to the history curriculum in this respect. This, coupled with the failure to add more faculty over the years, and indeed the recent reduction in faculty, also strains the ability of the Department to provide courses necessary.
VI. Future Program Goals and Resource Requirements

A. Strategic Planning: General Goals

1) What are the goals and major priorities of the History Department, what is the rationale for each specific goal and priority, and what are the recommendations to achieve these goals?

a) Goal: Maintain the high standards and performance of the History Department and its curriculum.

Rationale: In 2006-2007 UHH Department implemented a major and a curriculum consistent with the best practices of the discipline as established by the American Historical Association, and has subsequently substantively developed it, including a large increase the number of courses available. The Department continues to refine and improve upon this format.

Recommendation: Retain the basic structure and curriculum of the current major and curriculum. Review the catalog for consideration of possible improvements upon the existing program, including the addition of new courses and the archiving, or eliminating, of courses that no longer effectively serve the needs of the program, both in terms of the major and the needs of the overall student population.

b) Goal: Improve upon the ability to deliver courses in a timely manner.

Rationale: Overall, the History program over the years has had healthy enrollments, with very few courses cancelled due to low enrollments. Indeed, the enrollments in the Hawai‘i and Pacific tracks of the major and curriculum have been heavy, and meeting demand for them has been difficult. Furthermore, world history offerings have been affected by this problem, as shifting faculty resources due to the loss of the world historian have exacerbated the problem.

Recommendation: Devote resources to accomplishing this with sacrificing the gains already achieved. See sections f-h below.
c) Goal: Expand upon the success of the current major and curriculum, emphasizing in particular those areas that show the greatest promise for growth and furthermore advance the quality of the Department and the university.

Rationale: Simply struggling to maintain the status quo is not sufficient to maintain the health of the Department and the morale of its faculty. Moving forward is essential for the major, the history curriculum, and the university’s liberal arts education.

Recommendation: Increase the frequency or number of courses offered in the Hawai‘i and Pacific tracks and redesign the major to allow for a World History track, contingent upon recovery of faculty resources lost in the last two years. (See New Curriculum Development Initiatives Below.)

d) Increase the number of history majors.

Rationale: While the History Department plays an important role in the university as a whole, administrators have heavily emphasized the importance of major counts in resource allocations.

Recommendations: While the History faculty does not agree that the number of majors is the best indicator of health and quality of the Department, nonetheless it recognizes the value of increasing majors for the purposes of improved visibility and enrollments. Inasmuch as the Department will not dilute its standards in order to achieve this goal, it must look to other means. Greater advertising of the benefits of the major, emphasis on the value of obtaining critical thinking and writing and thinking skills via enrollment in history courses, and other means are certainly avenues to pursue.

e) Goal: contribute to the indigenous internalization initiative currently being developed at UHH.

Rationale: In addition to those reasons articulated in a, b, and c above, UHH’s potential for preeminence in indigenous internationalization would be greatly advanced by maintaining UHH’s role as a member of a university system that has been in the vanguard in world history.
Recommendation: See sections f-h below.

f) Goal: Conduct a faculty search to replace the position in world history, currently vacant for the first time in a decade.

Rationale: See goals a-e above. The Department notes the increasing strain placed upon them to consolidate its gains and the recent reduction in majors. However, insisting that the Department maintain the status quo and increase the major count without replacing the world historian is unrealistic. As the numbers show, the decline in majors correlates with the loss of their world historian. This is not surprising, because the introductory world history courses serve as feeder courses to the major. Without the world historian, offerings in this area must be curtailed or reassigned to other history faculty. Inasmuch as there is not a readily-available pool of local talent able and willing to offer the HIST 151-152 world history sequence, the history faculty must make adjustments to cover them, thus reducing the ability to offer a sufficient number and variety of history courses at the upper division level for its major. Implosion is the predictable result of failure to rectify this situation.

Recommendation: Commence with a search for a tenure-track assistant professor of world history, beginning now, in order to complete the process and have the world historian in place by Fall 2016.

g) Goal: Conduct a faculty search for a new position in Hawai‘i and Pacific History:

Rationale: see goals a-f above. The importance of obtaining this new hire was clear when the Chancellor approved the search for this position in 2010. A search was conducted, applications were received, and applications were under consideration when the administration cancelled the search. The need for the position has only grown greater since that time, and the result has been a missed opportunity to benefit the major and the student body as a whole.

Recommendations: Commence with a search for a tenure-track assistant professor of Hawai‘i and the Pacific, beginning now, in order to complete the process and have the world historian in place by Fall 2016.
h) Goal: conduct a faculty search for a new position in Southeast Asia and/or Africa.

Rationale: see goals a-g above. Staying current with the developments in the field of history include coverage of regions historically underrepresented. Given the goals of the indigenous internationalization initiative, and maintaining UHH’s reputation as among the vanguard in the study of world history, this hire has a crucial role to play for the future.

The External Reviewer’s Report of 2005 recommended the addition of three faculty members to the History faculty members, citing among his reasons the need to increase coverage of Southeast Asia and Africa. Ten years later, despite growth of the university, student enrollments, and the major, the Department has a net growth of zero, having only five members. Furthermore, the External Reviewer’s Report maintained that the minimum number of faculty necessary for a Department of our nature was six—and once again, we currently have five members.

3) What plans are there for increase in curriculum efficiency in the History Department?

The Department regularly produces projections for course offerings over a two-year period. The administration has recently requested four-year course projections for the purpose of assisting prospective and incoming students on planning for attendance and subsequent progression towards a timely graduation. Four-year projections for the History curriculum obviously is very tentative; however, the current stability of the Department suggests that production of this projection is possible.

The History Department works diligently to produce a course schedule for an upcoming semester that takes into serious account available faculty resources, lower and upper division needs, demands in the various tracks, and so forth. It strives to reduce course conflicts whenever possible. The History Department, with the best institutional memory of successes and failures in course scheduling over the years, firmly believes it is important that they maintain control over this process in order to best serve their students. They also assert the importance of compiling a schedule that serves the professional and personal development of its members and takes seriously their needs and overall morale. Consequently,
attention to issues of commitments such as child care, living location, and other extenuating circumstances are taken into account.

Recent attempts to distribute courses more broadly have succeeded in some respects, though a recent experiment that minimized course conflicts by creating once-a-week upper division courses at unpopular times proved to be disastrous. Again, the Department has the institutional memory for knowing what does and does not work, and continues to improve on this as best as possible.

B. Strategic Planning: Advising

What are the structures, policies, and procedures for academic advising and pre-career advising?

All history majors are assigned a history faculty member as an advisor. Group advising meetings for new and returning majors, and those interested in pursuing a major, are held at the beginning of each semester. Regular office hours are offered by all faculty, and this is a time when many of the nuts-and-bolts aspects of individual student advising takes place.

As for pre-career advising, as of Fall 2014 all history majors are required to take HIST 301 Professional Practice.” (This course replaced a workshop the Department would hold every semester for the purpose of addressing this topic.) The course description reads as follows: “Examination of academic careers, internships, and professional opportunities for History majors and minors. Topics covered include: building a CV, professionalism, ethics, internships, job market/interview process, and graduate school.” This course is also available to non-majors interested in the professional opportunities the study of history provides.

C. Strategic Planning: New Curriculum Development Initiatives

1) Proposal for New Track in World History

In accord with the Best Practices established by the AHA, at present the History major offers a degree balanced between depth and breadth. The program provides a general foundational knowledge for all majors while providing
specialization via the pursuit of one of the five following tracks: Europe, United States, East Asia, Hawai‘i, and Pacific Islands. In order to expand student opportunities, we now propose the addition of a sixth track: World History.

This plan appeals to us for several reasons. First of all, it is something new to offer our majors and potential majors, many of whom might well be attracted to an area that is increasingly cutting-edge and a specialization in an increasing number of graduate programs. Secondly, jumpstarting this track can begin with existing resources. Certain existing courses can be part of an “either/or” choice between a course in a current track and the world history track. New courses can also be developed in the course of revamping the current curriculum in order to better meet current needs. Thirdly, the flexibility of this track can better enable us to service students whose progress through the history major, from foundation to focus courses, is hampered by their difficulties of finding coherence under the current program in the progress towards graduation.

We also see this plan as a major contribution to globalization efforts currently being advanced by the university. The University of Hawaii system has been at the forefront of world history for many decades now, and UHH was among the first campuses nationwide to exchange introductory “Western Civilization” courses for a “World History” sequence. This step is therefore a logical progression for both the History department in particular and the university as a whole.

The 400-level requirement is predicated on the regular offering of HIST 485 Seminar in World History. Inasmuch as all members of the History faculty have considerable experience in teaching world history because of their obligations to the HIST 151-152 sequence, group responsibility for providing this course should not be a burden. Maximizing the potential for this plan, however, is contingent on filling the FTE position in world history, at present vacant for the first time in a decade. We also see this track as a way of obtaining and retaining a high-quality world historian. This would be an excellent opportunity for a world historian to grow with the program and contribute to the development of a first-rate world history track.

2) Program Modification for Major Requirements

Below is the program modification proposal as it currently appears in Curriculum Central; it incorporates the proposed World History track.

HISTORY MAJOR
Group 1. General Education Basic, Area, and Integrative Requirements

Students may choose to graduate under the General Education Basic, Area, and Integrative requirements and graduation requirements in force at the time they entered the UH System, when they entered UH Hilo, or when they graduate, provided there is no break in enrollment lasting longer than one semester.

Students should meet with their academic advisor to ensure that they enroll in courses that will enable them to meet these requirements as well as requirements for the major and for graduation. Some courses may meet both General Education requirements and major requirements.

The following courses from the GE offerings are required for the History major:
HIST 151 and HIST 152
GEOG 102 or 103
CS 101

The new GE basic, core, and integrative requirements and lists of certified courses are posted at hilo.hawaii.edu/academics/gened/.

Group 2. Major Requirements (and Assigned Credits)

1. Core Requirements (27.0 credits total)
  - HIST 300
  - HIST 301
  - HIST 490
  - HIST 491
  - one 300-level course in each of the five (5) areas of specialization [East Asian, European, Hawaiian, Pacific, and U.S. history] for a total of 15.0 credits

2. Area Specialization Requirements (12.0 credits total). Students may choose to focus in one of five (5) regional areas: East Asia, Europe, Hawai‘i, Pacific, or U.S. history. Specialization requires 12.0 upper division credits – three (3) 300-level (or equivalent) courses in the focus area and one (1) 400-level course in the focus area.
3. World History Specialization. Instead of a regional focus, students may choose to specialize in world history. For this option GE and core requirements remain the same. Students are then required to choose an additional three (3) 300-level (or equivalent) courses from three (3) separate areas of the five (5) areas of specialization (totaling 9.0 credits) or any 300-level world history designated courses [HIST 361], plus one (1) 400-level course from the list of designated world history courses [HIST 445, 470, 485].

Notes

1. The following courses in Group 1, General Education Requirements, must be passed with a “C-” or better grade:
   - English Composition
   - Quantitative Reasoning
   - HIST 151
   - HIST 152
   - GEOG 102 or 103
   - CS 101

2. A minimum GPA of 2.8 must be maintained in upper-division (300-400 level) History courses.

3. At least 45 semester hours must be earned in courses numbered 300-400.

4. To earn a Bachelor of Arts degree in History, students must fulfill the requirements for the major and meet all of the University’s other baccalaureate degree requirements. (Please see the Baccalaureate Degree Requirements in this Catalog.)

5. Students should always check course prerequisites and the frequency with which courses are offered. This information is found in the Course Listings in this Catalog.
To ensure progress toward degree completion, students are strongly encouraged to meet with an advisor each semester before registering.

**HISTORY MINOR**

The history minor at UH-Hilo requires 6 courses (18.0 credits) in history, all to be completed with a minimum grade of "C". Up to 2 courses (6.0 credits) may be at the 100- or 200-level; at least 4 courses (12.0 credits) must be at the 300- or 400-level.

**3) Development of a Public History Certificate**

The growing importance of public history in the 21st Century, and the increasing demand for trained professionals in the field, provides the Department an opportunity for growth. At the present time two faculty members in the Department have expertise in this area: Dr. Inglis and Dr. Smith. Through existing courses that provide relevant instruction in this area, as well as courses specifically designed for the study of public history—such as HIST 390 Public History in Hawai'i—the Department has a prime opportunity to establish another avenue contributing to program quality and growth. Sufficient faculty resources, however, will be necessary to accomplish, and this is another reason the replacement of the world historian and the hiring of new faculty are important.

**4) Addition of New Courses to the History Curriculum**

As indicated above, the Department has expanded the number of regular course offerings substantially over the past ten years in accordance with faculty resources and Departmental curriculum needs. At present four new courses are in the process of being established:

1) **HIST 361 History of Sport**. This course is intended to contribute to the projected development world history track as well as the focus requirements for European and U.S. History.

2) **HIST 339 Health and Athletics in Hawaiian History**. Designed to increase the number of courses available for the Hawai'i track in History.
Both HIST 361 and HIST 339 will be Writing Intensive courses cross-listed in KES (Kinesiology and Exercise Science), thus additionally contributing to a pressing need for students in that major.

3) HIST XXX Oral History.
4) HIST 403 Hawaiian Historiography

Both courses will be vital additions to the curricular needs of the Hawai‘i track in history; HIST XXX will also contribute to the Pacific track.

5) Course Archival of Select History Courses

Concomitant with the creation of many new courses in recent years in order to meet existing needs and the likelihood of more to appear in the future with the development of new initiatives, the Department has identified a tentative list of courses soon to be archived, based on current faculty resources and curricular needs:

- HIST 309 History of Asian Religions
- HIST 321 History of Australia and New Zealand
- HIST 340 History of Religion in America
- HIST 360 American Women’s History
- HIST 378 North American Indigenous Cultural Survival
- HIST 392 Japanese Women

Scrutiny of courses currently on the books has been ongoing and courses will continue to be archived when deemed appropriate.