

East Asian Studies Department
at the University of Minnesota in the 1980s^A

Fig. 1 Folwell Hall where the EAS Department was housed



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^A Prepared by Byron K. Marshall, Emeritus Professor of Japanese History; revised March 2011

One Version of this History

In 1997 the faculty of East Asian Languages & Literatures (EALL) produced a “Self-Study Report” as part of a college-wide review. The first pages were devoted its history. Inaccurate in a number of important aspects, it is still very instructive on how some of the Language & Literature specialist perceived this history then and earlier.

1997 U of M Japanese Language & Literature Program Review: Self-Study Report^A

Japanese was first taught at the University of Minnesota in 1945 when the University accommodated an Army Specialized Training Program in Japanese during the Second World War. By 1951 the then newly named Department of Slavic and Oriental Languages was offering Japanese courses. Robert Brower replaced his predecessor Mrs. Syro-Boyarsky and taught classical Japanese for 2 years and was replaced by George Shea in Japanese proletarian literature. Edward Copeland (literature, classical/modern) replaced George Shea in 1957 and Amy Matsumoto (former T.A., literature-poet with strong interest in education) joined the full-time faculty in 1962. At this time the Japanese Program offered a three-year language sequence with advanced courses offered on an optional basis. (It was not until 1992 that the Fourth-Year in the sequence was added.) The academic enrollments for all the Japanese courses grew from 20 in 1949 to 638 in 1974.

In 1965, marking the beginning of the second period of our history, the Department of Slavic and Oriental Languages was separated into three independent departments. Japanese (2 full-time faculty) and Chinese (3 full-time faculty) language and literature faculty became a part of the Department of East and South Asian Languages. Shortly thereafter the Japanese faculty expanded, adding 3 more faculty members.

The M.A. graduate program in Japanese was established in 1965 and the Ph.D. program in 1967. In 1966 there were 4 faculty members, Copeland (literature), Amy Matsumoto (literature), Reiko Tsukimura (literature-Chinese/Japanese literary comparativist, Noh theater, contemporary Japanese novel) and Owen Loveless (linguistics- interest in Okinawan). The faculty increased to 5 when Hide Shohara (Emeritus Professor of Japanese of the University of Michigan, linguistics, language, literature- Hill Foundation Visiting Professor) arrived in 1967. Hide Shohara was appointed an adjunct professor until 1984.

In 1966 the Summer Far Eastern Language Institute, sponsored by the CIC midwestern universities was held on campus and provided a stimulus to Minnesota's newly launched graduate program in East Asian Languages. From 1965 to 1974 students in East Asian Languages and related departments received NDEA Title VI graduate fellowships. (At the present time, graduate students in literature are excluded from Title VI grants.) From 1968 to 1975 the Japanese and Chinese language and literature faculty composed a new department, the Department of East Asian Languages. The program was taught by 5 faculty members until 1974 when Tsukimura left and was replaced temporarily by Dorothy Shibano (literature-drama and fiction) for 1 or 2 years. Records suggest that from 1976 to the early 1980's the program was taught by 4 faculty members, with the exception of 1979-1980 when John Hinds (linguistics) taught for a year, thus making it 5. Loveless left in the early 1980's and Shohara in 1984. Their departures signalled the end of the second period of our history.

^A There are at least two minor errors here: 1) Robert Brower taught modern as well as classical Japanese; 2) Owen Loveless retired prior to 1981. NDEA (National Defense Education Act) Title VI fellowships were later known as FLAS (Foreign Language and Area Study) fellowships. It should also be noted that Dr. Shohara, who was quite elderly by the 1980s but, since the senior Japanese faculty did not have doctorate degrees, she was essential on graduate school committees. She received only a few hundred dollars as an annual honorarium after her first few years here. She refused more, but the Chair doubled that amount as a token of our appreciation.

1997 U of M Chinese Language & Literature Program Review: Self-Study Report^A

^A The “EALL” faculty – specialists in East Asian Languages & Literatures – became part of the Institute of Languages and Literatures in 1991. Between 1968 and 1981 they had formed the independent Department of East Asian Languages – i.e. “EAL”. Between 1981 and 1991, they were part of the East Asian Studies Department. – “EAS”.

Early History
(prepared by Professor Stephen Wang)

The cornerstone for the EALL program at the University of Minnesota was laid in 1949 when Richard B. Mather was hired to initiate Chinese language and culture courses, complementing the Japanese courses already in place. With his leadership Asian studies began to gain a foothold at Minnesota with appointments in various humanistic and social science disciplines. Thus, when the recognition of the importance of East Asian studies, and the centrality of East Asian languages and literature therein, seized the American academy in the 1960's, Minnesota was ready to take its rightful place among the major universities. This was manifested by the appointment of C.J. Liu, a specialist in Chinese vernacular literature, to the Chinese faculty in 1964, after having served as a replacement for Richard Mather the previous year, and of Stephen S. Wang, whose specialty is Chinese linguistics, in 1965. On the Japanese side, Reiko Tsukimura, a scholar of No-drama and contemporary Japanese novel and Owen Loveless, a linguist specializing in Okinawan, were appointed in 1966, to complement Edward Copeland, a specialist of Classical Japanese literature appointed in 1957, who was at that time the only Japanese faculty. By the time an independent department of East Asian Languages and Literature was established in 1968, with a full-fledged undergraduate and graduate program, including the Ph.D. degree, there were four tenure-tracked faculty members each in Chinese and Japanese. This was a period of great optimism and vitality. Not only did one see growth in the faculty, resources were made available to substantially upgrade the East Asian library, with Dr. Kaiming Ch'iu, long-time curator of the Harvard-Yenching East Asian Library, being invited in 1965 to come for a year to give direction to the collection. Research funds were generally available through the Graduate School grant programs. Meanwhile, and continuing into the early 70's, faculty in EALL were active in cooperating with their Big Ten colleagues in running the Consortium in Intercollegiate Cooperation (CIC) summer institutes, a program providing intensive studies in East Asian languages during the summer, with rotating campus sites each year.

This promising growth of the EALL program in the mid-60's, however, was soon to be brutally stunted, and the faculty never reached the promised size to be an outstanding program. Starting from the early 70's, a series of fiscal retrenchments and structural contractions was visited upon the program. As a consequence, the story of EALL at Minnesota in the last twenty-five years is one of deprivation and accommodation.

In the second half of the 70's, after the program review of 1975, the Department of EALL remained independent and the faculty ranks, speaking now only of the Chinese side, were able to maintain the status quo. A positive development in this period was the ground-breaking work Professor C.J. Liu did in establishing contacts and alliances for the university with academic institutions in the People's Republic of China. Professor Liu spent two years, 1979-1981, teaching in China. From this investment a great many exchange and cooperative programs were established. Of great importance to the study of Chinese is the Minnesota-Nankai Summer Intensive Chinese Program, initiated in the summer of 1980. It has served a whole generation of students from all over the U.S., and, occasionally, even those abroad, and remains still one of the most respected *in situ* intensive summer Chinese programs.

1997 U of M East Asian Studies Program Review: Self-Study Report^A

The undergraduate major program in East Asian Studies was established within the College of Liberal Arts (CLA) in 1973 at the initiative of Roger Benjamin, Professor of Political Science, and Byron K. Marshall, Professor of History. The goal was to create a focus for faculty and students in various departments interested in the study of East Asia and, by doing so, to stimulate enrollments in Chinese and Japanese language courses which College accounting figures had shown to be very expensive. The membership of the Program faculty consisted of those CLA faculty who taught courses related to East Asia plus the East Asian librarian. Within the College, the Program operated under a committee structure with a small budget for a graduate student assistant and funds for an annual mini-conference.

In the early 1980s the East Asian Studies Program was merged with the Department of East Asian Languages to form an East Asian Studies Department. Situated in Folwell Hall, this new Department augmented the East Asian Languages faculty in Chinese and Japanese, who were full-time members of the new department, with members from the Humanities and Social Sciences and the East Asian librarian who had previously been associated with the East Asian Studies Program. These latter members had full voting privileges and service obligations in the new department but retained offices, salary lines, and memberships in their various discipline departments as well. The merged department created a larger faculty for purposes of governance and promoted communication and cooperation across the several disciplines. Enrollments rose, the number of graduate and undergraduate majors increased markedly, and a healthy demand for instruction in Chinese and Japanese languages provided teaching assistantships for graduate students.

At the same time that the new department described above was formed, an East Asian Studies M.A. program was established. All faculty who were associated with the undergraduate major program were automatically accorded membership in the new graduate faculty supporting the new M.A. program. A single Director of Graduate Studies was named for Chinese, East Asian Studies, and Japanese, and the three programs were administered jointly by a single Graduate Studies Committee in the new department.

But the establishment of this new department was seen by some in the Chinese Language and Literature faculty as “catastrophic” to their own agenda:

^A Roger Benjamin was Associate Dean of the College of Liberal Arts. Ted Farmer’s name should replace his in the list of founding fathers given here. Robert Poor (Art History) and Romeyn Taylor (Chinese History) were also key figures.

The early 80's brought catastrophic changes. The College of Liberal Arts at the university, under Dean Fred Lukemann, perhaps as a strategy for preservation, embarked on a course of inflating the size of smaller language programs by converting them into area studies departments and packing them with members whose tenure and primary allegiance resided in other departments. These outside members generally outnumbered the language and literature faculty and controlled the policies of these amalgams at the expense of the latter. In the Department of East Asian Studies the development of the Chinese program was made to conform to the dictates of the Chinese historians whose interests were focussed on the period of the Ming dynasty. Although it is generally recognized that Ming was an era in which Chinese vernacular fiction flourished and reached maturity, the latter represents only one of the many genres in Chinese literature. For a Chinese language and literature program, either in curriculum or in research, to focus only on Ming vernacular fiction, would not do justice to the rich stores of Chinese literature. The appointments made in the first half of the 80's certainly reflected the bias noted above. Victoria Cass, whose specialty is vernacular fiction, was first brought in to replace C.J.

Another Version of This History

There is another version of this history differs in some very fundamental particulars.

The Crisis of the 1980s

The East Asian Language and Literature programs – which were critical to training students in the social sciences and humanities as well in language and literature -- had never been adequate to their mission. In the 1960s and 1970s, there was simply not enough staff to offer a full spectrum of courses beyond basic language training. Moreover, the cost as measured by dollars per student enrolled was too high to convince the College Deans to hire more staff.^A Finally, the scholarly output of the existing staff was not sufficient to give the programs respectability among outside funding agencies.

University and College Budget Cuts

These problems came to the forefront of College administration attention in the early 1980s when the State, the University and thus the College of Liberal Arts faced a major economic crisis. The 1981 Legislative Session granted the University only 58% of it requested budgetary increase.⁷ As a consequence, in December 1981 the University announced that “Financial Emergency would probably have to be declared and tenured faculty laid off if U budget cuts were at the level of \$20 to \$27 million . . .”:

^A By one of calculating this – printed budget divided by student credit hours (SCH), East Asian Languages & Literature was costing \$88 per credit hour in 1979-80. The only other unit about \$70 was American Indian Studies. The same figure for Scandinavian was \$49, German was \$37 while Spanish and French were about \$28.

UNIVERSITY OF MINNESOTA



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Editor: Maureen Smith (612) 373-7507

A weekly internal bulletin serving all campuses

Financial emergency would probably have to be declared and tenured faculty laid off if U budget cuts were at the level of \$20 to \$27 million, VP Kegler told Education Subcommittee of Senate Finance Committee Monday, stressing that the assessment is a preliminary one. Regent Moore, President Magrath, and Kegler testified on the impact of proposed cuts.

Contingency plans were outlined by Kegler. Hiring freeze has not been declared, he said, but deans have been asked to look at all open positions and determine which are essential to be filled. U officials are looking at ways to encourage early retirements and to reduce impact of cuts on student jobs. Concept of "reversibility" means that officials are trying to identify cuts that could be made and later restored.

Cuts would be made first in administrative and support services, Kegler said. Subsidies to flight services, printing plant, and photo labs would be ended and those services put on a cost basis. Also expected are staff reductions in police and personnel departments, cuts in bulletins and publications, "rather dramatic cuts" in custodial staff.

Custodial services are likely to be cut back sharply. Kegler said U officials are looking at how often different areas need to be cleaned: labs, classrooms, halls, offices. "Some of those places can be a little dirtier than others," he said.

Between 1,000 and 2,500 employees would be laid off if the governor's budget cuts were put into effect, Kegler said. Because of contractual obligations to tenured faculty (78% of faculty), cuts would fall disproportionately on civil service staff, many of whom are vital to the academic enterprise, he said. Savings would be less than the salaries of laid off employees, due to legal costs, unemployment compensation, and accumulated vacation time.

Combined package of budget cuts and tuition increases will be needed, Magrath said. He said he would oppose trying to cover the entire cut (at whatever level) through tuition.

Senators questioned Magrath and Kegler closely about where cuts might be made but expressed desire to protect the U from devastating cuts. "It takes a long time to build something," said Sen. Jerome Hughes. Future economic well-being of the state is to a large extent dependent on its excellent educational system, said Sen. Robert Tennesen.

Depths of anger, frustration, and demoralization within the faculty are the worst he has seen in his 17 years at the U, physiology professor Rick Purple told the Education Division of the House Appropriations Committee at a hearing on the TC campus last week. Purple was among 25 speakers--faculty members, students, and U officials--representing all 5 campuses.

"Students are scared," said TC student body president Bruce Thorpe. Student speakers expressed fears about tuition increases, program cuts, decline in quality of education, loss of student jobs. Thorpe also spoke at "Save the University Rally" on the Capitol steps Dec. 2. "We're the future of this state and we've got to tell them that," he said.

This translated into huge cuts for the College of Liberal Arts (CLA), which had already suffered from serious reductions in funding over several previous years.

College of Liberal Arts
University of Minnesota



Vol. 12, Number 8 January 20, 1982

MORE CLA CUTS EXPECTED According to a memo which will be issued from the Dean's office Friday, 10 per cent of the CLA civil service budget and half of the soft-money programs will be cut, including substantial cuts in the administration.

The retrenchment is necessary to fund the 2.16 per cent or \$464,000 needed for the faculty salary increase. The College has already sequestered faculty positions by granting only seven position searches for next year out of 20 resignations and retirements.

The Dean's office will notify departments whose civil service staffs have been selected for trimming. The retrenchments are based on the programmatic review of the College, Associate Dean Roger Benjamin said, and will not be across the board.

Some civil service positions will be cut entirely and others will be reduced to 75 per cent time. The College will attempt to notify people whose jobs are eliminated about other job openings.

The College can no longer afford to fund more than half of the \$1.4 million soft money budget, Benjamin said, and therefore specific programs will be eliminated. Units will have time to respond to the Dean's office.

No due "bill" has been sent to CLA from central administration for the latest \$25.6 million University cut mandated by the Legislature.

The reallocation process that CLA is now going through, based on Dean Fred Lukermann's recent recommendations to the College, should be sufficient to meet any budget reduction requests, Benjamin said.

That review was undertaken in response to a central administration request to re-allocate about 5 per cent or \$1 million of the CLA budget over the next two years to allow flexibility.

Criteria for Programmatic Cuts

The Administration drafted a set of criteria for evaluating programs and deciding where to cut. These were summed up in a January 7, 1982 letter to CLA Chairs and Directors^{A2}.

^A "SCH" here and in other documents is an abbreviation for "Student Credit Hours". Sometimes this is further defined as "Budget Weighted Student Credit Hours" to better reflect which unit was responsible for the instructional costs.

Criteria: The criteria used by the Committee involved evaluations of quality, centrality, student demand, social purpose or utility, efficiency, and cost. The Deans adopted the criteria definitions of the Committee and followed the general directives of the missions statements in the Chambers Report and the Planning Document as well. The evaluation of quality by the Committee includes quality of the faculty and the quality of graduate students, as measured in research, research support, publications, and as reflected in national peer ratings and placement. Obviously, individuals can differ in the way they apply this criterion but the Committee members were virtually unanimous in their agreement on the ranking of units on the quality dimension. Specific references on quality and the criteria discussed below are noted in the paragraphs on the individual units that form the body of this report.

Centrality refers to the degree to which the department is related to the central mission of the College. What may be central in liberal arts for one could be peripheral for another. However, the Committee again was virtually unanimous in agreement concerning the programs in the College.

Student demand and workload, while not determinative of the placement of the unit, were important. If a unit has suffered a substantial decline in workload the Committee asks the question, "Should not that unit be asked to decrease its size?"

Social purpose or utility can be measured in a number of ways. The social utility of an ethnic studies unit or of Women's Studies is fairly clear. Of a different type is the social utility of a Humanities Program is, for example, educating large numbers of undergraduate students in cultural literacy in ways analogous to functional literacy which is the mission of the Composition Program.

Efficiency is not a self-evident criterion but is measured by the way in which a unit uses its resources. It refers to per student credit, per FYE, and per faculty member measures of cost. Units divide their workload very differently, some seem very efficient and others seem to need justification in their allocation and scheduling of courses and their assignments of faculty and teaching assistants.

Cost is a relatively pure component that refers to total expense of the department.

Based on these criteria, the CLA made "Programmatic Recommendations" to the University Administration detailing proposed cuts.

Fig. 5 Programmatic Recommendations for Cuts³

Programmatic Recommendations (see January 7 memorandum)

- Group 1) Attritional Scaling Down and Sharing.
 -Among the quality disciplinary programs listed on page four of the January 7 memorandum there have been some significant SCH shifts over the past decade that must be brought into balance with teaching resources. Most noteworthy (in number) have been shifts in English, History, and Sociology. Most of the imbalance can be corrected through sharing (transfer of effort) but it is expected that some vacancies will not be refunded over the next several years.
- Group 2) Redesign Scaling Down and Sharing.
 -We are proposing major sharing arrangements for the undergraduate programs in Afro-American and African Studies, American Indian Studies, and Chicano Studies to balance workload and student-faculty ratios and in addition to give access to graduate and research programs.
 -We are proposing major redesign and sharing arrangements for the programs in Humanities, Comparative Literature, and Classics. We project some transfer of courses as well as faculty, cross-crediting of courses, and some attrition of faculty lines.
 -We are proposing some adjustment of costs and fees in the performance training areas of Music and the capital needs in Studio Arts.
- Group 3) Designated Scaling Down.
 -In the language area faculties of Russian and East European Studies and East Asian Studies we are proposing attrition of some faculty because of proportional imbalance in the curriculum. We would hope to offer designated early retirement and severance options to those faculty who wish to take advantage of it.
- Group 4) Designated Curtailment.
 -In South Asian Studies and Middle Eastern and Islamic Studies we are proposing a major redesign and curtailment of departmental structure and curriculum. We would hope to offer designated retirement and severance options to those faculty who wish to take advantage of it.
 -We are proposing no further resource allocations to the Library School and recommend the phasing out of the program if additional University resources are not forthcoming.
- Group 5) University Rationalization.
 -We are proposing a unified structure and program for Social Work in the University. The School of Social Work is not a viable unit in the College if it is wholly dependent on internal resource allocations.
 -We are proposing a redesigned Composition and Communication program in the College to meet changed programmatic needs. We believe

The East Asian Language & Literature faculty was thus one of two College programs named for “Designated Scaling Down” through attrition— that is for reduction in the number of faculty by not replacing those who retired or left for other institutions. Furthermore, the University Administration envisioned merging East Asian Studies with South Asian Studies, another unit deemed to have failed to fully meet the criteria.

“It is recommended that the language programs within Russian and East European Studies and within East Asian Studies be contracted. Although these are important areas of study for the future, currently there exists an imbalance between student demand and faculty size in the language segments of these departments.”⁴

This would in effect turn back the clock to the 1960s and to create, in Robert Poor’s succinct phrase, a “cripple ward” for those programs diagnosed as beyond healing.

One Response to the Crisis

Figure 6 EAL Prior to 1981



The essence of response from the East Asian Language and Literature faculty was summed up in a letter to the Dean by its former departmental chair:



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of East Asian Languages
321 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455

February 11, 1982

Dean Fred Lukermann
CLA
215 Johnston Hall
Mpls Campus

Dear Fred,

In response to the general invitation placed in this weeks NB for "faculty to give (you) input so that (you) can bring an agenda for restructuring and consolidating some units back to the P & P in a few weeks," I am taking this opportunity to recapitulate some of the points I have expressed earlier in a more informal way. I am fully aware that even though my views coincide rather broadly with those of my colleagues in this department, none of us claims to be free of "vested interest." Obviously we have such an interest, but I am assuming that your invitation was made precisely with that in mind. P & P can then use our biased opinions in coming to some kind of fair and objective solution for the College as a whole.

If there is any connection between what President McGrath is saying in speeches across the Nation about the crucial importance of International Studies including language (he even cited Japanese as an example) and University policy, then we should be able to assume that CLA, where such studies are based, will be fully supported in its efforts to implement it. But we are getting an opposite signal when the very programs which should be strengthened to do this job better are the ones slated for phasing out or scaling down. The reasons given are also difficult for us to comprehend; namely (a) that the student-teacher ratio makes the "unusual" language courses too expensive, and (b) the quality of the faculty in these programs is "undistinguished" (meaning I suppose, that they have unspectacular publication records). On the first count, what has happened to the plank in your administrations platform which assured us you were more interested in the quality and intrinsic worth of a program than in FYE's? And on the second, whose opinion of the quality of a department are you using as a yardstick? Is it based on solid, documented evidence, or on hearsay from persons who never troubled to investigate what is really happening? In the case of East Asian Languages, for example, are you going by the 1975 departmental review, which is certainly inapplicable now, but which even in 1975 was far from negative? In the matter of publication, which seems to be the issue, our record is not exactly disreputable. It is obvious to begin with, that studies involving close textual analysis require considerably more time than those which depend primarily on direct observation and quantifiable data-collection,

Since Byron has already made an eloquent statement of our case at the hearing two weeks ago, I will not go on rehearsing his arguments. I only wish to point out the manifest absurdity of consolidating the language and area programs, with the obtensible goal of "strengthening" them, when in reality it seems to mean cutting out the heart of each program by "scaling down the language component," without which no graduate-level work in the areas will be possible.

I trust you will not permit East Asian Studies (including the language component) which has been built up at this university over the past thirty years with great effort and dedication, often in the face of discouragingly little support from the administration, to fall victim to the current fiscal crisis. Scaling down our program by 40% or 50% over the next three years (which I assume is planned to be done by attrition at the top) will effectively destroy the entire program. When and if the economy again reaches a level permitting rebuilding, it will require another indefinite period to recover. Meanwhile, because some of the most promising students ready to pursue degrees in the area are now seeing the handwriting on the wall and going to law or business, the nation as a whole will face the same situation it was in after World War II when it had to pour millions of dollars into fellowships to recruit students in these areas and there were almost no properly trained teachers to teach them.

C. J. Liu, another senior professor in Chinese, wrote her own response to the College Consultative Committee, that read in part:

I find the conclusion in conflict with the general spirit of the programmatic review, which I believe is an attempt to strengthen the liberal arts mission of the College. May I point out the inadequacy of the criteria used in the evaluations of quality, centrality, student demand, social purpose or utility, efficiency and cost in bringing out the contributions the faculty of the East Asian Languages has made to the College of Liberal Arts and the University in the past two decades.

The quality of the training the students received at the University of Minnesota is attested by the number of our graduates that are actively engaged in work related to East Asia. Our students have done well in being awarded fellowships at other centers of East Asian Languages: e.g., Princeton, University of California at Berkeley, and Stanford, to name a few. Though the quantity of the published research may not be high, the faculty members have constantly offered seminars that are concerned with current research topics. In 1976, Professor Richard Mather published his translation A New Account of Tales of the World, the culmination of a tireless scholarly investigation which began in 1957.

The work has been hailed by scholars in four continents to be a major contribution to the study of early medieval Chinese society. Professor Mather's achievement in his research is an illustration of a special distinction of learning the East Asian Languages Program at Minnesota aims to preserve.

With respect to centrality and student demand, the faculty members in East Asian Languages have always adopted the liberal arts educational policy in offering courses in the department that would enrich the students' experience of two major cultural traditions outside of the Judeo-Christian tradition of Europe and North America. To be sure, the program was not vocationally designed. We aim to provide the students with a discipline that develops their mind and prepares them to understand the global dependence of our world. The languages they learn to master in our program will not be simple information but will provide them with insights of thought processes: e.g., perception, concept information, logical reasoning, problem solving, and last but not least understanding.

On the subject of social purpose or utility, I would just like to say that as far as we know our graduates are engaged in productive activities: e.g., lawyers, engineers, librarian, diplomat, and chairman of Department of East Asian Languages.

It is on the subject of cost that I wish to elaborate. An important characteristic of the East Asian Languages Program at Minnesota is the emphasis that the students of the languages be given comprehensive classical foundation in the languages. In short the curriculum of the department must cover written documents of the languages from c. 800 B.C. to the present. Furthermore we must answer the needs of those students who would like to read texts of subjects ranging from ancient moral philosophy to current writings on international trade. In order to accommodate the students who may be working on a degree in History, Geography, Political Science or Art History, all members of our faculty must frequently give directed reading courses with low enrollment. Should we discontinue such offerings, the cost of the department would no doubt look much better, but in doing so we would be denying the students the necessary language training in order for them to do research in primary source materials.

These responses were viewed by the College as failing to provide practical solutions to the problems it faced.

Our Response to the Crisis

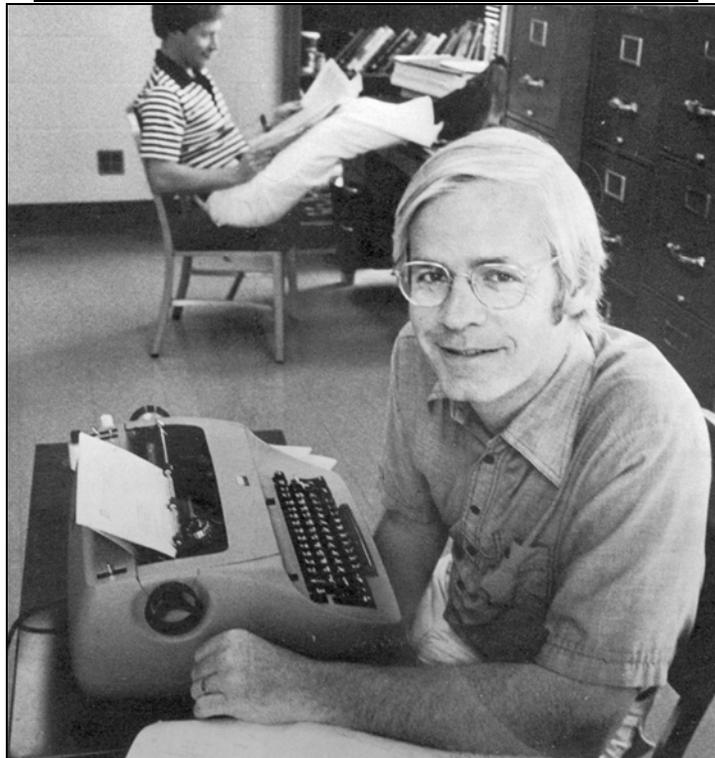
In the spring of 1981, Ted Farmer, Robert Poor and Byron Marshall were called to the CLA Dean's office in Johnston Hall.

Fig. 8 Robert Poor



Fig. 9 Johnston Hall - College of Liberal Arts Deans' Offices

Fig. 10 CLA Associate Dean Roger Benjamin – 1981

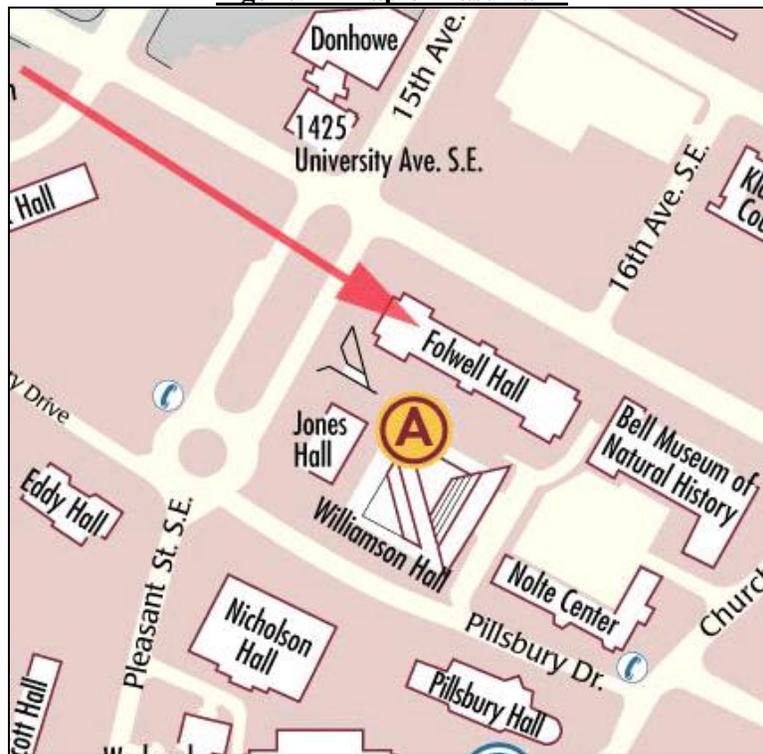


There Fred Lukermann and his associate dean, Roger Benjamin, laid out their main frustrations with the Department of East Asian Languages. Low student enrollments,

poor publication records, and fiscal irresponsibility were cited as reasons for putting the department into “receivership” – that is, for the Dean to step in and either order reforms or simply dissolve the department as a separate unit.

When asked to respond, we three proposed a new unit to include all faculty who were involved in serious research and substantial teaching regarding China and Japan.^A Although those outside of language and literature would not lose their tenure in their home departments, their participation as voting members would give the unit “critical mass” in terms of governance as well as greater respectability among their college colleagues. We already had some interdisciplinary courses as well as some B.A. degree majors in East Asian Studies, and it was thought this could help with the problem of student enrollment figures. Moreover, we thought a more cohesive program could attract more funds from the Federal Government and perhaps private foundations. When Deans Lukermann and Benjamin asked who would Chair such a department, Farmer on his own pointed at Marshall.” Thus Marshall somewhat unexpectedly became departmental Chair.

Figure 11 Map of East Bank



Marshall’s My appointment to serve jointly as Chair of an ad hoc Committee on the Consolidation of East Asian Studies & Languages and Interim Chair of the EAL

^A This model would be formally recommended for Russian and East European Studies in the Weis Committee report that spring; *College of Liberal Arts NB*, Vol. 11, Number 16 (May 20, 1981). At that time, except for Robert Spencer’s anthropologic studies of Korea, there were no other CLA faculty doing research on Korea or Vietnam – the other areas often included in East Asian studies elsewhere.

Department. Ed Copeland joined Farmer and Poor as the other members on the Consolidation Committee.^A

^A Originally, there was a fifth member – a Japanese linguist – but he resigned from the Department to take another job elsewhere in part because he felt his agreements with the former chair would be jeopardized by the consolidation. Romeyn Taylor was not a formal member of the committee but served as Director of the then independent East Asian Studies Major and was constantly consulted.



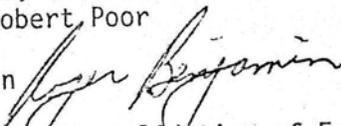
UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

College of Liberal Arts
215 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455

April 16, 1981

To: Byron Marshall, Chair, Edward Farmer, Edward Copland,
John Hinds, Robert, Poor

From: Roger Benjamin 

Subject: Committee on the Consolidation of East Asian Languages and
the East Asian Studies Program

The conclusion that Dean Lukermann and I have reached is that redesign of the way the College of Liberal Arts organizes its missions devoted to East Asian studies should take place. Our aim is a structure that encompasses all the current activities our East Asian faculty engage in. I am asking you to serve on a committee to advise the College on the development of the best structure to achieve such redesign. Professor Marshall has agreed to serve as chair of this committee. The specific charge to the committee is to develop a plan for the establishment of a department of East Asian studies, with particular attention to the structure of governance in such a department.

The rationale for this charge is comprised of several points. Because the present East Asian studies program is unrelated structurally to the language and literature unit, coordination of curriculum is often a problem. The College is now supporting a China center which ideally should be housed in or closely related to a unit where all activities devoted to the East Asian field take place. Then, too, one East Asian unit would provide a better structure for governance, as well as research and teaching opportunities. An enlarged faculty that would include colleagues from history and other social science and humanities departments would provide a greater critical mass to make proper decisions on questions of governance. Greater flexibility in curriculum offerings may also result. East Asian studies has always been, at base, an interdisciplinary field. We seek a structure to provide greater opportunities for colleagues and students in the area. Frankly, a consolidated unit also offers a more viable future for the protection of the functions currently being programmed in the College. The College is committed to supporting missions considered integral to liberal arts and to the goals of the College. These goals, as stated in the College Plan, include full graduate, research activity of a faculty that devotes itself to instruction. Minimum numbers of students taught by faculty are important in that a department must stand the test of performing a minimum workload.

This committee immediately began tackling the problems that beset the existing programs and would continue to plague the new Department:

- **Curriculum Reform**
- **Teaching Assistant funding**
- **Japanese Literature staffing**
- **A new governance structure**

Our approach to these problems was summed up in a report to the Deans dated October 1981:

Committee on Consolidation of East Asian
Languages and East Asian Studies Program

The Committee on the Consolidation of East Asian Languages and the East Asian Studies Program was appointed by the Dean on April 16, 1981 to implement the College Plan. Its main charge was "to develop a plan for the establishment of a Department of East Asian Studies, with particular attention to the structure of governance in such a department". The stated rationale for this charge directed the attention of the Committee especially to existing problems in the coordination of the curriculum, relations with the China Center, and opportunities for full graduate research activities. The Committee's Interim Report of May 31, 1981 dealt with initial efforts to design a coordinated curriculum.

We are now prepared to make recommendations on the structure of the governance.

Organization of the New Department

We firmly believe in the importance of East Asian Studies at the University of Minnesota and that recent reforms of the College Distribution Requirements to include World Studies requirement as well as similar provisions in the requirements of the School of Management represent greater recognition of the place of East Asia in a liberal education. We are convinced that East Asian Studies can thrive within the framework of an independent department structured to provide more effective interaction between members of the old department of East Asian Languages and those faculty from other departments who are deeply committed to research and teaching in this area.

We therefore recommend that the new Department of East Asian Studies be comprised of two core groups, both of whom to have full membership with voting rights: (1) the present members of the Chinese and Japanese Language and Literature staff who have their tenure in the new Department; (2) those faculty who have demonstrated their commitment through active participation in the old East Asian Studies Program would be shared faculty, retaining their tenure within their present departments.

In addition faculty with more marginal interests or whose position is not regular tenure track might serve as "adjunct" members in an advisory capacity. The Committee would wish to offer its advice to the Dean on potential core and adjunct members only after further consultation with all those who might fall into these categories. But preliminary discussions would suggest a total core of approximately 20 (i.e., ten to twelve shared faculty in addition to the language staff).

Governance Procedures

Recognizing that effective cooperation and the free exchange of ideas depends upon a structure conducive to full participation, we believe final consideration of constitutional matters should be left to the new faculty once the new Department is in being. The Committee recommends, however, that both core groups be given equal membership on all department standing committees and equal voting privileges in department meetings. It also recognizes that there will be a period of transition in which adjustments must be made to the new circumstances and therefore recommends that during an appropriate interim period the new department be chaired by someone appointed from outside the membership of the old language department, but that he/she be assisted by an Advisory Committee of five faculty representative of and proportionate to the major disciplinary

-2-

clusters of East Asian Studies faculty in the College, as is already the practice in the East Asian Studies Program: i.e., one each from specialists in (1) Chinese Language and Literature; (2) Japanese Language and Literature; (3) Chinese and Japanese History; (4) the Humanities (Art History, Music, Humanities Departments); (5) the Social Sciences (Anthropology, Geography, Political Science). Annual election of this Advisory Committee should become a permanent provision in the constitution of the new Department along with provisions for the eventual nomination of the Chair of the department by vote of the members. Other constitutional provisions should be drafted, submitted to the membership, and ratified by the College once the new Department has been formally instituted.

Staffing

The whole enterprise of the new department is predicated on the adequate core staffing of the basic language sequences. We therefore remain especially concerned about the unclear circumstances surrounding the Modern Japanese Literature and Language slot. This was a tenure-track position originally granted to the department in the late 1960's when its graduate degree program was approved. In 1980-81, following a negative tenure decision on Professor Paul McCarthy, a temporary position was granted due to inadequate time for a regular search. It was funded with only temporary monies for 1981-82 despite the departmental request for approval to conduct a search for a tenure-track individual. The granting of temporary funds was in recognition that without this position the Japanese program cannot be maintained even at the undergraduate level, much less at the graduate level. There are at present only three regular faculty members in Japanese Language and Literature (compared to five in Chinese), and none of these are specialists in late nineteenth and twentieth century literature. It is neither a denigration of their efforts nor an exaggeration of the seriousness of the situation to assert that without the return of this permanent position it will no longer be possible to offer the full range of undergraduate language training or a rounded major program. The Committee thus unanimously and in the strongest terms endorses the departmental request that a search be authorized immediately for an appointment to be made for 1982-83.



Byron K. Marshall
For the Committee

Reforms in Governance

A New Constitution

The new EAS Department began with 16 faculty with full voting rights: eight Language & Literature professors budgeted within the department and eight whose tenure home was in another department.^A In addition there were "adjunct members"

^A In terms of main areas of research, these 16 could be categorized as follows:

China (11):

who had either chosen not to become regular members or were on irregular appointments. By the end of 1982, three more faculty joined.

The voting members were further grouped into five disciplinary categories for purposes of representation on Department committees: A) Chinese Language & Literature (five professors); B) Japanese Language and Literature (three); C) History (one in Chinese History and one in Japanese History); D) Social Sciences (one in Geography and one in Political Science); and E) Humanities (one each in Comparative Literature, Music, and Art History).

There were six Standing Committees – Advisory, Graduate Studies, Undergraduate Studies, Promotion & Tenure, Academic Grievances and Special Events in addition to such ad hoc committees created when searching for new hires. Student representatives were elected to serve on most committees, including search committees, although they were excused from deliberations regarding such personnel matters as faculty salaries promotion.

Art History = 1; Geography = 1; History = 2; Linguistics = 1; Literature = 4; Literary Theory = 1;
Musicology = 1;

Japan (5):

Linguistics = 1; Literature = 2; History = 1; Political Science = 1.

Eventually we included the East Asian Librarian, a third Japanese literary specialist, an Anthropologist who focused on Japan and Korea, an Economist who wrote on Japan.

Fig. 14 Example of the ballot for a standing committee

May 1982		
B A L L O T		
for		
DEPARTMENTAL ADVISORY COMMITTEE		
Cast <u>one</u> vote in <u>each</u> of the five categories. Please seal your ballot inside the smaller envelope, place it within the larger envelope, sign the outside and return to Prof. Kagan, Faculty Secretary, East Asian Department, 321 Folwell Hall.		
<u>CHINESE LANGUAGE & LITERATURE</u>		
Victoria Cass _____	Theodore Hutters _____	Stephen Wang _____
Chun-jo Liu _____	Richard Mather _____	
<u>HISTORY</u>		
Edward Farmer _____	Byron Marshall _____	Romeyn Taylor _____
<u>HUMANITIES</u>		
Alan Kagan _____	Robert Poor _____	Pauline Yu _____
<u>JAPANESE LANGUAGE & LITERATURE</u>		
Edward Copeland _____	Wesley Jacobsen _____	Amy Matsumoto _____
<u>SOCIAL SCIENCES</u>		
Roger Benjamin _____	Mei-ling Hsu _____	Robert Spencer _____
Yi-fu Tuan _____	John Turner _____	

Generally almost all faculty served on some committee. Here is the 1983-84 lineup.^A

^A There was also a Grievance Committee of three faculty elected without reference to field.



UNIVERSITY OF MINNESOTA
TWIN CITIES

East Asian Studies
113 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2564

*9-27-83
This is the
list as I
have it. jcl*

1983-84 Departmental Offices and Committees

Director of Graduate Studies: Professor Edward Copeland

Director of Undergraduate Studies: Professor Robert Poor

Faculty Secretary and Equal Opportunity Officer: Professor Alan Kagan

Graduate Studies Committee: Professor Edward Copeland, Chair (Jpn)
Professor Theodore Hutters (Chn)
Professor Edward Farmer (History)
Professor Mei-Ling Hsu (Geography)
Professor Alan Kagan (Music)
Graduate Student:
Graduate Student:

Undergraduate Studies Committee: Professor Robert Poor, Chair (Art History)
Professor Victoria Cass (Chn)
Professor Wesley Jacobsen (Jpn)
Professor Robert Spencer (Anthropology)
Nobuya Tsuchida, Director Asian Pacific American
Learning Resource Center
Graduate Student: Paul Krieger
Undergraduate Student:
Undergraduate Student:

Special Events Committee: Stephen Wang, Chair (Chn)
Chun-Jo Liu (Chn)
Amy Matsumoto (Jpn)
Robert Poor (Art History)
Richard Wang (East Asian Library)
Graduate Student:
Undergraduate Student:

Advisory Committee: Edward Copeland (Jpn)
Edward Farmer (Hist)
Mei-Ling Hsu (SocSci)
Theodore Hutters (Chn)
Robert Poor (Hum)

Promotion and Tenure Committee: Edward Copeland
Edward Farmer
Mei-Ling Hsu
Theodore Hutters
Alan Kagan, *Chair*

Academic Grievance Committee: Victoria Cass
Wesley Jacobsen
Richard Mather

The Departmental Officers – Chair, Director of Undergraduate Studies, and Director of Graduate Studies --were elected by the membership as a whole without consideration of these categories. The first election for Chair of the new Department was held in May of 1982 with 19 names on the ballot. Marshall was chosen for a three-year term by everyone voting save one. Edward Copeland served as Director of Undergraduate Studies,^A Romeyn Taylor remained Chair of the East Asian Studies Major, while Ted Farmer was elected Director of Graduate. Alan Kagan of the Music School served initially as chair of the Special Events Committee.^B

ENHANCING VISIBILITY ON CAMPUS

One of our early tasks was to publicize our views on the importance of East Asian Studies and to gain some visibility on campus. The remarks made by the Chair to the CLA Planning and Policy Council in January 1982 and an interview that appeared in the college newsletter in February 1982 are typical of our efforts in this.

Presentation to the Council on Policy & Planning

	UNIVERSITY OF MINNESOTA TWIN CITIES	College of Liberal Arts 215 Johnston Hall 101 Pleasant Street S.E. Minneapolis, Minnesota 55455
<p>Council on Policy and Planning Minutes of the Meeting January 26, 1982</p>		
<p>PRESENT: Lukermann, chair; Blake, Benjamin, Borchert, Henderson, Hoffman (for Knutson), Krislov, Leppert, McGuire, Meier, Noland, Page, Paganini, Plummer, Schneider, Scott, Schwartz, Wilbers, Spitzer, secretary.</p>		
<p>GUESTS: Barker, Busool, Carlson, Dobbins, Farah, Kagan, <u>Marshall</u>, Roybal, Ultan.</p>		

^A Robert Poor was to serve in this position in subsequent years.

^B Both Ted Farmer and Alan Kagan would ultimately serve as departmental chair before department was disbanded.

Professor Marshall endorsed generalizations made earlier about the importance of foreign language and culture curriculum. He noted that East Asians make up one-fourth of the world's population. He said that Chinese and Japanese should not be labeled exotic languages since they rank ninth and tenth in number of students respectively. The criticisms of the East Asian program were described as no surprise. Marshall and his colleagues have been working on reforms. He acknowledged that the language department needs critical mass and the new unit will have a distinguished faculty of 23 members. In order to give students access to the curriculum, both major and general education components have been redesigned and should be responsive to student demand. The new structure will make it possible to better judge the costs and contributions of the Department. Marshall recognized the reality of expected cuts but warned that if the cuts kill the program the result will be a major intellectual loss.

Interview to the CLA Newsletter

CLA Newsletter

February 1982

College of Liberal Arts

"East Asian Studies Responds to Asian interest"

By Bill Hoffman



Byron Marshall

Photo by Bill Hoffmann

Streamlining the East Asian Studies Department will "focus energies and faculty" and allow the department to respond to the increasing exchanges with China. "Multinational companies here have a tremendous interest in East Asia," Byron Marshall interim Chair of the East Asian Languages Department, said. Some are providing language and culture instruction to their personnel and are considering using University faculty

Minnesota has critical economic relationships with Japan, as well, and "a great potential to develop trade with China." Marshal pointed out.

The 1981 CLA College Plan mandated the restructuring of the East Asian Studies Program and East Asian Languages Department into a new East Asian Studies Department, seedling a more efficient administrative structure. Final approval of the new structure is pending, having been overshadowed by College and University budget problems, Marshall said. The restructured department will continue to emphasize area studies of China, Japan, Korea, and Vietnam. Language instruction will continue to focus on Chinese and Japanese.

One measure of the significance of China and its study, Marshall said, is that the Chinese language is used by more than one billion people around the world, twice the number who use English. The largest single group of foreign students at the University is East Asian (about 780 out of 3,000 foreign students). The largest group of minorities on campus is Asian Americans.

The new department will continue to offer all three existing B.A. degrees—East Asian Studies, Chinese, and Japanese. CLA is the only college in the state to offer a full degree program in East Asian languages and the only public college that teaches them regularly, he said.

The trend in international studies, Marshall commented, is toward less distinction between international and other studies. "This, of course is healthy. It recognizes the interrelationship of the whole."

Japanese and Chinese languages used to be called "exotic," but now are among the top 10 most frequently taught languages in the U.S. "If we could open more sections, enrollment would be 50 percent higher," he estimated. Enrollment is approximately 200 day students in Japanese and Chinese, plus 100 more at night. Day enrollment is at an all-time high. Summer intensive courses are also taught. Enrollment in all 70 East Asian studies courses in seven departments in 1980-81 totaled 1,291, Marshall said.

The increased demand for language classes is a result of more interest by business and those traveling, "as well as a certain intellectual curiosity" growing out of increased American relations with China.

"We know students in the past have been discouraged by the size of our sections," he said, with some students sitting in the hallway the first two weeks of the quarter.

Yet, the CLA Council on Policy and Planning in its present considerations of cuts and consolidation of programs in the College noted that even though there is likely to be more, not less, interest in China and Japan, the language component in the department should be scaled down, citing high costs and other factors.

Marshall said further discussion is necessary to define scaling down. He observed, too, that the University-China exchange program depends heavily on faculty affiliated with studies of East Asia. They include C. J. Liu, in East Asian Studies, who recently completed two years of teaching at Beijing Institute of Foreign Languages and as the Universities liaison to China.

Nevertheless, out Teaching Assistants continued to suffer for overcrowding.

December 12, 1983

TO: James Gearity
 CLA Deans Office
 From: Byron Marshall
 Subject: Office Space

It is perhaps not too early to discuss our needs for office space for the coming year, for there are a number of developments that are causing us concern.

First, the housing of our Teaching Assistants continues to hinder our operations. As you will remember, when we we moved to the first floor of Folwell we had hoped to move our TAs with us out of the small room 174 Klaeber Court in order to have them atleast in the same buidling as the rest of our staff. This was not possible at the time, and now we have even a greater problem because the increased enrollments in our basic language courses has swollen our TA staff to six plus one who teaches in the Extension. Since the Klaeber Court office was designed for no more than two and even our best efforts have only managed to accomodate three desks, we are at atleast twice capacity there.

Secondly, Richard Mather is retiring at the end of this academic year and would like to have office space to continue his research. Since we shall be hiring a new assistant professor, we will need his present office. Is there any possibility of accomodating Prof. Mather elsewhere in Folwell Hall?

Thank you for your consideration of these matters.

Office management

One of the irritations that may seem minor but nevertheless fueled the anger of the Deans' Office was the lack of professionalism in the Department office: e.g., the telephone was often not answered or calls were not returned; required reports (including the annual budget request) and forms (including room scheduling) were too frequently incomplete or not on time; the supply budget was constantly overdrawn in part due to abuse of the long-distance phone policies. The Chair was embarrassed to have to write the following memo to the Language and Literature faculty:

October 26, 1981

To: EAL Faculty
 Fr: Byron Marshall
 Re: Supply Budget

Dear Colleagues:

The current College financial crisis and our insufficient supply budget make it necessary that Candace and I play roles distasteful to us both: i.e., as monitors on such seemingly trivial matters as postage stamps, telephone bills, and photoduplication costs.

Because our basic supply budget is only about \$400 per month and must cover everything from equipment repair to printing posters (it is the only budget line not fixed to salaries), it must stretch throughout the year. To run out means no duplicating of course related materials and even the possibility of shutting off phones.

The only way to avoid such problems is to enforce the policy of refusing to use departmental funds for non-departmental business — specifically we will each have to pay our own postage costs, our own long distance calls, and our own duplication expenses. The only exceptions can be for specifically authorized departmental business.

For our convenience, Candace will have available stamps for purchase, If you do make long distance calls, have the operator bill you home number. Since there is no means of billing individuals for using the Folwell Hall xerox machine, we shall have to use Kinkos.

I realize this is a departure from past practices when there were more ample funds — indeed some departments still have them — but I trust you will cooperate in conserving scarce resources. Perhaps we shall someday see a return of the old affluence.

The incoming department chair was also astounded by the lack of an intelligible file system. It was very difficult if not impossible to find the records necessary to respond to College demands for data, much less the information needed for preparing proposals for Federal funding or other grants. The acquisition of an office computer helped with budget preparation, and record-keeping, although eventually we had to hire a part-time assistant to implement a totally new filing system that we created.

Fortunately a change of secretaries allowed us to start anew. Our first, a vivacious young lady, was relatively inexperienced but brought a new energy that was much appreciated, especially by the students.^A When she left for other employment, we hired an older woman who over many years had built up an extensive informal network within the College and understood far better than we faculty how the administration actually worked.^B

^A For example, Candy organized a Departmental picnic and played first base in the softball game.

^B In order to learn to work together, she and the Chair attended a daylong seminar on office

CURRICULUM REFORMS

The core task of the new Department was to fend off attacks on its very existence. This meant among other things that we had to meet the criticism that we were too expensive to survive in this era of tight University budgets.

Of the total of 41 “Departments” in the College of Liberal Arts in 1980-81, all but nine ranked better than the old EAL Department in the all important measurement of “Budget-Weighted-Student-Credit-Hours” – that the cost per student per credit that was charged against our department.^A In 1982-83, the ranking was worse, as only six units had higher per student costs and those six included units -- such as Afro-American Studies and Chicano Studies -- that had strong political support from the community as well as English Composition, a program that all agreed was central to the College mission.

management. We also attended a computer class but walked out at the first coffee break because the instructor was an engineer who substituted diagrams on the blackboard for hands-on use of a machine.

^A The technical definition was “The number of students registered for a course multiplied by the number of credits, summer for all courses taught by instructors paid by the department.” In the case of graduate student enrollments, these were further weighted by a factor of 1.5.

Fig. 20 CLA Instructional Workload Index, 1982-1983⁵

1*	American Studies	58.2*
2	Speech-Communication	49.2
3	Music	49.0
4	Psychology	47.2
5	Library School	45.5
6	Theatre Arts	43.1
7	Art History	39.9
8	History	36.4
8	Journalism and Mass Communication	36.4
10	Political Science	35.1
11	Geography	34.4
12	Humanities	34.3
13	Studio Arts	33.8
14	Anthropology	31.7
15*	Comparative Literature	31.2*
16	Classics	30.6
16	Statistics	30.6
18	Economics	30.0
19	Spanish and Portuguese	29.3
20	Sociology	29.1
21	Scandinavian	28.9
22	English	28.2
23	Philosophy	27.7
24	Women's Studies	27.1
25	German	26.7
26	French and Italian	26.3
27	Ancient Near East and Jewish Studies	26.1
28	Russian and East European Studies	25.5
29	South and Southwest Asian Studies	25.2
30	East Asian Studies	24.8
31	American Indian Studies	24.5
32	Linguistics and ESL	24.0
33	Communication Disorders	22.4
34	Afro-American Studies	19.8
35	Chicano Studies	19.3
36	Composition and Communication	16.0
	CLA	33.8

Coordination of Curriculum as a Whole

We hoped to address this problem in part by pooling the comparatively low enrollments in Chinese and Japanese Language & Literature with the more substantial enrollments in East Asian courses taught in History, the social sciences, and the humanities. But we also attacked the issue of coordination of our curriculum, scheduling

courses in such a way as to permit students to take more of what was already offered. One example was to shift courses so that the beginning and intermediate Language classes were not taught at the same hours as the most popular courses in History or Art History or Humanities.

This by no means a simple matter since it involved the teaching schedules of our entire faculty.^A To move one course might impact on several others as well as negotiating with the Office of Room Scheduling. Here is an example of how complicated that could be:

^A In larger Departments such as History, there was half-time Assistant Chair whose duties included this time-consuming of course scheduling. we did not have the luxury of relieving anyone from their regular teaching load so the Chair did this himself.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of East Asian Languages
321 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455

December 12, 1981

TO: Profs. Pauline Yu & Dick Mather
FROM: Byron Marshall
SUBJECT: 1982-83 Course Schedule

I have made some progress in drafting a course schedule for next year but find that avoiding conflicts in our "General Education" offerings remains a problem; specifically the Hum/Chn 3201 China Heritage course.

Recently Pauline suggested moving it to TTh 1:15-3:00 to avoid MWF 1:15, but the TTh possibility conflicts with Farmer's Hist 1/3452 Asian Civilizations and Bob Poor's well-attended Arth/Eas 3013 Intro to Far Eastern Art (I am asking him to consider scheduling it for Fall Quarter instead of Winter but we have already had a bit of friction with his Chairperson and this is not a good time to force the issue).

I understand Pauline's desire to concentrate her course load (I also understand from Ted that if all goes well in May there will be a new reason for this -- Congratu lations!), but since she is already scheduled to teach Chn 3161 Poetry in Translation Winter on a MWF 11:15 schedule, would a MWF 2:15-3:00 slot be alright for Hum/Chn 3201 in the Winter? In the Spring we could schedule 3202 at TTh 1:15-3:00 with no conflicts of importance (with Mather's RelSt/Eas 1032 Religions of East Asia at 1:15-2:00 MWF).

I realize it seems at bit early to even think about 1982-83 but departmental curriculum committees in Humanities and elsewhere will be at work in the Winter Quarter, and I would like to settle what is optimal for us before they leave us too few options (as so often in the past). I would therefore appreciate some early indications of your thinking on this.

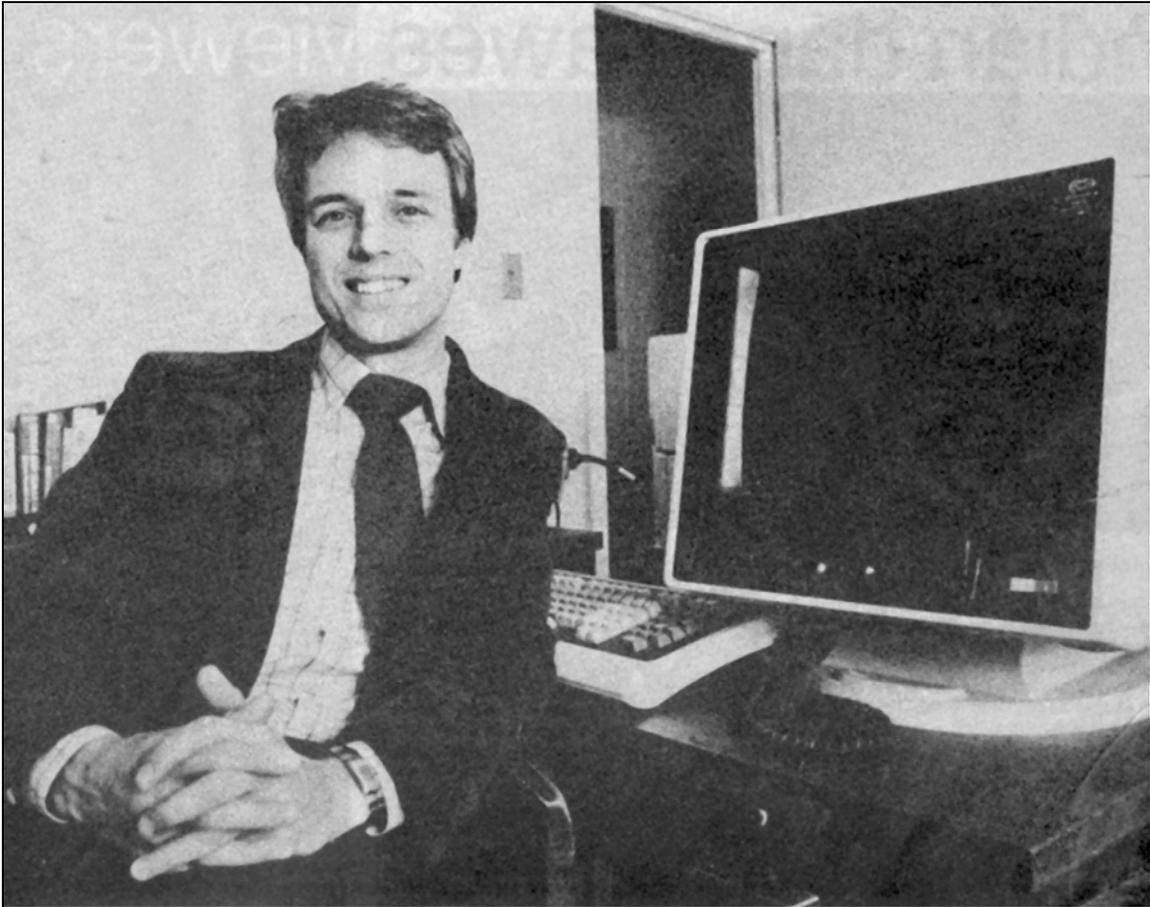
In addition, we challenged the faculty to invent new general education courses that would students who then might go on to take language instruction.

New Approaches to Pedagogy

The 1980s were a time of great enthusiasm for new approaches to second language learning and we were much interested in seeing how new approaches might improve our curriculum.

One initiative was our experiment in computer-assisted learning in Japanese at a time when such approaches were still in their infancy. In 1983, with the help of Dr. Angus

MacDonald (a sometime visiting instructor in Chinese history) then working for CDC (Control Data Corp.), we secured a CDC grant for the use of two computers plus a summer stipend for our Japanese linguist, Wesley Jacobsen.^A



We then publicized this project as best we could to draw attention to our efforts. This is an article that appeared in the campus paper The Minnesota Daily in November 1983:

^A In the process of dealing with CDC, Marshall was hired as a “consultant” to teach their engineers Japanese cultural and basic language skills. Prof. Jacobsen eventually moved to Harvard where he directed the Japanese language program.

Computer will teach students Japanese

By Ebot William Ebot

Beginning next quarter, some students of first-year Japanese will have an additional teacher—the computer.

The Department of East Asian Studies will be experimenting with using a computer to teach a foreign language.

Last spring, department chairman Byron Marshall applied for a grant from Control Data Corp., hoping to use some of their micro computer facilities to teach Japanese. A \$5,000 grant was approved for his department.

Wesley M. Jacobsen, assistant professor of Japanese, was then assigned to develop material for a first-year computer Japanese course. "It took about six to eight weeks just to learn enough about the machines," said Jacobsen. So far he has designed one quarter's worth of material to be used by students, and his workload in the department has been reduced from six courses a year to five so that he can develop more material.

The department hopes the Japanese-by-computer materials, which are only a supplement to class work, will be useful to the teacher and the students.

"We think the supplement will help students," Jacobsen said, "because obviously in the lecture format, there are many students who miss pieces of information either because they are too shy to ask questions or might have missed classes. I have tried to format the program in such a way that students get not only practice but also grammar review," he said. He added that the program will be an opportunity for students to proceed at their own pace, thereby "filling holes in their knowledge."

Jacobsen said he hopes the computerized language program will allow the teacher to spend time on the human aspect rather than on the mechanical.

Gregory Menk, a chemical engineering senior also taking Japanese 1011, doesn't think the proposed program will make any difference in learning Japanese. "I would rather hear people speaking the language than see characters on the screen," he said.

There will be two terminals and two discs for the teacher to use. One disc asks the teacher what type of format he or she wants to use for a particular lesson or what type of questions he wants to ask students. The teacher's answer is then recorded on a separate disc.

Five student terminals will be located in Lind Hall along with computers in the English department. Some of the computer exercises include fill-in-the-blank questions. When the teacher makes up the exercise, he or she will

write out the whole text, and then ask the computer to blank out certain parts of it. When students use the computer, it will indicate where the blank is and they will be expected to write in the answer. Students cannot proceed to the next exercise until the computer has checked the answers. If students don't know an answer, they can ask the computer, but will not get credit for that answer.

"It's the first experiment of its kind that I know of," said Jacobsen. He said the University of Hawaii has done some work in computer Japanese but only through a mainline computer. The micro computers the department will use are different from mainline computers in that the entire memory is stored within while the mainline computer has to be plugged into a central memory located elsewhere.

Students participating in this experiment will be from one of three sections of first-year Japanese. "We want to get as random a sample as possible," Jacobsen said.

Control Data Corp. will supply the student terminals, valued at \$4,500 each, to the department in about two weeks. Leasing costs have not yet been determined. In all, the department will lease seven terminals and seven discs, including two author terminals that already have been installed.

Part of the \$5,000 grant was used last summer

Eventually computer-assisted-language-instruction became the norm in American schools, although our own attempts to secure Federal funds to develop our “Minnesota System” were blocked by the competition from the University of Michigan and the University of Hawaii.^A

Reassignment of Language Courses

The problem on the Chinese side was that introductory language instruction was not being done as well as it should. The chief objective measure of this was the high drop-out ratio between the Fall Quarter and the Spring in the 1st Year. This attrition also meant that there were too few students prepared to go on to 2nd Year. We thus reassigned the first Chinese classes to a younger and more dynamic professor, Victoria Cass, whose field was literature but was nevertheless willing to undertake the effort necessary to reform the introductory language instruction. One of the results can be seen from the following letter written to the Dean by a highly distinguished member of the Economics Department who was auditing 1st year Chinese in preparation for spending time in the People’s Republic:

^A For our attempts to cooperate with the University of Michigan, see my 1985 letter to John Campbell in the APPENDIX.

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Economics
1035 Management and Economics
271 19th Avenue South
Minneapolis, Minnesota 55455

January 4, 1984

Dean Fred Lukermann
College of Liberal Arts
215 Johnston Hall
Minneapolis, MN 55455

Dear Fred:

During last Fall Quarter I attended the class in elementary Chinese. I am writing to tell you that I am genuinely impressed by the quality of teaching and the dedication of those in charge of this course. This refers in particular to Prof. Victoria Cass and to the two Teaching Assistants Ms. Mai-Heng Shen (who taught my recitation section) and Ms. Linda Mealey (who taught another section but who was an occasional substitute for us).

To begin with, the course is organized in exemplary fashion. The syllabus is clear and adhered to. There are many handouts supplementing the textbook. The weekly tests and homework are graded in a timely and careful manner, and are followed by class discussion.

Prof. Cass is an enthusiastic teacher. She is extremely successful both in holding the interest of the class and in motivating students to a high level of effort. She has a real talent for clarifying the syntactic and other aspects of the Chinese language. In addition she "smuggles in" various items of information concerning China's history, culture, etc.

Ms. Shen makes a real effort to help the class develop the required language skills and is very successful in this endeavor. Given the difficulty most of us have with pronunciation and other aspects of Chinese, I marvel at her unflinching patience and good humor.

Although I had less opportunity to observe Ms. Mealey, I found her approach to teaching stimulating, full of enthusiasm, and very effective.

To: EAS Faculty + Staff
I'm sharing this letter
praising our Chinese course
because I believe you'll be
as pleased as I am that we
are appreciated! Byron

Dean Fred Lukermann
January 4, 1984
Page 2

I am writing this letter because, as we know, not all courses are taught well. In my opinion, this one is taught so well as to be a rarity. Unfortunately, one is more likely to hear about failures than outstanding successes such as this one.

Sincerely,



Leonid Hurwicz

LH/sw

P.S. I am continuing the course this quarter.

There were also concerns about the quality of teaching of Classical Chinese, the written language of the intellectuals and officials in China down into the early 20th century and thus an essential subject for anyone studying Chinese Humanities or History. Here we asked a new professor hired by the Comparative Literature program, Pauline Yu (the wife of Ted Hutters), to take over the third quarter and thus set higher overall standards for this subject. After initial reluctance, she agreed to make the sacrifice.

Other Measures Taken To Increase Enrollments

Success in competing for students at the University of Minnesota depended upon a great number of factors out of our control. But we did negotiate with Room Scheduling for more attractive times, particularly in the morning since many students left campus to work after noon. We also did a great more "advertising" by handing out flyers in our classes and occasionally taking ads in the Minnesota Daily, especially for new courses: e.g.

CHINESE 3165: Chinese Drama in English Translation

China



This course is open to majors and non-majors in East Asian Studies. No knowledge of Chinese is required. Various conventions of traditional Chinese Drama will be studied. The conventions of character types, stylized movements, musical structure and the use of language will be demonstrated in class through slides and tapes (both audio and video). Full length representative plays on video tapes and on slides will be viewed in class to generate discussions and evaluations of this "exotic" popular oral performing literature.

MWF 1315-1400 • Prof. Liu • 4 cr • 373-2564

BATTLES OVER BUDGETS

The process of managing a Department budget was a new one for us although we were familiar with some of the jargon – e.g. “hard money” meant funds reoccurring year after year, while “soft money” meant funds that were available for one year but not necessarily thereafter. Most of the EAL faculty probably had never seen a department budget before, so we made a point of circulating the figures to enlighten them.^A

<u>1982-1983 Departmental Budget</u>			
<u>ALLOTMENTS</u>		<u>EXPENDITURES</u>	
SALARIES		SALARIES	
Faculty	\$228,701	Faculty	\$228,701
Civil service	13,884	Civil Service.....	\$ 13,884
Teaching Assistants		Teaching Assistants.....	\$ 25,912
Hard	12,906	4 X 50% X 3 qtrs	
Soft	7,000		
Administrative Assistant.	6,453	Administrative Assistant....	3,227
Unassigned Instruction...	4,630	1 X 25% X 3 qtrs	
(Sabbatical)			
Miscellaneous academic...	300	Miscellaneous.....	\$ 1,700
SE & E	10,680	Professor Shohara	
		Work Study aide	
		2nd Yr Language aides	
		Special Events Committee.....	\$ 2,200
		Mini Conference	
		Visitors	
		Supplies, Equipment, Telephones,	
		postage, duplicating, misc...	6,085
		1% CLA "Tax".....	2,845
	<u>TOTAL \$284,554</u>		<u>TOTAL \$284,554</u>

The Supply Budget (“SE & E” -- for office materials, postage, telephone use, photocopying and the like) was rather straightforward, although it was seldom adequate to the needs of our growing enrollments. Salaries for Faculty and civil service staff were fixed by the college and handled in a separate budget. The most complicated feature in the budget we controlled was the “Unassigned Instruction” item from which we hired Teaching Assistants, essential for leading the drill session and doing the grading in our First and Second Year language offerings.

A snapshot of some of that complexity can be seen in a memo sent to the College in 1983:

^A The \$284,500 total in 1983 would be about \$476,500 in 1999 dollars. In 1981 the EAS budget expenditures had ranked 29th lowest out of the then 39 units in the College. The 1984 budget was \$341,000, or about \$553,000 in 1999 dollars.



UNIVERSITY OF MINNESOTA
TWIN CITIES

East Asian Studies
113 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455

(612) 373-2564

March 14, 1983

To: Mary Bilek
CLA Budget Office
From: Byron Marshall 

My reading of recent Planning & Policy documents and discussions with you and the Deans have led me to the following conclusions regarding staffing budgets which I would now like to confirm with you.

I. In 1983-84 (during which Prof. Hutters will be on Single Quarter Leave and Profs. Taylor, Tuan, Turner and Yu will be on Sabbaticals or Leaves of Absence) our budget will include (based on 1982-83 salary scales with increases to cover raises if any):

A. Teaching Assistants for Beginning language classes
4 X 44.4% FTE \$22,943.50
of which our allotment will cover atleast 19,359.00

(The remaining \$3584.50 will come primarily from reducing the Administrative Assistant position by half as long as our single secretary and myself can perform Federal grant and liaison functions previously covered by this Assistant in addition to her advising and office roles).

II. In 1984-85 (during which atleast Profs. Farmer, Hsu and Tuan intend to be on leave) our budget will include:

- A. Teaching Assistants as above;
- B. A position in Modern Japanese Literature contingent upon soft monies be available to the College (this position to be hardened in 1985-86);
- C. As set forth in the Planning documents, the College will recapture the \$40,000+ annual salary from the retirement of Professor Mather.

III. Upon the retirement of Professor Matsumoto, whenever that be, the Department will be permitted to compete to fill that vacancy to maintain the Japanese language/literature staff at 4 FTE.

If any of these assumptions differ from what the College Administration intended us to understand, we need to confer as soon as possible.

The major budgetary problem for the Department was with these Unassigned Instruction funds. The Chair's first letter to Associate Dean Roger Benjamin in August 1981 summarized the problem:



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of East Asian Languages
321 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455

August 18, 1981

Roger Benjamin
Associate Dean
College of Liberal Arts
215 Johnston Hall
Minneapolis Campus

Dear Roger,

I have now had time to familiarize myself more fully with the departmental budget, and I wish to take advantage of your earlier invitation to communicate directly on pressing problems.

The department has inadequate funds for Teaching Assistants in the First Year Language sequences in Chinese and Japanese. Between 1973 and 1977 the budget provided for 1.37 FTE for enrollments that averaged 68 students (final grade report counts for fall quarters). Since 1979, however, the budget has provided for only 1.00 FTE despite the fact that enrollments rose to 81 in 1979 and 111 in 1980. On this basis, each 50% time TA (or equivalent) would handle an average of 56 students for 5 hours of in-class instruction per week -- twice the norm of 25 to 30 students in other languages.

The department has attempted to cope with this problem by applying for emergency temporary funds on the first day of each quarter. Although eventually such requests have been at least partially granted, such a procedure has made it extremely difficult to plan these courses and, especially, to recruit and train the necessary Teaching Assistants. This situation has been further complicated this year by the implementation of the plan to offer two separately scheduled offerings in each language that was recommended by the Dean's committee on Consolidation of East Asian Studies; the professors in charge have increased their contact hours in these classes from two to four hours per week and must depend even more heavily upon the Assistants.

Ideally we would request an increase in our hard line budget to allow 2.00 FTE -- or four 50% T.A.'s to handle approximately 28 students each for five contact hours per week. Realistically, by working the T.A.'s harder in the Fall and compensating them with a lighter Spring (when enrollments are down through attrition), we should be able to function reasonably well with a return to the previous 1.37 level. What is essential is that we know what our budget will be well ahead of the first day of classes in order to avoid the pitfalls of ad hoc arrangements that have plagued these courses in recent years.

continued . . .

I hope I have supplied the data you need for making a judgement.
If not, please allow me to attempt any further clarification needed.

Sincerely yours,



Byron Marshall
Chairman

Actual
Percent of Teaching Assistants and Enrollment Figures for First Year
Fall Quarter

<u>YEAR</u>	<u>FTE - TA's</u>	<u>CHINESE</u>	<u>JAPANESE</u>	
81-82				
80-81	1.00	53	58	111
79-80	1.00	50	31	81
78-79	1.29	24	41	65
77-78	.87	37	26	63
76-77	1.37	33	23	56

Benjamin did not grant the request, telling me instead to channel it through another Associate Dean. This is my draft of the follow-up letter (note 1) the actual enrollments are not shown on this draft; and 2) "Option 4" was deleted prior to sending, probably on the advice of the Department Advisory Committee):



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of East Asian Languages
321 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455

September 28, 1981

Professor Marilyn Schneider
Associate Dean
206 Folwell Hall

Dear Dean Schneider,

As you know, the request made in my August letter for additional funds for Teaching Assistants in our Chinese and Japanese introductory sequences was denied and we were instructed to reapply once enrollments were known for certain. We have now taken a head count and the numbers are as follows:

Chinese 1011	Recitation Section 1.....	
	Recitation Section 2.....	
		Subtotal....
Japanese 1011	Recitation Section 1.....	
	Recitation Section 2.....	
		Subtotal....
		Total....

These classes are scheduled, as they have been for the last decade, for seven contact hours each week - five in drill sections, two in lecture sections devoted to grammar, and translation problems. Our linguists handle the lecture course (a total of four hours each week per faculty) while Teaching Assistant handle the drill sections (five hours each)

25% TA's

Since the printed budget for 1981-82 allows for a total of only 25% TA's, the department has once again to appeal for soft monies. As stated in my earlier letter, we calculate our need to be *four*, Without such additional funds we would have only four options:

Option 1: cut off the growth in enrollments in these critical languages by denying access to more than 25 to 30 students each per year. We cannot believe that it is unjustified to carry at least 3 sections in each, especially in view that there are 33 sections in beginning French this year, 37 in Spanish, 12 in German, and 5 each in Italian and Russian. Given that we have demonstrated student demand, we do not understand what political, economic or cultural argument would deny more equitable treatment to Chinese and Japanese. Moreover, to "cap" enrollments in the introductory courses would also reduce enrollments in the intermediate and advanced courses, thus perpetuating the Kafkaesque--or at least Catch 22-- situation in which we are denied resources because we cannot demonstrate student demand because we have been denied resources.

departments to teach the upper division and graduate courses for which they were trained and recruited, it would also penalize students who seek courses beyond introductory level. Thus it would jeopardize the quality and diversity of our entire program as well as the continuation of the federal funding we have attracted because of that quality and diversity.

more than thirty

Option 3: sacrifice the quality of these courses by attempting to teach recitation sections of 30 students each. We shall, of course, attempt anything our colleagues in other languages prove capable of but we cannot but be skeptical of this as a viable option.

due to

Option 4: cut the quality by reducing the number of contact hours. We believe that it is a common experience in other East Asian programs in the United States and Canada that these languages require greater time in classroom instruction during the initial year than the five hours standard in, for example, European language courses. We are, of course, willing to reconsider this proposition and therefore propose, if it is not possible to fund additional Teaching Assistants, we be granted to fund a 33 1/3 % time research assistant to help prepare a report based on a comprehensive survey of theoretical literature and actual practices of other successful institutions on this question.

Sincerely yours,

Byron Marshall, Chair

cc: Dean Roger Benjamin

As the Winter Quarter approached without guarantees of an increased allocation for Teaching Assistants, there was growing impatience and drafted another memo was drafted.

January 4, 1982

Dean Roger Benjamin
College of Liberal Arts
215 Johnston Hall

Dear Roger:

Following up on our conversation of December 22 I am submitting this request for supplementary Teaching Assistant funds for Winter quarter for our basic language sequences.

<u>Chinese</u>	<u>Professor</u>	<u>Hours @ Week</u>	<u>Enrollment</u>	<u>Teaching Assistants</u>	<u>Request</u>
Beginning	Huters	14 (2 sections)		Have 2x25% Need 2x50%	\$
Second Year	Huters	5		Have \$ for Reader	-0-
<u>Japanese</u>					
	<u>Professor</u>				
Beginning	Jacobsen	14 (2 sections)		Have 2x25% Need 2x50%	\$
Second Year	Swann and Copeland	5 5			-0- -0-
				Total Request	

You will note that because of Professor Wang's sabbatical leave (from which the Department does not recapture any of his salary) Professor Huters has agreed to teach both Beginning and Second Year Chinese for one quarter — a total of nine classroom hours per week if we can raise our TAs to 50% to cover five hours of drill each. The Japanese side presents similar problems although Professor Copeland has agreed to take one of the sections.

We make this heavy commitment of regular faculty time to our basic language sequences because it is essential that students receive first-rate language instruction at this level to prepare them for advanced work not only in literature and linguistics but in the Humanities, Social Sciences and professional schools. As you know, our East Asian Studies program is unique in the state and students rarely come to us from other schools with basic language skills in either Chinese or Japanese. For these reasons and in light of the fact that the need for supplementary Teaching Assistant funds have recurred every quarter for a number of years while our enrollments have actually been increasing, I would reiterate my earlier request that these funds be built into our regular budget. Only in that way can rational planning for faculty teaching assignments and the recruitment and training of TAs be made possible in the future. In the meantime, please be assured we are most appreciative of your efforts to meet this problem through supplementary allocations.

Sincerely,

At some point in this process, the Chair grew so frustrated that he stormed into the Deans' coffee room in Johnston Hall and confronted Roger Benjamin directly. He argued that since he had recruited us to rescue a department in crises, he had to provide us with the tools to do the job. I don't remember whether or not I was making any headway when suddenly Dean Fred Lukermann, hearing loud voices, stuck his head in the doorway and asked what I was so hot under-the-collar about. When he heard it was about the TA budget, he looked at Benjamin and simply said "give it to him."

A February 1982 memo to Roger began with this opening:

February 16, 1982

Professor Roger Benjamin
Executive Officer
College of Liberal Arts
215 Johnston Hall

Dear Roger:

In response to your last two memos on the budget for 1982-83, let me express our relief that both our supply budget and single Civil Service position were recognized as barely adequate as they stand. We are also heartened to have some \$3000 of the \$7000 we are receiving this year in temporary allocations for Teaching Assistants built into our budget. Furthermore we understand that making the modern Japanese literature position contingent upon a senior faculty retirement is in keeping with the Budget Advisory Committee recommendation.

But the following year – 1982-1983 – the budgetary problems became worse in both the College and the Department. The already inadequate “Unassigned Instruction” budget was cut by \$4,000. At the same time our needs increased as we steadily enlarged our First Year enrollments at the beginning of the year and cut the rate of attrition in the 2nd and 3rd Quarters. Moreover, in February 1983, departments were notified that any surplus funds earned through courses taught in Evening Extension or Summer Session would henceforth be “captured” by the College. Since our Evening Extension courses could generate as much as \$3,000 a year, this was not an inconsiderable sum to lose from our already too tight budget.

Still in the Chair’s memo of March 18th, there was optimism that we could muddle through:



UNIVERSITY OF MINNESOTA
TWIN CITIES

East Asian Studies
113 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2564

March 18, 1983

To: Graduate Studies Committee
From: Byron Marshall *BM*
Re: 1983-84 Assistantship & Fellowship Budget

Our best estimate at present is that we will probably have the following available for graduate awards.

I. Foreign Area Fellowships:

Washington has awarded us 2 fellowships for 1983-84, including stipends of \$4000 plus tuition & fees. We will have to estimate the tuition & fees very carefully so that the total does not exceed \$15,200 for both.

II. Teaching Assistantships:

We need and will probably have funds for the equivalent of 2 in Beginning Chinese and 2 in Beginning Japanese if 44.5% each (i.e., 50% @ in Fall & Winter and 33.33% in Spring when we close the 3rd section in each language).

III. Administrative Assistant(s)

We will probably, I am told from CLA, have a 50% FTE budget again. Assuming we can get by again with a 25% assistant for advising and related office functions, we could have 25% FTE for instruction-related activities--perhaps to raise the TAs again to 50% FTE in the Spring but assigning them to extra duties as done this year. I shall be consulting with the Advisory Committee about this soon.

In 1985 we were still forced to beg for what we believed to be our fair share of the College's resources for staffing language courses:

LETTERHEAD

May, 1985

To: Dean Fred Lukermann
College of Liberal Arts

From: Byron Marshall, Chair

Subject: Faculty Position Requests

Pursuant to our discussion of May 1, I am making formal request for three faculty positions in East Asian Studies.

Statement of Need

Five years ago, in 1980, the Department had a total of 23 faculty (including three Adjunct Faculty). With unreplaced resignations and scheduled retirements by 1987 we will be down to sixteen faculty teaching courses and directing graduate students in the College of Liberal Arts. Yet there are now a total of fifty graduate students in social science and humanities programs who depend upon our faculty to complete their advanced degrees and a like number of undergraduate majors in the three B.A. programs offered through this department. Moreover, because of recent changes in the undergraduate requirements in this college and in the School of Management as well as the general increase in student interest in our curriculum we have experienced a dramatic growth in enrollments in our undergraduate courses -- in some cases 70 and 80 students enrolling in classes that have usually served only 20 or 30. In addition to these developments, there are at least three more changes that give reason to predict that such increases in student demand will continue into the future: 1) last year we received authorization from the College and the Graduate School to initiate a new Masters of Arts degree in East Asian Studies; 2) this year the very popular International Relations program added a new track on Asia; 3) the new CLA language requirements will prepare far more students for advanced work.

It is not possible to continue to offer these degrees programs and attract outside funding for our graduate programs at this level of staffing. The seriousness of this steady erosion of expertise on the societies and cultures of China, Japan, Korea and/or Vietnam has recently cost us the federal funding we have enjoyed for two decades under the Title VI Foreign Language and Area Studies Program, which ranked us 23rd this year -- down from 19th in previous competitions. The primary reason stated for terminating our funding was stated in the letter and review documents I sent to your office earlier this month: a paucity of faculty in the social sciences and too few course offerings at the advance level outside of History and Language/Literature. The need for faculty in the social sciences was also recognized last year in the College approval of the unsuccessful funding proposal to the Northwest Area Foundation made jointly with the Associated Colleges of the Twin Cities.

Figure 29 Draft of Planning Document

ATTACHMENTS FOR AGENDA
OCTOBER 30, 1985 DEPARTMENT MEETING
I. 6. CLA Planning Document and Future Staffing

Request for Additional Funds for 1.5 FTE Language Teaching Assistants:

The ratio of student enrollments to funds for Teaching Assistantships has continued to climb in beginning language classes over the last five years:

STAFFING OF 1st & 2nd YEAR LANGUAGE OFFERINGS

FALL QTR	1981	1982	1983	1984*	1985#	1981-86
ENROLLMENTS:	-----	-----	-----	-----	-----	-----
JPN1011	42	68	81	71	100	138% increase
CHN1011	62	76	62	61	107	73% increase
Totals	104	144	143	132	207	127% increase
TAs: FTE FOR ENTIRE ACADEMIC YEAR	-----	-----	-----	-----	-----	-----
	81-82	82-83	83-84	84-85	85-86	1981-86
Hard Budget	1.5	1.5	1.5	1.5	1.5	0% increase
Soft Monies	.5	.5	.5	.5	.5	0% increase

Note: *= 5th week list; # = 1st Week count; others from 2nd week list

The situation has now become an intolerable obstacle to our attempts to provide quality education at both the introductory and advanced levels. One solution is to limit enrollments to two sections each in Beginning Chinese and Japanese, but in view of the following table on the number of sections offered in other language in the CLA we believe that the increase to 4 sections for each language would not imbalance the offerings of the College.

COMPARISION OF BEGINNING LANGUAGES OFFERED WITH MULTISECTIONS
(Courses for students with no prior study)

1985-86	Fall	Winter	Spring	TOTAL	% of TOTAL
Spanish 1101	14	5	5	24	27% Spanish
French 1101	13	5	4	22	25% French
German 1101/1101H	9	3	2	14	16% German
Latin 1101/1101H	6	0	0	6	7% Latin
Russian 1101	5	0	0	5	6% Russian
Italian 1101	4	0	0	4	4% Italian
Portuguese 1001	2	1	0	3	3% Portuguese
Greek 1101/1111H	3	0	0	3	3% Greek
Chinese 1011	3	0	0	3	3% Chinese
Japanese 1011	3	0	0	3	3% Japanese
Hebrew 1101	2	0	0	2	2% Hebrew
TOTALS	64	14	11	89	100%

As it turned out, this problem was never satisfactorily resolved and continued to plague us anew each year. The more successful we were in increasing the enrollments in the language classes, the more we needed additional Teaching Assistant time. The

burden put on our literature specialists such as Ted Hutters continued to be unjust, and it was one of the key issues over which the Chair would eventually resign.

Joint Degree & Certification Programs

We had great hopes for increasing ties with some of units within the University because it would help to increase our enrollments and benefit our graduate programs as well as enlarge the circle of potential allies in our struggle to survive further budgetary cuts.

- **School of Management**

The School of Management was one of the University units we sought closer ties with. Rather than hire graduates who had specialized in area studies, American companies had traditionally preferred people with business experience whom they might send for a few courses on a specific foreign area. But in the 1980s we had high hopes for benefiting from the renewed interest in trade with East Asia and a somewhat greater awareness that this would require business to seek graduates with course work in language and area studies.

International business program planned by U

By Liz Harman

Gov. Rudy Perpich will ask the Legislature for about \$60,000 to "internationalize" the University's business and management curriculum and to create undergraduate and graduate degree programs in international business.

The University's proposals for an international business program and more international business courses recently won the support of former Minnesota Gov. Harold Stassen's commission on international business education.

The University was selected because of its broad management and business program, and its resources in language, cultural, and international studies, said Michael Metcalf, acting director of the international programs office and a member of the committee that drew up the University's proposal.

The nine-member commission considered proposals from the University, the College of St. Thomas, Mankato State University, Normandale Community College, Anoka Area Vocational Technical Institute, Moorhead State University, and St. Cloud State University.

The commission's report stated that an international business program at the University will help Minnesota businesses compete in the international marketplace.

Minnesota's economic future will depend heavily on its development of international trade, Stassen said last week. The new program should help students develop a broad understand-

ing of international trade, skills in languages important to international trade, and an understanding of world politics, culture, business, and geography, the report said.

However, the University stated that adding an international perspective within its current business and management program is a higher priority than developing a single concentrated international business degree program.

"Many employers in medium and small firms are not looking in particular for international business majors, but the average MBA and business major should have knowledge of international trade," Metcalf said.

The University, however, also outlined an international degree program along lines suggested by the commission.

The University's proposal called for the hiring of a senior professor in international business to oversee plans for internationalizing the curriculum, and for the hiring of new professors in the College of Agriculture, the Humphrey Institute, and the Law School.

It also said that the International Relations Department should be provided with the resources to add an international trade concentration within its major program.

The University proposed that the state set aside money to allow high-quality students to pursue studies abroad.

Unfortunately, most of this new interest on the part of the Business School tended to remain focused on Europe, and it did not result in the hiring of faculty with real expertise on East Asia.

- International Relations Program

In 1983 the International Relations created "Regional Studies Tracks" to encourage their majors to seek a "concentrated exposure to a single world region". This was an example of the choices we had to make. On the one hand, we certainly favored programs that would lead students to become interested in East Asia, but our survival (and thus ability to offer them course work) depended upon maintaining a respectable number of majors of our own. This excerpt from my March 1983 memo to Robert Poor, Undergraduate Director, illustrates our thinking about this dilemma:

This would be a different major than that of East Asian Studies and would attract students who are specifically interested in contemporary economic and political relations (presently the I.R. major has 300 students enrolled) but would like to focus their attention on a region of the world other than Western Europe and have their transcripts reflect that.

On the one hand, such students would have at least 5 quarters of an East Asian language plus 24 credits (6 courses) drawn from our list of social science and modern history offerings. (see below for my proposal). Taken together with the required IR courses, this is both more course work and a far more focused combination than combining some other outside major with an EAS minor. Thus it would seem to meet at least my standards for an academic concentration, albeit it contemporary oriented.

On the other hand, there is always the possibility that some student who might otherwise be an EAS major would opt for this instead and our department would lose in the numbers game. But since this is a far more rigorous major than our EAS Social Science Focus, I would be willing to gamble that an exodus might not exceed the number of students who would come to us attracted through the very popular IR program.

- School of Journalism

We attempted to use the great interest in Japanese and Chinese current affairs to attract attention to our basic programs, as this letter to the School of Journalism illustrates:

December 10, 1981

Prof. F. Gerald Kline, Director
 School of Journalism & Mass Communication
 111 Murphy Hall

Dear Jerry,

During Ms. Shimomura's visit, I mentioned the possibility that Donald Oberdorfer (who covers the State Department for the Washington Post and was formerly Northeast Asian Bureau Chief in Tokyo) might be visiting us Winter Quarter. I have just learned that he will be on campus on January 15th.

The Japan Learning Exchange of the World Affairs Center has scheduled a luncheon talk on "Japan: Strategic Ally, Economic Rival." Since the tickets are \$7.50, students are not likely to attend and I would like to make him available to students as well as those among the faculty who do not have \$7.50 either. I understand that he has indicated he would be willing to talk with a student audience about "Reagan's Japan Policies: A Journalist's Perceptions".

Might we schedule something like the highly successful session with Shimomura in the Journalism Library at 3:15 - 4:30 that day (or move to Murphy Auditorium or a classroom if the size of the audience warranted it). I will take care of whatever costs this might entail since Journalism was so generous last time.

If you prefer to have the Graduate Student Club handle it, please pass this on to John Pavlik with the request that he contact me before Christmas in order to have time for passing the word around. I cannot guarantee anything as lively as the story of a lost Japanese princess, but my visits to Washington this Fall suggest some parallels with Oman.

Cordially,

Byron Marshall
 Professor and Chair

cc: Barbara Swann, Japan Learning Exchange

Success in Increasing Enrollments

Language sequences began in the Fall term and thus 1982 was the first year we were responsible for the results of our early efforts. By the end of 1982 the statistics were gratifying, as the following table illustrates.

In Chinese, the 1st Year (CHN 1011/12/13) enrollments were up almost 50%, and 2nd Year figures were up by 66%. Overall, we had more than doubled number of students

taking Chinese Language and Literature classes. Except at the Upper Division level, the increases in the Japanese numbers were slightly less spectacular but still quite noteworthy total of 32%.

In sum, we could demonstrate to the College an overall increase of 87% since the 1979-80 year, the last year before consolidation talks had begun.^A

Fig. 1 Annual Chinese and Japanese Enrollments for 1979-1983

CHN & JPN ENROLLMENTS (FWS COMBINED)		1979 through 1983				4/83
	1979-80	1980-81	1981-82	1982-83	(1982-83 vs. 1979-80)	
Chinese 1011/12/13	123	149 (+21%)	129 (-13%)	190 (+47%)	+54%	
Chinese 3021/22/23	44	51 (+16%)	35 (-31%)	58 (+66%)	+32%	
other CHN 3XXX	64	140 (+119%)	146 (+4%)	143 (-2%)	+123%	
All CHN 5XXX & 8XXX	48	20 (-58%)	50 (+150%)	63 (+26%)	+31%	
SUBTOTALS	219	360 (+29%)	360 (+0%)	454 (+126%)	+63%	
Japanese 1011/12/13	70	136 (+94%)	99 (-21%)	153 (+55%)	+119%	
Japanese 3021/22/23	46	32 (-30%)	86 (+169%)	69 (-20%)	+50%	
other JPN 3XXX	58	72 (+24%)	114 (+58%)	134 (+18%)	+131%	
All JPN 5XXX & 8XXX	44	41 (-7%)	41 (+0%)	93 (+127%)	+114%	
SUBTOTALS	218	281 (+29%)	340 (+21%)	449 (+32%)	+106%	
TOTALS	497	641 (+29%)	700 (+9%)	903 (+29%)	+87%	

The numbers of undergraduate majors in Chinese, Japanese and East Asian Studies also increased:^B

Figure 2 Undergraduate majors

DEGREE PROGRAM	MAJORS	NOTES			
Chinese	12	Official figures have underestimate by			
Japanese	19	as much as 50% in the past			
EAS	14	1982-83	1981-82	1980-81	1979-80
	-----	-----	-----	-----	-----
	45	34	27	26	21

The 1983 and 1984 figures for Fall Quarter enrollments in the language classes showed this was not a statistical fluke:

^A In Fall 1983 the number of students going on to 2nd (CHN 3021) had more than doubled. The total of Chinese enrollments had jumped. In Japanese, the 1st (JPN 1011) had almost doubled and, although the numbers in 2nd Year had dropped by a third, the overall numbers were up by a fifth. The Fall 1984 figures for Chinese 1st and 2nd Years (1XXX, 3XXX) stayed steady but showed a 50% increase in enrollments in advanced course (5XXX and 8XXX) while Japanese numbers were about the same as 1983.

^B This was less than half of those in French & Italian Department (98) or Spanish & Portuguese (95) but was comparable with German (55) and larger than any other Language Department or, for that matter, Statistics (37) or Linguistics (33). The figures for 1985 showed also showed 45 divided equally between the three categories.

ENROLLMENTS - LANGUAGE COURSES 1979-1984						
FALL QTR	1979	1980	1981	1982	1983	percent change
CHINESE						
Chn1011	56	59	62	76	62 ↓	11 %
Chn3021	15	20	14	21	31 ↓	107 %
Subtotals	71	79	76	97	93 ↓	
Chinese courses	percent change 1979-83				----->	31 %
other 3xxx	17	43	34	38	53 ↓	212 %
5xxx & 8xxx	15	6	22	17	16 ↓	7 %
JAPANESE						
Jpn1011	35	61	42	68	81 ↓	131 %
Jpn3021	18	13	31	27	22 ↓	22 %
Subtotals	53	74	73	95	103	
Japanese	percent change 1979-83				----->	94 %
TOTALS	156	202	205	247	265 ↓	
	percent change 1979-83				=	70 %
=====						
WINTER QTR	1980	1981	1982	1983	1984 ↓	percent change
CHINESE						
Chn1012	38	59	41	63	52 ↓	37 %
Chn3022	16	16	13	11	27 ↓	69 %
Chn3032	4	9	10	11	7 ↓	75 %
Chn3/5042	-	5	11	16	8 ↓	60 %
Subtotals	58	89	75	101	94 ↓	
Chinese	percent change 1980-84				=	62 %
JAPANESE						
Jpn1012	21	41	32	44	56 ↓	37 %
Jpn3022	15	10	28	23	16 ↓	7 %
Jpn3032	4	4	9	15	10 ↓	150 %
Subtotal	40	55	69	82	82 ↓	
Japanese courses	percent change 1980-84				=	105 %
=====						
Per cent change 1980-84					=	80 %
=====						
TOTALS	98	144	144	183	176 ↓	
	Per cent change 1980-84				=	80 %
=====						

We were also experiencing success in increasing enrollments in our "General Education Courses" – classes design to offer the student without language training coursework on various aspects of East Asian Studies. The following memo -- designed to make our case to the Deans -- refers to the greater "productivity" of those Language and Literature faculty budgeted within the EAS Department and does not include those whose pay was on the budgets of other departments:^A

2. General Education Courses

In addition to the increasing popularity of our lower level language offerings there is another noteworthy development: the impact of the new World Culture Requirement which is being felt somewhat earlier than expected. This last Fall and Winter enrollments rose in our 1000 and 3000 level courses that are certified as options for students fulfilling this requirement. The outstanding example was MODERN JAPANESE LITERATURE IN TRANSLATION (Jpn3164), which has usually enrolled not many more than 30 students but climbed to 57 this Winter Quarter. Similarly, the multi-liste course on East Asian Religion (EAS 1031/RelS 1032) experienced a dramatic increase to 79. The overall statistics on Student Credit Hours clearly show that these are not isolated instances:

INSTRUCTIONAL WORKLOAD STATISTICS						
	1978-79	1979-80	1980-81	1981-82	1982-83	1978-83
	-----	-----	-----	-----	-----	=====
SCH						% CHANGE
1xxx	863	997	1423	1226	2023	
3xxx	951	1053	1495	1768	2249	
5xxx	387	325	295	386	387	
8xxx	8	36	24	36	36	

TOTAL	2209	2411	3237	3416	4695	

% INCREASE		9.1%	34. %	5.5%	37. %	113%
=====						
B-W SCH	2367	2755	3417	3775	4585	
% INCREASE		16.	24.	10.	21. %	94%
/FTE Inst+(PB)	197	271	303	358	430	
% INCREASE		38. %	12. %	18. %	20. %	118%
=====						

Unfortunately, these statistical gains were dismissed by some in the College as merely due to the low base from which the increases were computed.^B

Failure To Obtain Outside Funding

We pinned a great deal of hope on obtaining outside funding, especially from the Federal government. This would work both as a means of infusing external money into

^A This was part of a larger memo designed to make our case to the Deans and thus stresses "B-W SCH" -- Budget-Weighted-Student-Credit-Hours

^B This was asserted by a senior Political Scientist in a meeting with the Department Chairs called by the Dean. He would go onto become the Dean of Graduate School and maintain his bias against all "Area Studies".

our program and as a means to leverage the College and University to grant us more internal support.^A

National Resource Center Proposals

Every two years competition was open for proposals to the U.S. Department of Education, Division of Advanced Training and Research, Centers and Fellowships Branch. These proposals had two parts: 1) a request for FLAS (Foreign Language & Area Studies) Fellowships for graduate students; and 2) a Title VI National Resource Center in East Asian Studies. In 1981-82 there were 16 such East Asian Centers receiving upwards of \$250,000 each for two-year support of a wide variety of scholarly and outreach activities.

^A Marshall was the proposed Center Director and at one point he even offered to Dean Benjamin to “return” the \$17,250 Federal salary to the College (that is, continue to teach while administrating both the Center and the Department) if he would approve the recruitment of a Modern Japanese Literature specialist.

Figure 4 Example of cover page for a proposal

FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION	3. STATE APPLICATION IDENTIFIER	4. NUMBER	5. FEDERAL EMPLOYER IDENTIFICATION NO.
1. TYPE OF ACTION <input type="checkbox"/> PREAPPLICATION <input checked="" type="checkbox"/> APPLICATION <input type="checkbox"/> NOTIFICATION OF INTENT (Opt.) <input type="checkbox"/> REPORT OF FEDERAL ACTION (Mark appropriate box)		a. NUMBER b. DATE 19 02 10 22	a. NUMBER b. DATE ASSIGNED 19	a. NUMBER b. DATE Year month day	1-416007513-C6
4. LEGAL APPLICANT/RECIPIENT a. Applicant Name: REGENTS OF THE UNIVERSITY OF MINNESOTA b. Organization Unit: East Asian Studies Department c. Street/P.O. Box: 113 Folwell Hall, 9 Pleasant Ave SE d. City: Minneapolis e. County: Hennepin f. State: Minnesota g. ZIP Code: 55455 h. Contact Person (Name & telephone No.): Prof. Byron Marshall (612)373-2564		6. PROGRAM (From Federal Catalog) a. NUMBER: 8 4 0 1 5 b. TITLE: National Resource Centers and Fellowships Program		5. FEDERAL EMPLOYER IDENTIFICATION NO.	
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT <input checked="" type="checkbox"/> Centers (84.015A) <input checked="" type="checkbox"/> Fellowships (84.015B) National Resource Center for East Asian Studies		8. TYPE OF APPLICANT/RECIPIENT A-State B-Interstate C-Substate District D-County E-City F-School District G-Special Purpose District H-Community Action Agency I-Higher Educational Institution J-Indian Tribe K-Other (Specify):		9. TYPE OF ASSISTANCE A-Basic Grant B-Supplemental Grant C-Loan D-Insurance E-Other Enter appropriate letter(s) [A]	
10. AREA OF PROJECT IMPACT (Names of cities, counties, States, etc.) Minnesota and National		11. ESTIMATED NUMBER OF PERSONS BENEFITING 3,000,000		12. TYPE OF APPLICATION A-New B-Renewal C-Revision D-Continuation E-Augmentation Enter appropriate letter [A]	
13. PROPOSED FUNDING a. FEDERAL \$ 212,411 .00 b. APPLICANT c. STATE d. LOCAL e. OTHER f. TOTAL		14. CONGRESSIONAL DISTRICTS OF: a. APPLICANT: Fifth b. PROJECT: Fifth		15. TYPE OF CHANGE (For 12c or 15e) A-Increase Dollars B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Cancellation F-Other (Specify): Enter appropriate letter(s) [A]	
16. PROJECT START DATE Year month day 1982 6 15		17. PROJECT DURATION 12 Months		18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY 19 82 11 1	
19. EXISTING FEDERAL IDENTIFICATION NUMBER DOE G007901922		20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code) U.S. Department of Education, Application Control Center, Washington, D.C. 20202		21. REMARKS ADDED <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
22. THE APPLICANT CERTIFIES THAT a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved. b. If required by OMB Circular A-95 this application was submitted, pursuant to instructions therein, to appropriate clearinghouses and all responses are attached: spouse Response attached		(1) <input type="checkbox"/> (2) <input type="checkbox"/> (3) <input type="checkbox"/>		c. DATE SIGNED Year month day 19	
23. CERTIFYING REPRESENTATIVE a. TYPED NAME AND TITLE b. SIGNATURE		c. DATE SIGNED Year month day 19		24. AGENCY NAME	
25. ORGANIZATIONAL UNIT		26. ADMINISTRATIVE OFFICE		27. APPLICATION RECEIVED Year month day 19	
28. ADDRESS		29. FEDERAL APPLICATION IDENTIFICATION		30. FEDERAL GRANT IDENTIFICATION	
31. ACTION TAKEN <input type="checkbox"/> a. AWARDED <input type="checkbox"/> b. REJECTED <input type="checkbox"/> c. RETURNED FOR AMENDMENT <input type="checkbox"/> d. DEFERRED <input type="checkbox"/> e. WITHDRAWN		32. FUNDING a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00		33. ACTION DATE Year month day 19	
34. STARTING DATE Year month day 19		35. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number)		36. ENDING DATE Year month day 19	
37. REMARKS ADDED <input type="checkbox"/> Yes <input type="checkbox"/> No		38. FEDERAL AGENCY A-95 ACTION a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.		b. FEDERAL AGENCY A-95 OFFICIAL (Name and telephone no.)	

Our competition for such a National Center was very formidable. Here is a list of the 16 institutions that were being funded as East Asian Centers in 1981-82:^A

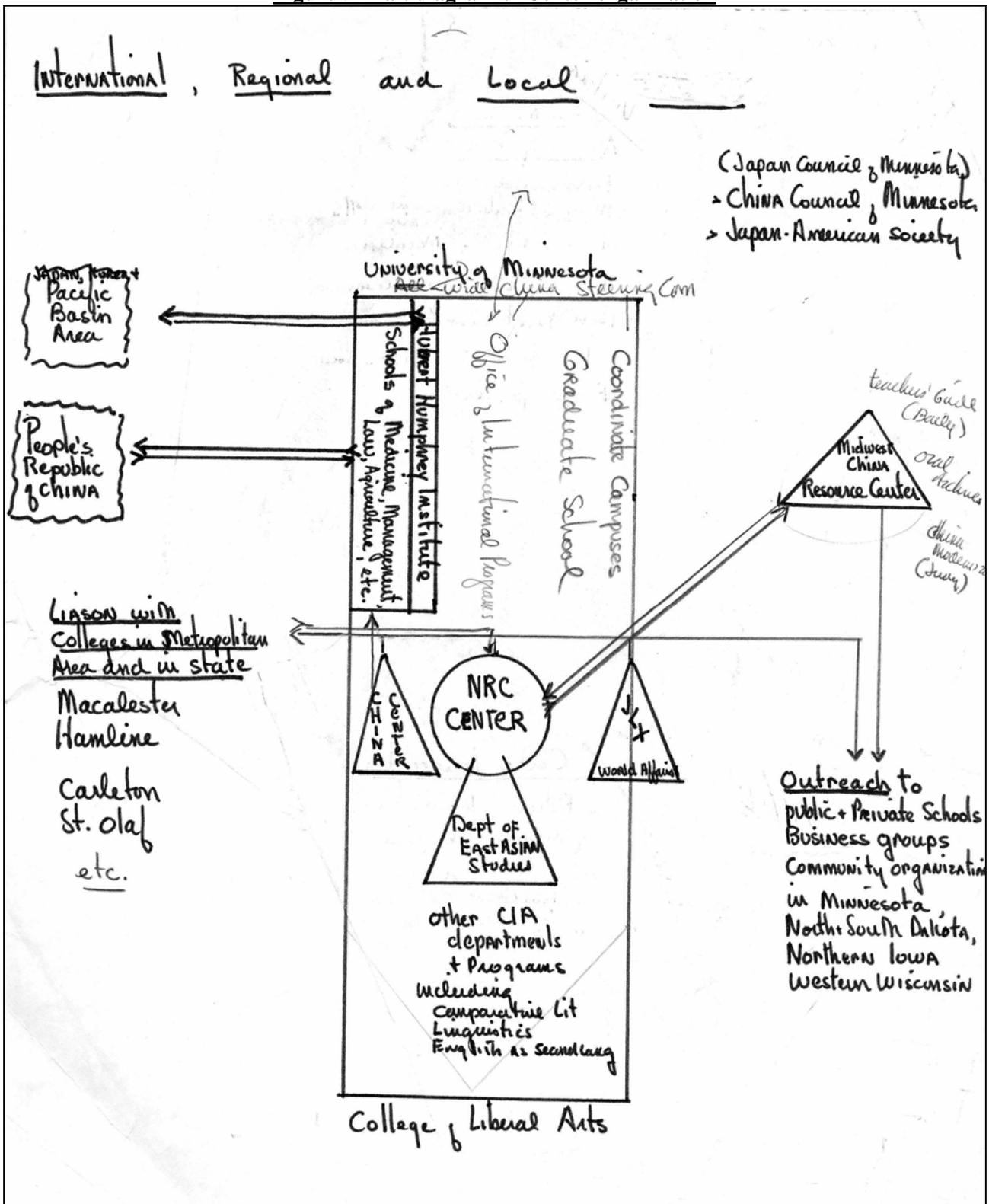
- University of California, Berkeley (joint with Stanford)
- Columbia University
- Cornell University
- Harvard University
- University of Hawaii
- University of Illinois
- Indiana University
- University of Kansas
- University of Michigan
- Ohio State University
- University of Pittsburgh
- Princeton University
- Stanford University (joint with University of California)
- University of Virginia
- University of Washington
- Yale University

Moreover, Minnesota had never been able to win more than a few FLAS graduate fellowships because most went to institutions with a Center.

In 1982 we submitted a new proposal stressing our various reforms within the framework of the new EAS Department and our plans for cooperation with the other institutions and organizations in Minnesota. The following very crude diagram was my early attempt to visualize the framework of that cooperation:

^A In 1983-84 the University of Pittsburgh and Princeton were dropped, replaced by a joint center at the University of California at Los Angeles & University of Southern California and a consortium of Five Colleges in New England. We were one of seven other institutions receiving FLAS Fellowships only. Ironically, when the directors of these centers gathered in Washington, they met jointly with those of us who had received only fellowships -- not a full center -- they selected me to chair their meetings for the next two years! Apparently they didn't trust each other enough to select one of their own.

Figure 5 Draft diagram of Center organization



Our application for a National Resource Center funded by the Federal government called for an advisory board with members from the various local organizations and

institutions of higher education, including faculty members from the private colleges of the Twin Cities and Northfield.^A

Relations With the Outside Community

In the years immediately following the establishment of the new Department, we made a number of initiatives to strengthen our existing and create new links the off-campus community. The following 1983 memo from one of the staff of the College neatly summarizes some of those existing as well as potential links.

^A These included Jerry Fisher from Macalester, Richard Kagan from Hamline, Roy Grow from Carleton, and Richard Bodman from St. Olaf College.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

College of Liberal Arts
215 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455

February 22, 1983

MEMORANDUM

TO: Roger Benjamin
Byron Marshall

FROM: Tom Trow

In the interest of presenting the University of Minnesota and the Twin Cities community as an appropriate backdrop to the acquisition of the Mary and Jackson Burke Collection of Japanese Art by the Minneapolis Institute of Arts, a proposal should contain a discussion of the following elements:

- the University's commitment to Japanese studies, and a brief overview of courses, faculty and library resources which involve Japan (with reference to an appendix listing)
- the University's involvements with Japan: faculty-student exchanges with Niigata and Keio Universities, the \$1 million gift from the Japanese government to the Humphrey Institute
- other UM international programs and centers that interact with Japan (referring to an appendix with descriptions, c.f. the Marshall proposal)
- appropriate faculty and class offerings at other regional institutions, especially those of the ACTC--but including Wisconsin, etc.
- the members of the Japan Business Circle--3M, Honeywell, Control Data, Pillsbury
- the leadership role of the Twin Cities in the field of high technology, and the interest in this area exhibited by Japanese commerce
- the appropriateness of a center for Japanese Studies at the University, given the context of the above

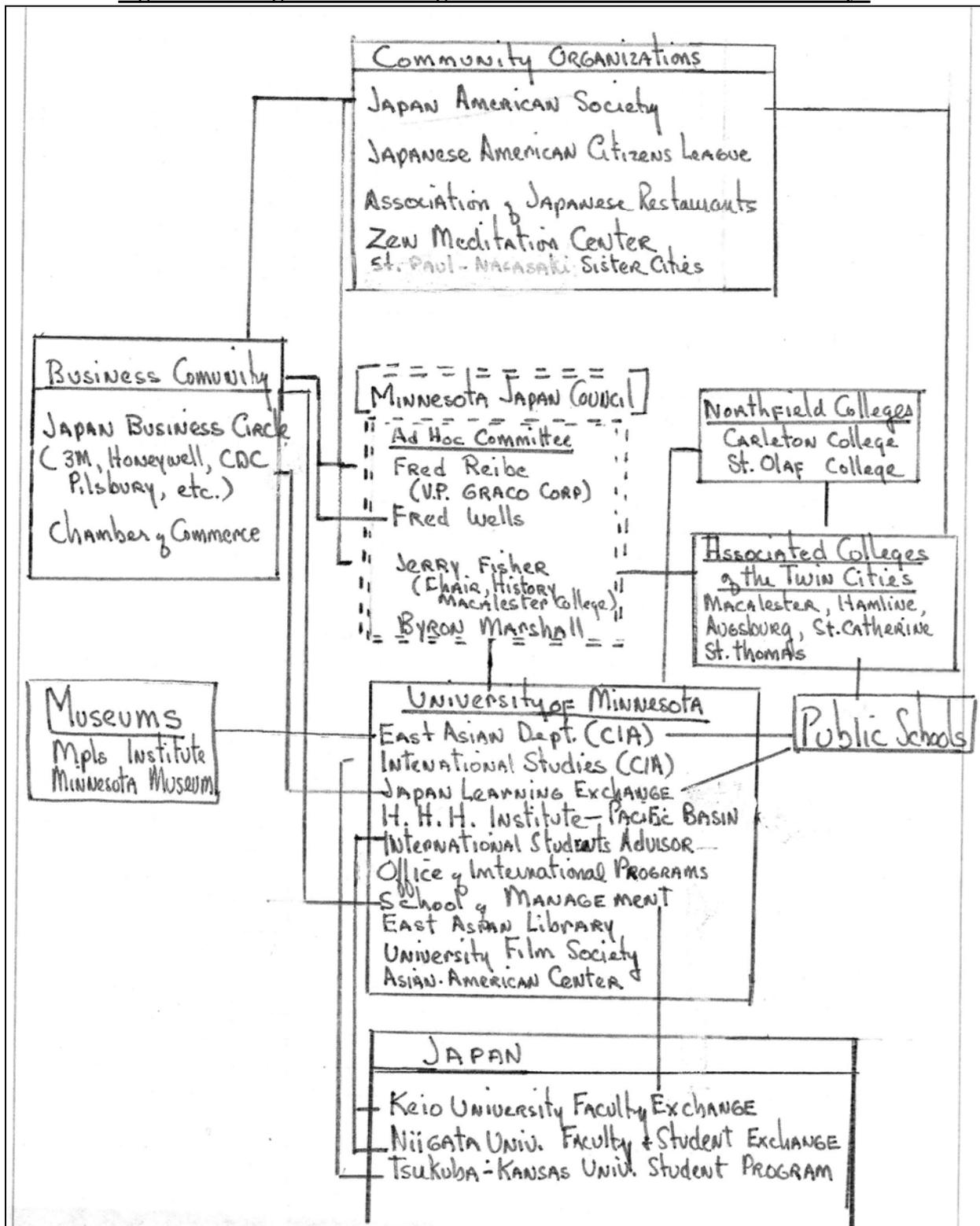
Memo to Roger Benjamin and Byron Marshall

Page 2

- the absence of sufficient cultural and artistic aspects, in spite of the MIA and Hill collections
- the MIA collections: Gale, Pillsbury, etc.; as a complement to the Burke Collection (exhibited here in 1977), which nicely fills a large gap in Japanese art in this region
- the significance of the mutual interchange between the Burke Collection/MIA and the Center for Japanese Studies:
 - curator as a UM/CLA faculty member
 - collection as a research and teaching tool (with constant partial display at MIA, or separate wing)
- the value of CLA's contribution of the faculty member; consideration of an endowed chair in the Center for Japanese Studies
- the likelihood of receiving matching funds from the government of Japan
- the potential for tangential relationships with other institutions, influenced by the collection; e.g., a film series or film collection at the Walker, etc.
- the potential role of the Burke Collection as a resource and inspiration to existing educational, cultural and business spheres in the Twin Cities

Here is a crude draft of an attempt to diagram these and other ties for the Japan component of our programs:

Fig. 7 Draft Diagram Of Existing And Potential Ties With The Community^A



^A Within the dotted lines was a new council we proposed to fund from federal grants.

The following summarizes the results of our 1982 proposal:

	<p>UNIVERSITY OF MINNESOTA TWIN CITIES</p>	<p>East Asian Studies 113 Folwell Hall 9 Pleasant Street S.E. Minneapolis, Minnesota 55455 (612) 373-2564</p>
		<p>March 18, 1983</p>
<p>To: EAS Colleagues From: Byron Marshall <i>(BAM)</i> Re: Federal Grant Proposal</p>		
<p>We have finally had word from Washington and the news is mixed: 1) we ranked 20th in the nation among East Asian center proposals (higher than many CLA departments in recent national surveys), but they are funding only 16 for the next two years; 2) We did, however, receive two academic year fellowships and two 1984 Summer grants for Nankai. 3) The two academic year fellowships are down from 2½. The explanation is that all programs lost something.</p>		
<p>We will not have formal copies of the Reviewers' comments for several weeks, but my telephone conversations with program officers indicate that our Center proposal failed to compete successfully with the top 16 because of a) relative shortage of faculty; b) therefore weakness in the curriculum; and c) inadequate library resources.</p>		
<p>I am sure you share my disappointment that we did not receive Center status or atleast increase our allotment of fellowships. We can, however, count ourselves fortunate that we have lost only what we did given the general reduction of federal funding.</p>		

Although we were again awarded funds for graduate fellowships, National Resource Center status continued to elude us. We were, to put it most succinctly, in a Catch-22: the Department of Education made it abundantly clear that it would not fund us until the University demonstrated a stronger commitment, and the University was unwilling to commit to more support unless we could attract external funding.

Japan-U.S. Friendship Commission Proposal

As part of our effort to "improve public affairs programming on Japanese society and culture", we also joined with others in submitting a proposal for a 3-year grant totaling \$103,000 to:



UNIVERSITY OF MINNESOTA
TWIN CITIES

East Asian Studies
113 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2564

June 13, 1983

Dear Friends:

We are writing to seek your support for a proposal soon to be submitted to the Japan-United States Friendship Commission with the intent of joining those American communities which have used JUSFC funding to improve public affairs programming on Japanese society and culture.

If the proposal is successful, it would make possible the hiring of a Community Coordinator -- a full-time person to aid the many Twin Cities groups already committed to Japan-related activities. The function of such a person would be to assist us in planning and publicizing events, pooling resources wherever desirable, and raising new funds to provide for programs not now available. The purpose is not to discourage the diversity that has stimulated successful activities in the past -- individual groups should, of course, continue to pursue independently those goals that best serve their own interests -- but rather to improve communication between us and make possible voluntary cooperation to better serve the needs of our community as a whole.

The Friendship Commission is funded jointly by the governments of Japan and the U.S. and if this proposal is to receive favorable consideration it is essential that it be made aware of the broad base of support for Japan-related activities among people such as yourself. We are therefore asking that you send us a brief letter indicating your views (by June 25 if at all possible) for forwarding to the Commission.

We have already discussed this in general with many of you over the last year, although we have not yet had the opportunity to reach all of you personally (precisely because of the lack of a full-time person to aid in such communication). If you have questions or suggestions, please do call one of us.

Thank you,

Byron Marshall
for the Ad Hoc Committee
on the JUSFC Proposal

Jerry Fisher, Macalester College
Frederick Riebe, Japan-American Society
Yasuo (Joe) Satoh, Japan Airlines Inc.
Frederick Wells, Minnesota Asian Council

/jll

We did not win that grant, but we were included the following year in a four campus Midwest tour of the JUSFC-sponsored "Japan Traveling Scholars" in which distinguished Japanese speakers gave presentations to the selected members of the public. We invited a large number of Minnesota college and secondary teachers to three days of panel discussions, in some cases subsidizing travel expenses. A total of twenty-nine participated, coming from as far away as Bemidji. There were also events held in conjunction with the Japan-American Society, Macalester College, the Midwest China Center, and the Minneapolis Institute of Arts as well as the public lectures given by the Japanese guests.

Fig. 9 Schedule for Traveling Scholars at Japan American Society of Minnesota

JAPAN AMERICA SOCIETY OF MINNESOTA

DINNER MEETING
WITH
TRAVELING SCHOLARS FROM JAPAN

三 ネ ソ タ 日 米 協 會	Friday, April 13, 1984 6:00 P.M. Sheraton-Midway Hotel I-94 and Hamline Ave. St. Paul, Minnesota	"THE NAKASONE GOVERNMENT AND U.S. - JAPAN RELATIONS"	Dr. Kan Ori, Professor of Political Science, Sophia University, Tokyo, Japan
--------------------------------------	--	--	--

Dr. Ori, born in Tokyo in 1933, received his Ph.D. in political science from the University of Indiana. He has written on a number of subjects in English language publications. Among them include: "Some Aspects of Political Party Institutionalization in Japan;" "Anti-Japanese Land Law Controversy in California;" "A New Perspective on the Japanese Higher Civil Service: An Empirical Study of its Prestige;" "Electoral Support Bases of Postwar Japanese Foreign Policy;" "Japanese Public Opinion and Sino-Japanese Relations;" and "Postwar Trends in Japan." He is intimately acquainted with some members of the Nakasone Government and he will provide insights on potential policy changes as they affect U.S. - Japan relations.

Other members of the Traveling Scholars Group who will attend the dinner are: Professor Koza Sasaki, Professor of Art History at the Waseda University, who is a specialist in the Edo Period - particularly Nanga painting - and who is a former Visiting Professor at the University of Michigan and University of California at Berkeley; and Professor Hideaki Okamoto, Professor of Management at Hosei University, who is a former Visiting Professor at the University of London. For information on their speaking engagements on April 13, call Jane Koons on (612) 641-3233.

This dinner meeting is presented in cooperation with U.S.-Japan Friendship Commission; East Asian Department of University of Minnesota; Japan Program of Macalester College and the Midwest China Resource Center.

Associated Colleges of the Twin Cities

In 1984 we joined with the Associated Colleges of the Twin Cities (ACTC)-Augsburg, Hamline, Macalester, St. Thomas, and St. Catherine - in submitting to the Northwest Area Foundation in St. Paul a proposal for funding a three-year Visiting Fellowship. This aimed to "address the problem of an imbalance of faculty resources in East Asian Studies that is characterized by a concentration in the humanities and an under representation in the social sciences" by supporting a social scientist to teach

advanced courses on East Asia and do outreach in the community. This proposal was backed by the Hubert Humphrey Institute of Public Affairs, founded in part with a million dollar gift from the Japanese government but never very helpful with our concerns.

PROPOSAL FOR:

VISITING FELLOW IN EAST ASIAN STUDIES

SUBMITTED BY:

Nicholas Hayes
Executive Director
Associated Colleges of the Twin Cities
2004 Randolph Avenue
St. Paul, MN 55105
(612) 690-6772

ON BEHALF OF:

East Asian Studies Program
Associated Colleges of the Twin Cities
Richard Kagan, Coordinator
Hamline University
St. Paul, MN 55104
(612) 641-2433

Department of East Asian Studies
University of Minnesota
Byron Marshall, Chair
113 Folwell
9 Pleasant Street S.E.
Minneapolis, MN 55455
(612) 376-9939

Hubert H. Humphrey Institute of Public Affairs/
Pacific Basin Project
University of Minnesota
Harlan Cleveland, Director
909 Social Sciences
267 19th Avenue South
Minneapolis, MN 55455
(612) 373-2653

In 1985 we again joined with the ACTC in seeking funds from the Northwest Area Foundation, this time for a Critical Language Resource Center that would emphasize computer-assisted-language instruction:

PROPOSAL FOR
CRITICAL LANGUAGES RESOURCE CENTER
 PHASE I

SUBMITTED BY:
 ASSOCIATED COLLEGES OF THE TWIN CITIES
 AND
 UNIVERSITY OF MINNESOTA, TWIN CITIES

CONTACT PERSONS:

Dr. Nicholas Hayes
 Executive Director
 Associated Colleges of the
 Twin Cities
 2004 Randolph Avenue
 St. Paul, Minnesota 55105
 (612) 690-6772

Dr. Thomas Noonan
 Chair, Department of Russian
 and East European Studies
 University of Minnesota
 Minneapolis, Minnesota 55455
 (612) 373-5079

Objective of Consultation

The faculty members in East Asian Studies and Russian Studies at the University of Minnesota and the five Associated Colleges of the Twin Cities would like to establish a Critical Languages Resource Center whose purpose will be to develop computer-assisted language courses in Chinese, Russian, and Japanese at all six institutions.

The development of such courses is essential for several reasons:

- 1) there is a national need to expand instruction in these critical languages,
- 2) limited financial resources prevent our already understaffed programs from meeting this need with additional faculty, and
- 3) we must also develop ways of teaching languages more effectively and better motivating students.

To address these challenges, we propose a cooperative strategy that combines a common core of computer-assisted courses in Russian, Japanese, and Chinese with a system for networking our computer facilities. This proposal would provide the most cost efficient method for the concerned faculty at six institutions to address a common problem. We thus seek the advice of consultants on two major issues:

- 1) how can computer facilities at our six institutions best be linked for instruction in these languages, and
- 2) how can our faculty adopt existing computer-assisted course materials and develop new materials in such a way that the program is brought to the state-of-the-art today and is capable of responding appropriately to trends in the future of computer-assisted language study.

Although this impressed our College administration of the seriousness of our attempts both the raise funds and to break down the walls between the University and the private colleges of the area, neither of our proposals were funded.

The Minnesota Institute of Art

There is yet another way in which we sought to raise the consciousness about Japan – a bid to house the Mary and Jackson Burke Collection of Japanese Art in Minneapolis.

The Burke Collection was rich trove – some years later when it was the subject of an exhibit at the Metropolitan Museum in New York, it was described as “the largest and most encompassing private collection of Japanese art outside Japan,” and the Museum Director, Philippe de Montebello commented,

“The collection of Mary Griggs Burke has long been recognized as one of the finest assemblages of Japanese art in private hands, . . . It is the only American collection ever to be shown at the Tokyo National Museum, a testament to Mrs. Burke's sensitivity to and appreciation of Japanese aesthetics. From the astonishing early ceramics to painted 17th-century ukiyo-e evocations of urban life, these works span vividly the remarkable history of one of the world's great cultures.”¹

The College and the Minnesota Institute of Art (MIA) were intent on bringing it to Minneapolis where Mrs. Burke had family roots.^A Benjamin had enlisted the aid of Pierce Butler, the scion of another influential Minnesota family, and solicited a letter from Ed Spencer, the CEO of Honeywell Inc. and a member of the bi-national committee so-called “wise men” who worked to improve American-Japan relations. Unfortunately in the midst of our negotiations, Roger Benjamin left Minnesota. We wrote the following to Mrs. Burke in an attempt to assure her we were still eager to have the collection housed in Minneapolis:

^A She was the heiress of the Griggs and Livingston families who had made fortunes in St. Paul in the late 19th century and the Mary Livingston Griggs and Mary Griggs Burke Foundation in St. Paul has long been one of the state's major grant-givers.



UNIVERSITY OF MINNESOTA
TWIN CITIES

East Asian Studies
113 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455
(612) 373-2564

December 5, 1983

Mrs. Jackson Burke
3 East 77th Street
New York, New York 10012

Dear Mrs. Burke:

I am writing to reassure you, should you have any doubts, that our interest in the potential of the Burke Collection has not in the least diminished despite the loss of Roger Benjamin to somewhat warmer climes.

I had the privilege of participating in the symposia held in conjunction with the Burke exhibition some years ago at the Minneapolis Institute of Arts. My early training was in Japanese literature at Stanford and, of course, I was deeply impressed by the aesthetic quality of what I saw; but as a convert to the discipline of History, I was also appreciative of the exhibition's potential as social documentation — i.e., as the visual expression of a multifaceted culture — and therefore its value as a teaching and research resource for a variety of disciplines. Thus I have shared the concern of my colleagues in Art History that such a collection be accessible to a university committed to Japanese Studies.

Both Roger and Pierce Butler have assured me that you are already aware of the growth of our Japanese programs in recent years. I can report, however, that we are now in the process of hiring a fourth specialist in Japanese Literature to join us in the Fall of 1984, moving ahead by a year the original schedule for adding that position. We take this as further evidence of the awareness on the part of this university of the importance of Japanese humanities in our curriculum.

If I can provide any other information about the plans or prospects of our Japanese programs on campus, I would be pleased to do so.

Yours sincerely,

Byron K. Marshall
Professor and Chairman

BK:srs

cc: Andrew Pekarik
Dean Lukerman

Tom Thow

In the end our efforts to bring the collection intact to Minnesota failed.^A Burke decided to build a “mini-museum” in Manhattan during her lifetime and eventually “A major proportion of The Mary Griggs Burke Collection of Japanese Art has been promised to The Metropolitan Museum of Art, with significant gifts also to be made to the Minneapolis Institute of Arts in Minnesota.”^B

Obstacles to Further Progress

Our efforts during our first year had some positive results. By November 1982 the College reversed itself on the threat to shrink our faculty:

Fig. 13 *Minnesota Daily* article, November 11, 1982 p.5

The college's Budget Advisory Committee (BAC) Tuesday recommended that the philosophy and economics departments each receive a faculty member and that priority be given to the requests from East Asian studies, psychology, and South and South-west Asian studies. But the priority recommendations are not binding. The committee next Tuesday will submit final recommendations to CLA Dean Fred Lukermann for approval. Fifteen departments have filed emergency applications for faculty, and only four or five will get them.

^A Some think was in part due the lobbying effort of Mrs. Burke's daughter, an Art Historian who lived in New York and wanted the collection on the East Coast. Burke did not entirely forsake the MIA, however; her foundation continued to help fund Japanese exhibits there;

<http://www.artsmia.org/exhibitions/details.cfm?EV_ID=98;
<<http://www.kaleden.com/articles/978.html>>

^B Thomas Hoving, the former Director of the Museum, wrote in 2002, “Years ago I looked at Mary Griggs Burke and her late husband Jackson as a pair of class-act will-danglers. Before they would even hint at giving to the Metropolitan Museum anything from their immense and dazzling Japanese collection, I -- and the trustees -- had to prove we really wanted to build up the Oriental collection and especially the Japanese part of it.”

<http://www.artnet.com/Magazine/features/hoving/hoving4-14-00.asp>

Our claim for a Modern Japanese Literature specialist was finally acknowledged, although as the following memo details, it took some creative juggling of budgets on our part:

October 25, 1983

To: Dean Craig Swan
College of Liberal Arts

From: Byron Marshall

I am writing with regard to the 20th Century Japanese Literature position, which was authorized for permanent funding for 1985-86 with the provision for moving up the appointment to 1984-85 if soft monies were available. We now seek authorization for a search with the following understanding:

- 1) those soft monies can now be generated from Prof. Matsumoto's line since she wishes to teach only 2 quarters per year beginning in 1984-85 for the remainder of her tenure (she is willing to sign a binding agreement to that effect);
- 2) these arrangements would be entered into without prejudice to future departmental request for a replacement for Prof. Matsumoto upon her full retirement, whenever that might be.
- 3) this would be is a national search for someone at the beginning assistant professor level who would receive a tenure track appointment immediately upon hiring (i. e., the soft monies arrangement are for 1984-85 only and do not affect the nature of the appointment).

We would appreciate an early formal reply so that we can convene the search committee and file the necessary forms for approval by the University.

Thank you,

Most importantly, Dean Lukermann continued to be sympathetic to our needs. Nevertheless, it remained clear that our continued existence, however, still depended on continued progress with our ongoing reforms, and that progress could only be accomplished if we could overcome some major obstacles.

The main obstacles we faced were often not the creation of outside detractors but of those within. We had, of course, expected some resistance to change from the members of the old EALL unit. The atmosphere was tense at the first department chaired in September 1981, as was indicated in the somewhat melodramatic tone of the opening remarks in the memo drafted in anticipation:^A

^A The new faculty mentioned were Victoria Cass and Ted Hutters in Chinese Literature and Wes Jacobsen in Japanese linguistics.

LET me make a few preliminary comments "off the record."

IF THIS TIME LAST YEAR it had been suggested that I would be chairing this meeting today, I would have reacted with great surprise ~~but~~ very little enthusiasm. Most of you, I am sure, would have shared my reactions (perhaps some still do).

HOWEVER, THE ISSUE is no longer whether we can maintain the status quo, BUT how best to make the changes that have been mandated by the College.

LET ME ASSURE YOU, I believe our language and literature programs have many great strengths and that you, its faculty, have great potential ~~for~~ the future. *I am particularly pleased to see Vicky, Ted + Wesley join us.*

THUS I am conscious that it is an honor to ~~sit~~ in this chair, and I SHALL ATTEMPT to play my part with AS MUCH ENERGY, PROFESSIONALISM, AND -- particularly where personnel matters are involved -- WITH AS MUCH FAIRNESS AS I AM CAPABLE OF.,

I cannot ask any more ^{or less} than that from you.

One of the senior Chinese faculty was opposed to "outsiders" taking over the administration of the East Asian Studies programs and eventually it became clear she bitterly resented the fact that Farmer, Poor, Taylor and Marshall were able to persuade a majority of the faculty to undertake fundamental reforms.^A Despite the fact that there was only one negative vote when Marshall asked for a referendum on the Dean's appointment as Chair,^B and despite the fact that the faculty overwhelmingly approved our new Department Constitution, she managed to find one or two others to support her objections to most of the reforms we were proposing. Moreover, she had friends in the central administration who could occasionally be troublesome to our attempt to strengthen our ties with Nankai University in China.

Surprisingly, one of the older faculty was a man who turned out to be an ally in most reforms – Prof. Edward Copeland. When Prof. Copeland died in 1992, there was quite a large turnout at his funeral and the Minneapolis paper printed the following obituary:

^A She had been on leave in China when this crisis broke out but Marshall had made a point of meeting with her in Beijing during his brief stay in the Fall of 1981 in order to explain our motives. At that time, she seem to say she would be pragmatic about needed changes.

^B The vote was by secret ballot so we can only assume the one negative vote was by the same person. Marshall was elected to a second term unanimously three years later.

4B w

Monday/April 20/1992/Star Tribune

Obituaries

Edward Copeland, professor of Japanese, dies after stroke

Edward M. Copeland, 66, a professor of Japanese at the University of Minnesota for 33 years, died of complications from a stroke Friday at St. Paul-Ramsey Medical Center in St. Paul.

Copeland, of Minneapolis, was born in Los Angeles and was graduated from high school in Oakland, Calif. He was in the Army during World War II. After the war, he attended the University of California at Berkeley, but had to quit after he was diagnosed as having tuberculosis. Seven years later he completed a bachelor's degree and master's degree in Oriental languages there.

He joined the staff of the Department of East Asian Languages and Literatures at the University of Minnesota in 1957. He was the chairman of the department from 1966 to 1972 and from 1990 to 1991, and was director of graduate studies and the Summer

Far Eastern Language Institute of the Big Ten universities. He retired in January.

His major research interests were early Japanese poetry, especially the "Myriad Leaves Collection" (Manyōshū) of the early eighth century, and fiction from the Meiji Era (late 19th to early 20th century). Many of his papers were read at national meetings of the American Oriental Society and the Association for Asian Studies.

"His quiet, understated humor and high professional and moral standards, but especially his deep, personal concern for his students, will be sorely missed and long remembered," said Chun-Jo Liu, a professor and chairman of the Department of East Asian Languages and Literatures at the University of Minnesota.

Copeland taught courses in Japanese

art and cinema at the university and art classes at the Minneapolis Institute of Art and the Minihon Center in Minneapolis.

A talented artist, Copeland painted pastel and oil works and enjoyed calligraphy. He was a member of the Modern Language Association.

He is survived by his wife, Denise; two sons, Edward and David, both of Minneapolis; a daughter, Marie-Paule Goisard, of Los Angeles, and a sister, Gloria Copeland, of Inverness, Calif.

Services will be held at noon Tuesday at Washburn-McReavy Southeast Funeral Chapel, 200 Central Av. SE., Minneapolis. Visitation will be held from 4 to 8 p.m. today at the chapel.

Scholarly Production

The College Deans and the Planning Committee made frequent references to the relatively low scholarly output of the senior Language & Literature faculty. Indeed, of the five most senior professors, only one had publication record that had earned a national reputation while two had almost never published nor even participated in scholarly conferences. The following excerpt from a memo sent to me in January 1982 sums up the case for the defense:^A

^A The abbreviation "BAC" refers to the Dean's Budget Advisory Committee; for the complete memo, see APPENDICES.

I understand EAL is singled out for trimming for two reasons: (a) too expensive a teacher-student ratio, and (b) low quality. The latter judgment being based on our collective productivity. I agree our productivity does not look all that spectacular, but that does not add up to low quality.

You are in a better position to know than most of those on the BA that the production of a book in the field of Chinese or Japanese, especially when it involves close textual analysis, takes longer than in some other fields. But without making excuses, we can point to our students. They are able to hold their own against those trained at the most outstanding centers. I think the judgment was too facile and made with other than purely academic

This was in marked contrast to the great majority of those colleagues in other disciplines who were much more productive in their research on East Asian. Part of our rationale for creating the larger consolidated department was to focus attention on the productivity of this later group, thus gaining wider respectability for the East Asian enterprise as a whole. But we also needed to stimulate greater production from the Language & Literature components. Progress toward this departmental goal ultimately rested on revitalizing the faculty.

Recruitment

During the 1980s there had been little change in the makeup of the Japan Language & Literature faculty. The Japanese linguist hired in 1979 resigned and was replaced in 1980 by Wes Jacobsen, who rapidly gained national recognition for his contributions to scholarly conferences.

From 1997 U of M Japanese Language & Literature Program Review: Self-Study Report

1957	Ed Copeland LIT		
1960			
1962	Amy Matsumoto LIT		
1965			
1966		Reiko Tsukimura LIT	Owen Loveless LING
1967			Hide Shohara visiting professor LING
1968			
1969			
1970			
1971			
1972			
1973		1973 Dorothy Shibano LIT-1975	
1974			
1975			
1976			
1977			
1978			
1979		John Hinds LING-1979	
1980			
1981			
1982			
1983			
1984			left 1984
1985		Earl Jackson LIT	
1986			Wes Jacobson (1980-93) LING
1987			
1988			

On the Chinese side, there were two new young hires: Victoria Cass and Ted Hutters. Each soon made a mark -- Cass became the editor of the newsletter for the Committee of Women Asian Scholars. Hutters was widely respected for his editing of a newsletter on Modern Chinese Literature.

Because of these excellent appointments, the College administration had begun to have some respect for the scholarly achievements and potential of those in the Literature and Linguistics fields. Continuing to hire such new blood was, of course, critical to building a strong program. Yet it was in the process of hiring that "The Opposition" had the greatest potential for obstruction. They seemed to fear scholars who did not share their views or were active publishers when they were not. At one point, a Chinese woman professor persuaded the University Equal Opportunity Officer to abort a search process that was resulting in a choice she opposed. She did so by accusing me and others of favoring an experienced white woman with a proven track record over a younger woman

from China whose teaching capacities were made suspect by the fact her second language was French and her English seemed quite difficult for students to follow. Nor was credit given to the fact that two of the four existing Chinese staff were, in fact, ethnic Chinese.

Reform of the Reward System

Keeping good people depended in large part upon our reforming the way in which faculties were rewarded for teaching and publishing. The old department had no routine procedure for awarding pay raises. The old Chair had simply made annual judgments by himself and passed them on as recommendations to the Dean. This practice had not been uncommon in the University up through the 1960s, and as long as the College could grant generous “cost-of-living” increases to almost all faculty, the chances of terrible injustices were minimized.

Beginning in the 1970s, however, more and more departments had formalized the process by having a department committee examine the annual activity reports and make merit recommendations. The History Department had been among those that carried it further, making all information on salaries and the grounds for any increases open to scrutiny and discussion by all members of the department. This was in part a movement toward more openness in all of the workings of the University. Moreover, as the College -- and therefore the departments -- received diminishing sums of salary money to work with, it became critical to allot pay raises in a more defensible manner.

We therefore proposed that the East Studies Department follow the History Department pattern and elect a Merit Committee to make recommendations for a full department vote. The only salaries that we really had influence over were those of the Literature and Linguistics faculty held over from the old department. Nevertheless, it was originally proposed that a Promotion and Merit committee would be elected by the department in the way that our new constitution prescribed for all committees -- one faculty member from each of 5 categories. The senior faculty in Language and Literature fields were absolutely opposed to the proposed change. Paradoxically, they favored the old system of leaving power in the hands of the Chair, even though the Chair was an Historian tenured in another department.

Our response was for the Chair to act as a one-man committee to write very detailed annual reports on what each faculty member had accomplished in the previous year and then make concrete proposals on how the available money should be distributed among them. We then submitted those reports and proposals to the full faculty. The Opposition had blocked the taking of a formal vote on such matters, but they could not block discussion as “advice” to the Chair.

This solution seemed to please the younger faculty and went a long way toward assuring the Dean that our Department would distribute funds in such a way as to reward merit. This strengthened our argument that the Department deserved a larger share of the College’s salary funds.

Attempts to Improve the East Asian Library

Of course, scholar production is dependent on access to research materials. Thus the need to maintain the quality of the East Asian Library was a constant concern. In mid 1970s the collection of 84,000 volumes had ranked 9th among the 11 in the Midwest in

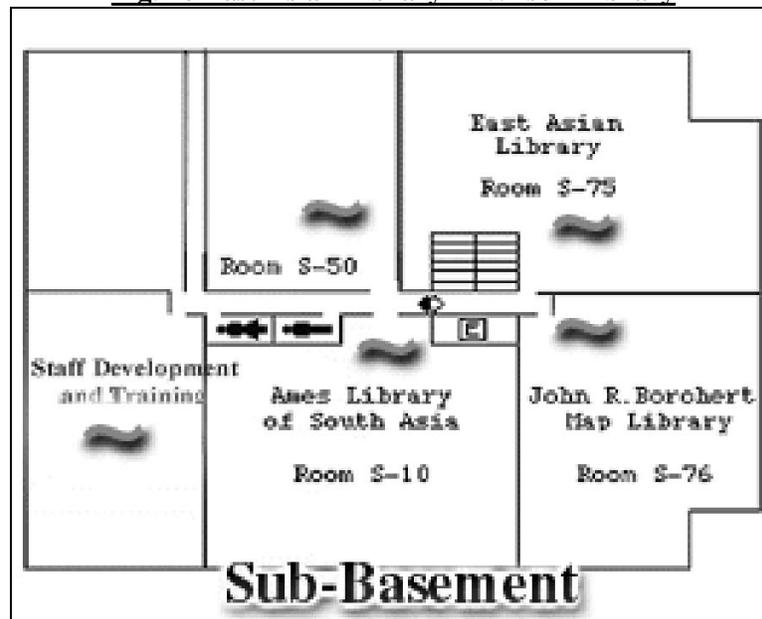
terms of size. Moreover, in the Midwest only Michigan (with 439,000) and Chicago (with 368,000) had collections to rival those on the east or west coasts.² Moreover, we were steadily losing purchasing power as the prices of Chinese and, especially, Japanese books increased faster than our acquisition budget. We were also chronically understaffed with only one full-time professional librarian although we did add a cataloguer in the 1981. This was partly due to our coordinated lobbying efforts with the University Librarian's office to impress upon it that this served faculty outside of Literature and Language.

We were also threatened with the loss of the library as a separate entity when the University Library administration proposed to merge it with other collections. Robert Poor drafted a succinct defense in December 1983:

My concern for the East Asian Collections is of a different sort. I cannot believe that we will be able to keep track of books written in Asian languages if we subscribe to general filing procedures and even though some may lump the books written in Chinese, Japanese, Hindi, etc., all together we know only too well that no single librarian can be expected to be able to handle all of the bibliographic problems involved. Thus, even the sharing of a common space is detrimental to the learning process if it also involves the sharing of a common staff which is rotated through a variety of general duties which detract from the central mission of serving

students and faculty who need help in getting to the particular books which interest them. My concerns are obvious. I realize the need for efficient planning and I would welcome some greater allocation of space to the East Asian Collections but not if the acquisition of that space called for the loss of the integrity of the collection as a unique resource of the university nor that other unique resource those dedicated and specially trained members of the staff who make these materials available to the students and faculty.

Eventually, our lobbying with the Wilson Library administration bore fruit and the East Asian collection was moved intact into a larger space.

Fig. 18 East Asian Library in Wilson Library

But the fundamental problems of staff and acquisition budget could only be addressed by winning outside funding from the Federal Government and various foundations in order not only to augment the budget but also to restore respectability in the eyes of the University Library administration.

EALL also ranked low in number of undergraduate majors and graduate degree candidates.³ Renovating our curriculum was key to increasing our enrollments and thereby reducing the cost-per-student ratio and preventing a reduction in faculty.

Teaching Assistants

Much of the work in First Year Chinese and Japanese language classes was done by Teaching Assistants. These graduate students were a combination of American and foreign students. Prior to the early 1980s the training of these TAs was largely a matter of learning on the job as apprentices. In order to improve these courses there was a need to make this training become more formal and systematic. Fortunately, the College adopted a new policy that gave us a framework to implement reforms.

II. Training of Student Teachers

The Department of East Asian Languages implements the Senate recommendations on the training of student teachers in the following departmental policies:

1. The department gives priority to applicants who have taken courses in the linguistic structure of the language in which he wishes to be a Teaching Assistant.
2. T.A. applicants are encouraged to attend classes on foreign language teaching (given in the program in English as a Second Language and in the School of Education).
3. A workshop will be conducted by the faculty in charge in the Spring for new, prospective T.A.'s for the coming year. This will consist of: (1) a description of the objectives and procedures of the courses; (2) actual classroom visits by the prospective T.A. to the classes he/she will teach the following year; (3) after the visits the prospective T.A. will hold further discussions with the faculty in charge to determine the most effective approaches the T.A. should adopt.
4. As part of the faculty evaluation procedure, the student teachers will be asked to submit student evaluation forms and a self-evaluation report.
5. Faculty in charge of the courses are asked to make recommendations to the student teacher on the basis of the evaluative data.

Nevertheless, there remained two central issues. One was a constant tension between the need to use Teaching Assistantships as a means of supporting our own graduate students – the majority of whom were literature majors -- and the understandable desire of the faculty responsible for the language courses to use native speakers regardless of whether they were majors in our Department. Secondly, there was the perennial issue, familiar in all departments regardless of discipline, of who made the choice – the instructor in charge of the course or the Department as a whole.

We attempted to resolve the latter issue by having the Graduate Committee make nominations for appointments to the Department as a whole, as this memo illustrates:

Fig. 20 Memo to the EAS Graduate Committee, March 1983

I am therefore asking you, in accordance with our Standing Procedures, to identify candidates and alternates for (1) FLAS Fellowships; (2) TAs (finalists to be selected in consultation with First & Second Year Language staff); and (3) a 25% Administrative Assistant (finalist to be selected in consultation with Director of Undergraduate Studies). We can then place the list before the full department for ratification.

STANDARD PROCEDURES FOR THE SELECTION OF TEACHING ASSISTANTS

I Teaching Assistants in 1st or 2nd year Language Sequences

- A. There shall be separate screening committees for Japanese and Chinese, each to consist of 4 members: the Director of Graduate Studies as Chair; the instructors of the 1st and 2nd year sequences; one additional faculty with a specialty other than language/literature.
- B. Each Screening Committee shall meet before the beginning of Spring Quarter to rank order all applicants on the bases of there teaching ability and the quality of their work as students demonstrated by
 1. faculty and student evaluations of previous teaching performance, if any;
 2. letters from advisors and other faculty assessing progress toward degree;
 3. in the case of new students, an evaluation of potential by Graduate Committee.
- C. Eligible candidates may include graduate students in this department or other departments but preference shall be given to those with teaching experience

In all other regards, the Screening Committees shall follow the University guidelines pertaining to Equal Opportunity and Affirmative Action.

- D. The Screening Committees shall report to the full department for ratification and all applicants shall receive tentative notification immediately following departmental action, final appointments to be made as soon as firm budget allocations are possible.

II. Teaching Assistants in Courses other than Above:

As above except that the Graduate Committee and the relevant course instructor shall act as a Screening Committee whenever it has been ascertained that funding is possible.

III. Replacements due to resignation or other extraordinary circumstances:

Whenever time or circumstances do not permit the use of normal procedures, the Chair of the Department, the Director of Graduate Studies and instructors of the relevant course shall constitute an ad hoc committee to appoint for no more than one quarter.

This did not, of course, resolve the first dilemma but at least assured a wider discussion.^A

Curriculum Reform

Curriculum reform is always one of the potentially most threatening of all changes because it involves all three of the most sensitive areas in academe. First, it involves an individual's workload. Some courses and some teaching methods call for more hours of preparation. By definition new courses not previously taught take time to plan and

^A Unfortunately, some years later a major struggle broke out over these issues and the system was altered. But since this took place after Marshall's tenure as Chair, is not treat here.

develop. Secondly, some types of courses are simply more intellectually stimulating to teach than others. Faculty as a rule prefer to teach courses in their research specialty regardless of whether there is any student demand. Lastly, any shift in curriculum raises ideological concerns, not only because such shifts may represent changes in priorities – giving greater importance to some than to others – but also because the content may be subject to contention for a variety of reasons.

Ideology and Romanization systems

One of the best examples of ideological contention came in the conflict over writing systems. Because of the great difficulty for beginning students to simultaneously learn Chinese characters and conversation, textbooks began by writing Chinese sounds in the Roman alphabet. But the issue was which Romanization system to use in these basic Chinese language courses – the *pinyin* system of the People’s Republic of China or the modified *Wade-Giles* system favored by those in the West who opposed the Chinese Communist regime.^A By the 1980s, American publishers (including the prestigious *New York Times*) had accepted the *pinyin* system although those in Taiwan continued to shun it. There were first year textbooks available in either system but the political disposition among senior professors had meant that *pinyin* was unacceptable.

We argued that politics had to give way to pedagogical considerations. We were preparing our first-year students to use the materials available at the second year. These needed to be in *pinyin* if for no other reason than we were involved in a program of study abroad at Nankai University in the People’s Republic, where *pinyin* was used.^B To have students suddenly shift romanization systems in mid-stream was to place yet another serious obstacle in a language-learning experience that already demanded far more than that demanded of Western European language students.

Field priorities

There were other issues. In the 1997 Review, some of the faculty falsely alleged that under our leadership in the Department of

East Asian Studies the development of the Chinese program was made to conform to the dictates of the Chinese historians whose interests were focussed on the period of the Ming dynasty. Although it is generally recognized that Ming was an era in which Chinese vernacular fiction flourished and reached maturity, the latter represents only one of the many genres in Chinese literature. For a Chinese language and literature program, either in curriculum or in research, to focus only on Ming vernacular fiction, would not do justice to the rich stores of Chinese literature. The appointments made in the first half of the 80’s certainly reflected the bias noted

The reference was clearly to Ted Farmer and Romeyn Taylor as Ming Historians. Yet those two had also been in the forefront of the move to hire Ted Hutters, an outstanding

^A One extreme example of this was the insistence by anti-Communist on the old designation of the “Peking” while the *pinyin* system used “Beijing”.

^B Somewhat surprisingly hostility toward the People’s Republic was occasionally evident in the attitude of the senior professor who had been so instrumental in creating our language program at Nankai. Once during a dispute among our staff on some aspect of our negotiations with the Nankai administration, she exploded by saying “But they’re Communists!”

young modernist, and to give him major responsibilities for key parts of the program. Even the 1997 Review acknowledged that Hutters was not a Ming specialist and begrudgingly admitted this was progress.

A fifth position, in addition to those held by Mather, Liu, Wang and Cass, was created with the appointment of Theodore Hutters, who studies modern Chinese literature. It would appear then even though saddled with an academically undesirable structure, the Chinese program in the first half of the 1980's had in fact advanced slightly toward greater stability.

Moreover, under Ted Farmer's chairmanship in the late 1980s, Emeritus Professor Richard Mather was brought out of retirement to teach his specialty – Ancient Chinese Literature.

Course Assignments

Reassigning courses among the faculty was also a contentious affair. There were questions of teaching loads to be weighed against the strengths and weakness of individual faculty members. First-year language instruction could be quite tedious, particularly for those whose specialty was Literature not Linguistics. On the other hand, at least the teacher in charge was credited with more student hours than those in upper-level courses and seminars. Moreover, provided there were Teaching Assistants to handle much of the drill and exam grading, lower level language courses were not necessarily shunned by everyone. But not every one was equally suited to introductory language instruction.

In the case of Japanese, we had gifted language teachers but simply too few staff to cover the curriculum as a whole. This problem is illustrated in a memo sent to Prof. Copeland regarding his teaching load:



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of East Asian Languages
321 Folwell Hall
9 Pleasant Street S.E.
Minneapolis, Minnesota 55455

August 20, 1981

To: Ed Copeland
Fr: Byron
Re: the attached syllabi

I have been doing some early thinking about 1982-83 and because you mentioned the other day your plans to revise the Literature in Translation Courses, let me share some tentative thoughts for your comment before these matters come up for discussion in the Consolidation Committee or Department meetings.

I have been assuming the following:

- 1) both the Literature and the Cultural History sequences should be offered as regularly as possible as an integral part of our program, especially in light of the opportunities for truly respectable enrollments afforded by the new CIA World Studies and the Business School requirements;
- 2) our courseload can be kept at five basic courses plus whatever "overload" work is needed, e.g., in small advanced courses, directed reading, or miscellaneous teaching;
- 3) you will continue to cover the three quarters of Third Year.

Assuming the above, the question becomes how to staff both the Literature and Cultural History courses. You are the only logical person to do at least the earlier segment of the Literature in Translation as well as the most experienced and attractive lecturer we have for the Cultural History courses. This would give you a schedule something like the following:

<u>Fall</u>		<u>Winter</u>		<u>Spring</u>
Third Year	1	Third Year 1		Third Year 1
Cultural History 1/3		Cultural History 1/3		-----
		Literature in Trans 1		

or a total of 4 2/3 courses, which is a bit on the light side. On the other hand, if you offered both quarters of the Literature in Translation, that would mean 5 2/3 courses, too heavy if you are to do any directed reading, etc.

How then to arrange an equitable courseload and at the same time utilize your skills to the fullest? Several possibilities occur to me at this point: a) you could alternate the second segment of the Literature in translation with the Modern Literature person every other year, thus giving you an average of 5 courses per year over a two year cycle; or b) another possibility is to have you teach only one quarter of Literature in Translation each year and round out your offerings by picking up the 1/2 course in East Asian Religions each year.

You may have a better solution than either of these, and it would be helpful to have your thoughts before it is necessary to begin final planning for these courses. Let's have lunch in September after you have had a well-earned rest from the Summer.

Typical of Prof. Copeland's commitment to teaching, he chose to continue to carry an overload by accepting above average numbers to student to do Directed Reading.

Ted Hutters, a literature specialist, was also gracious in his willingness to teach basic language courses as well as work on an innovative textbook in collaboration with the faculty at Nankai University in China:

Proposal for grant to complete Minnesota-Nankai joint textbook project

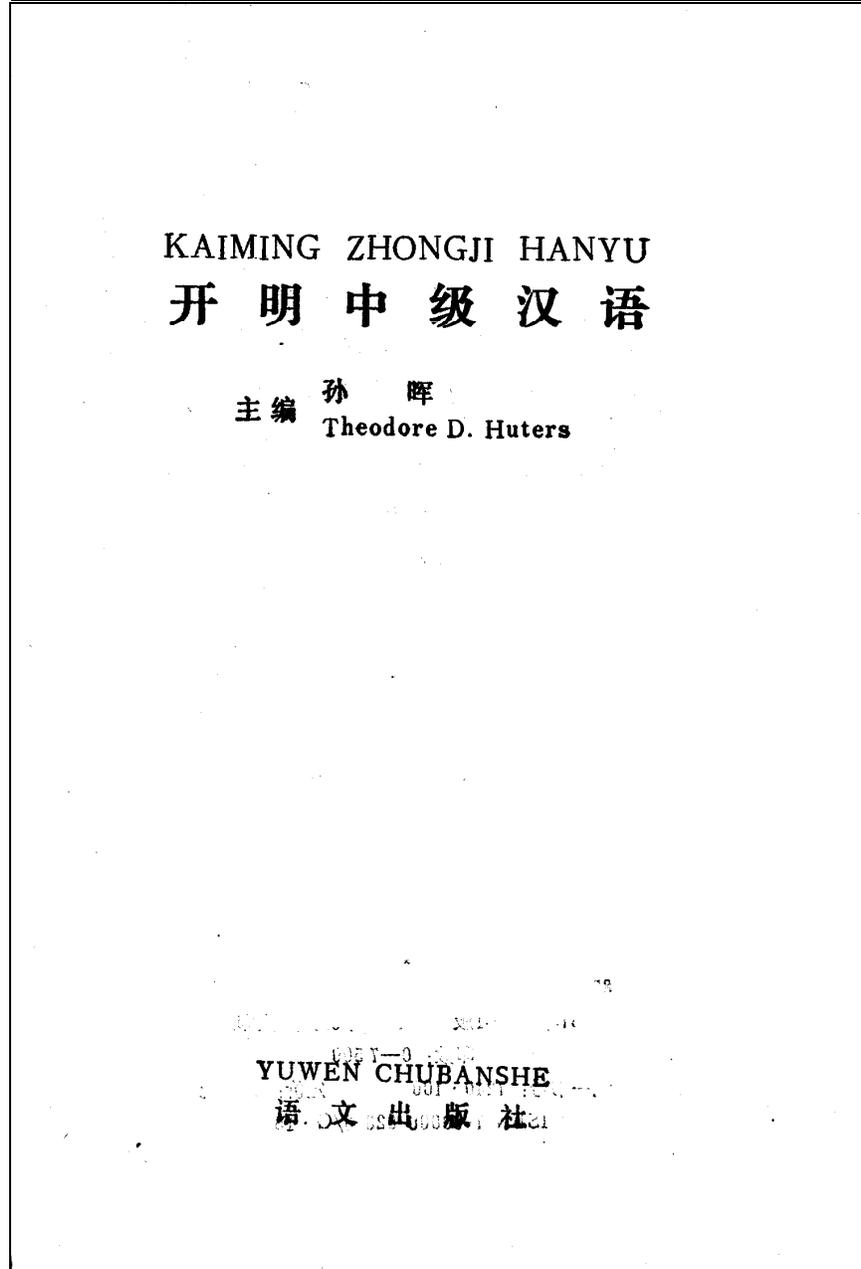
Theodore D. Hutters

None of the major texts available for intermediate Chinese are adequate to the task of teaching the conversational language. The oldest, Chinese Dialogues, is probably the best pedagogically, but its having been published in 1948 guarantees that its linguistic and social situations have long been obsolete. DeFrancis's Intermediate Chinese, published in 1964, presents a huge amount of material, but fails to focus on a practical series of common conversational situations. The widely used Chinese Reader series published in Peking in 1972 pays almost no attention to conversation at all, as the name would imply. This lack of appropriate texts has forced most Chinese programs to make do with a large variety of ad hoc materials to deal with the instruction of conversational Chinese, a situation widely recognized as being one of the main problems facing the considerable number of students who attain the intermediate level.

Professor Sun Hui, the head of instruction at the Minnesota-Nankai summer language institute in Tianjin, China (and one of the group of applied linguists from China to tour American university Chinese programs in the the spring of 1982) has addressed this need in writing his Intermediate Conversation (Zhongji kouyu). The book consists of a series of 14 lessons arranged around typical conversational situations that one might run into in China. Graded consecutively from the relatively simple to the moderately complex, the lessons contain lists of pattern sentences and ^{or three} two dialogues each, one rather short and the others longer. Vocabulary lists and some grammatical explanations are also included. The text was used with some success in the 1982 Minnesota-Nankai summer institute. Recognizing that the book fills an important gap in teaching Chinese as a foreign language both in China and abroad,

This was eventually published Kaiming Intermediate Chinese and described in the Yale University Press Far Eastern Publications Catalog as “One of the best for the intermediate level.”⁴

Fig. 23 Title page of “Kaiming Intermediate Chinese” (Beijing: 1987)



CHANGE IN CHAIRMEN

The prospects look promising as East Asian Studies entered the 1985-1986 academic year. Dean Lukermann had written me expressing his appreciation and, although the language was in some senses “boiler-plate,” it included a hefty raise that spoke volumes for his continued support:



UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Liberal Arts
215 Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455

July 26, 1985

Professor Byron Marshall
Department of East Asian Studies
113 Folwell Hall

Dear Bud:

I have made a recommendation on your salary, including a special merit increase, for 1985-86 of \$43,550 (10.54% on a B-base.) In addition, there will be an administrative augmentation of one-ninth of your B-base salary. I also enclose my staff recommendations for East Asian Studies.

I want to express my personal appreciation for your support and service to the College and University this past year. I continue to believe that we are seeing the fruits of our efforts in improved programs, and I hope that you have experienced some similar satisfaction.

Thanks again.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Fred Lukermann'.

Fred E. Lukermann
Professor & Dean

FEL/pb

But by the Spring of 1986 we came to realize that the Associate Dean who had replaced Roger Benjamin in charge of budgetary matters had no comprehension of, much less sympathy for, what we were trying to accomplish in East Asian Studies.^A

^A He was an economist and it is doubtful he even understood the geography of "East Asia". On one occasion, he responded to Romeyn Taylor, who had pointed out the need for more faculty in EAS, by saying that, after all, the College *had* recently added an anthropologist whose specialty was the tribesmen of New Guinea!

Staffing problems had suddenly become critical again. On the Japanese side, Prof. Amy Matsumoto was ready to retire but the College refused to guarantee us a replacement. We were also negotiating for a joint position in Japanese history to be shared with Macalester College – a major advance in public-private institutional cooperation.^A Although we had Dean Lukermann's blessing, the Associate Dean was in no hurry to push it through channels at the University Administration level. Ted Hutters and his wife Pauline Yu had established solid scholarly reputations and had job offers elsewhere, and we were attempting to assure them that there was a bright future at Minnesota. Our language program at Nankai in the People's Republic of China and our own Chinese Language and Literature programs were in dire jeopardy if we were to lose any more faculty or Teaching Assistants. Any chance of holding Hutters or of finding a comparable replacement depended, in turn, upon adequate funding for Teaching Assistants to bear more of the burden in the 1st and 2nd year language classes.

In April 1986 we received the preliminary budget for 1986-187. It did not have adequate funds for Teaching Assistants. Marshall telephoned the Associate Dean in one last effort to correct the situation and then, after consulting with his closest colleagues, he submitted his resignation. Dean Lukermann personally telephoned him in an attempt to change his mind, the failure to persuade his office of the centrality of the Teaching Assistant budget dictated turning the Chairmanship over to someone else.

After the letter of resignation was circulated, Marshall received the following letter from one of our few real supporters in central administration, Bob Kvavik, then Assistant Vice President for Academic Affairs in charge of the Office of International Programs.

April 9, 1986
Professor Byron Marshall, Chair
East Asian Studies Department

Dear Byron:

I received my copy of your letter of resignation as Chair of East Asian Studies with both concern and regret. I would urge you to reconsider your decision. Please note that I have not spoken with Dean Lukermann or anyone else for that matter, on this issue and so what I say may be somewhat naive.

First of all, the cut in your TA budget is relatively small in real dollars. I have to believe that we can find some other source of funds to make up the loss. Symbolically, however, I recognize its import in light of the loss of faculty, the submission of a well-prepared planning document indicating demand and future growth for East Asian Studies, the consequences of this gradual erosion of your ability to secure external funds, etc. As I have indicated to you on personal grounds, my own attempts to study Japanese have been marred by overly large classes and an inability of the Department to provide the necessary staff to make the learning experience a sound professional effort.

^A Actually in 1982 Macalester Professors Jerry Fisher and Marshall had already pioneered in such cooperation when we "bused" students back and forth to participate in proseminar:

The EAS Proseminar, City & Village in Modern East Asia, innovated by meeting (atleast through the first six weeks) in conjunction with a similar course being taught at Macalester (alternating campuses). This pooling of faculty resources between the University and the private colleges of the Twin Cities is one way in which we can compensate for retrenchment in staffing (the only cost was the rental of a University vehicle).

Second, in my opinion, the College's decision does not reflect either a lack of confidence or lack of interest in East Asian Studies. My sense of [the Dean's Offices in] Johnston Hall is frustration about the need to constantly cut programs they feel need substantial support.

Third, bolstering East Asian Studies cannot be entirely the responsibility of CLA. International units serve many units of the University and it is my feeling that support must also come from central administration. I have been two months in my new job and have a tenuous sense of the scope of my charge and the support I can expect to receive. However, I intend to propose the establishment of "floating faculty" to permit more rapid replacement of positions lost in area related specialties, an initiative to make Minnesota a major institution in the area of Pacific Basin Studies, among other initiatives. These activities are likely to be more credible with you at the helm of the Department. In short, don't leave the ship now. All of us working in international education recognize that we have been relegated to a fiscal purgatory from which few have been redeemed. We are in a position to change that at Minnesota.

Sincerely,
Robert B. Kvavik

cc: Dean Fred Lukermann
Dean Craig Swan

The EAS faculty as a whole rallied around and agreed to refuse to elect a new Chair until the Dean agreed to meet our demands. These were stipulated in the following letter from Ted Farmer, who was acting as our "Emissary Pro Tem":

Director of Graduate Studies
Department of East Studies
University of Minnesota, 113 Folwell Hall
9 Pleasant Street
Minneapolis, MN 55455
(612) 737-2564

April 13, 1986
Fred Lukermann, Dean
College of Liberal Arts
215 Johnston Hall

Dear Fred:

On April 9, 1986, the East Asian Studies faculty met to discuss the recent resignation of Byron Marshall as Chair of the Department. Those participating in the meeting were Ed Copeland, Earl Jackson, Alan Kagan, C. J. Liu, Byron Marshall, Amy Matsumoto, Robert Poor, Bob Spencer, Romeyn Taylor, John Turner, Richard Wang, Steve Wang, and myself.

At our request, Byron Marshall reviewed the issues outstanding between the Department and the College which had prompted his resignation. He and I then reviewed for the faculty the sense of our meeting Friday, April 4, with you and Deans Asher and Swann.

It was the sense of our meeting that the future of East Asian Studies is clouded and that the viability of the program could will be threatened if we cannot quickly resolve some of the issues which we have discussed. On a number of these matters time is of the essence. It was noted we agreed, for example, that our efforts to persuade Pauline Yu and Ted Hutters to return will be severely hampered if we do not have the support of the College on a number of points. Professors Yu and Hutters will be on campus in early May.

The faculty unanimously elected me “Emissary Pro Tem” and charged me with the duty of relaying to you our concerns. The four issues about which we are most concerned are:

1. The future of the Japanese line currently occupied by Professor Matsumoto.
2. The status of the Nankai Program.
3. Timely action on the negotiations with Macalester College for a shared appointment in Japanese history.
4. Adequate funding for teaching assistants in Chinese and Japanese.

I will seek an appointment to see you on these matters as soon as possible.

Sincerely,
Edward L. Farmer
DGS

The first demand was reluctantly granted: a replacement for Amy Matsumoto would be hired. She then willingly signed the retirement agreement and a Search Committee was authorized.^A

The demand regarding the negotiations with Macalester failed to move the University administration fast enough, and the candidate who specialized in pre-modern Japanese history,^B decided to accept the offer from the University of Michigan, leaving Macalester and us with nothing to show for our months of efforts. Whether our College dragged its feet or whether, as Lukermann claimed, it was the fault of the University Administration, was never clear.

The Dean’s promises regarding the 2nd and 3rd demands – the status of the Nankai Program and the Teaching Assistant Budget -- satisfied Ted Farmer, who then was duly nominated by faculty vote and appointed East Asian Department Chair by Dean Lukermann. Unfortunately, Hutters and Yu ultimately turned down all offers from the College, but the Dean did commit to replacements.

Thus on the surface, at least, it appeared that my resignation had partially achieved its purpose of convincing the Deans that our staffing needs were indeed critical. In fact, however, the department was soon caught once again in the powerful whirlpools of State financial and University political turmoil. In the midst of the tempest, Fred Lukermann stepped down as Dean, thus depriving us of a strong supporter. His replacement as Interim Dean was the same Associate Dean who had been so unsympathetic in the past. When feuding within our own Department began anew, the East Asian Studies ship sank rapidly.

^A In the Spring of 1988 an offer was made to a Swiss national, Livia Monnet. Monnet, then teaching at the University of Hamburg, was a specialist in Japanese women writers. She agreed to join the faculty in modern Japanese literature and arrived in Minneapolis in Fall 1990.

^B A Japanese native educated at Stanford, Tonomura was researching gender, religion and sexuality, state and family in ancient and medieval Japan.

The Death Throes of the East Asian Studies Department

New External Attacks

In October 1990 Acting Dean Swann issued an “Agenda For Action”.⁵ It contained the response of the CLA to the Vice President’s call for “programmatic reductions”. In essence it announced their intention to reallocate monies to the “core” departments — notably Economics, Psychology, Political Science. The key recommendations on “Foreign Studies and International Education” – or “area studies” as we were called – reversed the policies of the early 1980s:^A

“The college should no longer call on faculty from other departments to perform essential governance functions for small language units. Alternative ways of organizing those language units should be found. The college should abandon graduate education in area studies In the absence of the ability to compete with the best area programs in the country we ought to focus on graduate programs within disciplines.”

In the months immediately prior to the release of the report, the East Asian Studies Department had already had numerous indications that the end of nine years of efforts at reform was near. The college had not promised any replacement for Earl Jackson, the Japanese literature specialist who had left the previous year. In July 1990 the Chair was told by the Acting Dean that there would be no authorization in 1990-91 to resume the search for a Chinese literature specialist, stating that, in addition to budgetary restraints, “Both the Dean’s office and the Budget Advisory Committee were troubled by our inability to recruit the two leading candidates last year.” Moreover, “Perhaps the recently appointed Second Language Task Force will provide some helpful advice on how we manage instruction in the less commonly taught languages without overburdening the faculty.”

The Dean’s letter did end with the pious hope that monies might become available for September 1992 “if we can resolve these issues effectively and if the college budget permits”. But in August 1992 the Dean informed the Department that the department was being billed for a deficit of some \$68,000 -- an enormously amount given its normally tiny budget. Moreover, the Chair was no longer authorized to make any significant expenditure of any funds without special approval and was to meet monthly with college administrative staff who would oversee all spending. Without the ability to hire replacements for faculty who had left, the Department was in effect reduced to three Japanese and three Chinese specialists -- 75% of the necessary staff to continue to offer even graduate programs at the Master’s level. Thus the Department was reduced to

^A The same report addressed the problem of second languages in the curriculum in a recommendation that a second task force be created to reconsider those reforms in the light of the costs.

worse circumstances than the old East Asian Language Department had endured ten years earlier.

Structurally, East Asian Studies was to lose its status as an independent unit. In October 1990 members of the faculty were informed that the College administration planned to merge EAS with the Departments of Linguistics, Eastern European and South Asian Studies along with the Middle East program faculty. In short even the pan-Asian facade of rationale had been stripped to create what one colleague, Robert Poor, had long before labeled a “cripple ward”—departments and programs who had in common the fact that they had each long been starved for funding.

This was followed by the complete collapse of the program. Ed Copeland had retired in January 1992 retired without a replacement and then died within weeks, leaving his students without a mentor. Prof. Monnet accepted a position in Canada in part because her husband was a Franco-phone and in part because she had lost faith in the future of Japanese Studies at Minnesota. Wes Jacobsen, who had strong family ties in Minnesota and had hoped remain here, finally decided to take an offer from Harvard University to run their Japanese language programs. The Economics Department did nothing to replace Prof. Ito when he decided to raise his children in his native Japan. The Political Science simply ignored the seven-year absence of Roger Benjamin.^A Jeff Broadbent did return to Sociology after a three-year absence, but it was too late to revitalize the social science component of East Asia.

Now there was a daily drumbeat of messages about the loss of money resources and in the new economic realities facing the University as a whole almost guaranteed that only the strongest programs would survive.

^A It did not hire a replacement until the late 1990s.

Fig. 25 University newspaper headlines November 1991



Internal Strife

In the late 1980s and early 1990s, internal strife within the department reached a fever pitch, and the Japanese program came apart at the seams. The three younger scholars upon whom so much depended – Jackson, Monnet, and Jacobsen -- resigned one after another. In part at least they left because they feared there was no real future for them at Minnesota. The surviving member of the Japanese language & literature wrote the following self-serving and, in part, disingenuous version of what happened:

Fig. 26 1997 Japanese Language & Literature Program Review: Self-Study Report, p.8^A

Japanese Program entered the era of rapid growth in student enrollments. This period was administered under the newly formed Department of East Asian Studies (EAS), which was formed in 1982 with 8 faculty in Chinese and Japanese language, literature and linguistics and 15 faculty in humanities and social science disciplines. Of these disciplines, four historians composed the largest single group which dominated the governance of the Department until it was dismantled in 1991. Ted Farmer (professor- Chinese history) and Alan Kagan (associate professor-music) chaired the Department prior to its dismantling.

Earl Jackson (literature) joined the program in 1984, and during the two years from 1984-1986 the program was taught by three literature faculty. After Wes Jacobsen (linguistics) was hired in 1986, the program was taught by 3 literature faculty and 1 linguist for 3 years until Matsumoto retired and Jackson resigned in 1989. Thus, during the period of rapid growth in student enrollments during the 1980s, there were only 3-4 faculty. Delays in reappointing faculty lines and an emphasis away from the core language programs under the leadership of EAS resulted in a relative weakening of the Japanese Program during this period.

In the late 1980's Farmer and Kagan were responsible for a number of events necessitating the dismantling of EAS in 1991. In addition to their inability to balance the budget, there were serious difficulties with their leadership, especially in their treatment of junior faculty and their long-term vision for the unit. The junior faculty had strong academic records (some senior faculty did not have Ph.D.s), and there developed a difference in objectives between the junior and senior faculty. Productive junior faculty were terrorized with tenure scares and no attention was paid to nurturing junior faculty. Sexist remarks were not uncommon in faculty meetings. The lack of emphasis on academic excellence was appalling.

The leadership of EAS envisioned a unit based equally on multiple disciplines, and the language programs were viewed as income generators for strengthening the other humanities and social science disciplines. Consequently, although EAS had the appearance of dynamic growth during this period with a proliferation of course offerings in many areas, in actuality its policies had eroded the core of language, literature, and linguistics. Students in Japanese were unprepared for advanced studies because they could not use the Japanese language, and as detailed in section 3.5 below, they did not stay with the program. The growth in student enrollments during this period can be likened to revolving doors. More students were encouraged to enter the program, but almost immediately they were dumped back out in the street at a rapid rate.

Meanwhile the 1980s saw the Chinese program, to quote their Self-Study Report, "slide into a state of devastating instability":

^A In addition to the questionable interpretations, there is a factual error in the second paragraph: Prof Jacobsen was hired in 1981 not 1986. Not mentioned at all is Sarah Pradt, a specialist in women authors and postwar literature who had been hired to replace Jackson. In any case, by 1997, Pradt too was in the process of finding another job and eventually left for Macalester College.

Fig. 27 From 1997 U of M Chinese Language & Literature Program Review: Self-Study Report

However, with the retirement of Richard Mather in '84, and the departure of Hutters in '85 and Cass in '88, the second half of the 1980's saw the Chinese program slide into the state of devastating instability in which it is today still mired. First, Hutters' line was taken away; then, in 1988, with the departure of Cass, another line was lost, thus cutting into the bare-bone corps of four which had valiantly carried on since the mid-60's and subjecting the Chinese program to a life of uncertainty and disruption. In 1988, Kim Besio, an ABD from Berkeley specializing in vernacular fiction, was hired to fill the slot left by Cass on a year to year basis. This lasted until the end of 1991-2. In 1989, Margaret Decker, a young scholar with a doctoral degree from Cornell in modern Chinese literature, was given a tenure-track appointment. She also left in 1992. There were also other one-year temporary appointments of recent Ph.D. degree holders: Lu Tonglin in 1988, Catherine Swatek in 1989, Qian Nanxiu in 1992. These are all promising young scholars who could have contributed substantially to our program. However, due either to bad timing or to the College's lack of commitment to stable appointments, they are not here.

The Report concluded by condemning the College and University administration yet ending on an optimistic note:

In the early 90's the program was subjected to another structural alternation. In 1991, the departments of area studies were disbanded, thus formally acknowledged the failure of the College's unilaterally imposed changes of the early 80's, and the Institute of Languages and Literatures was fashioned to be the 'super-dome' under which the presumably restored, and independent, departments of East Asian languages, South Asian and Middle Eastern languages, and Slavic languages were to be housed. In the following year, the remains of the linguistic program was also incorporated into the institute, which then took on the name Institute of Linguistics and Asian and Slavic Languages and Literatures. At this point, one can become quite cynical about the will and wisdom of those in charge in the college and the university as

custodians of the arenas of modern academic pursuit. One glimmer of hope, however, was seen for the Chinese program, when Yu-shih Chen, a well-known scholar of modern Chinese literature, was hired in 1993 to fill the position vacated by C.J. Liu's retirement and was explicitly given the mandate to lead its restoration.

The "glimmer of hope" was soon extinguished as Prof. Chen engaged in a militant campaign against the College and University, rallying students to lay siege to administrative offices and threatening lawsuits^A for discrimination.

Garbed in white headbands and T-shirts that say they are "starving for an education," 22 students at the University of Minnesota began a

^A Prof. Chen was not the first in the unit to threaten a lawsuit. Patricia Szatrowski, the linguist who in 1996 was the only tenured faculty in Japanese and the probable author of the 1997 Self-Study Report on the Japanese Program, had threatened to go to court to ensure her control of the appointment of Teaching Assistants, something she said had been stipulated in her original contract despite the clear contradiction with longstanding Department policy (see above p.88).

hunger strike and sit-in Wednesday to protest the school's treatment of its Chinese language and literature program.

.....

Yu-shih Chen, the program's chairwoman, said the university's alleged neglect amounted to discrimination. University administration has been "callous, uncaring and self-aggrandizing," she said. She said her health has suffered this year because the programs' only other full-time regular faculty member has been on sabbatical.⁶

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Footnotes

¹ <http://www.absolutearts.com/artsnews/2000/03/27/26753.html>

² Tsuen-Hsui Tsien, "Current Status of East Asian Collections in American Libraries," *Journal of Asian Studies*, Vol. 36, No. 3. (May, 1977), pp. 499-514.

³ College of Liberal Arts Data Services, "Departmental Data Sheets", dated November 1983.

⁴ <http://www.yale.edu/fep/catalog/>

⁵ October 12, 1990 "Agenda for Action" sent to the Chairs, Directors and Members of the CLA Assembly.

⁶ *Star Tribune*, Thursday, April 9, 1998.