

UNIVERSITY OF MINNESOTA
Graduate School

Minutes, Graduate School Executive Committee
Meeting of Tuesday, November 20, 1984
2:00 p.m., 303 Johnston Hall

Present: Faculty representatives--Professors James R. Boen, Dale L. Lange, Timothy J. Nantell, Stephen Prager, Edward I. Sucoff, Gerhard H. Weiss; administrative representatives--Deans Robert T. Holt (Chair), Judson D. Sheridan, Kenneth Zimmerman; student representatives--Kevin Anderson, Patrick G. Coin, Stephen Linne; Graduate Fellowship Committee representative--Gary R. Gray; guests--Professors Ellis Benson, Harold Dziuk, Ashley Haase, Edgar Turrentine; Civil Service representative--Karen Starry; staff--Stephen C. Hedman, Andrew J. Hein; secretary--Vicki Field

I. FOR ACTION

Approval of the Minutes of the October 11, 1984 Meeting

The minutes were approved as submitted.

II. FOR DISCUSSION AND/OR ACTION

A. Proposal for an M.S./Ph.D. Degree Program in Veterinary Biology

Professor Boen reported that the Health Sciences Policy and Review Council had approved the proposal at its fall quarter meeting. The Executive Committee voted unanimously to recommend the establishment of an M.S./Ph.D. degree program in Veterinary Biology. (There was no discussion.) The proposal will be forwarded to the Board of Regents for consideration.

B. Proposal for an Internal Supporting Program in Immunology for the Ph.D. Degrees in Microbiology and Pathobiology

Professor Boen stated that the Health Sciences Council had approved the proposal. A mail ballot had been circulated concerning several of the 8-level courses that would form the core of the program, however the response indicated overwhelming support for the courses. Noting that the proposal mentioned only the Ph.D. degree, Dean Hein sought clarification as to whether the internal supporting program would also be available to students pursuing the M.S. degree in Microbiology. Professor Haase said it would not. With regard to the sample study programs included in the proposal, Dean Hein observed that the example program in Microbiology listed only Microbiology courses and that in Pathobiology only Pathobiology courses; he asked if this would always be the case or if a Microbiology major could take the immunology courses under the Pathobiology course designator and vice versa. Professor Benson said that since

the courses will be cross-listed, students in both doctoral programs could take the courses under either designator. In response to a question from Dean Hein concerning the composition of the final oral examining committee for students who elect an internal supporting program in Immunology, Professor Benson said the general Graduate School rule will be followed, that is, the committee will consist minimally of five members--three from the field of the major and two from the minor or supporting program--with at least one committee member representing a field other than Microbiology or Pathobiology.

With these clarifications, the Executive Committee voted unanimously to approve the proposal for an internal supporting program in Immunology. (Copy of proposal attached with these minutes.)

C. Proposal for a Church Music Emphasis for the Master of Music (M.M.) Degree

Professor Weiss reported that the Language, Literature and Arts Policy and Review Council had unanimously approved the proposal at its fall quarter meeting. The Executive Committee also voted without dissent to approve the establishment of a Church Music emphasis for the M.M. degree. (There was no discussion.) (Copy of proposal attached with these minutes.)

D. Request to Change the Name of the Graduate Degree Program in Classical Area Studies to Classical Studies

Professor Weiss reported the action of the Language, Literature and Arts Council to approve the requested name change, and he indicated that the change corresponds to the recent renaming of the department. Executive Committee members voted unanimously to recommend approval of the name change. (There was no discussion.) The request will be forwarded to the Board of Regents for consideration.

E. Criteria Governing Continued Graduate Faculty Membership for Professors Emeriti

Professor Lange reported that the Education and Psychology Policy and Review Council had discussed the criteria at length. A major concern expressed by Council members was the possible effect of the policy on non-retired faculty in a graduate program. Professor Weiss said the Language, Literature and Arts Council had been concerned about the issue of salary and the possible exploitation of retired faculty if they may continue to serve without compensation. A consistent policy with respect to salary should therefore be adopted, the Council had suggested. Dean Holt explained that the reference to salary on page 2 of the policy was intended only

to make clear to programs that a Personnel Action Form (PAF) would be required, whether the professor emeritus was appointed with or without salary. Because salary considerations vary between disciplines, Dean Holt said he was reluctant for the Graduate School to recommend an all-University policy in this regard.

Executive Committee members briefly discussed whether reference in the statement to phased retirement was appropriate. Dean Holt believed that it was, since it is possible under phased retirement for a faculty member to actually retire from the University and then be rehired on a contract with special provisions.

Dean Zimmerman observed that the Graduate School cannot dictate matters of faculty governance across the University, and he suggested that the last sentence on page 2 be amended to read, "Extension of a graduate faculty appointment beyond retirement does not entitle the bearer to participate in graduate faculty governance." Executive Committee members agreed.

Because some programs had expressed strong feelings against the notion of continued graduate faculty membership for retired professors, Dean Zimmerman recommended, and Executive Committee members concurred, that adoption of the policy should be at the discretion of individual graduate programs.

Executive Committee members voted to approve the criteria with the change noted and with the understanding that adoption of the policy by graduate programs would be optional. (Copy of criteria attached.)

F. Criteria Recommended by the Graduate School Fellowship Committee for Direct Allocation of Fellowship Funds to Departments

Attention was called to the criteria recommended by the Fellowship Committee and to material distributed at the meeting concerning departmental awards for 1984-85. Dean Holt reviewed the information contained in the preliminary report on 1984-85 direct allocations and described the procedure followed last year for distribution of these special funds. In order to give programs an opportunity to plan for purposes of 1985-86 recruitment, departments have already been guaranteed 75 percent of their 1984-85 allocation for 1985-86. The remaining 25 percent of available funds will be disbursed on a competitive basis according to criteria to be discussed at the present meeting, Dean Holt indicated.

A lengthy discussion ensued. Professor Hedman asked to what extent programs that did not submit requests for funds last year should be given priority in this year's competition. Mr. Linne noted that the recommended criteria appear to be the same as those used last year, a situation which he felt created an undesirable positive

feedback loop allowing the same programs to benefit from year to year. He further observed that the criteria seem to be related primarily to recruitment, and he thought programs were therefore using the funds for this purpose; currently enrolled students are not benefitting, he suggested. Professor Lange pointed out, however, that in the letter inviting funding proposals for 1984-85, the possible applications of the funds mentioned support of 1983-84 Graduate School Fellowship recipients in their second year, for example. Dean Holt briefly read from a draft letter inviting proposals for the competitive awards for 1985-86, which clearly indicated that the funds could be used for recruiting new students or to support continuing students. Emphasis will be on use of the funds to enhance program quality over the long term, he said. In response to the concern voiced by Mr. Linne that currently enrolled students are not benefitting from the special allocations, Dean Holt called attention to Appendix A of the preliminary report on departmental grants for 1984-85, which showed that in fact a larger number of continuing students were expected to receive awards than new students. Mr. Anderson concurred with Mr. Linne's opinion that despite the Graduate School's intended application of the funds, use of the word recruitment conveys a misimpression that the funds are to be used only for first-year students, a view with which several other Executive Committee members also agreed. After further discussion, there was consensus that the letter inviting proposals for the competitive awards for 1985-86 should stress that the funds are to be used to strengthen the quality of the graduate program and that reference to recruitment per se should be deleted.

There was brief discussion of the nature of the special funds for direct allocation to departments. Dean Holt reported that this money is now a recurring item in the Graduate School budget. How the funds are to be used over the long term must yet be decided, however. One possibility would be to continue to distribute the \$1.2 million each year according to the procedure to be followed for 1985-86 (that is, to automatically award programs 75 percent of their previous year's allocation with 25 percent of the funds to be awarded competitively); another possibility would be to allocate larger amounts to departments over a longer period, enabling programs to guarantee students several years' support. Dean Holt expressed his hope that by fall 1987 an additional \$6 million would become available for a tuition fellowship program for graduate assistants. There appeared to be consensus among Committee members that the \$1.2 million special fellowship allocation does not provide enough student support when distributed among the various graduate programs. Mr. Linne added that tuition costs diminish the effectiveness of these funds. Professor Lange underscored the importance of using the funds in a balanced way, that is to support both new

and continuing students. Citing the preliminary report on 1984-85 departmental grants, Dean Holt said programs appear to be using the funds in this manner.

Following further discussion, Executive Committee members agreed that the letter inviting proposals for the special fellowship awards for 1985-86 should also state that overall program quality will be the most important consideration in evaluating the proposals. There was also concurrence that programs that received no direct allocation last year for 1984-85 should be especially encouraged to apply, and the letter should indicate this.

Dean Holt distributed for committee members' inspection samples of the new recruiting brochures which feature a field-related graphic design.

(Copy of recommended criteria attached with these minutes.)

III. FOR DISCUSSION

Report of the Task Force on the Quality of Graduate Education and Research

Dean Holt noted that the Policy and Review Councils had considered the report at their fall quarter meetings. He asked Executive Committee members to inform him by phone or in writing of recommendations which they particularly feel should be emphasized.

IV. FOR INFORMATION

A. Report on Council Discussions Concerning Representation of Duluth Graduate Programs on the Education and Psychology and the Language, Literature and Arts Policy and Review Councils

Professors Lange and Weiss reported that at the Executive Committee's request, their respective Councils had discussed the issue of representation of Duluth graduate programs. Members of both Councils had expressed the view that the current system of representation--with Duluth programs represented by a single individual on each Council--should continue. Professor Weiss added that the Language, Literature and Arts group welcomes attendance at Council meetings by a faculty member from each of the two Duluth programs within the Council's jurisdiction, however, together the programs will continue to have one vote.

B. Report on Activities of the Council of Deans on Graduate Education and Research

Dean Holt reported that the Council of Deans, which he chairs,

is examining the potential of research and training in the biological/life sciences at the University. Other issues to be taken up include the supercomputer institute and its location, and equipment maintenance, a serious problem across the University because of high maintenance costs. He asked members of the Executive Committee to inform him of other issues which cross college lines that might warrant investigation by the Council of Deans.

C. Report on the Board of Advisors to the Graduate School

Dean Holt briefly reviewed the membership of the Board of Advisors to the Graduate School (chaired by Dr. Lester Krogh, vice president for research and development for the 3-M Company) and said that more members will be added. The Board's first concern is to increase the Graduate School's visibility within the state; to this end a publicity campaign is planned which will coincide with the next legislative session.

D. Report on Results of the Competition for Hill Visiting Professor Awards for 1985-86

Dean Zimmerman called attention to the list of Hill Visiting Professors for 1985-86, which had been distributed at the meeting. Approximately \$125,000 is available for this program each year, he reported.

Dean Holt extended his thanks and appreciation to Professor Hedman for his service as Acting Assistant Dean at Duluth and reported that an individual to fill the position on a permanent basis is expected to be named by November 26. It was noted that Professor Hedman will continue to serve as chair of the Duluth Graduate Faculty Committee.

V. **OLD BUSINESS**

A. Thesis Credit Registration

Mr. Linne sought clarification regarding the point at which a student could register for thesis credits. He understood from discussions last year concerning the new Graduate School tuition structure that thesis credits could be included in the 7-15 credit band at any time in a student's graduate career. However, the letter of October 30, 1984 from Dean Holt to department heads and directors of graduate studies explaining thesis credits and the revised Graduate School tuition plan states that thesis credits should be taken in the quarters in which thesis-related work is actually being done. Mr. Linne suggested that this language would deter students from registering for thesis credits when it is

financially most feasible for them to do so, namely, fairly early in their study programs. Dean Holt stressed the need for thesis credits to be taken in connection with research work and under the direction of a faculty adviser; however, it is intended that thesis credits may be taken within the full-time credit band during the exploration stage of the thesis topic, and possibly also coincidentally with a graduate assistantship.

B. Board of Regents Approval of an M.A. Degree in East Asian Studies

Dean Zimmerman reported that the Minnesota Higher Education Coordinating Board and the Board of Regents have approved the proposal for a Master of Arts (M.A.) degree in East Asian Studies.
(Copy of proposal attached with these minutes.)

Dean Zimmerman suggested that, unless urgent items of business arise, the Executive Committee meet once in the winter quarter, subsequent to the Policy and Review Council meetings. Members expressed agreement for the proposed schedule.

Dean Holt stated that he would also discuss the criteria for allocation of special fellowship funds at the meeting of directors of graduate studies to be held on November 26. The letter inviting proposals will be sent to departments within a day or two of the meeting, with proposals due in the Graduate School by January 7. In response to Professor Weiss' concern that this schedule may not allow departments sufficient time to prepare proposals, it was agreed that departments which feel they will be unable to meet the January 7 deadline should request an extension of the deadline from the Graduate School Fellowship Office.

The meeting was adjourned.

Respectfully submitted,

Vicki Field
Assistant to the Dean

OCT 9 1984



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Microbiology
Medical School
1460 Mayo Memorial Building, Box 196
420 Delaware Street S.E.
Minneapolis, Minnesota 55455

October 5, 1984

Robert T. Holt
Dean
Graduate School
321 Johnston Hall

Dear Dean Holt:

We are writing to you on behalf of the faculty and students who have a great and continuing interest in immunology, and believe that the enclosed proposal for an internal supporting program in immunology will serve our graduate students and faculty better than existing programs. This proposal is the product of a series of "town meetings" held since the first of the year with faculty from a number of colleges and departments who have strong programs in immunology. We wish to share our expertise in the most effective way with the substantial number of graduate students who come each year to pursue studies in immunology. Currently, we do not have a coherent curriculum for these advanced students, but rather a patchwork of overlapping courses in a number of departments, with significant omissions of important topics, and exposure to outstanding faculty members. The proposed supporting program draws on the collective strengths of our dispersed faculty, to achieve through coordination of efforts a logical and comprehensive course of study for advanced students.

We have agreed to assume responsibility for this program, and will share this responsibility with coordinators for each of the courses and laboratories. These individuals in turn will utilize faculty with special expertise in these areas to systematically develop the major topics in immunology listed in the proposal.

This proposal has the enthusiastic endorsement of faculty in the program and departments, our Committees on Graduate Studies, and our students. We, therefore, are recommending it to you for acceptance by the Graduate School as an internal supporting program. We hope to implement the program this year, starting with Survey of Immunology I in the Winter Quarter.

With best wishes,

Sincerely,

Handwritten signature of Ashley T. Haase.

Ashley T. Haase, M.D.
Professor and Head
Department of Microbiology

Handwritten signature of Fritz H. Bach.

Fritz H. Bach, M.D.
Professor and Director
Immunobiology Research Center
Department of Laboratory Medicine
and Pathology

ATH/FHB:c10

PROPOSAL BY THE DEPARTMENT OF MICROBIOLOGY
FOR AN INTERNAL SUPPORTING PROGRAM IN IMMUNOLOGY

October 1984

The Department of Microbiology proposes to formalize an internal supporting program in immunology. Its primary goal is to share with graduate students in an organized curriculum the wealth of immunological expertise at the University of Minnesota.

Current Degree Program

Our current Ph.D. program recommends a basic program of six courses focusing on individual disciplines in microbiology. These core courses are supplemented by additional courses in the student's area of interest, and 18 credits in a minor or supporting program. Minors and supporting programs are often made up of courses in biochemistry and genetics and cell biology. Students interested in advanced coursework relating to immunology can take courses from the Microbiology or Pathobiology programs. No major is offered in the area of immunology. Because of credit requirements for minor coursework, students who pursue immunology courses are required to take additional coursework to complete their supporting programs.

Proposed Supporting Program

An immunology supporting program will consist of 18 credits. It will include three sequential graduate level lecture courses (10 credits total) and two advanced laboratories (4 credits total) to train students in the areas at the cutting edge of current immunology. The remaining four (4) credits will be made up in Biochemistry, Genetics, and/or Immunopharmacology. Suggested outline for the core courses is listed below:

MicB 8218

Survey of Immunology I: Immunochemistry (3 cr; prereq Biol 5001 or equiv.)

Orr, coordinator

Introduction to the immune system, structural studies and genetics of immunoglobulins, antigen-antibody interactions, complement, acute-phase proteins.

MicB 8320

Survey of Immunology II: Immunobiology, Immunogenetics (3 cr; prereq Biol 5001 or equiv.) Segall, coordinator

Overview of B-cell/T-cell interactions, major histocompatibility complex, cell surface markers, B-cell development and responses, negative regulatory mechanisms, T-cell responses, tolerance, PMNs, and macrophages.

MicB 8321

Survey of Immunology III: Clinical Immunology (4 cr; prereq. 8218, 8320)

Vallera, coordinator

Antibody-mediated hypersensitivity, cellular hypersensitivity, autoimmunity, transplantation, tumor immunology, immunocytology, immune deficiencies.

MicB 8121

Advanced Immunology Methods: Immunochemistry (2 cr; prereq 5216 or equiv. or 8218, #) Vessella, coordinator

Laboratory course on monoclonal antibodies, Ig purification, ELISA RIA, immune precipitations, complement fixation, immunofluorescence, agglutination.

MicB 8123

Advanced Immunology Methods: Immunobiology (2 cr; prereq 5216 or equiv. or 8218, #) Lebien, coordinator

Laboratory course on preparation of cell types, mitogens, antigen stimulation, assays for lymphokines, cloning cells, adoptive transfers, CML, transplantation.

The program would be coordinated by Drs. Ashley Haase (MicB) and Fritz Bach (Pathobiology). Both lecture and laboratory courses would be team taught by the immunology faculty. The above core courses would be cross-listed in contributing departments and would be available to all interested graduate students.

Laboratory courses would be separate and independent of the lecture courses to attract the broadest possible audience. Students officially in the program would be given preference, as enrollment for lab courses must be limited. Labs will be taught in the Microbiology Teaching Laboratory.

Number of Affected Students

Implementation of this program would attract graduate students interested in advanced studies in immunology, approximately 5-10 students per year.

Students Interested in the Program

Students interested in the program would come from graduate programs in microbiology, pathobiology, surgery, medicine and pediatrics, with the majority coming from the microbiology and pathobiology programs. Many prospective students requesting information on our graduate programs express interest in immunology, and the implementation of this internal supporting program would place the department in a more competitive position in attracting these students. Students interested in this area would have previously applied to our joint program with the Mayo School of Medicine.

It is expected that these students will comprise 35% of our total Ph.D. students.

Justification for Program

A comprehensive in-depth presentation of immunology at the graduate level has been an aspiration of the microbiology and other departments for the past decade, and one of the most frequently cited deficiencies of the curriculum. The proposed supporting program will fully discharge our responsibilities to all graduate students interested in immunology at the University of Minnesota by drawing on the considerable collective strengths in the faculty scattered through many departments. As a cooperative effort it will supplant the patchwork of current offerings that often overlap, or omit significant areas in immunology because individual departments lack the necessary breadth of expertise.

Support of Graduate Faculty

This program has been reviewed by the microbiology faculty and has been enthusiastically endorsed by them.

Sample Degree Programs

See attached programs.

Additional Cost to the Department of the Proposed Program

The proposed program will not require any additional expenditures on the part of participating departments. Three of the five core courses are currently being taught in the department (although with slightly different formats). The two proposed new courses will be team taught by faculty currently in residence at the University.

UNIVERSITY OF MINNESOTA
GRADUATE SCHOOL
DEGREE PROGRAM FORM

NAME
MS.
MR.

Sample

Joe

II.

(LAST)

(FIRST)

(MIDDLE)

(MAIDEN)

LOCAL ADDRESS

(STREET)

(CITY)

(STATE)

(ZIP CODE)

TELEPHONE NO.

I. D. IMPRINT

LANGUAGE OFFERED (IF REQUIRED)

DEGREE SOUGHT

Ph.D.

CHECK ONE:

MINOR

SPECIFY FIELD

RELATED FIELDS (MASTER'S ONLY)

SUPPORTING PROGRAM (DOCTORATE ONLY) Immunology

SPECIALIST IN EDUC. CERTIFICATE

MAJOR

Microbiology

INDICATE SPECIALTY

TERM AND YEAR	CHECK ONE		DEPT.	COURSE NO.	TITLE	CREDITS	GRADE	INSTRUCTOR (OR INSTITUTION IF TRANSFERRED)
	MAJOR COURSE	OTHER PROGRAM COURSE						
F1	x		MicB	5106	Advanced Microbiology Lab	3		Dworkin
F1	x		MicB	8110	Biology of Microorganisms	3		Dworkin
F1		x	MicB	8218	Survey of Immunology I	3		Orr
F1		x	BioC	5751	General Biochemistry	4		
W1	x		MicB	5321	Physiology of Bacteria	3		Rogers
W1	x		MicB	5232	Medical Microbiology	3		Cleary
W1	x		MicB	5992	Practicum: Teaching	1		Prince
W1		x	MicB	8320	Survey of Immunology II	3		Segall
W1		x	BioC	5752	General Biochemistry	4		
S1	x		MicB	5424	Biology of Viruses	4		Plagemann
S1	x		MicB	8112	Microbial Genetics	3		Zissler
S1		x	MicB	8321	Survey of Immunology III	3		Vallera
S1		x	BioC	5753	General Biochemistry	4		
F2	x		MicB	8911	Colloquium	1		Staff
F2	x		MicB	5992	Practicum: Teaching	1		Prince
F2	x		MicB	8421	Molecular Biol. of Cancer	3		Schubach
W2	x		MicB	8911	Colloquium	1		Staff
W2		x	MicB	8121	Adv. Immun. Methods	2		Vessella
S2		x	MicB	8123	Adv. Immun. Methods	2		LeBien
	x		MicB	5992	Practicum: Teaching	1		Prince
	x		MicB	5992	Practicum: Teaching	1		Prince
			Grad	8888	Thesis Research	36		Adviser

FOR MASTERS STUDENTS ONLY—
CHECK ONE

PLAN A: ENTER THESIS TITLE

PLAN B: ENTER PROJECT INFORMATION IF KNOWN

PRINT ADVISER'S NAME HERE

ADVISER'S SIGNATURE

SIGNATURE OF DIRECTOR OF
GRADUATE STUDIES (MAJOR FIELD)

SIGNATURE OF DIRECTOR OF
GRADUATE STUDIES (MINOR FIELD)

SPACE BELOW FOR OFFICE USE ONLY
GRADUATE SCHOOL APPROVAL

ADMINISTRATIVE OFFICER

DATE

EXAMINING COMMITTEE

CHAIRMAN

TOTAL MAJOR CREDITS 28

TOTAL OTHER PROGRAM CREDITS 26

TOTAL CREDITS 54

UNIVERSITY OF MINNESOTA
GRADUATE SCHOOL
DEGREE PROGRAM FORM

NAME
MS.
MR.

Sample

Joe

I.

(LAST)

(FIRST)

(MIDDLE)

(MAIDEN)

LOCAL ADDRESS

(STREET)

(CITY)

(STATE)

(ZIP CODE)

TELEPHONE NO.

DEGREE SOUGHT

Ph.D.

MAJOR

Microbiology

CHECK ONE:

MINOR _____

SPECIFY FIELD

RELATED FIELDS (MASTER'S ONLY)

SUPPORTING PROGRAM (DOCTORATE ONLY) Immunology

SPECIALIST IN EDUC. CERTIFICATE _____

INDICATE SPECIALTY

I. D. IMPRINT

LANGUAGE OFFERED (IF REQUIRED)

TERM AND YEAR	CHECK ONE		DEPT.	COURSE NO.	TITLE	CREDITS	GRADE	INSTRUCTOR (OR INSTITUTION IF TRANSFERRED)
	MAJOR COURSE	OTHER PROGRAM COURSE						
F1	x		MicB	5106	Adv. Microbiology Lab.	3		Dworkin
F1	x		MicB	8110	Biology of Microorganisms	3		Dworkin
F1	x		MicB	5992	Practicum: Teaching	1		Prince
F1		x	MicB	8218	Survey Immunol. I	3		Orr
WT	x		MicB	5321	Physiology of Bacteria	3		Rogers
W1	x		MicB	5232	Medical Microbiology	3		Cleary
W1	x		MicB	5234	Medical Microbiology Lab	2		Cleary
W1		x	MicB	8320	Survey of Immunol. II	3		Segall
S1	x		MicB	5424	Biology of Viruses	4		Plagemann
S1	x		MicB	8112	Microbial Genetics	3		Zissler
S1		x	MicB	8321	Survey of Immunol. III	3		Vallera
S1		x	Phc1	8216	Immunopharmacology	2		Regal
F2	x		MicB	5992	Practicum: Teaching	1		Prince
F2		x	BioC	5751	General Biochemistry	4		
W2	x		MicB	8911	Colloquium	1		Staff
W2		x	MicB	8121	Adv. Immun. Methods	2		Vessella
S2	x		MicB	8911	Colloquium	1		Staff
S2		x	MicB	8123	Adv. Immun. Methods	1		LeBien
	x		MicB	5992	Practicum: Teaching	1		Prince
	x		MicB	5992	Practicum: Teaching	1		Prince
			Grad	8888	Thesis Research	36		Adviser

FOR MASTERS STUDENTS ONLY—
CHECK ONE

PLAN A: ENTER THESIS TITLE

PLAN B: ENTER PROJECT INFORMATION IF KNOWN

PRINT ADVISER'S NAME HERE

ADVISER'S SIGNATURE

SIGNATURE OF DIRECTOR OF GRADUATE STUDIES (MAJOR FIELD)

SIGNATURE OF DIRECTOR OF GRADUATE STUDIES (MINOR FIELD)

SPACE BELOW FOR OFFICE USE ONLY
GRADUATE SCHOOL APPROVAL

ADMINISTRATIVE OFFICER

DATE

EXAMINING COMMITTEE

CHAIRMAN

TOTAL MAJOR CREDITS 27

TOTAL OTHER PROGRAM CREDITS 20

TOTAL CREDITS 47



COURSE AUTHORIZATION FORM

WHITE—ORIGINATING COLLEGE
BLUE—REGISTRATION OFFICE
PINK—DEPARTMENT
YELLOW—COORDINATING COLLEGE

1. CAMPUS Minneapolis		2. DEPARTMENT NAME AND COURSE DESIGNATOR Microbiology (MicB)			3. COURSE NUMBER 8121		<input type="checkbox"/> COURSE ADDED <input type="checkbox"/> COURSE DELETED <input checked="" type="checkbox"/> TITLE CHANGE <input type="checkbox"/> CREDIT CHANGE <input checked="" type="checkbox"/> PREREQ CHANGE <input type="checkbox"/> EXTENSION ONLY <input type="checkbox"/> SUMMER ONLY <input checked="" type="checkbox"/> OTHER Change in description
4. BEGINNING QUARTER/YEAR Winter 1985		5. ENDING QUARTER/YEAR	6. CREDITS (SPECIFY MIN. & MAX. CR. IF VARIABLE) 2		7. GRADING OPT.		
8. SUGGESTED ABBREVIATED TITLE (19 SPACES ONLY) IMMUNOCHEMISTRY LAB				9. TOPICS TITLE <input type="checkbox"/> CHECK IF TITLE IS TOPICS TITLE			
10. COMPLETE TITLE Advanced Immunology Methods: Immunochemistry							
11. PREREQUISITE DESCRIPTION MicB 5216 or 8218 or equiv., #		12. COMPUTER CHECKS: COURSE <input checked="" type="checkbox"/> ADMIT students with instructor's permission <input checked="" type="checkbox"/> EXCLUDE ALL		12. COMPUTER CHECKS: SECTION			OVERRIDE AUTHORIZATION <input checked="" type="checkbox"/> INSTRUCTOR <input checked="" type="checkbox"/> DEPARTMENT <input type="checkbox"/> COLLEGE <input type="checkbox"/> GRADUATE SCHOOL
13. BULLETIN TEXT Laboratory course on monoclonal antibodies, Ig purification, ELISA RIA, immune precipitations, complement fixation, immunofluorescence, and agglutination.							
14. DISTRIBUTION GROUP (OPTIONAL) ___ A ___ B ___ C ___ D ___ NONE		15. APPROVED BY (AUTHORIZED SIGNATURE) ✓ Ashley T. Haase, M.D. R.J. McCollister, M.D.				16. DATE APPROVED	

INSTRUCTIONS

This form is to be initiated each time a new course is authorized or when a change is made to an authorized course. Please type. Use double spacing wherever possible. Course information should be worded exactly as it appears or will appear in the college bulletin. The suggested abbreviated title (item #8) will appear on students' transcripts. A range of credits should be specified (minimum and maximum amounts) whenever credit is arranged (item #6). See the reverse side of this form for explanation of symbols.

FOR OFFICE USE ONLY

DATE RCVD	DATE ENTERED	ENTERED BY

COURSE DESCRIPTION -- 8-000 LEVEL

Please answer all items, with any additional information on the reverse of this sheet, rather than on a separate sheet.

Dept. offering course MicB Signature *J. Vessella*
Director of Graduate Studies

Signature *Asa T. Lam*
Department Chairperson

Reason for submission Change in title and course description to coordinate immunology supp.
(Course added or dropped; prereq. change; credit change; correction; etc.) program.

College Medical School Quarter Effective Winter 1985

Brief description, as it is to appear in the bulletin. Include number, title, descriptive matter, credits, prereqs., name of instructor, etc., using current bulletin as style guide.

MicB 8121 Advanced Immunology Methods: Immunochemistry. (2 cr; prereq 5216 or 8218, #)
Vessella
Laboratory course on monoclonal antibodies, Ig purification, ELISA RIA, immune precipitations, complement fixation, immunofluorescence, and agglutination.

Explanation and/or reasons for course or change.

Part of department effort to expand and coordinate immunology coursework to offer an internal supporting program in the area of immunology. Change is primarily in name only. Focus of course is essentially the same.

Is course or change temporary? NO For what period? _____

NEW COURSES ONLY:

Is the course to be a core requirement or optional? _____

What is the relationship of this course to other courses within or without the department?

Statement of objectives:

Short syllabus (topics or units, reading lists):



COURSE AUTHORIZATION FORM

1. CAMPUS Minneapolis		2. DEPARTMENT NAME AND COURSE DESIGNATOR Microbiology (MicB)			3. COURSE NUMBER 8123		<input checked="" type="checkbox"/> COURSE ADDED <input type="checkbox"/> COURSE DELETED <input type="checkbox"/> TITLE CHANGE <input type="checkbox"/> CREDIT CHANGE <input type="checkbox"/> PREREQ CHANGE <input type="checkbox"/> EXTENSION ONLY <input type="checkbox"/> SUMMER ONLY <input type="checkbox"/> OTHER _____
4. BEGINNING QUARTER/YEAR Winter 1985		5. ENDING QUARTER/YEAR	6. CREDITS (SPECIFY MIN. & MAX. CR. IF VARIABLE) 2		7. GRADING OPT.		
8. SUGGESTED ABBREVIATED TITLE (19 SPACES ONLY) IMMUNOBIOLOGY LAB				9. TOPICS TITLE <input type="checkbox"/> CHECK IF TITLE IS TOPICS TITLE			
10. COMPLETE TITLE Advanced Immunology Methods: Immunobiology							
11. PREREQUISITE DESCRIPTION MicB 5216 or equivalent or MicB 8320, #			12. COMPUTER CHECKS: COURSE <input type="checkbox"/> ADMIT <input checked="" type="checkbox"/> EXCLUDE ALL		SECTION		OVERRIDE AUTHORIZATION <input checked="" type="checkbox"/> INSTRUCTOR <input checked="" type="checkbox"/> DEPARTMENT <input type="checkbox"/> COLLEGE <input type="checkbox"/> GRADUATE SCHOOL
13. BULLETIN TEXT Laboratory course on preparation of cell types, mitogens, antigen stimulation, assays for lymphokines, cloning cells, adoptive transfers, CML, and transplantation.							
14. DISTRIBUTION GROUP (OPTIONAL) ___ A ___ B ___ C ___ D ___ NONE			15. APPROVED BY (AUTHORIZED SIGNATURE) Ashley T. Haase, M.D. <i>Ashley T. Haase</i> R.J. McCollister, M.D. <i>R.J. McCollister</i>			16. DATE APPROVED	

INSTRUCTIONS

This form is to be initiated each time a new course is authorized or when a change is made to an authorized course. Please type. Use double spacing wherever possible. Course information should be worded exactly as it appears or will appear in the college bulletin. The suggested abbreviated title (item #8) will appear on students' transcripts. A range of credits should be specified (minimum and maximum amounts) whenever credit is arranged (item #6). See the reverse side of this form for explanation of symbols.

FOR OFFICE USE ONLY

DATE RCVD	DATE ENTERED	ENTERED BY

COURSE DESCRIPTION -- 8-000 LEVEL

Please answer all items, with any additional information on the reverse of this sheet, rather than on a separate sheet.

Dept. offering course MicB Signature *P. P. P.*
Director of Graduate Studies

Signature *A. G. H.*
Department Chairperson

Reason for submission New course added
(Course added or dropped; prereq. change; credit change; correction; etc.)

College Medical School Quarter Effective Winter 1985

Brief description, as it is to appear in the bulletin. Include number, title, descriptive matter, credits, prereqs., name of instructor, etc., using current bulletin as style guide.

MicB 8123 Advanced Immunology Methods: Immunobiology. (2 cr; prereq 5216 or equiv or 8320, #) LeBien
Laboratory course on preparation of cell types, mitogens, antigen stimulation, assays for lymphokines, cloning cells, adoptive transfers, CML, and transplantation

Explanation and/or reasons for course or change.

Because of the tremendous interest in and usefulness of immunological techniques in many areas of biomedical research, it is important to have a graduate level course which emphasizes state-of-the-art techniques in cellular immunology. The course will have limited enrollment to maximize the student-professor interactions.

Is course or change temporary? NO For what period? _____

NEW COURSES ONLY:

Is the course to be a core requirement or optional? optional; core for immunology supp. prog

What is the relationship of this course to other courses within or without the department?

There is no overlap of the proposed course with other courses within or without the department. This course complements proposed graduate level lecture courses in each of the subdisciplines of immunology. In addition the course will be open to any graduate student

Statement of objectives:

Students will learn the state-of-the-art techniques employed in cellular immunology. Upon completion, students should be able to use these techniques in their research projects and should be familiar with the theory behind their use.

Short syllabus (topics or units, reading lists):

Students will study the following techniques:

- I. In Vitro Immune Responses
 - A. Methods for the preparation and enumeration of immune cells
 - B. Generation of humoral responses
 - C. Hemolytic plaque assays
 - D. Cell-mediated cytolytic responses
 - E. Cell proliferation assays
- II. Cell Separation Techniques
 - A. Adherence
 - B. Size and density
 - C. Cell surface markers
 - D. Separation by inactivation of proliferating cells
- III. Surgical Procedures



COURSE AUTHORIZATION FORM

1. CAMPUS Minneapolis		2. DEPARTMENT NAME AND COURSE DESIGNATOR Microbiology (MicB)			3. COURSE NUMBER 8218		_____ COURSE ADDED _____ COURSE DELETED <input checked="" type="checkbox"/> TITLE CHANGE _____ CREDIT CHANGE <input checked="" type="checkbox"/> PREREQ CHANGE _____ EXTENSION ONLY _____ SUMMER ONLY <input checked="" type="checkbox"/> OTHER Change in description	
4. BEGINNING QUARTER/YEAR Winter 1985		5. ENDING QUARTER/YEAR	6. CREDITS (SPECIFY MIN. & MAX. CR. IF VARIABLE) 3		7. GRADING OPT.			
8. SUGGESTED ABBREVIATED TITLE (19 SPACES ONLY) IMMUNOLOGY I				9. TOPICS TITLE <input type="checkbox"/> CHECK IF TITLE IS TOPICS TITLE				
10. COMPLETE TITLE Survey of Immunology I: Immunochemistry								
11. PREREQUISITE DESCRIPTION Biol 5001 or equiv.		12. COMPUTER CHECKS: COURSE <input type="checkbox"/> ADMIT <input type="checkbox"/> EXCLUDE		SECTION				
13. BULLETIN TEXT Introduction to the immune system, structural studies and genetics of immunoglobulins, antigen-antibody interactions, complement, acute-phase proteins.								
14. DISTRIBUTION GROUP (OPTIONAL) ____ A ____ B ____ C ____ D ____ NONE		15. APPROVED BY (AUTHORIZED SIGNATURE) Ashley T. Haase, M.D. <i>R.J. McCollister</i> R.J. McCollister, M.D.				16. DATE APPROVED		

INSTRUCTIONS

This form is to be initiated each time a new course is authorized or when a change is made to an authorized course. Please type. Use double spacing wherever possible. Course information should be worded exactly as it appears or will appear in the college bulletin. The suggested abbreviated title (item #8) will appear on students' transcripts. A range of credits should be specified (minimum and maximum amounts) whenever credit is arranged (item #6). See the reverse side of this form for explanation of symbols.

FOR OFFICE USE ONLY

DATE RCVD	DATE ENTERED	ENTERED BY

COURSE DESCRIPTION -- 8-000 LEVEL

Please answer all items, with any additional information on the reverse of this sheet, rather than on a separate sheet.

Dept. offering course MicB Signature *P. Peeperson*
Director of Graduate Studies

Signature *W. J. W.*
Department Chairperson

Reason for submission Change in title and course description to coordinate immunology supp.
(Course added or dropped; prereq. change; credit change; correction; etc.) program

College Medical School Quarter Effective Winter 1985

Brief description, as it is to appear in the bulletin. Include number, title, descriptive matter, credits, prereqs., name of instructor, etc., using current bulletin as style guide.

MicB 8218 Survey of Immunology I: Immunochemistry. (3 cr; prereq Biol 5001 or equiv.)
Orr
Introduction to the immune system, structural studies and genetics of immunoglobulins, antigen-antibody interactions, complement, acute-phase proteins.

Explanation and/or reasons for course or change.

To offer more in-depth study in the area of immunochemistry than previously offered in this course. This is part of an effort by the department to expand and coordinate immunology coursework to offer an internal supporting program in this area.

Is course or change temporary? NO For what period? _____

NEW COURSES ONLY:

Is the course to be a core requirement or optional? _____

What is the relationship of this course to other courses within or without the department?

Statement of objectives:

Short syllabus (topics or units, reading lists):



COURSE AUTHORIZATION FORM

1. CAMPUS Minneapolis		2. DEPARTMENT NAME AND COURSE DESIGNATOR Microbiology (MicB)			3. COURSE NUMBER 8320		<input type="checkbox"/> COURSE ADDED <input type="checkbox"/> COURSE DELETED <input checked="" type="checkbox"/> TITLE CHANGE <input type="checkbox"/> CREDIT CHANGE <input checked="" type="checkbox"/> PREREQ CHANGE <input type="checkbox"/> EXTENSION ONLY <input type="checkbox"/> SUMMER ONLY <input checked="" type="checkbox"/> OTHER Change in description	
4. BEGINNING QUARTER/YEAR Winter 1985		5. ENDING QUARTER/YEAR	6. CREDITS (SPECIFY MIN. & MAX. CR. IF VARIABLE) 3		7. GRADING OPT.			
8. SUGGESTED ABBREVIATED TITLE (19 SPACES ONLY) IMMUNOLOGY II				9. TOPICS TITLE <input type="checkbox"/> CHECK IF TITLE IS TOPICS TITLE				
10. COMPLETE TITLE Survey of Immunology II: Immunobiology, Immunogenetics								
11. PREREQUISITE DESCRIPTION Biol 5001 or equiv.		12. COMPUTER CHECKS: COURSE <input type="checkbox"/> ADMIT <input type="checkbox"/> EXCLUDE		SECTION				
13. BULLETIN TEXT Overview of B-cell/T-cell interactions, major histocompatibility complex, cell surface markers, B-cell development and responses, negative regulatory mechanisms, T-cell responses, tolerance, PMNs, and macrophages.								
14. DISTRIBUTION GROUP (OPTIONAL) ___ A ___ B ___ C ___ D ___ NONE		15. APPROVED BY (AUTHORIZED SIGNATURE) ✓ <i>Ashley T. Haase</i> Ashley T. Haase, M.D.				16. DATE APPROVED		
				<i>R.J. McCollister</i> R.J. McCollister, M.D.				

INSTRUCTIONS

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FOR OFFICE USE ONLY

DATE RCVD	DATE ENTERED	ENTERED BY

COURSE DESCRIPTION -- 8-000 LEVEL

Please answer all items, with any additional information on the reverse of this sheet, rather than on a separate sheet.

Dept. offering course MicB Signature *P. P. P.*
Director of Graduate Studies

Signature *A. J. B.*
Department Chairperson

Reason for submission Change in title and course description to coordinate immunology supp.
(Course added or dropped; prereq. change; credit change; correction; etc.) program.

College Medical School Quarter Effective Winter 1985

Brief description, as it is to appear in the bulletin. Include number, title, descriptive matter, credits, prereqs., name of instructor, etc., using current bulletin as style guide.

MicB 8320 Survey of Immunology II: Immunobiology, Immunogenetics. (3 cr; prereq Biol 5001 or equiv.) Segall
Overview of B-cell/T-cell interactions, major histocompatibility complex, cell surface markers, B-cell development and responses, negative regulatory mechanisms, T-cell responses, tolerance, PMNs, and macrophages.

Explanation and/or reasons for course or change.

To expand course description and as part of effort by the department to expand and coordinate immunology coursework to offer an internal supporting program in this area.

Is course or change temporary? NO For what period? _____

NEW COURSES ONLY:

Is the course to be a core requirement or optional? _____

What is the relationship of this course to other courses within or without the department?

Statement of objectives:

Short syllabus (topics or units, reading lists):



COURSE AUTHORIZATION FORM

1. CAMPUS Minneapolis		2. DEPARTMENT NAME AND COURSE DESIGNATOR Microbiology (MicB)			3. COURSE NUMBER 8321		<input checked="" type="checkbox"/> COURSE ADDED <input type="checkbox"/> COURSE DELETED <input type="checkbox"/> TITLE CHANGE <input type="checkbox"/> CREDIT CHANGE <input type="checkbox"/> PREREQ CHANGE <input type="checkbox"/> EXTENSION ONLY <input type="checkbox"/> SUMMER ONLY <input type="checkbox"/> OTHER _____ OVERRIDE AUTHORIZATION <input type="checkbox"/> INSTRUCTOR <input type="checkbox"/> DEPARTMENT <input type="checkbox"/> COLLEGE <input type="checkbox"/> GRADUATE SCHOOL	
4. BEGINNING QUARTER/YEAR Winter 1985		5. ENDING QUARTER/YEAR	6. CREDITS (SPECIFY MIN. & MAX. CR. IF VARIABLE) 4		7. GRADING OPT.			
8. SUGGESTED ABBREVIATED TITLE (19 SPACES ONLY) IMMUNOLOGY III				9. TOPICS TITLE <input type="checkbox"/> CHECK IF TITLE IS TOPICS TITLE				
10. COMPLETE TITLE Survey of Immunology III: Clinical Immunology								
11. PREREQUISITE DESCRIPTION prereq. 8218, 8320		12. COMPUTER CHECKS: COURSE <input type="checkbox"/> ADMIT <input type="checkbox"/> EXCLUDE		SECTION				
13. BULLETIN TEXT Antibody-mediated hypersensitivity, cellular hypersensitivity, autoimmunity, transplantation, tumor immunology, immunocytology, immune deficiencies.								
14. DISTRIBUTION GROUP (OPTIONAL) ___ A ___ B ___ C ___ D ___ NONE		15. APPROVED BY (AUTHORIZED SIGNATURE) Ashley T. Haase, M.D.				16. DATE APPROVED		
				 R.J. McCollister, M.D.				

INSTRUCTIONS

This form is to be initiated each time a new course is authorized or when a change is made to an authorized course. Please type. Use double spacing wherever possible. Course information should be worded exactly as it appears or will appear in the college bulletin. The suggested abbreviated title (item #8) will appear on students' transcripts. A range of credits should be specified (minimum and maximum amounts) whenever credit is arranged (item #6). See the reverse side of this form for explanation of symbols.

FOR OFFICE USE ONLY

DATE RCVD	DATE ENTERED	ENTERED BY

COURSE DESCRIPTION -- 8-000 LEVEL

Please answer all items, with any additional information on the reverse of this sheet, rather than on a separate sheet.

Dept. offering course MicB Signature *P. Peeples*
Director of Graduate Studies

Signature *C. S. 7. (H)*
Department Chairperson

Reason for submission Course added
(Course added or dropped; prereq. change; credit change; correction; etc.)

College Medical School Quarter Effective Winter 1985

Brief description, as it is to appear in the bulletin. Include number, title, descriptive matter, credits, prereqs., name of instructor, etc., using current bulletin as style guide.

MicB 8321 Survey of Immunology III: Clinical Immunology. (4 cr; prereq. 8218, 8320)
Vallera
Antibody-mediated hypersensitivity, cellular hypersensitivity, autoimmunity, transplantation, tumor immunology, immunocytology, immune deficiencies.

Explanation and/or reasons for course or change.

Presently, there is no graduate level or other course which deals with clinical immunology in depth. The subject material comprises a major and important part of the immunology field.

Is course or change temporary? NO For what period? _____

NEW COURSES ONLY:

Is the course to be a core requirement or optional? optional; core to internal supp. program

What is the relationship of this course to other courses within or without the department? There is no overlap with other courses within or without the department. A brief overview of clinical immunology is presented in MicB 5216/18. That course is taught primarily at an undergraduate level, and clinical immunology comprises 1/3 of the quarter. The proposed course would be at an advanced level, dealing with each area in depth.

Statement of objectives: The objectives of this course are to provide students with a broad and intense training in the subdisciplines of clinical immunology, including hypersensitivity, autoimmunity, transplantation, tumor immunology, and immune deficiencies.

On course completion, students will be knowledgeable in the theories and techniques of the Short syllabus (topics or units, reading lists): area and will be capable of analyzing current literature in this field.

- A. Antibody-mediated hypersensitivity
 - 1. Type I
 - 2. Type II
 - 3. Type III
- B. Cellular hypersensitivity
- C. Autoimmunity
- D. Transplantation
- E. Tumor immunology
 - 1. Tumors of the immune system
 - 2. Immunity against tumors
- F. Immune deficiencies (Innate, B, and T)
- G. Immunocytology
 - 1. Normal and abnormal leukocytes

OCT 30 1984



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Laboratory Medicine and Pathology
Medical School
Box 198 Mayo Memorial Building
420 Delaware Street S.E.
Minneapolis, Minnesota 55455
(612) 373-8623

October 29, 1984

Robert T. Holt, Dean
Graduate School
321 Johnston Hall

Dear Dean Holt:

I am writing you concerning the letter addressed to you from Ashley T. Haase, M.D., Professor and Head, Department of Microbiology, and Fritz H. Bach, M.D., Professor and Director of Immunobiology Research Center, Department of Laboratory Medicine and Pathology, on October 5, 1984, concerning the proposal for an internal supported program in immunology. Somehow through a slip-up, this plan had not been reviewed in its final detail by the Graduate Advisory Committee in Pathobiology. This Committee reviewed the proposal on October 26, 1984, and makes the following recommendations:

1. The Program needs to be an internal supporting program in Pathobiology as well as in Microbiology. I know that that was the original intent of Professor Haase and Professor Bach, as well as my intent.
2. Candidates in the program who elect Pathobiology as a major subject will be required to take the Pathobiology core courses in addition to the immunology internal supporting program. A copy of a sample program for a candidate with a pathobiology major is attached.
3. This plan has been approved by the Pathobiology faculty.
4. Professor Haase tells me that the plan to make it an internal supporting program for both Microbiology and Pathobiology also has the approval of the Graduate Faculty in Microbiology.

I am anxious to get this information to you prior to the meeting of the Policy Review Committee in Health Sciences and its Program

Review Committee this week so that the appropriate additions can be made to the request for approval of this program.

With best regards,

Yours sincerely,

A handwritten signature in cursive script, appearing to read "Ellis S. Benson".

Ellis S. Benson, M.D.
Director of Graduate Studies
in Pathobiology

ESB:crb

cc: Ashley Haase, M.D.
Fritz Bach, M.D.
Graduate Advisory Committee

UNIVERSITY OF MINNESOTA
GRADUATE SCHOOL
DEGREE PROGRAM FORM

NAME
MS.
MR.

Doe

Jane

(LAST)

(FIRST)

(MIDDLE)

(MAIDEN)

LOCAL ADDRESS

(STREET)

(CITY)

(STATE)

(ZIP CODE)

TELEPHONE NO.

DEGREE SOUGHT

Ph.D.

MAJOR

Pathobiology

CHECK ONE:

MINOR

SPECIFY FIELD

RELATED FIELDS (MASTER'S ONLY)

SUPPORTING PROGRAM (DOCTORATE ONLY) Immunology

SPECIALIST IN EDUC. CERTIFICATE

INDICATE SPECIALTY

I. D. IMPRINT

LANGUAGE OFFERED (IF REQUIRED)

TERM AND YEAR	CHECK ONE		DEPT.	COURSE NO.	TITLE	CREDITS	GRADE	INSTRUCTOR (OR INSTITUTION IF TRANSFERRED)	FOR MASTERS STUDENTS ONLY— CHECK ONE
	MAJOR COURSE	OTHER PROGRAM COURSE							
F1	X		Path	8108	Pathobiology I	3		Ahmed	<input type="checkbox"/> PLAN A: ENTER THESIS TITLE <input type="checkbox"/> PLAN B: ENTER PROJECT INFORMATION IF KNOWN PRINT ADVISER'S NAME HERE ADVISER'S SIGNATURE SIGNATURE OF DIRECTOR OF GRADUATE STUDIES (MAJOR FIELD) SIGNATURE OF DIRECTOR OF GRADUATE STUDIES (MINOR FIELD) SPACE BELOW FOR OFFICE USE ONLY GRADUATE SCHOOL APPROVAL ADMINISTRATIVE OFFICER _____ DATE _____ EXAMINING COMMITTEE CHAIRMAN _____
W1	X		Path	8109	Pathobiology II	3		Ahmed	
S1	X		Path	8110	Pathobiology III	3		Ahmed	
S1	X		Path	5101	Pathology	4		Benson	
SU 1	X		Path	5101	Pathology	2		Benson	
1	X		Path	5110	Seminar: Pathology	1		Staff	
1	X		Path	5109	Seminar: Selected Topics	1		Staff	
F1	X		Path	8140	Research Topics in Path	2		Mariani	
W1	X		Path	8141	Research Topics in Path	2		Mariani	
W1	X		Path	8122	Basic Science of Cancer	1		Wattenberg	
F1	X		BioC	5751	General Biochemistry	4			
W1	X		BioC	5752	General Biochemistry	4			
S1	X		BioC	5753	General Biochemistry	4			
2	X		Biol	5125	Recombinant DNA Lab	4		Hackett	
F2	X		Path	8275	Hybridomas/Mono. Antibod.	2		LeBien	
2	X		BioC	8210	Adv Topics in DNA Biochem.	3			
S2	X		GCB	5032	Adv. Genetics II	4		Hackett	
	X		Path	8218	Immunology I	3		Orr	
	X		Path	8320	Immunology II	3		Segall	
	X		Path	8321	Immunology III	4		Vallera	
	X		Path	8121	Adv. Immun. Methods	2		Vessella	
	X		Path	8123	Adv. Immun. Methods	2		LeBien	
	X		Path	8270	Immunohematology	3		Azar	
	X		Path	8272	Immunobiology	2		Azar	
			Grad	8888	Thesis Credits	36		Advisor	

OCT 11 1984



UNIVERSITY OF MINNESOTA
TWIN CITIES

School of Music
106 Scott Hall
72 Pleasant Street S.E.
Minneapolis, Minnesota 55455
(612) 373-3546

October 10, 1984

Dean Robert Holt
Graduate School
University of Minnesota

Dear Dean Holt:

The graduate programs of the School of Music divide themselves into 2 categories: research (M.A. and Ph.D.) and performance (M.M. and D.M.A.). The latter group have evolved from an earlier, and superceded, M.F.A. program. The last program to be instituted was the M.M. program. This is in its 4th year of operation and is serving our constituency well we think. This program includes emphases in:

Piano	Flute	Trombone
Harpsichord	Oboe	Baritone
Organ	Harp	Tuba
Voice	Clarinet	Percussion
violin	Saxophone	Guitar
Viola	Bassoon	Choral Conducting
Cello	French Horn	Double Bass
Trumpet		

Because of faculty staffing considerations our M.F.A., Church Music emphasis, was not converted to the M.M. approach 4 years ago. With faculty resignations and replacement appointments the Church Music emphasis has been reviewed and developed into the M.M. approach, more practical and performance oriented than the older M.F.A. This work has been done by a School of Music faculty committee over a period of 2 years. The attached outline of this emphasis was approved by the School of Music's Graduate Studies Committee at its September 25, 1984 meeting and by the School of Music's Council at its October 1, 1984 meeting. I hope this M.M. program with Church Music emphasis will receive your approval.

Yours,

A handwritten signature in cursive script that reads "Edgar M. Turrentine".

Edgar M. Turrentine
Director of Graduate Studies

EMT:ds

MASTER OF MUSIC, CHURCH MUSIC EMPHASIS

Admission to the Program

Admission is dependent upon the results of an audition and interview administered by the program adviser. In addition, the general requirements for admission to the Graduate School and the School of Music must be met.

ORGAN CONCENTRATION

Course Work - 44 credits

1. Emphasis - 22 credits
 - a. Applied Music - 12 credits (minimum of 3 quarters of Organ: MusA 8-303 at 4 credits each)
 - b. Church Music and Organ Literature - 10 credits (2 2-credit courses in Hymnology and Service Playing/Improvisation and 3 2-credit courses in Organ Literature)
2. Other - 22 credits
 - a. Voice and Choral Conducting - 12 credits (2 quarters of MusA 8-404 secondary Voice at 2 credits each and 2 4-credit Choral Conducting courses: Mus 5-384 and Mus 5-385)
 - b. Electives - 10 credits (chosen in consultation with adviser)
3. Solo Recital

CHORAL CONCENTRATION

Course Work - 44 credits

1. Emphasis - 22 credits
 - a. Choral Conducting and Score Study - 12 credits (3 4-credit Choral Conducting and Score Study courses: Mus 5-384, Mus 5-385, and Mus 8-537)
 - b. Church Music and Choral Literature - 10 credits (1 2-credit course in Hymnology and 2 4-credit courses in Choral Literature: Mus 8-754 and Mus 8-755.)
2. Other - 22 credits
 - a. Voice and Organ - 12 credits (3 quarters of MusA 8-404 secondary Voice at 2 credits each and 3 quarters of MusA 8-403 secondary Organ at 2 credits each)
 - b. Electives - 10 credits (chosen in consultation with adviser)
3. Conducting Recital - (Half recital)

MASTER OF MUSIC, CHURCH MUSIC EMPHASIS

Admission to the Program

Admission is dependent upon the results of an audition and interview administered by the program adviser. In addition, the general requirements for admission to the Graduate School and the School of Music must be met.

ORGAN CONCENTRATION

Course Work - 44 credits

1. Emphasis - 22 credits
 - a. Applied Music - 12 credits (minimum of 4 quarters of Organ: MusA 8-303 at 4 credits each)
 - b. Church Music and Organ Literature - 10 credits (2 2-credit courses in Hymnology and Service Playing/Improvisation and 3 2-credit courses in Organ Literature)
2. Other - 22 credits
 - a. Voice and Choral Conducting - 12 credits (2 quarters of MusA 8-404 secondary Voice at 2 credits each and 2 4-credit Choral Conducting courses: Mus 5-384 and Mus 5-385)
 - b. Electives - 10 credits (chosen in consultation with adviser)
3. Solo Recital
4. Final Oral Examination

CHORAL CONCENTRATION

Course Work - 44 credits

1. Emphasis - 22 credits
 - a. Choral Conducting and Score Study - 12 credits (3 4-credit Choral Conducting and Score Study courses: Mus 5-384, Mus 5-385, and Mus 8-537)
 - b. Church Music and Choral Literature - 10 credits (1 2-credit course in Hymnology and 2 4-credit courses in Choral Literature: Mus 8-754 and Mus 8-755.)
2. Other - 22 credits
 - a. Voice and Organ - 12 credits (3 quarters of MusA 8-404 secondary Voice at 2 credits each and 3 quarters of MusA 8-403 secondary Organ at 2 credits each)
 - b. Electives - 10 credits (chosen in consultation with adviser)
3. Conducting Recital - (Half recital)
4. Final Oral Examination

MASTER OF MUSIC

With Emphases in:

Piano, Harpsichord, Organ, Voice, Violin, Viola, Cello, Double Bass, Flute, Oboe, Harp, Clarinet, Saxophone, Bassoon, French Horn, Trumpet, Trombone, Baritone, Tuba, Percussion, or Guitar.

A. Admission to the Program

Applicants must be accepted by audition in the major performing medium and meet the general requirements for admission to the Graduate School and the School of Music.

B. Course Work - 44 credits

1. Emphasis - 24 credits

a. Applied Music - 16 credits

b. 8 credits, chosen in consultation with the student's advisor, from the areas of ensemble, literature, pedagogy or appropriate secondary instrument.

2. Other - 20 credits, chosen in consultation with the advisor.

a. 8 credits from the areas of Performance Practice, History and Literature, Ethnomusicology and Musicology, and Theory and Composition

b. 12 credits electives - 9 credits of which may constitute a minor with the approval of the Director of Graduate Studies of the minor field. A maximum of 8 credits from non-music fields may be applied toward the 44 credit minimum.

C. Solo Recital

D. Examination

A final oral examination of one hour's duration including a lecture-demonstration based on repertoire from the recital will be administered by the student's examining committee.

MASTER OF MUSIC WITH EMPHASIS IN CHORAL CONDUCTING

University of Minnesota

Admission to the Program

Admission is dependent upon the results of an audition (conducting one of the choruses in the School of Music) and an interview administered by the program advisor. At the interview the candidate will be asked to demonstrate skill in sight singing and the reading of a four-part (open) choral score with modern clefs at the keyboard. The interview consists of practical questions about choral conducting (e.g., rehearsal techniques, conducting technique, tone quality for choruses, methods of score study for the conductor), and questions about music history and literature (both general and related to choral music).

In addition, the general requirements for admission to the Graduate School and the School of Music must be met.

Course Work - 44 (quarter) credits

1. Emphasis - 24 credits

a. Choral conducting - 12 credits

Music 5-384 Choral Conducting (Gregorian Chant through Baroque Choral literature) 4 credits

Music 5-385 Choral Conducting (Classical through 20th Century Choral literature) 4 credits

Music 5-399 Conducting Recital with supporting paper - 4 credits

b. Score Study and Choral Literature - 12 credits

Music 8-537 Score Study (Choral) Analysis of Choral Music and Score Reading at the keyboard (including C clefs and transposing instruments) 4 credits

Music 8-754 Choral Literature: Renaissance-Baroque 4 credits

Music 8-755 Choral Literature: Classic-20th Century 4 credits

2. Other - 20 credits, chosen in consultation with the advisor.

a. 8 credits from the areas of Performance Practice, History and Literature, Ethnomusicology and Musicology, and Theory and Composition.

b. 12 credits electives - 9 credits of which may constitute a minor with the approval of the Director of Graduate Studies of the minor field. A maximum of 8 credits from non-music fields may be applied toward the 44 credit minimum.

3. Students in this program are required to participate in a School of Music Chorus each quarter in residence.

Examination

A final oral examination of approximately one hour's duration will be administered by the student's examining committee. It will cover course work, recital and supporting paper.

SECTION III

MASTER OF MUSIC DEGREE

A. Introduction

The School of Music recommends institution of a Master of Music degree at the University of Minnesota. Such a degree plan in combination with the Doctor of Musical Arts degree, would bring graduate professional degrees at the University into alignment with national practice. The Master of Music degree is the natural link between the Bachelor of Music degree and the Doctor of Musical Arts degree, both currently offered by the University.

The Master of Music (M.M.) degree is the standard, professionally-oriented masters-level degree in music and is offered by schools of music and many graduate schools throughout the country. It most commonly emphasizes performance-related subject matter, but in many fine institutions it is a functioning degree program for theoretical, historical, and pedagogical emphasis as well. This proposal is for an M.M. with emphasis in choral conducting and in each of the following performance areas: piano, harpsichord, organ, voice, violin, viola, cello, double bass, flute, oboe, clarinet, saxophone, bassoon, French horn, trumpet, trombone, baritone, tuba, percussion, harp, and guitar.

The above emphases are currently offered at the University of Minnesota through programs under the Master of Fine Arts (M.F.A.) degree. The M.F.A. degree is historically associated more with the plastic and visual arts. Its requirements traditionally fall beyond those of other masters degrees but short of the doctoral level, both in course work and research/creative content. At the University of Minnesota it is a 65 credit program administered by the Graduate School in certain areas of Music, Theater Arts and Studio Arts. For Theater and Studio Arts it is the terminal degree in areas of practical concentration (as opposed to scholarly). Since 1974, however, Music's terminal degree in such areas (applied music) has been the Doctor of Musical Arts (D.M.A.). It is intended, at least for the immediate future, that the M.F.A. option would continue to be available, primarily to accommodate cooperative programming that has developed between Theater and Music. It should also be noted that other departments' continuation of the M.F.A. degree should in no way be jeopardized by our proposal. However, it is important that the structure of our principal degree programs become consistent with the structures of sister institutions within our own discipline.

The masters-level programs in Music Education (the M.A. administered by the Graduate School and the M.Ed. offered through the College of Education) and the M.A. in the areas of music history and theory-composition are unaffected by this proposal.

The D.M.A. degree at Minnesota requires 90 credit hours beyond the Bachelors, traditional doctoral examinations and extensive performing. A paper is required. It is offered in clarinet, piano, organ, trumpet and voice. The M.M., requiring 44 credits beyond the Bachelors, is the normal step between the B.M. and the D.M.A.

The School of Music finds itself unable to serve those students who want a standard one-year degree in performance such as is offered at most other schools in the country. A substantial clientele is not being served by the present degree structure.

The External Review Committee (1974) recommended strongly the institution of a Master of Music degree.

B. The Proposed Program

The objectives of the Master of Music degree are essentially the same as the M.F.A.: to provide a period of organized focused study to students who have been concerned at the undergraduate level with development of their general cultural and musical education. The M.F.A. has been (and the M.M. will be) used by students preparing to be:

- 1) instrumental solo and/or chamber music performers
- 2) vocal artists in opera, oratorio and solo performance
- 3) church organists or choir directors
- 4) orchestral musicians

Graduates of Music's M.F.A. program have often gone on to college level teaching positions. Most of these people eventually continue with work toward a D.M.A. degree since they have already devoted so much time to the M.F.A. Many M.F.A. degree holders are active as private music teachers, church musicians, accompanists, and jobbing musicians in the Twin Cities and elsewhere. All of these career objectives will be served as well by the M.M. degree and in much more practical proportions.

Bulletin copy for the M.F.A. degree reads:

"Admission to this program is limited to students who hold a Bachelor's degree in music and who show promise in performance or choral conducting. Applicants must meet the general requirements for admission to the Graduate School. An audition in the major performing medium must have taken place before the application can be considered. In choral conducting an interview is also required."

It is assumed that the same copy will apply for this degree.

The degree would be offered with emphases in each of the standard solo and orchestral instruments or voice and in choral conducting.

MASTER OF MUSIC WITH EMPHASIS IN CHORAL CONDUCTING

A. Admission to the Program

Admission is dependent upon the results of an audition and interview administered by the program adviser. In addition, the general requirements for admission to the Graduate School and School of Music must be met.

B. Course Work - 44 credits

1. Major - 24 credits

- (a) Choral Conducting - 12 credits
- (b) Choral Literature - 12 credits

2. Supporting Program - 8-12 credits (minimum) in one of the following areas: (chosen in consultation with the student's adviser)

- (a) Music History
- (b) Theory and Composition
- (c) Music Education

3. Free Electives - 8-12 credits (chosen in consultation with the student's adviser)

4. Students in this program are required to participate in a School of Music Chorus each quarter of residence.

C. Conducting Recital with Supporting Paper

D. Examination

A final oral examination of approximately one hour's duration covering course work, recital and supporting paper will be administered by the student's examining committee.

MASTER OF MUSIC WITH EMPHASES IN: Piano, Harpsichord, Organ, Voice, Violin, Viola, Cello, Double Bass, Flute, Oboe, Clarinet, Saxophone, Bassoon, French horn, Trumpet, Trombone, Baritone, Tuba, Percussion, Harp, or Guitar.

A. Admission to the Program

Applicants must be accepted by audition in the major performing medium and meet the general requirements for admission to the Graduate School and the School of Music.

B. Course Work - 44 credits

1. Major - 24 credits

- (a) Applied Music - 16 credits (minimum)
- (b) 8 credits (chosen in consultation with the student's adviser) from the areas of ensemble, literature, pedagogy or appropriate secondary instrument.

2. Supporting Program - 8-12 credits in one of the following areas: (chosen in consultation with the student's adviser)

- (a) Music History
- (b) Theory and Composition
- (c) Music Education

3. Free Electives 8-12 credits
(Chosen in consultation with the student's adviser)

C. Solo Recital

D. Examination

A final oral examination of one hour's duration including a lecture-demonstration based on repertoire from the recital will be administered by the student's examining Committee.

C. Educational and Social Need for the Program

It is estimated that 35 or 40 students would enroll in the program in its first full year, including students transferring from the M.F.A. program. Once the M.M. has been fully established, an estimated 60 students might be enrolled. It appears that this number of students could be handled with existing faculty. Enrollment will be controlled according to faculty resources available.

Although a detailed tally of inquiries about graduate programs in Music is not regularly maintained, figures are available for Fall Quarter 1977 and Winter Quarter 1978. During that period inquiries totalled 369. Generally, at least 50% of such inquiries is about study in performance areas. Since the M.F.A. in music is such an unusual degree nationally, we would characterize every inquiry about masters level work in performance as an inquiry about the M.M. In fact, such inquiring students often lose interest and/or go elsewhere when they find that the School of Music does not offer a degree of M.M. proportions.

Several rather distinct groups would be served by this degree: a) those who intend to remain in their present position but desire to improve their performance ability, b) those who intend, as a result of this training, to enter the profession as, for instance, solo performers, orchestral and church musicians, or studio teachers, c) those who will use the work as part of a larger graduate program culminating in a doctorate, and d) those seeking personal enrichment. In all cases, benefit to state and community can be measured not only in terms of the professional training provided to the citizens, but in terms of the cultural enrichment and standard such programs provide for the population of the community, state and entire Upper Midwest region.

The employment record of graduates of the M.F.A. program has been very good. Positions are in the fields of college teaching, private teaching church musicians, accompanists, orchestral and jobbing musicians. Graduates with the M.M. are expected to find employment in the same areas, with the additional advantage of a nationally recognized degree and at a more reasonable cost-effectiveness ratio.

D. Comparison with Similar Programs

The relationships between the proposed program and existing programs at the University have been discussed in III, A, above. The M.M. is the logical link between the B.M. and D.M.A. degrees.

The M.M. degree will better serve students who inquire and/or apply for masters-level studies in performance or choral conducting. It will attract students who have gone elsewhere because we did not offer M.M. and will draw from the M.F.A. students whose initial intentions were to pursue a degree of M.M. proportions. The M.F.A. will continue as an option for the immediate future.

Within the State of Minnesota, Mankato State University is the only other institution offering the M.M. degree. Its concentrations are in performance, composition and theory, and music education. They do not offer a doctorate.

All other "Big Ten" universities offer the M.M. with the exception of Purdue, which offers no music degrees. Following are summaries of M.M. programs at other schools. An attempt was made to group credit requirements as follows: 1) Major within music 2) Other music 3) Electives (in or out of music). Most institutions give credit for the performance project (recital). This would account for the 32 semester hours at Indiana, for instance, as opposed to the 26 at Wisconsin where the recital does not carry credit. We propose following the Wisconsin practice.

INDIANA (using orchestral instruments as an example)

1. The major instrument - 16 semester credits
2. Literature of the instrument - 6-9 semester credits
3. Cognate Field (theory, Music Education, etc.) - 6 semester credits
4. Ensemble appropriate to instrument - 4 semester credits

Total - 32 semester credits

MICHIGAN (using Strings as an example)

1. The major instrument - 10-15 semester credits
2. Orchestra and chamber music - 8 semester credits
3. Electives in and out of music to make a total of 36 semester credits

UNIVERSITY OF SOUTHERN CALIFORNIA

1. Performance courses (solo and ensemble) - 12 semester credits
2. Other music courses - 15 semester credits
3. Electives - 4 semester credits

Total - 31 semester credits

ILLINOIS (using Choral Conducting as an example)

1. Major in music - 20 semester credits
2. Electives in music - 12 semester credits

Total - 32 semester credits

WISCONSIN (using Piano as an example)

1. Major instrument and related courses - 14 semester credits
2. History and/or Theory of Music - 6 semester credits
3. Electives in or out of music - 4 semester credits

Total - 26 semester credits

E. Quality Control

The same faculty would be responsible for the program as are and have been responsible for the M.F.A. Both degrees imply the same faculty qualifications.

The following faculty would serve as major teachers and advisers for the Master of Music degree:

Dr. John Anderson
Dr. David Baldwin
Dr. Heinrich Fleischer
Professor Paul Freed
Dr. Dwayne Jorgenson
Dr. Thomas Lancaster
Dr. Richard Massmann
Asst. Professor Tanya Remnikova
Professor Roy Schuessler
Dr. Clifton Ware
Professor Bernhard Weiser

The following affiliated faculty, approved by Graduate School, will also teach applied music:

Rhadames Angelucci
David Eagle
Elaine Eagle
Scharles Schlueter
Henry Smith
Jeffrey Van
Constance Wilson
Lois Wittich

Faculty vitae are presented in the Appendix.

Applicants to this program will be screened by a departmental committee consisting of all faculty in the major field. The screening process will consist of audition, interview, and transcript evaluation. Three letters of recommendation are required by the department.

Individual academic programs must be approved by the adviser, appropriate departmental committees and the Graduate School, as in the M.F.A.

The external accrediting agency for this program will be the National Association of Schools of Music. This organization periodically reviews all degree programs offered by member institutions. Such reviews take place every ten years.

The program will be subject to the usual internal review processes - course evaluation, evaluation of faculty (e.g., for promotion and tenure), program review by the Graduate Studies Committee and by the Council of the School of Music, and the internal-external review processes established by the Graduate School and the College of Liberal Arts. Follow-up of graduates of the program is planned.

F. Implementation

The School of Music is prepared to initiate this program immediately upon its official approval. It is hoped that implementation will be effected in the Fall of 1980. Undoubtedly, many students currently pursuing the M.F.A. will want to transfer to the M.M.

The M.M. curriculum does not imply any need for new University or extra-University resources. Library and media resources developed over the years to service the M.F.A. program will be adequate to support the M.M.

Because the M.M. involves fewer credit hours than the M.F.A., a greater number of students can be served by the faculty.

COMPARISON OF COST PER STUDENT
IN THE M.M. AND M.F.A. PROGRAMS

<u>Degree</u>	<u>No. of credits</u>	<u>Cost per credit</u>	<u>Cost per student</u>
M.M.	44	\$76.15	\$3,350.60
M.F.A.	65	\$76.15	\$4,949.75

It is expected that 40 students will enroll in the M.M. program during the first year (1980-81); 60 students when fully operational (1982-83). Student credit hours will be 1760 in the first year; 2640 annually when fully operational.

Faculty resources required will be 3.37 FTE during the first year, at a cost of \$84,751; 5.05 FTE when fully operational, at an annual cost of \$127,127. (All costs have been estimated in terms of the 1980-81 budget without any attempt to estimate the effects of inflation beyond that point).

Civil Service resources required will be 0.47 FTE during the first year, at a cost of \$6,274; 0.7 FTE when fully operational, at a cost of \$9,406. Supply and equipment costs have been estimated at \$4,135 during the first year and \$6,199 when fully operational. Total direct cost for the first year and when fully operational are \$95,160 and \$142,732, respectively.

A ratio of 71% to 29% has been used for computation of indirect costs. Indirect costs for the first year are estimated to be \$38,868; when fully operational, \$58,298.

Total costs will be \$134,028 during the first year; \$201,030 when fully operational.

Support for the program will come from state funds and tuition at a ratio of 74% to 26% - first year, \$101,861 and \$32,167, respectively; when fully operational, \$152,785 and \$48,247.

All funding will be by reallocation of funds currently supporting the M.F.A. program.

SECTION II

Program Title - Master of Music Degree

1. Summary Description of Program

The Master of Music degree (M.M.) is the standard, professionally-oriented masters-level degree in music and is the natural link between the Bachelor of Music degree and the Doctor of Musical Arts degree, both currently offered by the University.

The principal objective of the M.M. is to provide a period of organized focused study to students who have been concerned with the development of their general cultural and musical education. The M.M. will be used by students preparing to be instrumental solo and/or chamber music performers; vocal artists in opera, oratorio and solo performance; church organists or choir directors; orchestral musicians; teachers in the various instrumental and vocal areas.

The M.M. will be offered with emphases in choral conducting and in each of the following performance specialties: piano, harpsichord, organ, voice, violin, viola, cello, double bass, flute, oboe, clarinet, saxophone, bassoon, French horn, trumpet, trombone, baritone, tuba, percussion, harp, guitar.

For admission, students must meet the standards of the Graduate School and the School of Music, successfully complete an audition and/or an interview with the appropriate faculty adviser, and submit three letters of recommendation.

The M.M. program will require completion of 44 graduate level credits beyond the Bachelors, distributed as follows:

Major area (from applied music, choral conducting, literature, ensemble, pedagogy, or appropriate secondary instrument) - 24 credits

Supporting program (music history, theory and composition, music education) - 8-12 credits

Electives - 8-12 credits

A recital (solo or conducting, as appropriate to the program) is required, with final orals and, in the case of choral conducting, a supporting paper.

Enrollment is expected to number 40 students in the first year and 60 students when the program is fully operational.

Support for the program (including funds, faculty, library resources, facilities, and supporting services) will be achieved by reallocation of resources presently dedicated to the M.F.A. program. (The M.F.A. program will be substantially reduced in its number of students, but will continue to be offered - at least for the immediate future).

Costs of the program during the first year will be: faculty (3.37FTE), \$84,751; Civil Service (0.47FTE), \$6,274; equipment and supplies, \$4,135; indirect costs, \$38,868.

When fully operational, costs will be: faculty (5.05FTE), \$127,127; Civil Service (0.7FTE), \$9,406; equipment and supplies, \$6,199; indirect costs, \$58,298.

State support at 76%, will be \$101,861 in the first year; \$152,783 when fully operational. Tuition support, at 24%, will be \$32,167 in the first year; \$48,247 when fully operational.

2. Need for the Program

Although many students pursue college-level music studies for personal enrichment (a worthy endeavor in itself), most students in the proposed program will be seeking entry-level or advanced skills in their chosen careers. For those preparing for college-level teaching positions, the M.M. represents minimum entry-level preparation; for those in private teaching, performance and church choir work, advanced training will be provided. Many of the students in the M.M. program will continue their study through the D.M.A.

The M.M. degree is the standard, nationally recognized degree in performance and conducting. It is the expected degree in the job market. Its implementation will therefore be an advantage to students at the University of Minnesota in their pursuit of job opportunities and doctoral level studies. The M.M. requiring 44 credits, as compared with M.F.A. at 65 credits, offers a cost/benefit advantage to the student as well as the institution. In spite of the credit differential, the M.F.A. is not as prestigious in the job market as is the M.M.

The M.M. is the degree recommended by the National Association of Schools of Music and was specifically recommended for implementation at the University of Minnesota by the Internal-External Review Committees (1974).

3. Mission

The M.M. degree is the logical link between the B.M. and D.M.A. degrees currently offered at the University. Adoption of the proposed degree

will provide a structure for our degree programs that is nationally understood and is comparable to the structure for degree programs in respected institutions throughout the nation. The proposed structure, supported by the faculty strengths and library resources of the University, and drawing upon the rich musical environment of the Twin Cities metropolitan area, will provide the best possible climate for the nurture of musical talent in Minnesota. The community, state, and region will benefit from the products of such a program.

4. Comparative Program Analysis

The M.M. program is essentially a replacement for the M.F.A. (The M.F.A. will be sustained for a limited number of students, primarily to accommodate cooperative programming with the sister arts on our campus).

Mankato State University is the only other Minnesota institution offering the M.M. degree. Mankato does not offer a doctoral program.

5. Duplication

The University's M.M. program will be unique in the breadth of the area it serves, in the numbers, variety and geographical origins of students it attracts, and the richness of the environment upon which it can draw. It also enjoys the advantage of existing within a principal job market for its products.

6. Cost/Benefit

Music programs are evaluated by the National Association of Schools of Music at various stages during implementation and at minimal intervals of ten years thereafter. The NASM is the national accrediting body for programs in music.

The program will also be subjected to review through the usual mechanisms of the University, the Graduate School, the College of Liberal Arts, and the School of Music - e.g., student evaluation, faculty evaluation, internal-external review processes. Follow-up studies of graduates of the program are planned.

The cost per student for the M.M. degree is expected to be \$3350.60 (\$76.15 per credit times 44 credits). The cost per student for the M.F.A. is \$4949.75 (\$76.15 x 65 credits). Given the same resource base, more students will be better served by the M.M. degree than by the M.F.A.

CRITERIA GOVERNING CONTINUED GRADUATE FACULTY MEMBERSHIP
FOR PROFESSORS EMERITI

Graduate School policy has traditionally permitted graduate faculty members whose status has been terminated due to retirement to complete outstanding examining committee and advising assignments if they wish to do so, but not to accept any new ones. For a variety of reasons--for example, because of early or phased retirement, or because funding for a research grant which involves graduate students extends beyond the date of the principal investigator's retirement--it may be desirable in a limited number of cases to continue a faculty member's Graduate School appointment after he or she retires from the University. Continued graduate faculty membership for professors emeriti is intended to be the exception rather than the rule and shall occur only when the faculty member and graduate program mutually agree that a legitimate need exists to continue the Graduate School appointment after the date of retirement. If such an agreement is reached, the following procedure shall be required and the conditions listed below shall apply.

Professors emeriti who wish to accept new advising and examining committee assignments beyond the date of their retirement and who wish to remain actively involved in one or more graduate programs with respect to advising and evaluating the performance of graduate students and conducting and directing research may apply for continuation of their graduate faculty membership. Application shall be made by the faculty member through the Director of Graduate Studies of the program in which continued graduate faculty membership is desired, or by nomination by a member of the graduate faculty in the same program with the nominee's consent. The Director of Graduate Studies shall submit the nomination to the members of the graduate program eligible to make a nomination to that status, or to a designated committee of the program, and shall after their review attach to the nomination 1) the vote of the faculty or committee with a summary of the views expressed about the quality of the nominee's involvement in the graduate program and 2) a statement describing the need for continued appointment. The nomination shall be accompanied by a letter from the nominee stating that he or she agrees to accept the range of responsibilities associated with appointment to a particular rank, including the obligation to meet with graduate students on a regular basis during the period of continued appointment. The Director of Graduate Studies shall forward the nomination and supporting documentation to the Graduate School for submission to the appropriate Policy and Review Council. The Council shall review the nomination and forward the file with its recommendation to the Dean, who shall decide whether to grant continuing status in the graduate faculty. Final Graduate School approval shall be contingent upon approval by Academic Affairs of a Personnel Action Form (PAF), which that office requires in all cases, whether the professor emeritus is appointed with or without salary.

Membership shall normally be for a limited term, ordinarily three to five years. Renomination shall be at the request of the faculty member and shall be accomplished by repeating the procedure described above.

Individuals seeking continued graduate faculty membership are not eligible to vote on their own nomination should nomination occur before the actual point of retirement.

Graduate programs shall clearly identify professors emeriti who continue to hold graduate faculty membership, and students shall have the right to accept or decline a faculty member so appointed as an adviser or member of the student's examining committee. When a professor emeritus is assigned to advise a graduate student, a co-adviser who holds a graduate faculty appointment appropriate for the purpose shall also be assigned (for example, to ensure that an adviser is in place should the professor emeritus leave the University). The names of professors emeriti whose Graduate School appointments have been continued shall be listed in the Graduate School Bulletin and Graduate Faculty and Limited Teaching Status Roster.

Because the University does not encourage reliance on retired faculty for classroom teaching, involvement of professors emeriti in the activities of graduate programs should primarily concern advising of graduate students, service on examining committees, and limited participation in graduate courses. Extension of a graduate faculty appointment beyond retirement does not entitle the bearer to participate in graduate faculty governance.

November, 1984

ALLOCATION OF GRADUATE SCHOOL FELLOWSHIP FUNDS TO DEPARTMENTS FOR 1985-86:
RECOMMENDATION TO THE GRADUATE SCHOOL

The Graduate School Fellowship Committee recommends that the Graduate School continue the practice of allocating fellowship funds directly to graduate programs/departments, assuming the funds recur, in approximately the same ratio for 1985-86 as in the current year (\$1.2 million allocated to departments, \$1.3 million for University-wide Graduate School Fellowship and Doctoral Dissertation Fellowship competitions).

Recognizing that departments urgently need to know the amount of fellowship funds they will have available in 1985-86 for purposes of recruiting, the Committee recommends that the Graduate School notify departments immediately that they are guaranteed 75 percent of their 1984-85 allocation in 1985-86. The Committee stresses that to delay departmental allocations beyond Fall Quarter would, in effect, preclude their use for effective recruiting in 1985-86.

Later in Fall Quarter, all graduate programs/departments should be invited to compete for a share of the balance of the funds. The Committee recommends that the competed-for allocations be based on criteria to include the following: the size of the program; the quality of the applicant pool; the quality of the program (as indicated, e.g., by the applicant/admit ratio, previous participation in University-wide fellowship competitions, program reviews, standing among peers); the nature of the competition for first-rate students; program recruitment goals; the effectiveness of the use of the 1984-85 fellowship allocation; the proposed use of funds (and its relationship to program quality and recruitment goals); and the over-all strength of the program's proposal. Review of the proposals would be conducted by a subset of the Fellowship Committee members, with recommendations to the Dean. This second round of allocations should be made in January-February.

Graduate School Fellowship Committee
Professor Gary Gray, Chairman
October 10, 1984

1 Unit, Campus or College College of Liberal Arts Code No. 2

I. General Information

A. Program Title M.A. in East Asian Studies

B. Program Review Category: Regular
(check one) Experimental (If Experimental, give Reporting Date: / /)

C. Proposed Implementation Date: 9 / 16 / 84

D. Program Length: Total Cr/hr Classroom Laboratory
Plan A: a minimum of 28 credits plus thesis
Plan B: a minimum of 44 credits.

E. Administrative Unit Immediately Responsible for Program: Dept. of

F. Describe the Program (in 50 words or less):

An M.A. degree in East Asian Studies is proposed. It is designed both to acquaint students with the methods and substance of the various disciplines represented by its participating faculty and to provide training in the interdisciplinary integration of knowledge. The university resources upon which the program will draw include substantial library holdings and the 19 graduate faculty of the Department of East Asian Studies

G. Expected student interest in the program during the first year of operation, and when the program reaches full operating level:

	First Year (84-85)		Full Operation (85-86)	
	Number (Headcount) Expected	Student Credit or Contact Hours	Headcount Capacity	Student Credit or Contact Hours
a. Enrollment				
Program Enrollees	5	180	10-20	360-720
Other Students				
Total	5	180	10-20	360-720
b. Program Graduates/Completers			ca. 5	ca. 80

A. Projected Costs of the Program:

II. Budget Data

6

7

	First Year <u>84-85</u>				Full Operation <u>85-86</u>			
	New		Re-assigned		New		Re-assigned	
	No. FTE	Annual Cost	No. FTE	Annual Cost	No. FTE	Annual Cost	No. FTE	Annual Cost
a. Faculty	10	\$ NA	57	\$ 0	10	\$ 0	57	\$ 0
b. Civil Service	13	\$ NA	50	\$ 0	13	\$ 0	50	\$ 0
c. Equipment, Supplies, etc.		\$ NA		\$ 300		\$ 0		\$ 300
Total Direct Costs (a+b+c)	31	\$ NA	78	\$ 300	31	\$ 0	78	\$ 300
d. One-time Costs		\$ 0		\$ 0		\$ 0		\$ 0
e. Space Rental		\$ 0		\$ 0		\$ 0		\$ 0
f. Indirect Costs		\$ 0		\$ 0		\$ 0		\$ 0
g. Total Program Costs (a+b+c+d+e+f)	51	\$ 0	98	\$ 300	51	\$ 0	98	\$ 300

B. Expected Sources of Funds for Program:

8

9

	First Year <u>84-85</u>			Full Operation <u>85-86</u>		
	Dollar Amount	% of Annual Expend.	One Time Input	Dollar Amount	% of Annual Expend.	One Time Input
a. Local	\$ 10	51	\$ 65	\$ 10	51	\$ 65
b. State	\$ 15	53	\$ 70	\$ 15	53	\$ 70
c. Tuition	\$ 20	65	\$ 75	\$ 20	65	\$ 75
d. Federal	\$ 25	67	\$ 100	\$ 25	67	\$ 100
e. Private	\$ 30	72	\$ 75	\$ 30	72	\$ 75
f. Dedicated Fees	\$ 35	81	\$ 90	\$ 35	81	\$ 90
g. Other (Specify)	\$ 40	93	\$ 95	\$ 40	93	\$ 95
h. Total	\$ 0	100	\$ 0	\$ 0	100	\$ 0

10

C. If there are any formal arrangements with other institutions or agencies, (e.g. clinical sites, cooperation, joint programs) explain, giving names of institutions: _____

D. System Verification:

Authorized Institution or System Signature

Title

Date

29 39

40

42 47

Section III

April 6, 1984
(Date)

Proposal for: (name of new program)
Masters' Degree in East Asian Studies

Submitted by the: (name of department or departments)
East Asian Studies

of the: (name of the college or campus)
College of Liberal Arts

The proposal has been reviewed and approved by:

APPROVAL CERTIFICATION

ADDITIONAL APPROVALS (as appropriate)

Fynn Marshall 4/5/84
(Department Chairman or Equivalent) (Date)

(Dean, Graduate School) (Date)

(Dean) (Date)

(Vice President, Institutional Relations) (Date)

(Vice President, Academic Affairs) (Date)

(Vice President, Health Sciences) (Date)

(Deputy Vice President, Agriculture, Forestry and Home Economics) (Date)

Approval by Regents: _____
(Date)

First Reading by CAC: _____
(Date)

Second Reading by CAC: _____
(Date)

Recommendation by the MHECB: _____

(Date)

Confirmation by Regents: _____
(Date)

PROPOSAL FOR MASTER OF ARTS DEGREE
IN EAST ASIAN STUDIES

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SECTION II: PROPOSAL ABSTRACT

Program Title: Master of Arts in East Asian Studies

1. Summary Description of Program

East Asian Studies is that branch of scholarship devoted to the interdisciplinary inquiry into the land and peoples of China, Korea, Japan and Vietnam, which have shared through history a common cultural heritage and today form the single most populous region in the world. The rationale for East Asian Studies includes the intrinsic interest in the past legacy of the Chinese civilizational sphere and the history of its interaction with the West as well as the present and future political and economic importance of the nation-states of the area. The division of American academic disciplines at present fails to adequately encourage the formal study of the diverse but related phenomena that must be treated if the area is to be understood as a whole.

The present faculty which would be responsible for the M.A. program in East Asian studies has a national and international reputation for scholarship. It includes twenty-two individuals ranging in rank from Regents' Professor to Assistant Professor and representing eleven different disciplines. All but three are presently members of the Graduate Faculty (see Attachment A).

As demonstrated by their past and present efforts in the East Asian Studies Bachelor of Arts program and cooperation in offering M.A. and Ph.D. Supporting Programs to graduate students in other disciplines, it is a faculty whose offerings can readily be organized into a program of advanced study of this field. Such a formal organization would be in keeping with the explicit recommendation of the College of Liberal Arts (see Attachment F for EAS Consolidation Committee Report of 1981) and the general recommendations of the Graduate School which placed great

emphasis on facilitating "interdisciplinary graduate programs relying on present graduate faculty in the more established disciplines. (Graduate School Mission Statement, 1980)."

The requirements for admission to the program are a Bachelor's degree, evidence of academic promise, and satisfaction of the standards of the Graduate School. The M.A. degree is a research degree and will be available under either Plan A or Plan B. It is anticipated that five to ten students will enroll each year and that about five would complete the program each year.

Additional costs to the University will be modest and primarily administrative since appropriate faculty in adequate numbers are either already in place or planned for and library holdings are sufficient for the requirements of the program (see Attachment H).

2. Need for the Program

Although Master of Arts degree programs in East Asian Studies have long been offered at other institutions in the nation, historically at the University of Minnesota students wishing to undertake graduate level work focusing on the East Asian area have had to choose between degree programs focusing on Literature/ Language or, at one point, an East Asian track within International Relations. When the latter degree program was terminated, a certain number of students were able to pursue courses of study where appropriate in the East Asian track of the program in the Department of History. But Minnesota students whose primary interest were neither literature or history have had to leave the state. Therefore the need for a Master of Arts degree program in East Asian Studies has been felt by the faculty for over a decade and planning was actually begun at the time that the present Bachelor of Arts degree was proposed. At that time, however, there was no departmental base for an M.A. and the small size of the budget for the College of Liberal Arts Committee on East Asia precluded adequate administrative coordination. Three years ago the College of Liberal Arts, recognizing the

increased student interest and demand in the state for greater knowledge of the contemporary societies of China and Japan, consolidated the East Asian Languages and the East Asian Studies Program into the new Department of East Asian Studies. This department, which includes in its regular faculty all twenty of the East Asian specialists within the CLA (in addition to three adjunct members who hold graduate degrees but are not on the regular faculty of the College), now provides the appropriate administrative framework.

A Master of Arts degree program in East Asian Studies will satisfy a number of important educational needs which are not provided for in the present graduate offerings either at the University or at any other institution of higher education in the state -- indeed in the region west of Michigan and east of Seattle.

Such an M.A. program would provide primarily for five types of students:

- 1) individuals planning specialized careers in journalism, international business, foundations or government service for which opportunities in Minnesota and nation-wide are growing because of the increased interaction with the Pacific Basin in general and China, Japan and Korea in particular;
- 2) teachers in social studies with a strong interest in this area and a need for advanced work to satisfy the demands in the state educational system for curriculum that includes Asia;
- 3) students who may eventually choose to continue their studies in another discipline for the doctoral degree with research competency in the languages and cultures of East Asia;
- 4) foreign students primarily but not exclusively from East Asian countries who need to acquire American methodologies; and
- 5) Minnesotans who wish to study East Asia systematically for reasons not directly related to vocation.

3. Mission

The mission of advanced training in the languages and societies of East Asia has long been, and will be in the foreseeable future, the exclusive task of the University of Minnesota on its Twin Cities campuses. There are no similar programs, graduate or undergraduate, at the University of Minnesota, although the department does offer a Bachelor of Arts degree in this field.

There are no similar graduate degree programs within the state of Minnesota, although there are related undergraduate programs at some of the private colleges in the state.

4. Comparative Program Analysis

There are no similar programs at the University of Minnesota, nor are any planned (see Attachment J for letters from Chairs of related departments).

There are no similar graduate programs within any of the other institutions of higher education within the state of Minnesota (see Attachment I from HECB) nor indeed in the upper midwest region stretching from Ann Arbor, Michigan to Seattle, Washington, although there are undergraduate programs which are expected to produce prospective students in some of the colleges of the state and region. The Department has formal relations with the Associated Colleges of the Twin Cities, whose faculty generally support this proposal (see Attachment K from the East Asian Coordinator for the ACTC).

The Master of Arts is offered in many of the best known East Asian Studies programs around the country, including the University of California at Berkeley, Columbia, Harvard, Stanford and Yale. Among the Big Ten universities, there are similar graduate degree programs at Indiana, Iowa and Michigan. Some place greater emphasis on literature, others on international political relations. The proposed program will have a number of strengths and other differences that set it apart from those at our sister institutions.

5. Duplication

There is no duplication within the state or the region. In view of the minimal increased cost proposed, the existence of similar programs at other comprehensive universities in the nation would create no more redundancy than in the cases of the more traditional disciplinary departments; rather the creation of this program would provide the students and citizens of Minnesota with the same advantages enjoyed in those states.

6. Cost/benefit

The increased costs to the University will be minimal and may actually be balanced by the additional student tuition (see Section III.6) because the faculty and library resources already in existence on campus are adequate for the purposes of the program. Indeed, the present program is specifically designed to utilize existing resources more effectively by serving those Minnesotans who must now go outside the state to pursue advanced training of this kind.

Benefits, as with all such programs, will be systematically evaluated through periodical review by the Graduate School and the College of Liberal Arts according to the regular criteria and procedures of those units.

SECTION III: PROPOSAL FOR AN M.A. IN EAST ASIAN STUDIES

Program Title: Master of Arts in East Asian Studies

1. Introduction

East Asian Studies is that branch of scholarship devoted to the interdisciplinary inquiry into the land and peoples of China, Korea, Japan and Vietnam, which have shared through history a common cultural heritage and today form the single most populous region in the world. The rationale for East Asian Studies includes the intrinsic interest of the past legacy of the Chinese civilizational sphere and the history of its interaction with the West as well as the present and future political and economic importance of the nation-states of the area. The division of American academic disciplines at present fails to adequately encourage the formal study of the diverse but related phenomena that must be integrated in order to fully understand East Asia as a single area, and the proposed program will provide a framework for study that combines the methodologies but exceeds the boundaries of the presently available disciplinary programs. The proposed degree program thus has two primary goals: 1) to acquaint students with the methods and substance of various disciplines relevant to East Asian Studies; and 2) to provide training in the approaches to integrating knowledge gained from the diverse disciplines to more fully understand the societies and cultures of the region.

The present faculty which would be responsible for the M.A. program in East Asian studies has a national and international reputation for scholarship. It includes twenty-two individuals ranging in rank from Regents' Professor to Assistant Professors, all members of the Department of East Asian Studies, and, except for three to be nominated when the program is approved, are present members of the faculty of the Graduate School (see Attachment A). Among them they represent

thirteen disciplines within the University: Anthropology, Art History, Chinese Literature, Economics, Geography, History, Humanities, Japanese Literature, Journalism, Library Science, Linguistics, Musicology and Political Science (see Attachment B for list of recent publications and current research interests). There are also two other Adjunct Faculty with Ph.D.s who do not have regular appointments but who contribute their expertise to the department. It is a faculty which has already demonstrated the capacity for collective and individual responsibility in past and present efforts within the East Asian Studies Bachelor of Arts program and cooperation in offering M.A. and Ph.D. Supporting Programs to graduate students in other disciplines, as well as in their prior service as Chairs and Directors of Graduate Studies in other programs. It is a faculty whose offerings can readily be organized into a program of advanced study in this field (see Attachment C for existing graduate courses).

Such a formal organization would be in keeping with the explicit recommendation of the College of Liberal Arts (see Attachment F, EAS Consolidation Committee Report of 1981) and the general recommendations of the Graduate School which placed great emphasis on facilitating "interdisciplinary graduate programs relying on present graduate faculty in the more established disciplines (Mission Statement, 1980)."

2. The Proposed Program

The goal of the program is to provide opportunities for graduate level study of the languages, economics, geography, history, cultural institutions and political systems of East Asia through an interdisciplinary approach and within the framework of liberal arts.

Although there are common requirements and all programs shall be designed to provide an overall view of the region as an integrated whole, students may select either Chinese or Japanese as their primary language and may concentrate greater

attention to either the social sciences or the humanities depending upon their individual goals.

Both the Plan A (or "thesis") M.A. and the Plan B M.A. are to be offered. Sample projects are given in Attachment D.

REQUIREMENTS FOR ADMISSION TO THE PROGRAM are as follows:

- 1) a bachelor's degree or its foreign equivalent from a recognized college or university with a transcript that demonstrates capacity for advance study and aptitude for language acquisition;
- 2) three letters of recommendation from referees capable of judging the academic achievements and potential of the candidate;
- 3) some examples of previous academic writing in English, and, for those whose degrees are from institutions outside the English-speaking world, other evidence of proficiency in spoken English;
- 4) any other standards and criteria set by the Graduate School.

DEGREE REQUIREMENTS shall include the following:

- I. All candidates must demonstrate proficiency equivalent to three years of college study of either modern Chinese or Japanese through course work at an acceptable institution or through examination set by the department. Although remedial coursework to satisfy this requirement may be taken after admission to the program, no course credit for such remedial work shall be counted toward the other degree requirements. Qualified students are encouraged to continue language study beyond this minimum either in the same language or a second foreign language as an additional research tool, in which case course credit may be granted toward the degree where appropriate to the individual program.

II. Course Requirements

(See Attachment D for sample programs.)

A. Number and Distribution of Coursework:

1. Seven graduate level (5000 or 8000) courses to include no fewer than one from each of the following four disciplines (see Attachment C for a list of present courses):

- 1) Geography
- 2) History
- 3) Language and Literature
- 4) Political Science

2. Two additional courses at the proseminar or seminar level (see Attachment C for a list), or where the Graduate Studies Committee deems appropriate, the equivalent in Directed Studies courses designed to assist the student equally well in the preparation of the Plan A Thesis or Plan B papers.

- B. Additional elective credits as necessary to meet the minimum requirements for the Master of Arts as set by the Graduate School.

II. Plan A and Plan B Regulations:

- A. ORAL EXAMINING COMMITTEES for both the Plan A and Plan B shall consist of the Advisor and a minimum of two other faculty with at least one member chosen from outside the Department. At least two disciplines shall be represented on the Committee and all members shall serve as Readers.

- B. THE PLAN A THESIS shall demonstrate the capacity to do original research using Chinese or Japanese sources and showing familiarity with the previous major scholarship on the topic as well as appropriate analytical methods.

- C. THE PLAN B PAPERS shall number three and demonstrate familiarity with the tools of research or scholarship in their field, the ability to work independently and to present the results of investigation effectively.

D. SELECTION OF AN ADVISOR from among the graduate faculty of the Department shall be done in consultation with the Director of Graduate Studies no later than the first two weeks of the second quarter in residence.

E. ANNUAL REVIEW OF PROGRESS shall be conducted by the Graduate Studies Committee

3. The Educational and Social Need for the Program

It is estimated that approximately five degree candidates will be admitted to the program in any given year. For full-time students with adequate language background the program is designed to take no more than a year to a year and a half, although many students will take longer because of their need to support themselves. Where previous language training is inadequate the time would also be extended. Thus it is to be expected that there will be between ten and twenty-five candidates in residence per year after the initial year.

At least five types of students can be anticipated on the basis of past experience and recent inquiries:

- 1) those who pursue graduate studies in the East Asian area as part of their professional preparation and to enhance their opportunities for employment in the private sector, the federal and local government, and the various public foundations and international agencies. In recent years Minnesota as well as the nation at large has experienced a great increase in trading activity with Japan, Korea and the People's Republic of China which has increased the need for expertise not only in business practices but in general language and cultural skills. The individual who combines East Asian Studies with professional training in management, public administration, journalism or technical fields should be able to make a distinct contribution to this economic interaction whether in the many small businesses or large corporations or government agencies that are involved.

The federal government also continues to employ area specialists in its foreign service and intelligence agencies. Among our recent students, we have examples of a self-employed businessman in the importing of Asian arts and crafts, an editor of a newsletter for a Japanese consulate, an analyst for the National Security Agency, a member of the American consular service, a television commentator with CBS, and a technical translator in an international business consulting firm. In each case the existence of a regular degree program would have shortened their graduate career and better prepared them for these kinds of occupations;

- 2) the increased interaction with East Asia has also further stimulated an awareness of the need for the preparation and retraining of librarians and social studies teachers at the primary and secondary school levels as well as instructors at the community colleges, state universities and private colleges who seek to add expertise in East Asia to their other fields. A formal degree program would permit more effective training and more appropriate certification of those who have undergone such training;
- 3) for students drawn to the graduate school as potential doctoral candidates in other disciplines who plan to focus their attention on East Asian M.A. program in East Asian Studies would offer an opportunity to develop language skills and round out general cultural knowledge before facing directly the full impact of a training regimen in the older established departments where programs typically reflect concentrations in American or Western European areas. This would be particularly of value to the student whose undergraduate institution did not offer a full range of coursework on East Asia. The East Asian degree program could also provide an opportunity for students to test the strengths of their commitment to the area and as a means of screening prospective doctoral students more carefully before they are admitted to long and costly Ph.D. programs;

- 4) the overseas student from East Asia and Southeast Asia, Republic of China as well as from Africa, India, and Latin America who seeks to understand American methodologies and approaches to East Asian Studies. There is need for a formal degree program with careful quality control for these students who often will be or already are employed in key educational institutions or government agencies in their home countries. This need has been felt particularly with individuals from the People's Republic of China and Taiwan, but in recent years there have been individuals from outside of Asia: for example, Africa and Mexico;
- 5) finally, although by no means unimportant, are those individuals who wish a greater understanding of East Asia for personal enrichment, whether or not it has direct connection with their present vocations. This includes the large number of Minnesotans who by birth, ancestry, marriage, or adoptive parenthood have ethnic connections to China, Japan, Korea or Vietnam. A formal degree program would provide a more rigorous framework within which such individuals could pursue this legitimate interest.

In providing systematically for the education and servicing the needs of such students, an M.A. program in East Asian Studies would be in accord with the 1980 Mission Statement of the Graduate School which places priority on meeting "the needs of a new and changing student clientele (e.g., part-time students, in-service and fully employed students and homemakers)." Moreover, with its focus on a critical region of the world, East Asian Studies is one of the programs that must be central to meeting the needs of "internationalizing education" that have recently been stated as high priority at the national, university and college levels. A list of such documents is contained in Attachment G, and one finds that almost all point to continued dangers of ethnocentrism, monolingualism and widespread ignorance of the realities of the world which now confronts all Americans in virtually every aspect of their

political and economic life. This critical situation demands ending the shortage of graduates who have the requisite language and cultural skills to play constructive roles throughout our society. The recent establishment of an M.A. program in Russian Area Studies, to which our proposal is indebted in a number of ways, is one of the most positive steps the college and university has taken over the past months. There are also a number of other changes in various preliminary stages in the College of Liberal Arts, the School of Management and the Office of International Programs. The present proposal for an East Asian Studies M.A. Degree is fully in keeping with the goals of such innovations.

4. Comparison with Similar Programs

There are no similar programs at the University of Minnesota, nor are any planned (see Attachment J for letters from Chairs of related departments).

There are no similar graduate programs within any of the other institutions of higher education within the state of Minnesota, nor indeed in the upper midwest region stretching from Western Michigan to Eastern Washington, although there are undergraduate programs which are expected to produce students in some of the colleges of the state and region. The Department has formal relations with the Associated Colleges of the Twin Cities, whose faculty generally support this proposal (see Attachment K for letter from the East Asian Coordinator for the ACTC).

The Master of Arts is offered in many of the best known East Asian Studies programs around the country, including the University of California at Berkeley, Columbia, Harvard, Stanford and Yale. Among the Big Ten universities, there are similar graduate degree programs at Indiana, Iowa and Michigan. Some place greater emphasis on literature, others on international political relations. In view of the minimal increased cost proposed, duplication with other comprehensive universities would be no more redundant than the existence of the more traditional

departments; rather the creation of this program would provide the students and citizens of Minnesota with the same advantages enjoyed in those states. Moreover, the proposed program will have a number of strengths and other differences that set it apart from those at our sister institutions: e.g., the specific mix of expertise represented in our faculty; a single cohesive departmental organization rather than a loose committee structure to oversee administration of the program; unique opportunities for faculty and student exchanges with the People's Republic of China; and a location within a major center of political, economic and cultural metropolitan area which offers greater opportunities for practical experience for our students.

5. Quality Control

The faculty of East Asian Studies are already members of the Graduate School and, collectively, have several decades of experience in teaching courses, directing research, advising and examining graduate students in related fields. Many of their former students are now themselves graduate faculty at other institutions or employed in the private and public sector within the nation and overseas. Their commitment to quality education is thus well documented and the U.S. Department of Education has recognized this for over a decade by designating this faculty as one of two dozen in the country that has been awarded annually a quota of Title VI National Resource Fellowships in Foreign Language and Area Studies.

Administration for the program will be the responsibility of the Department of East Asian Studies, which presently administers Ph.D. programs in Language and Literature in addition to three B.A. programs in Chinese, Japanese, and East Asian Studies. The Director of Graduate Studies in cooperation with the departmental Graduate Studies Committee, which is elected according to a formula that ensures representation from the humanities and the social sciences as language

and literature. An Advisor will be assigned from among the graduate faculty early in the career of each student to aid that student regularly on all academic matter and an examining Committee will be selected from those closest to the student's fields of concentration according to the regulations of the Graduate School.

There are no external accrediting or certifying agencies for this degree program although the biennial peer review conducted by the U.S. Department of Education under the Title VI programs mentioned above serves some of that purpose. Systematic review and evaluation will be carried out as it is with all university graduate programs in accordance with the regulations of the Graduate School.

6. Implementation

The faculty of the Department of East Asian Studies is prepared to begin to implement this program as early as Fall 1984 or as soon after that as students are admitted to the Graduate School. The program would be in full operation by September of 1985 with the first degrees granted the following year.

As an interdisciplinary graduate program relying upon faculty and library resources (see Attachment H) already in place, what is proposed here makes no major new demands on University resources. It does assume, however, that the search for a 20th Century Japanese Literature specialist currently underway as authorized and funded by the College of Liberal Arts is completed as planned. The following would also be desirable to ensure the optimum operation of the program:

- 1) the position in political science left vacant by the loss this year of one of our specialists on Japan is filled by 1985-86;
- 2) the East Asian Studies Department budget be augmented to permit the return of the 50% time Administrative Fellow position (reduced to 25% time to provide funds for Teaching Assistants for the increased enrollments in introductory language) or additional secretarial support to aid the Director of Graduate Studies;

- 3) a modest increase in the supply budget to permit effective advertisement of the new degree and recruitment of students.

In addition, we would support the Department of Russian and East European Studies in its arguments that the College needs courses taught on the Marxist/Socialist economies of the world, including that of the People's Republic of China.

ATTACHMENT A

GRADUATE FACULTY IN EAST ASIAN STUDIES

Full Members at Present

Edward Copeland	(Japanese)
Edward Farmer	(History)
Mei-ling Hsu	(Geography)
Alan Kagan	(Music)
Chun-jo Liu	(Chinese, Comparative Literature)
Byron Marshall	(History)
Robert Poor	(Art History, Ancient Studies)
Hide Shohara	(Japanese)
Robert Spencer	(Anthropology, Ancient Studies)
Romeyn Taylor	(History)
Yi-fu Tuan	(Geography)
John Turner	(Political Science)
Stephen Wang	(Chinese)

Associate Members at Present

Victoria Cass	(Chinese)
Theodore Hutters	(Chinese)
Takatoshi Ito	(Economics)
Wesley Jacobsen	(Japanese)
Amy Matsumoto	(Japanese)
Pauline Yu	(Chinese)

Nominees for Graduate Faculty Status

Chin-chuan Lee, Ph.D. Mass Communications
Nobuya Tsuchida, Ph.D. History
Richard Wang, Ph.D. History

ATTACHMENT B

RECENT PUBLICATIONS AND CURRENT INTERESTS OF THE FACULTY

CASS, Victoria

co-editor, Anthology of Chinese Literature (Bloomington: University of Indiana, forthcoming)

"Celebrations of a Gaudy Night: The Lantern Festival in Chin P'ing Mei," Chinese Literature; Essays, Articles, and Reviews, IV, Spring 1983)

"Journey through the Dark: Themes and Imagery in Jin Ping Mei," Proceedings of the International Conference on the Jin Ping Mei, (University of Indiana, forthcoming)

Current Research Interests: folklore and structure in early modern Chinese vernacular novels; women in the Ming period; survival of myth in the 20th century.

COPELAND, Edward

"Hitomaro's Use of the Pillow Word," paper delivered at the American Oriental Society Conference, March 1982, Austin Texas.

"Wisteria Well Poem," paper delivered at the American Oriental Society Conference, March 1983, Baltimore Maryland.

Current Research Interests: structural analysis of Hitomaro's long songs together with analysis of all long songs in the Man'Yoshu (759 AD); study of Japanese women poets in the late 7th and early 8th centuries; description and definition of early Japanese prosody.

FARMER, Edward

"Jigou zuanze he shehui gaiban: Ming wangcaho chuqi di zhengti fazhan [Institutional choices and social innovation: constitutional developments in the early Ming Dynasty (1350-1425)]" Zhonghua Wenshi Luncong, v. 2 (Shanghai: Shanghai guji chubanshe, 1981), 29-54.

"Technology Transfer and Cultural Subversion: Tensions in the Early Jesuit Mission to China," James Ford Bell Lecture (Minneapolis: Associates of the James Ford Bell Library, University of Minnesota, 1983).

"Social Regulations of the First Ming Emperor: Orthodoxy as a function of Authority," in K.C. Liu, ed., Orthodoxy and Heterodoxy in Late Imperial China: Cultural Beliefs and Social Divisions, forthcoming.

"Social Order in Early Ming China: Some Norms Codified in the Hung-wu Period, 1368-1398," Brian McKnight, ed., Law In Traditional East Asia (Honolulu: University of Hawaii Press, forthcoming).

Current Research Interests: theories of literature and culture in China from c.1750 to 1920; intermediate language teaching materials.

HSU, Mei-ling

"Chinese Cartography before the Seventh Century A.D.," and "Cartography of the Yuan Dynasty," two chapters in J.B. Harley and D. Woodward, eds., History of Cartography (Chicago: University of Chicago, forthcoming).

"Chinese Cartography and Mapping: An Assessment," Technical Papers, American Congress on Surveying and Mapping (February 1981), 415-422.

"The Han Maps and Early Chinese Cartography," Annals, Association of American Geographers, Vol. 68 (1978), 45-60.

Mei-Ling Hsu, continued.

"Spatial Constraints on the Chinese People's Communes," paper presented at the 1982 Annual Meeting of the Association of American Geographers, April 1981.

"Toward Solutions of Chinese Populations Problems, A Second Long March," paper presented at the College of Liberal Arts Spectrum, University of Minnesota, October 1981.

Current Research Interests: map projections' role in cartographic design; history of Chinese cartography; modern Chinese population problems.

ITO, Takatoshi

"Stability with Regime Switching," Journal of Economic Theory, 29 (1983), 22-48. coauthor.

"A Critical Survey of Disequilibrium Growth Theory," in P. Henin and P. Michel, eds., Croissance et Accumulation en Desequilibre (Paris: Economica, 1982).

"Tests of the Equilibrium Theory Hypothesis in the Japanese Business Loan Market," Economics Studies Quarterly 32 (1982) 25-37. coauthor.

"Inventory Dynamics in a Simple Disequilibrium Macro-Economic Model," in L. Matthiessen and S. Strom, eds., Unemployment (New York: MacMillan, 1981).

Current Research Interests: disequilibrium theory and econometrics: implicit contract theory; comparisons and links between Japanese and U.S. economies.

JACOBSEN, Wesley

Transitivity in the Japanese Verbal System (Bloomington: Indiana University Linguistics Society, 1982).

"Vendler's Verb Classes and the Aspectual Character of Japanese Te-Iru," Proceedings of the Eighth Annual Meeting of the Berkeley Linguistics Society (Berkeley, 1982).

"On the Semantics of Japanese rare," Proceedings of the Conference on the Verb Phrase in East Asian Languages, University of Southern California (Los Angeles, forthcoming).

Current Research Interests: Japanese syntax and semantics, especially the verbal system; computer-assisted instruction methods in Japanese.

KAGAN, Alan L.

"Cantonese Rod-Puppetry: Theatre and Festival Performance," Puppetry Journal, March 1982.

"Lay Buddhist Ceremonies in Hong Kong," paper delivered at East Asian Studies Conference, University of Minnesota, May 1981.

Current Research Interests: East Asian ethnic musicology, particularly lay Buddhist chant.

LEE, Chin-Chuan

Media Imperialism Reconsidered (Beverly Hills: Sage, 1980).

"China," in Claude-Jean Bertrand and Miguel Urabyen, eds., World Media (Ames: Iowa State University Press, 1984).

"Journalistic Paradigm on Civil Protests: A Case Study in Hong Kong," in Andrew Arno and Wimal Dissanayake, eds., The Mass Media in National and International Conflict (Boulder, Colorado: Westview Press, 1984).

Chin-Chuan Lee, continued.

"The International Information Order," Communication Research, 9, 2 (October 1982), 617-636.

"The United States as Seen through the Eyes of the People's Daily," Journal of Communication, 31, 4 (Autumn 1981), 92-101.

"Media Images of America," in Erwin Atwood, et al., eds., International Perspectives on News (Carbondale: Southern Illinois University Press, 1982), pp. 53-76.

Current Research Interests: Meta-theoretical conceptualization of communication research; the international information order, involving the Third World in general and China in particular; media systems in China and other Asian countries.

LIU, Chun-jo

"Syllabicity and Sentence: An Inquiry into the Narrative Style of the Hung-lou meng" in Critical Essays on Chinese Fiction, Hong Kong, 1980. 181-199.

"Caesura and Turning Talking," paper presented at the Conference on Chinese Oral Performing Literature, Chicago, April, 1982.

"In Search of Sudhana" presentation of field work done in China on Buddhist liturgy at the Conference on Chinese Oral Performing Literature, San Francisco, March, 1983.

Current Research Interest: contrastive rhetoric of English and Chinese.

MARSHALL, Byron

"Growth and Conflict in Japanese Higher Education, 1905-1930," pp. 276-294 in Tetsuo Najita and J. Victor Koschmann, eds., Conflict in Modern Japanese History: The Neglected Tradition (Princeton: Princeton University Press, 1983).

"The Late Meiji Debate over Social Policy," pp. 158-162 in Harry Wray and Hilary Conroy, eds., Japan Reexamined: Perspectives on Modern Japanese History (Honolulu: University of Hawaii Press, 1983).

"Management Ideology," in Encyclopedia of Japan (Kodansha: Tokyo, 1983), V, 91-91.

Current Research Interests: Higher education and the politics of modernization in Japan, 1868-1941; social policy and ideology in the industrialization of Japan.

MATSUMOTO, Amy

Mizumachi Kyoko [Mizumachi Kyoko: Her Life and Works]. Tokyo: 1982. editor Shunjitsu Chichi [The Approach of Spring]. Tokyo: Tanka shimbun sha, 1984.

"Poetry of These Days," Tanka News, October 1983.

"Yosano Akiko," Encyclopedia of Japan (Kodansha: Tokyo, 1983. VIII, 340.

Current Research Interests: Japanese fiction and poetry, especially the poems of Mizumachi Kyoko; traditional Sino-Japanese calligraphy, its linguistic and aesthetic qualities.

SPENCER, Robert

Yogong: Young Women in Korean Factories (Frankfurt am Main: Deutsches Institut fur internationale und padagogische Forschung, forthcoming Spring 1984).

"The Work Ethic in Korea," Papers of the First International Conference on Korean Studies (Seoul: The Academy of Korean Studies, 1980), pp. 1145-1156.

Current Research Interests: cultural change, especially in the industrialization of Korea; women workers in Korea.

TAYLOR, Romeyn

- "An Imperial Endorsement of Syncreticism," Ming Studies 16 (Spring 1983).
"Social Foundations of the Ming State," 30th International Congress of Human Sciences in Asia and North Africa (Mexico City, 1982), Vol. II.
"Official and Popular Religions in the Political Organization in Ming China," in K.D. Liu, ed., Orthodoxy and Heterodoxy in Late Imperial China: Cultural Beliefs and Social Divisions, forthcoming.
"Official Religions in the Ming Dynasty," Cambridge History of China, Vol. VIII, forthcoming.
Current Research Interests: religious syncreticism in Chinese history; religious establishments and the state in the Ming period.

TSUCHIDA, Nobuya

- A Model for Retention Research on Asian and Pacific American Students: A Case Study of the University of Minnesota (New York: Teachers College Columbia University, 1983).
editor, Asians in Minnesota (Minneapolis: University of Minnesota Asian/Pacific American Learning Resource Center, forthcoming).
editor, Asian and Pacific American Experiences: Women's Perspectives (Minneapolis: University of Minnesota Asian/American Learning Resource Center, 1982).
"Japanese Gardeners in Southern California, 1900-1941," in Lucie Cheng Hirata and Edna Bonacich, eds., Labor Immigration under Capitalism: Asian Immigrant Workers in the United States Before World War II (Berkeley: University of California Press, 1983).
Current Research Interests: the history of the Asian experience in the Americas; Asian and Pacific Americans in higher education.

TURNER, John

- Community Development and Rational Choice: A Korean Study (Denver: University of Denver Graduate School of International Studies, 1983), coauthor.
American Politics in Comparative Perspective (Franklin Watts, 1980), coauthor.
"The Labour Party: Riding the Two Horses," International Studies Quarterly (September 1981), 385-437.
Current Research Interests: the politics of East Asia, comparison with the Soviet Union; community development and rational choice.

WANG, Stephen

- Current Research Interests: interaction between linguistic meaning and context of language use with particular attention to the so-called "particles" in Modern Chinese.

YU, Pauline

- The Poetry of Wang Wei: New Translations and Commentary (Bloomington: Indiana University Press, 1980).
"Formal Distinctions in Chinese Literary Theory," in Susan Christian Murck, ed., Theories of the Arts in China (Princeton: Princeton University Press, 1983), pp. 27-53.
"Allegory, Allegoresis, and the Classic of Poetry," Harvard Journal of Asiatic Studies, 43:2 (December 1983), 377-412.
"Li Ch'ing-chao and Else Lasker-Schuler: Two Shattered Worlds," Comparative Literary Studies (March 1983), 102-114.
"Metaphor and Chinese Poetry," Chinese Literature: Essays, Articles, and Reviews, III:2 (July 1981), 205-224.
Current Research Interests: theoretical and historical study of the theories, interpretation and practice of imagery in classical Chinese poetry and poetics; comparative literary theory.

ATTACHMENT C

GRADUATE COURSES IN EAST ASIAN STUDIES

(* = proseminars and seminars)

ANTHROPOLOGY

Anth 5970 Directed Studies (2-4 cr)

ART HISTORY

ArtH 5725 Ceramics in the Far East (4 cr)
ArtH 5765 Early Chinese Art (5 cr)
ArtH 5766 Chinese Painting (5 cr)
ArtH 5767 Japanese Painting (4 cr)
*ArtH 5769 Connoisseurship in Oriental Art (5 cr)
ArtH 5970 Directed Studies (1-5 cr)
ArtH 5990 Directed Research (1-5 cr)
*ArtH 8720 Seminar: Oriental Art (4 cr)

CHINESE

Chn 5051, 5052 Advanced Conversation and Composition (4 cr each qtr)
Chn 5065 Chinese Poetry and Poetics (4 cr)
Chn 5101 Modern Chinese Prose (4 cr)
Chn 5102 Modern Chinese Fiction (4 cr)
Chn 5103 Chinese Drama (4 cr)
Chn 5105 Chinese Vernacular Fiction (4 cr)
Chn 5106 Traditional Chinese Prose (4 cr)
Chn 5107 Chinese Folk Tales (4 cr)
Chn 5251 Structure of Standard Chinese (4 cr)
Chn 5252 History of Chinese Language (4 cr)
Chn 5261, 5262, 5263 Readings in Chinese Literature (4 cr each qtr)
*Chn 5451, 5452 Studies in Chinese Linguistics (4 cr each qtr)
*Chn 5460 Topics in Chinese Literature (4 cr each qtr, max 12)
Chn 5471 Chinese Bibliography (4 cr)
Chn 5472 Research Methods (4 cr)
Chn 5970 Directed Studies in Chinese (1-4 cr)
Chn 5990 Colloquium on East Asia (1-4 cr)
*Chn 8650 Seminar: Chinese Linguistics (4 cr)
*Chn 8660 Seminar: Vernacular Chinese Literature (4 cr)
*Chn 8960 Seminar: Chinese Literature (4 cr)

ECONOMICS

Econ 5301 Economic Development (4 cr)
Econ 5315 Economics of Asia (4 cr)
Econ 5401 International Economics (4 cr)
Econ 5970 Readings in Economics (cr arranged)

GEOGRAPHY

Geog 5211 East Asia: Regional Analysis (4 cr)
Geog 5900 Topics in Geography (4 cr)
*Geog 8200 Seminar: East Asia (103 cr)

HISTORY

- Hist 5461 Ancient China (4 cr)
- Hist 5462 Buddhist China (4 cr)
- Hist 5463 Renaissance China (4 cr)
- Hist 5464 Early Modern China, 1360-1750 (4 cr)
- Hist 5465 China's Response to the West, 1750-1911 (4 cr)
- Hist 5467 The Nationalist Revolution in China (4 cr)
- Hist 5468 People's Republic of China (4 cr)
- Hist 5471 20th Century Japan (5 cr)
- Hist 5472 Early Modern Japan (5 cr)
- Hist 5473 Family, School and Work in Japanese History (4 cr)
- Hist 5474 Japan and the Second World War (4 cr)
- *Hist 5510 Topics in East Asian History (4 cr)
- *Hist 5514 Topics in Ming and Ch'ing History (4 cr)
- *Hist 5515 Local Institutions in Modern China (4 cr)
- *Hist 5517 Chinese Intellectual History: 20th Century (4 cr)
- *Hist 5518 Chinese Intellectual History: Mao Tse-tung and Marxism (4 cr)
- *Hist 5519 Topics in Chinese History (4 cr)
- *Hist 5521 Meiji Revolution in Japan (4 cr)
- *Hist 5522 Current Issues in Japanese History (4 cr)
- *Hist 8464, 8465, 8466 Chinese History since 1279 (3 cr each qtr)
- *Hist 8471, 8472, 8473 History of Japan (3 cr each qtr)

JAPANESE

- Jpn 5041, 5042, 5043 Classical Japanese (5 cr each qtr)
- Jpn 5051, 5052, 5053 Advanced Conversation and Composition (4 cr each qtr)
- Jpn 5251 History of the Japanese Language (4 cr)
- Jpn 5361, 5362 Readings in Modern Japanese Literature I (4 cr each qtr)
- Jpn 5363, 5364 Readings in Modern Japanese Literature II (4 cr each qtr)
- Jpn 5451 Structure of Japanese: Syntax/Semantics (4 cr)
- Jpn 5452 Structure of Japanese: Phonology/morphology (4 cr)
- *Jpn 5460 Proseminar in Japanese Literature (4 cr each qtr, max 12)
- Jpn 5471 Research Methods (4 cr)
- Jpn 5472 Japanese Bibliography (4 cr)
- *Jpn 5650 Proseminar: Japanese Linguistics (4 cr)
- Jpn 5970 Directed Studies (1-15 cr)
- Jpn 5990 Colloquium on East Asia (1-4 cr)
- *Jpn 8650 Seminar: Japanese Linguistics (4 cr)
- *Jpn 8660 Seminar: Japanese Literature (Modern) (4 cr)
- *Jpn 8960 Seminar: Japanese Literature (Classical) (4 cr)

JOURNALISM AND MASS COMMUNICATION

- Jour 5801 International Communication (4 cr)

MUSIC

- Mus 5810 Asian Music in Performance (2 cr)
- Mus 5861 Introduction to Musicology (5 cr)

POLITICAL SCIENCE

- Pol 5453 Japanese Government and Politics (4 cr)
- Pol 5454 Chinese Government and Politics (4 cr)
- Pol 5881 International Law (5 cr)
- Pol 5877 Comparative Foreign Policy (5 cr)
- *Pol 8611 Seminar in East Asian Politics (3 cr)

ATTACHMENT D

SAMPLE PROGRAMS

Student A (concentrating in social science approaches to Japan)

I. LANGUAGE REQUIREMENT

- Japanese: a) 2 years equivalent by examination
b) coursework for 3rd year without credit

II. COURSE REQUIREMENTS

Fall

Winter

Spring

First Year of Study (25 graduate credits)

- 1) Jpn3031 (0 cr)
3rd Yr Japanese
2) Hist3471 (5 cr)
20th cent. Japan
3) Geog 5211 (4 cr)
East Asia

- 1) Jpn3032 (0 cr)
3rd Yr Japanese
2) Econ5315 (4 cr)
Economics of Asia
3) Hist5465 (4 cr)
People's Republic

- 1) Jpn3033 (0 cr)
3rd Yr Japanese
2) Hist5473 (4 cr)
Japan Social Hist.
3) Hist5521 (4 cr)
Meiji Revolution

Second Year of Study (35 graduate credits)

- 1) Jpn5051 (4cr)
Adv. Convers&Comp
2) Pol5463 (4cr)
Jpn Politics
3) AAAA5xxx (4cr)*
elective

- 1) Jpn5052 (4cr)
Adv. Convers&Comp
2) Pol5464 (4cr)
Chinese Politics
3) Hist5522(4cr)*
Current Issues

- 1) Jpn5364 (4cr)
Mod. Jpn. Lit.
2) Pol18611 (3 cr)
Seminar: East Asia*
3) BBBB5xxx (4cr)
elective

* = courses in which Plan B papers are written

Distribution of Coursework

- At least one course in each of following:
 - Geography: Geog5211
 - History: Hist3471, 3473, 5521, 5522
 - Language & Literature: Jpn5051, 5052, 5364
 - Political Science: Pol5463, 5464, 8611
- At least two proseminars/seminars
 - Hist5521
 - Hist5522
 - Pol18611

Student A : Plan B Papers

- Women's Issues in Contemporary Japanese Politics
- Female Cadre in the Chinese Communist Party
- Women & Work in Korean Community Development

Student B (with humanities emphasis on Japan)

I. Language Requirement

Japanese: satisfied through placement examination

II. Course Requirements:

First Year of Study (37 graduate credits)

- | | | |
|------------------------------------|------------------------------------|---|
| 1) Jpn5361 (4cr)
Rdgs Mod Lit | 1) Jpn5362 (4cr)
Rdgs Mod Lit | 1) Jpn5363 (4cr)
Rdgs Mod Lit |
| 2) Geog 5211 (4 cr)
East Asia | 2) Hist5742 (5cr)
Early Mod Jpn | 2) Hist5462 (4 cr)
Buddhist China |
| 3) ArtH5767 (4 cr)
Jpn Painting | 3) AAAA5xxx (4cr)
elective* | 3) RelS5032 (4cr)
East Asian Buddhism* |

Second Year of Study (18 graduate credits)

- | | |
|--|--------------------------------------|
| 1) ArtH5766 (4cr)
Ceramics Far East | 1) Jpn8660 (4cr)
Seminar Jpn Lit* |
| 2) Pol5453 (4cr)
Jpn Government | 2) AAAA5xxx (4cr)
elective |
| 3) Jpn5990 (2cr)
Colloquium East Asia | |
- * = courses in which Plan B papers are written

Distribution of Coursework

- At least one course in each of following:
 - Geography: Geog5211
 - History: Hist5472, 5462
 - Language & Literature: Jpn5361, 5362, 5363
 - Political Science: Pol5463
- At least two proseminars/seminars
 - Jpn5990
 - Jpn8660

Student B : Plan A Thesis

"Buddhist Themes in the Fiction of Japanese Nationalism:
the Writings of Mishima Yukio"

Student C (with a social science approach to Modern China)

I. LANGUAGE REQUIREMENT

Chinese: 2 years elsewhere
3rd Year at Nankai Summer Institute

II. COURSE REQUIREMENTS

Fall

Winter

Spring

First Year of Study (32 graduate credits)

1) Hist5467 (4cr)

Nat. Revolut.

2) Geog 5211 (4 cr)

East Asia

3) Chn5101 (4cr)

Modern Chn Prose

1) Hist5465 (4 cr)

People's Republic

2) Econ5315 (4 cr)

Economics of Asia

3) Chn5102 (4cr)

Mod Chn Lit

1) Hist5515 (4cr)*

Local Inst. China

2) Anth5970 (4 cr)*

Dir. Studies

Second Year of Study (16 graduate credits)

1) Pol5453 (4cr)

Jpn Politics

3) AAAA5xxx (4cr)*

elective

1) Soc 5511 (4cr)

Youth

2) BBBB5xxx (4cr)

elective

* = courses in which Plan B papers are written

Distribution of Coursework

1. At least one course in each of following:

1) Geography: Geog5211

2) History: Hist5467, 5468, 5515

3) Language & Literature: Chn5101, 5102

4) Political Science: Pol5463, 5464

2. At least two proseminars/seminars

1) Hist5515

2) Anth5970

Student C : Plan B Papers

1. Village vs. Commune under Chinese Communism

2. Land Reform in Taiwan

3. The Concept of "Peasant" as Applied to East Asia

Student D (with humanities focus on China)

I. Language Requirement

Chinese: placement examination

II. Course Requirements:

First Year of Study (34 graduate credits)

- | | | |
|-----------------------------------|-----------------------------------|---|
| 1)Chn 5101 (4cr)
Mod Chn Prose | 1)Chn5106 (4cr)
Vernacular Lit | 1)Chn8660 (4cr)*
Seminar:Lit |
| 2)Geog 5211 (4 cr)
East Asia | 2)Hist5463(4cr)
Buddhist China | 2)RelS5032 (4cr)
East Asian Buddhism |
| 3)AAA5xxx (4cr)*
elective | 3)ArtH5766(4cr)
Chn Painting | 3)Mus5810 (2cr)
Asian music |

Second Year of Study (20 graduate credits)

- | | | |
|----------------------------------|-------------------------------------|----------------------------------|
| 1)ArtH5766 (4cr)
Chn Painting | 1)Hist5462 (4cr)
Renaissance Chn | 1)Hist5514 (4cr)*
Ming-Ch'ing |
| 2)BBB5xxxx (4cr)*
elective | 2)Pol5454 (4cr)
Chn Govn't | |

* = courses in which Plan B papers are written

Distribution of Coursework

1. At least one course in each of following:

- 1) Geography: Geog5211
- 2) History: Hist5463, 5462, 5514
- 3) Language & Literature: Chn5106, 8660
- 4) Political Science: Pol5464

2. At least two proseminars/seminars

- 1)Chn8660
- 2)Hist5514

Student D : Plan B Papers

1. Religion and Social Control in Imperial China
2. The Christian Church in the People's Republic of China
3. Missionary Attitudes toward the May 14 Movement

ATTACHMENT E

SAMPLE PLAN A THESIS AND PLAN B PAPER TOPICS

Student A : Plan B Papers

1. Women's Issues in Contemporary Japanese Politics
2. Female Cadre in the Chinese Communist Party
3. Women & Work in Korean Community Development

Student B : Plan A Thesis

"Buddhist Themes in the Fiction of Japanese Nationalism:
the Writings of Mishima Yukio"

Student C : Plan B Papers

1. Village vs. Commune under Chinese Communism
2. Land Reform in Taiwan
3. The Concept of "Peasant" as Applied to East Asia

Student D : Plan B Papers

1. Religion and Social Control in Imperial China
2. The Christian Church in the People's Republic of China
3. Missionary Attitudes toward the May 14 Movement

Student E : Plan B Papers

1. Japanese Managerial Practices in Traditional Industries:
the Case of Kikkoman
2. Walter Deming and Postwar Japanese Quality Control
3. Popular Images of the "Sariman": The Japanese White
Collar Worker

Student F : Plan A Thesis

"Music and Iconography in Chinese Folk Festivals"

Student G : Plan A Thesis

"Issues in Postwar the U. S. -Japan Trading Partnership"

Student H : Plan B Papers

1. The U. S. Reform of Japanese Education: Goals and Results
2. The Conflict over Tracking in Japanese Secondary
Education
3. The Economics of Higher Education in Japan



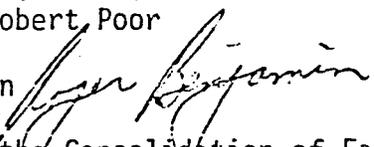
UNIVERSITY OF MINNESOTA
TWIN CITIES

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.

Memorandum
Page 2
April 16, 1981

I have asked Professor Marshall to work within a schedule calling for a preliminary report to Dean Lukermann by the end of the spring quarter, with a final report to be submitted by February, 1982. I know this is a difficult assignment and a tight schedule, but I am sure you will agree that the issues being dealt with are of sufficient urgency to justify the burden. Let me take this opportunity to thank you for your willingness to participate in the work of this committee.

RB:jah

COMMITTEE ON THE CONSOLIDATION OF EAST ASIAN LANGUAGES
AND THE EAST ASIAN STUDIES PROGRAM

The CLA College Plan of March 1981 calls for the restructuring of a number of programs and units within the College, including the Department of East Asian Languages and the East Asian Studies Program. The rationale is reiterated in several places in the Plan but nowhere more succinctly than on page 10:

The proliferation of separate units of fairly small size and limited student demand has posed problems of governance, of breadth of curricular offerings, of disciplinary isolation, problems that have been elsewhere associated with the fundamental problem of the absence of 'critical mass.' Inherent problems of critical mass are and will continue to be exacerbated by the inability of the College budget to meet adequately all of the demands placed upon it. Competition for limited resources, particularly the hard funds needed for faculty staffing, is intense. . . . In such competition, when standards of established quality, centrality to the liberal arts mission, and student demand must be considered paramount, small limited function units will always be at a disadvantage unless their support is shared.

The challenge to those of us who are convinced of the centrality to the CLA mission of offerings and degree programs in East Asian languages, literature, culture, history and society would seem clear. We must find the means of demonstrating more effectively the "established quality" of our faculty and to enhance "student demand"--or at least to ensure more fair and realistic accounting of our total student constituency. The failure to do so would probably mean failure in the competition for replacements for faculty lost through normal retirement, tenure decisions or other attrition. Evidence for this can be seen in the College decision this year not to permanently

fund a replacement in Japanese literature in the slot vacated by Paul McCarthy.

Committee Tasks--would include, in the order of urgency rather than ultimate significance, the following:

- I. Review and proposals for revisions in the Undergraduate Curriculum with specific attention to factors that might enhance the quality and student enrollments in--
 - A. Basic language sequences in Japanese and Chinese--first through third year, including summer and extension offerings;
 - B. Offerings in culture, history and society within the present East Asian Language Department as well as presently being taught outside under the auspices of other Departments.
- II. University relations and community outreach, including:
 - A. The China Center and other units and administrative offices;
 - B. The Associated Colleges of the Twin Cities East Asian Consortium, Midwest China Study Resource Center;
 - C. The East Asian Library.
- III. Faculty affairs for core members, specifically criteria and procedures for:
 - A. Promotion and tenure;
 - B. Merit and equity salary increments;
 - C. Recruitment of new faculty.
- IV. Constitutional issues, including:
 - A. Administrative structure;
 - B. Status of shared faculty.

V. Graduate programs, including:

- A. M.A. and Ph.D. in Chinese Language and Literature;
- B. M.A. and Ph.D. in Japanese Language and Literature;
- C. Possible minor and supporting programs for graduate students in other departments.

Although the Committee as a whole must deliberate and ultimately be responsible for any and all proposals for action, it would seem most efficacious to begin the process by assigning small subcommittees the initial task of specifying the issues and possible directions the Committee might explore in each of the above. Such subcommittees would also be advantageous in the process of consultation with other members of the faculty not on the Committee.

Tentative Timetable for Action--because of the need for a thorough examination of the issues and full consultation with all faculty involved, it seems unlikely that a final set of proposals will be ready for Dean prior to March 1982, which would, however, allow for College action during that Spring Quarter. In order to meet even that distant goal, it would seem imperative to adhere to a schedule something like the following:

Immediately--Committee meeting to discuss and approve this agenda, and to select subcommittees for Tasks I, II and III;

By the end of May--Subcommittees report back on the general parameters of the issues and suggestions for how we might best proceed in each area for Committee consideration;

By the end of October--Subcommittees report back with specific, detailed proposals for revisions for Committee consideration;

Month of November--Committee consultation with faculty and drafting of report on Tasks I, II and III;

By Mid-December--Circulation of draft report on Tasks I, II and III for critique;

By end of January--Final write-up of report on Tasks I, II and III; and preliminary discussions on Tasks IV and V;

By end of February--Circulation of draft proposals on Tasks IV and V for faculty critique; final report to the Dean.

Note that it is possible and maybe desirable where consensus exists to implement some revisions earlier--for example, curriculum changes could be proposed in time to meet College deadlines for Course Schedule and College Bulletin.

East Asian Languages
Byron Marshall



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of History
614 Social Sciences
267 19th Avenue S.
Minneapolis, Minnesota 55455

June 1, 1981

Dean Fred Lukermann
College of Liberal Arts
214 Johnston Hall

Dear Fred:

Enclosed is the Interim Report of the East Asian Consolidation Committee. A good many important issues have been addressed despite the limited time available, and I personally am pleased with the progress being made. I hope you will be also. Much, of course, remains to be done and we shall resume the task as early as possible in Fall Quarter.

I shall be in China when my tenure as Department Chair begins on June 15, but I shall return on July 1. I discussed this briefly with Dean Benjamin and we agreed that the Consolidation Committee could be consulted should something arise during those two weeks that could not wait.

I look forward to discussing with you and Dean Benjamin the recommendations in the Report whenever it is convenient to you.

Sincerely yours,


Byron Marshall

cc: Dean Roger Benjamin

cc: (D), Ex, Ad, (HFA), (SS), At, DS
Ed, AB, SASS, CDIS, Hon, R
AA, FA

JUN 2 1981

Interim Report
Committee on Consolidation
of
East Asian Languages and the East Asian Studies Program

The Committee met first on April 24 and adopted an agenda and tentative timetable, which were distributed to all faculty in the East Asian field. Members of the Committee then meet frequently throughout the month of May in subcommittees as well as individually with concerned faculty to insure wide consultation. The following set of proposals is the preliminary result of those deliberations and represents initial planning on a broad range of issues. In many cases, however, final details must await the reconvening of the Committee and further consultation in the Fall.

I.A. Basic Language Sequences in Chinese and Japanese

The Committee benefited from previous discussions within the East Asian Language Department regarding modifications and innovations in its language offerings. The main thrust of this reconsideration has been in the direction of making these languages more accessible to the undergraduate by planning

- (1) to increase the number of sections at the introductory level;
- (2) to reschedule courses to avoid conflicts with other classes;
- (3) to increase the frequency of summer intensive courses by offering both languages on an annual basis rather than alternative years;
- (4) to expand evening conversation offerings to include a second year.

Future discussions will consider other possible improvements at this

level as well as curriculum changes at the third year level. The Committee requests the support of the College in such matters as room scheduling essential to implementing these innovations. We also trust that the Department will receive all due consideration if increased enrollments should warrant requests for additional teaching assistants.

I.B. Offerings in Culture, History and Society

The Committee proposes that the B.A. degree in East Asian Studies now administrated through the Cross Disciplinary Program be brought under the auspices of the new Department and that its present 1xxx and 3xxx offerings being taught in other departments be multidesignated as core EAS courses (see attached list).

The inclusion of these multidesignated courses in the curriculum of the new Department is essential for at least three interrelated reasons:

- (1) the necessity of continuing to offer basic language instruction as well as specialized work in the literature of China and Japan with a small core faculty means that the Department cannot meet student demand for general education courses on East Asia at the 1xxx and 3xxx levels without utilizing courses currently being taught by our shared faculty in other departments;
- (2) multidesignated courses are one type of formal arrangements that will help to ensure channels of direct communication with the departments in which our shared faculty have their tenure; and
- (3) involvement of shared faculty directly in the teaching mission will enhance the interaction necessary to the intellectual health of the new Department.

Because of the lengthy procedures required by the relevant departments,

the College curriculum committees, and the Course Schedule office, we propose that the process be begun immediately with temporary approval of the appropriate Associate Deans (pending regular consideration by the divisional curriculum committees during their meetings in the Winter quarter).

II. University Relations and Community Outreach

Time has not permitted lengthy deliberations on these matters and the Committee is not yet prepared to report on them. Relations between the Department and the China Center, in particular, will be given high priority on the agenda for next Fall.

III. Faculty Affairs

The creation of a new Department with larger numbers of faculty will necessitate more clearly specified procedures for decisions on recruitment, tenure, promotion, and salaries. Preliminary consideration has been given to such matters as committee selection, annual activity reports, and student evaluation of teaching. Final drafts will be prepared for inclusion as by-laws or standing procedures in the constitution of the new Department.

Finally, there are three other urgent matters which the Committee wishes to bring to the attention of the Dean at this time: 1) the problem of space allocation; and 2) protection of the EAS Program budget for 1981-1982; and 3) staffing needs in modern Japanese literature:

Space Allocation

Space:

The physical dispersal of the faculty and the absence of a central location for students and faculty to interact as a community of scholars has long been a crucial weakness for East Asian studies on campus. If the expanded Department is to undertake its mission without this same serious

handicap, it must have a physical location that can give it substance as well as visibility.

The present quarters of the East Asian Languages Department in 321 Folwell Hall are and have been for some years grossly inadequate. This year the ten faculty are doubled up in offices intended for individual occupancy, and the teaching assistants whom they supervise are housed at considerable distance away in Klaeber Court. Next year the return from leave of Professor Liu and the need for office space for the new chairman will create even greater crowding. The consolidation of the EAS Program faculty and administrative assistant into the new Department will create yet new demands for space in which to interact.

The Committee therefore recommends:

- (1) at least _____ two new offices in Folwell Hall be allocated for 1981-1982; and
- (2) one of the following alternatives be implemented for 1982-83:
 - a) additional space be found in Folwell Hall to alleviate crowding and to permit shared faculty whose tenure department is at some distance away to share office space within the new Department on a part-time basis; or
 - b) the new Department be housed in a building other than Folwell Hall where adequate space can be found.In either case, and whatever the administrative relationship between the Department and the China Center, it would be advantageous to have the Department and the Center housed in close proximity.

EAS Program Budget for 1981-82

Although the present budget for the EAS Program is quite small, it

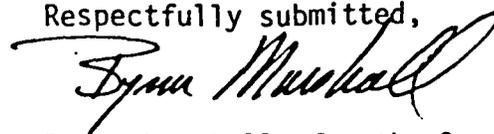
provides for a part-time administrative assistant to advise students and funds for guest lectures in conjunction with the course Eas 3-300, the pro-seminar required of all majors. The Committee believes that this budget should be protected in this interim period and eventually included in the regular budget of the new Department.

Staffing in Japanese Language and Literature

Because of the uncertainty surrounding the future of East Asian Languages, the College rejected its request to recapture the permanent position in modern Japanese literature and language lost last year when the previous occupant was denied tenure. The Committee urges in the strongest possible terms the reconsideration of that decision and the authorization of a search to begin next Fall.

The loss of that position has left only three full-time regular faculty in Japanese, none of whom are primarily specialists in modern Japanese literature. The continuation of basic offerings in this field has been possible only by the hiring of a visiting assistant professor on soft monies. It has also created serious difficulties in the scheduling of general education courses on Japan, the demand for which will be increasing as the College implements the new World Studies requirements (indeed the new requirements of the Business College have already led to the tripling of enrollments in Jpn 3164 (Japanese Literature in English Translation)).

Respectfully submitted,



Byron Marshall, for the Committee

June 1, 1981

APPENDIX

Courses in Culture, History and Society to be Multidesignated Eas

(* = indicates new number to avoid duplication; # = revisions under discussion). Courses designated East Asian Studies (Eas) have no language requirements or other prerequisites unless specifically noted and are therefore particularly also suitable for the student majoring in other departments.

- *Eas 1 001 Introduction to East Asia: Early Civilization (4 cr; History 1461, 3461).
- *Eas 1 002 Introduction to East Asia: Imperial Age (4 cr; § History 1462, 3462).
- *Eas 1 003 Introduction to East Asia: Modern Times (4 cr; § History 1463, 3463).
- Eas 1 032 Religions of East Asia (4 cr; § ReIS 1032).
- Eas 3 013 Introduction to Far Eastern Art (4 cr; § Arth 3013).
- Eas 3 211 Geography of East Asia (4 cr; § Geog 3211, 53211).
- Eas 3 291 Culture and Society in China and Japan (4 cr; prereq. Anthropology 1102; § Anth 3921).
- Eas 3 465 China's Response to the West, 1750-1911 (4 cr; § Hist 3465, 5465).
- Eas 3 467 The Nationalist Revolution in China, 1900 to the Present (4 cr; § Hist 3467, 5467).
- Eas 3 468 People's Republic of China: The Communist Revolution, 1900 to Present (4 cr; § Hist 3468, 5468).
- Eas 3 471 20th Century Japan (4 cr; § Hist 3471, 5471).
- Eas 3 472 Early Modern Japan: 1600-1867 (4 cr; § Hist 3472, 5472).
- Eas 3 808 Music in Asia (4 cr; § Mus 3808).
- Eas 3 868 Asians in America (4 cr; § Hist 3868).

In addition, the following courses, presently designated (or multi-designated) as Jpn or Chn, would be redesignated as Eas:

- #*Eas 3 101 The Japanese Cultural Heritage I.
- #*Eas 3 102 The Japanese Cultural Heritage II.

(Appendix, cont.)

- #* Eas 3 201 Cultural Heritage of China I (§ Hum 3201).
- #* Eas 3 202 Cultural Heritage of China II (§ Hum 3202).
- Eas 3 163 Literature of Japan in English Translation I.
- Eas 3 164 Literature of Japan in English Translation II.
- Eas 3 161 Literature of China in English Translation I.
- Eas 3 162 Literature of China in English Translation II.
- Eas 3 064 Twentieth-Century Chinese Literature.
- Eas 3 001 Chinese-Japanese Calligraphy.

ATTACHMENT G

LIST OF RELEVANT REPORTS AND OTHER LITERATURE

UNIVERSITY OF MINNESOTA

Board of Regents, "Mission and Policy Statement," July 11, 1980.

Brian Job, "The University, the State and International Business: Issues and Initiatives," August 1983.

Anne Kruger, et. al., "The Report of the Council on International Education on International Education at the University of Minnesota: Its Dimensions, Structure and Problems," May 1977.

David Lily, et. al., "The Economy and the State," July 1983.

Fred Lukermann, et. al., "Report of the Task Force on International Education," September 1983.

Karen Olness, et. al., "The Report of the Committee on International Education on the University of Minnesota Policy and Guidelines Statement relating to the University's Mission and Responsibility," March 1983.

John R. Wallace, et. al., "Report of the President's Task Force on the International Character of the University," December 22, 1983.

COLLEGE OF LIBERAL ARTS

Byron K. Marshall, et. al. "Report of the Task Force on Foreign Language Instruction," June 1983.

Gary Wynia, et. al., "Report of the CLA Committee on International Studies," January 1982.

OTHER

President's Commission on Foreign Language and International Studies
1979

National Commission on Excellence in Education

College Board Report

Education Commission of the States Report of the Task Force on
Education for Economic Growth

ATTACHMENT H

STATEMENT REGARDING LIBRARY HOLDINGS

East Asian Library

East Asian Library, with holdings in excess of 85,000 volume of books and periodicals, is a research collection exclusively devoted to materials in East Asian languages, with emphasis on publications from China, Japan and Korea. Due to its limited acquisition funds, this collection has been developed primarily in accordance with the programmatic needs of the East Asian Studies programs and as a result has concentrated on such subject areas as the Classic, art, geography, history, philology, literature, philosophy and religion. During the past decade, it has proved to be adequate to support most of the research activities of the East Asian Studies faculty and graduate students. In recent years, with the assistance of grants and donations from the Japan Foundation, the Library has strengthened considerably its collections in the areas of Japanese modern literature and Japanese linguistics, which include many important primary sources needed for more advanced researches. In the future, the Library will give more attention to the improvement of its collections in social sciences in general and economics, Journalism, politics and government in particular, while continuing to build upon its existing strengths. Those strengths, however, are fully adequate for the needs of this degree program.

ATTACHMENT I

LETTER FROM MINNESOTA HIGHER
EDUCATION COORDINATING BOARD

MINNESOTA
HIGHER EDUCATION
COORDINATING BOARD

SUITE 400
CAPITOL SQUARE
550 CEDAR STREET
SAINT PAUL 55101

(612) 296-3974

January 24, 1984

Dr. Byron K. Marshall
Professor and Chair
East Asian Studies
113 Folwell Hall
9 Pleasant Street, S.E.
Minneapolis, MN 55455

Dear Dr. Marshall:

According to information in the Minnesota Higher Education Coordinating Board program inventory, the following institutions offer a baccalaureate degree in East Asian Studies:

Augsburg College
Macalester College
College of St. Benedict
St. John's University
College of St. Catherine
St. Olaf College
University of Minnesota, Twin Cities

In addition, Carleton College offers a baccalaureate degree in Asian Studies.

I trust this information will be helpful to you. Please call if you have questions.

Sincerely yours,



PAUL F. THOMAS
Manager of Program Review

PFT:lp

-44-



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Chairman

Department of History
614 Social Sciences
267 19th Avenue South
Minneapolis, Minnesota 55455
(612) 373-2705

March 15, 1984

Professor Byron K. Marshall, Chair
Department of East Asian Studies
115 Folwell Hall

Dear Byron:

Thank you for sending me a copy of the proposal to create a Master's Degree in East Asian Studies. I have read this with considerable care and interest.

I am delighted to lend whatever support I can to the effort to establish such a degree. I am convinced that it would serve a significant need for students in our community, a need which is not now being met by any existing program. We are fortunate in having three fine historians of East Asia as part of the History faculty and would be glad to see their talents utilized in the new graduate program as well as more specifically within History itself.

I do not think that the proposed M.A. in East Asian Studies would have a disadvantageous impact on the graduate program in History. Indeed, as you suggest, students in the program would undoubtedly register for certain history courses, and we might well see our enrollments rise.

I was very pleased to see that Tom Noonan's proposal for a Master's degree in Russian Area Studies had been approved by the Regents. The present proposal is equally meritorious and I hope its fate will be equally fortunate.

Yours sincerely,

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

Stanford E. Lehmborg
Professor and Chairman

MAR 27 1984



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Anthropology
215 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

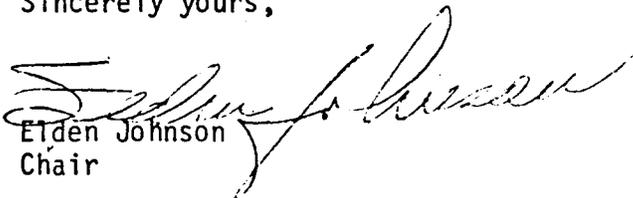
March 26, 1984

Professor Byron K. Marshall
East Asian Studies
113 Folwell Hall
Campus Mail

Dear Professor Marshall:

Thank you for sending the draft of your proposed M.A. program in East Asian Studies. Our faculty strongly supports the plan and will be pleased to offer any assistance you may need.

Sincerely yours,


Eiden Johnson
Chair

EJ/tv



DEPARTMENT OF HISTORY

ST. PAUL, MINNESOTA 55104

March 20, 1984

Minnesota Higher Education
Coordinating Board
c/o Byron Marshall
East Asian Studies
43 Folwell Hall
9 Pleasant St., SE
Minneapolis, MN 55455

Dear Colleagues:

I have not only read the Proposal for Master of Arts Degree in East Asian Studies for the University of Minnesota, but have followed the growth and development of this program for over a decade. What we have is a group of dedicated scholars, teachers and students who have been developing East Asian studies. The need for an M.A. program has been obvious by the activity already generated.

The development of this program can be seen in light of our East Asian major at the Associated Colleges of the Twin Cities. We have over 20 majors, plus language courses in Chinese and Japanese (years 1,2,3) of total student enrollments of over 60. Many of these graduates would consider a short term M.A. but not a long term Ph.D.

In addition, the growing interrelation between the University's program and ours would mean a strengthening of East Asian studies in the ACTC constituency.

For these reasons, I strongly recommend adoption of the proposal.

Sincerely yours,

A handwritten signature in cursive script that reads 'Richard C. Kagan'.

Richard C. Kagan
Chair, East Asian Studies
for the ACTC
Associate Professor of
History
Acting Chair, History Department
Hamline University