



Irene Gomez-Bethke Papers.

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## TEN YEAR DATA FOR AFRO-AMERICAN STUDIES, AMERICAN INDIAN STUDIES, AND CHICANO STUDIES

CLA Data Services

AFRO-AMERICAN STUDIES	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Printed Budget FTE (Instr & above)	5.0	7.0	6.0	7.7	8.7	8.8	8.8	8.8	8.8	8.3	8.3
Budgeted-Weighted Student Credit Hours	12,252	8,807	6,459	5,706	6,018	5,721	4,546	4,268	5,119	3,972	DNA
Freshmen-Sophomores	7	7	4	1	3	3	3	1	1	---	1
Juniors-Seniors	8	11	8	9	13	20	13	17	11	8	7
Class Size	41.2	29.5	20.5	18.9	23.5	20.6	16.3	14.5	15.7	16.7	DNA
B-W SCH/FTE Instr +	2,253.0	1,075.6	951.5	569.8	588.5	615.9	490.0	417.1	519.5	465.5	DNA
B-W SCH/FTE Acad	1,633.6	927.1	750.2	550.8	529.8	503.2	408.4	383.1	492.2	398.8	DNA
AMERICAN INDIAN STUDIES											
Printed Budget FTE (Instr & above)	2.0	3.0	3.0	3.0	3.0	9.0	9.0	9.0	9.0	9.0	8.0
Budgeted-Weighted Student Credit Hours	3,277	4,096	3,729	3,839	4,463	4,194	3,476	2,892	2,712	2,212	DNA
Freshmen-Sophomores	5	12	7	5	7	8	8	4	3	3	3
Juniors-Seniors	7	10	6	13	19	23	20	18	10	7	10
Class Size	30.5	29.1	15.1	19.8	19.8	18.6	14.5	11.2	10.6	11.4	DNA
B-W SCH/FTE Instr +	1,638.5	1,365.3	1,243.0	1,279.7	1,438.3	466.0	386.2	321.3	301.3	245.8	DNA
B-W SCH/FTE Acad	1,310.8	1,170.3	1,065.4	1,096.9	1,275.1	441.5	365.9	304.4	293.5	239.4	DNA
CHICANO STUDIES											
Printed Budget FTE (Instr & above)			2.6	3.6	3.6	3.0	4.0	4.0	4.0	3.0	2.0
Budgeted-Weighted Student Credit Hours		505	1,368	1,497	1,851	2,403	1,727	1,106	982	829	DNA
Freshmen-Sophomores					1			2			
Juniors-Seniors						2	4	5	6	2	1
Class Size		10.5	14.3	16.3	16.3	15.2	15.0	9.7	9.1	5.7	DNA
B-W SCH/FTE Instr +			526.2	369.3	468.4	801.0	431.8	276.5	224.5	266.3	DNA
B-W SCH/FTE Acad			524.1	414.7	512.7	801.0	431.8	221.2	200.4	212.6	DNA
CLA											
B-W SCH/FTE Instr +				865.7	826.1	753.8	727.7	729.0	751.7	769.7	DNA
B-W SCH/FTE Acad	888.2	837.6	806.6	797.2	778.2	733.9	716.0	704.4	721.4	766.7	DNA

Course (Sec)

	1974-75			1975-76			1976-77			1977-78			1978-79			1979-80			1980-81		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
1015 BLACK PROTEST FROM COLONIAL TIMES TO THE PRESENT	29	38	34	55	78	-		41	19	20	22	32	33	25	20	26	30	16	31	19	
1025 BLACK AMERICANS: SOCIALIZATION, PERSONALITY, BEHAVIOR	78	50	61	43	60	31	47	46	52	45	52	37	28	48	14	32	40	24	11	14	21
1036 BLACK PARTICIPATION: AMERICAN POLITICS		20	21	22	-	-	32			10		11	7		10						
1101 (2) LANGUAGE ARTS FROM A BLACK PERSPECTIVE	86	75		46	-	-	<sup>(n)</sup> 26	<sup>(n)</sup> 22		<sup>(n)</sup> 20			<sup>(n)</sup> 3			<sup>(n)</sup> 5			<sup>(n)</sup> 8		
1221-2-3 BEGINNING SWAHILI	<sup>(2)</sup> 16	<sup>(2)</sup> 13	<sup>(2)</sup> 7	12	10	9	17	14	12	14	9	6	9	9	6	12	13	11	11	8	9
1301 MUSIC OF BLACK AMERICANS	47			158	-	-	111			87			96			61			171		
1441 AFRO-AMERICAN HISTORY, CULTURE TO 1865	17		9	31	-	20	37			16		17	7		17	4		8	11		15
1102 (2) SEE 1101				-	62	-				<sup>(n)</sup> 18			<sup>(n)</sup> 19				<sup>(n)</sup> 13		<sup>(n)</sup> 8		
1442 AFRO-AMERICAN HISTORY, CULTURE SINCE 1865		8		-	21	-		19	9		11		9				6		5		
1103 (2) SEE 1101			62	-	-	56		<sup>(n)</sup> 19			<sup>(n)</sup> 13		<sup>(n)</sup> 12				<sup>(n)</sup> 10		<sup>(n)</sup> 15		
1021 INTRO TO AFRICAN STUDIES													6			14		15	11		
1022 SEE 1021															7		16				
TOTAL REGISTERED/NO. OF SECTIONS =	671/24 =			714/19 =			523/16 =			440/18 =			385/20 =			356/19 =			368/16 =		
AUG. CLASS SIZE (1-xxx)	(28.0)			(37.6)			(32.7)			(24.4)			(19.3)			(18.7)			(23.0)		

Course (Sec)

		1974-75			1975-76			1976-77			1977-78			1978-79			1979-80			1980-81		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
3001-2-3	INTRO: WEST AFRICAN HISTORY			14	19	21	22	24	23	35	9	12	6	9	13	20	15	11	14			
3021-2	INTRO: AFRICAN STUDIES	15	7		16	7	-	12	4	18	6	15	7									
3061-2	THE BLACK FAMILY	15	24	18	21	32	39	25	52	29	22	27	34	15	17	12	18	22	20	27	40	
3072	RACISM: SOCIAL PSYCHOLOGICAL CONSEQUENCES FOR BLACK AMERICANS	12	35	19	15	16	20	25	34		17	30		14	23			16		21	21	
3075-6	THE HELPING PROCESS: BLACK/NON BLACK	10	16		30	29	-	41	28		45	30		31	25		38	30		37	21	
3101-2	AFRO-AMERICAN LITERATURE	22	44		25	42	-	22	39			20	9	25	30				2			42
3105	BLACK MUSIC PRIOR TO WWI	24			19	-	-	20					9			23						
3225-6	INTERMEDIATE SWAHILI	3	2		2	2	-	2	1		3	2		3	5	5	1	2		5	3	
3970	DIRECTED STUDIES	2	6	10	2	5	4	2	6	3	2	5	15	2	2		3	3	6	3	5	1
3098	COMMUNITY POWER STRUCTURE: AMERICAN BLACKS			16	-	25	-					10			12							
3108	BLACK MUSIC: HISTORY OF JAZZ		36		-	79	-		61			58			33			41			42	
3301	AFRO-CARIBBEAN, AFRO-HISPANIC, AFRO- BRAZILIAN MUSIC		21		-	23	-		25			16			26			25				32
3091	DEVELOPMENT: BLACK POLITICAL STRATEGY		6		-	-	5		3													
3253	INTRO: SWAHILI			1	-	-	2															
3340	TOPICS: WEST AFRICAN HIST- INDIVIDUAL STATES				-	-	30			7		1				2			5			
3401	HIST: PAN AFRICANISM	5		9	-	-	8			7								3				
3011	SOCIAL CHANGE IN EAST, CENTRAL AFRICA	13		11				5			3				9		8			10		
3081	BLACK PHILOSOPHY		14						6				9		11			13			14	
3051	AFRICAN WOMEN: EMERGING ROLES									10												
3057	AFRICAN ORAL NARRATIVE									27			9						21			
3092	SEE 3091									2												
3097	POLITICAL BEHAVIOR, ATTITUDES OF URBAN BLACKS									9												
3055	FOLKLORE: THE AFRICAN IN AMERICA											17					31			27		
3012	SEE 3011		16						4	6								16				



Course (Sec)		1974-75			1975-76			1976-77			1977-78			1978-79			1979-80			1980-81		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
3082	BLACK PHILOSOPHY			14										7					8			3
3910	TOPICS: BLACK WOMEN NOVELISTS																11	21	43		15	9
3013	URBANIZATION IN AFRICA																			9		
3501	AFRICAN SOCIETIES, CIVILIZATIONS																					16
TOTAL REGISTERED/NO. OF SECTIONS =		460/31 =			560/28 =			617/34 =			448/29 =			374/25 =			447/28 =			403/22 =		
AVG. CLASS SIZE (3-xxx)		(14.8)			(20.0)			(18.1)			(15.4)			(15.0)			(16.0)			(18.3)		
5001	LAW, SOCIETY: A MINORITY POINT OF VIEW	22	28		18	12	-			17	9	9	2	7	8		2	6		4	6	
5551-2-3	USE OF ORAL DATA: AFRO-AMERICAN HISTORY			4	5	4	-	12	8	1			1	4	1	1						
5800	RACE, CLASS, REVOLUTION IN SOUTHERN AFRICA	5	9		12	7	-			6		10	5	3					10	8		
5970	DIRECTED STUDIES	5	6	5	7	8	6	5	6	4	3	4	5	4	5	8	3	2	3	2	4	3
5401	INSTITUTIONALIZATION OF RACISM: 1977-1900		14		-	17	-	14	20		12	17		9	16		15	10		2	12	
5101	BLACK WOMEN			43	-	-	62			74			29			41			41			41
5201	BLACK COMPOSER: HIS CONTRIBUTIONS - WESTERN MUSIC, CULTURE			11	-	-	8			9				8								4
5301	AFRICAN LITERATURE			21	-	-	7					7				7						
5402	SEE 5401 (RESEARCH)			3	-	-	2			2			4									2
5900	SENIOR SEMINAR			16	-	-	8			17			11			6			11			15
5072	RACISM: SOCIAL PSYCHOLOGICAL CONSEQUENCES FOR BLACK AMERICANS									15			14			14						7
5302	SEE 5301									9												
5002	SEE 5001			3												4			3			4
5597	CONTEMPORARY BLACK POETRY															7						
5910	TOPICS: THE BLACK WOMEN: CONTRIBUTIONS TO AMERICAN MUSIC																				7	
5701	RACE, CLASS IN AFRICA																					9
TOTAL REGISTERED/NO. OF SECTIONS =		195/15 =			183/15 =			219/16 =			142/16 =			153/18 =			106/11 =			130/16 =		
AVG. CLASS SIZE (5-xxx)		(13.0)			(12.2)			(13.7)			(8.9)			(8.5)			(9.6)			(8.1)		

Course (Sec)

		1974-75			1975-76			1976-77			1977-78			1978-79			1979-80			1980-81		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
1021	BEGINNING OJIBWE	22	26		38	22	-	25	25		23	12		20	9		12	17		17	13	
1023	SEE 1021	9		14	9	-	16	10		9	9		17	9		6	2		9			14
1031	BEGINNING DAKOTA	<sup>(2)</sup> 29			<sup>(2)</sup> 32	13	-	<sup>(1)</sup> 19	<sup>(1)</sup> 11		18	13		12	<sup>(2)</sup> 6	1	7	<sup>(2)</sup> 15		17	9	7
1101-2	AMERICAN INDIAN HISTORY: A SURVEY	96	81		97	82	-															
1022	SEE 1021		16	18	-	24	16		16	20		20	10		12	5		10	7		21	7
1032	SEE 1031		20		-	<sup>(2)</sup> 27	9					14	11		7	2	1	3	<sup>(2)</sup> 11		15	4
1033	SEE 1031	8		<sup>(2)</sup> 14	-	-	<sup>(2)</sup> 17	<sup>(1)</sup> 5		<sup>(1)</sup> 6			13	7		6		1	2	7		17
1771	INTRO: AMERICAN INDIAN STUDIES							97		101	50		40	17		20	30		33			
1111	NATIVE AMERICAN LITERATURE										41											
TOTAL REGISTERED/NO. OF SECTIONS =		353/14	=		402/16	=		344/12	=		291/14	=		139/16	=		160/17	=		148/12	=	
AVG. CLASS SIZE (1-xxx)				(25.2)			(25.1)			(28.7)			(20.8)			(8.7)			(9.4)			(12.3)
3024	INTERMEDIATE OJIBWE		4		2	6			12		7			6	7		4	1		1		
3034	INTERMEDIATE DAKOTA		5		5	4	38	7	4					1	7		5		1	3		
3041	LINGUISTIC STRUCTURE - NATIVE AMERICA				4																	
3061	AMERICAN INDIANS: MODERN WORLD	52	67	73	69	67	69															
3950	SENIOR SEMINAR	1	1	4	2	8	3															
3970	DIRECTED STUDIES	4	11	13	8	13	9															
3980	DIRECTED INSTRUCTION	2		2	2	2	1		1	1		2	1	1				1			2	
3411						33																
3025	SEE 3024			3			8			10			7		4	4		3	1		1	
3026	OJIBWE HISTORY, CULTURE						42	36				42	19					14			13	
3111	AMERICAN INDIAN HISTORY: ANTIQUITY TO 1877							93						43			30	32	45		37	

Course (Sec)		1974-75			1975-76			1976-77			1977-78			1978-79			1979-80			1980-81		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
3121	HIST: AMERICAN INDIAN EDUC							14									23					
3242	ARTS, THE CRAFTS: AMERICAN INDIANS							28					43	32		28	13		30			
3311	AMERICAN INDIAN POPULATION IN THE UNITED STATES							30	25			21		10	18							
3772	RESEARCH METHODS							10					7									
3810	FIELD PRACTICE: INDIAN STUDIES							3	11	10		8	8	2	1		1	7	4		1	
3035	INTERMEDIATE DAKOTA			3				7	3						1	2		4		1	3	
3131	SURVEY OF INDIAN LAW							33	27			8				14	9			16		22
3036	DAKOTA HISTORY, CULTURE									43						41			15			
3221	CONTEMPORARY AMERICAN INDIAN ART									13		26		25	40			36				
3361																						
3112	AMERICAN INDIAN HISTORY: 1887 TO PRESENT							34				23			29			14			30	
3151	INDIAN SOCIETIES IN MEXICO														37			19			19	11
3116	AMERICAN INDIAN LITERATURE																13					
3211	AMERICAN INDIAN PHILOSOPHIES																27					
3161	THE METIS: INDIAN MIXED BLOODS OF CANADA, THE U.S.																	19				
3251	AMERICAN INDIAN, THE CINEMA																		53			
TOTAL REGISTERED/NO. OF SECTIONS =		245/15 =			395/21 =			455/23 =			203/13 =			372/23 =			379/26 =			205/15 =		
AUG. CLASS SIZE (3-xxx)		(16.3)			(18.8)			(19.8)			(15.6)			(16.2)			(14.6)			(13.7)		



Course (Sec)

	1974-75			1975-76			1976-77			1977-78			1978-79			1979-80			1980-81		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
5121 URBAN INDIANS IN U.S.		41		51	-																
5214 AMERICAN INDIAN MUSIC: VOCAL SURVEY		9	24	13	10		6														
5215 AMERICAN INDIAN TRADITIONAL DANCE			21	10	15	7															
5920 SEMINAR IN AMERICAN INDIAN STUDIES	7	11	11	7	12	36		1	5	13				(2) 8		2	5		10		
5960 TOPICS IN AMERICAN INDIAN STUDIES	3	9	2	5	8	6	6				3	(1) 15	4	(3) 11		1		3	1	2	
5112 INDIANS: SOUTHWEST		13		-	12																
5131 INDUSTRIALIZATION, EMPLOYMENT, AMERICAN INDIAN	22	8	11	-	16																
5212 AMERICAN INDIAN CRAFTS						37															
5570 EDUC-AMERICAN INDIAN			24			6															
5423 U.S. INDIAN POLICY ISSUES							8		7	6		5	7		8		6			16	
5990 DIRECTED RESEARCH							3	10	9	5	7	7	4	2	4	2	2	2		2	3
5027 STRUCTURE OF OTJIBWE								3			5										
5322 CONTEMPORARY INDIAN EDUCATION								16													
5411 URBAN INDIAN COMMUNITIES								24	25	5			12						5		
5037 STRUCTURE OF OTJIBWE									3	2									8		
5332 CONTEMPORARY ISSUES: INDIAN LAW									15		12					4			9		
5422 CHANGE, DEVELOPMENT: INDIAN COMMUNITIES								8													
5352 WOUNDED KNEE: 1890-1973, BEYOND													9	13							
5211 ARTS OF AMERICAN INDIAN			76																		
5213			19																		
5030 LINGUISTICS STRUCTURES OF DAKOTA																2	2				
TOTAL REGISTERED/NO. OF SECTIONS =	311	17	=	251	16	=	149	16	=	85	13	=	69	13	=	44	12	=	56	9	=
AVG. CLASS SIZE (5xxx)			(18.3)			(15.7)			(9.3)			(6.5)			(5.3)			(3.7)			(6.2)



Course (Sec)

		1974-75			1975-76			1976-77			1977-78			1978-79			1979-80			1980-81		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
1105	INTRO TO CHICANO STUDIES: THE BEGINNINGS	42			29			38			24			24			8	27		10		
1201-2-3	SPANISH FOR SPANISH SPEAKERS	9	7	7	13	14	11	19	11	7	8	13	8	6								
1106	SEE 1105 MEXICAN-AMERICAN EXPERIENCE		28			31			58			44			30					31		
1107	SEE 1105 : THE CHICANO IN CONTEMPORARY SOCIETY			28			24			34			33			14			20			16
TOTAL REGISTERED/NO. OF SECTIONS =		121/6	=		122/6	=		167/6	=		130/6	=		74/4	=		55/3	=		57/3	=	
AVG. CLASS SIZE (1-xxx)				(20.2)			(20.3)			(27.8)			(21.7)			(18.5)			(18.3)			(19.0)
3112-3-4	BILINGUAL EDUCATION	23	11	10	21	27	25	25	19	8	7	14	11	4	14	5	11	6	1	7	5	3
3324	MEXICAN IN THE U.S.	8			11			11										6			5	
3405-6	SPANISH FOR THE SPANISH SPEAKING				9	10		7	11					4	2					2	1	
3507-8	INTRO TO CHICANO LIT		23	18	8	19		11	15		10	20		14	19		9	9		10	3	
3615	CONTEMPORARY CHICANO PARTICIPATION IN POLITICS		13		7			14			7			10			7			6		
3970	DIRECTED STUDIES	2	20	26	6	21	9	6	9	9	3	33	26	1	2				1	1	1	1
3330	CHICANO HIST: TOPICS			13		12			7			10	21	6	5	2		3		3		4
3345	MEXICAN-U.S. RELATIONS					24			13								18			5		
3221	CURANDERISMO, MEXICAN-AMERICAN FOLK MEDICINE			41			23			20	23					23						
3411	CHICANO DIALECTS OF THE U.S.						17			6						12			7			2
3413	CLASSICAL NAHUATL						17															
3711								4														
3991-2-3	MOTIVATIONAL TUTORIAL FIELD EXPERIENCE LEARNING							37	34		1											
3712									1													
3211	CHICANO PHILOSOPHY									26			16			12			7			
3511	CHICANO LIT: TEXT, CONTEXT									11			13						3			5
3617	CHICANOS AS A NATIONAL MINORITY									2			26					31				
3510	CHIC LIT: TOPICS												6			9						

Course (Sec)		1974-75			1975-76			1976-77			1977-78			1978-79			1979-80			1980-81		
		F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S			
3110	CHICANO PHILOSOPHY	10																				
3515		2																				
3212	LA CHICANA		9								18							23				
3116	LATINOS IN EDUCATION			9														5				
3335	CHURCH, MEXICAN AMERICAN																5			6		
3341	CHICANO-TEJANO HISTORY																	5		1		
TOTAL REGISTERED/NO. OF SECTIONS =		238/16	=		266/17	=		306/23		265/18	=		144/17	=		157/18	=		71/19	=		
AVG. CLASS SIZE (3-xxx)			(14.9)			(15.6)		(13.3)		(14.7)		(8.5)		(8.7)				(3.7)				
5970	DIRECTED STUDIES				4		4	2	8	1	4	5	2	3	3	2	1	2	7			
5711								16														
TOTAL REGISTERED/NO. OF SECTIONS =					4/1	=		30/4	=	10/3	=	5/2	=	6/3	=	9/2	=					
AVG. CLASS SIZE (5-xxx)						(4.0)		(7.5)		(3.3)		(2.5)		(2.0)		(4.5)						



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(612) 373-3912

This chart shows the teaching responsibilities of all tenured and tenure-track faculty in Classics for the five academic years 1977-82; calculations were on the basis of Instructor Credit Hours (ICH). The chart shows the teaching in Latin and Greek as a percentage of all courses taught, thus an entry of 75% would mean that 25% of the teaching was in those courses designated Classics, non-language courses such as Clas 3081, Classical Epic in Translation.

Three faculty were hired to teach in special areas; they regularly publish chiefly in those areas. They are Coulson (archaeology), Kraabel (ancient religions) and McDonald, now emeritus (archaeology). These courses in archaeology and in ancient religions are designated "Classics," but it might be useful to separate them out at one point because of the special conditions which produced them.

Thus I shows the language courses as a percentage of all courses offered by the regular faculty, while II shows language courses as a percentage of courses omitting those in archaeology and ancient religions.

Language course ICHs as a percentage of the total of ICHs.

	<u>81-82</u>	<u>80-81</u>	<u>79-80</u>	<u>78-79</u>	<u>77-78</u>	<u>all 5 years</u>
I	68.2%	69.7%	67.4%	71.4%	72.3%	69.5%
II	72.7%	77.5%	74.1%	82.3%	77.0%	76.5%

Omitted from these calculations are all courses taught outside the department under Transfer of Effort or joint appointments.

Percentages for TAs would be similar: in the current academic year, for example, all TAs but one are teaching lxxx language courses.

Conclusion: over these five years, more than two-thirds of all courses taught by regular faculty were in the languages, from the lxxx- to the 8xxx-level. If the ancient religions and archaeology "Classics" courses are omitted, the fraction jumps to over three-fourths.

A.T.Kraabel  
28 January 1982



What is the name of this council?

Policy + Planning  
Committee  
Council

How are they appointed? Dept. reps.

In house?

- recommendations go to  
Regents and Pres. Magrath.

~~Student Development~~

Program - 1st draft -> Intl. Studies

Other 1. No line items -

Course 2. Burden program - full equity for faculty

\* Fine Arts - Humanities - S Asians - Middle East

- Institute of Humanities - refer to basic rec in basic Hum/Lit

support graduate students - Trib: all loans / grants to

as curriculum as faculty grad students -  
expand to 2 areas - undergrad + grad students -

Chicago Studies

Burce Blowning

Statistical services

Prof. Valdez





UNIVERSITY OF MINNESOTA  
TWIN CITIES

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

January 27, 1982

Dear Fred:

Attached please find a copy of the statement I read to the Policy and Planning Council yesterday, as per your request.

I appreciated that opportunity to present this information and hope that it will be helpful in the council's deliberations. We are actively working on several alternatives to deal with the problems posed and hope to have these to you in the near future.

Also, thanks very much for accommodating my scheduling problem.

Sincerely,

*Lloyd Ullian*  
Lloyd Ullian

P.S. I have included Alan Kagan's list since it may also prove helpful.

cc: D, Ex, JC, RP, MS, FA, US  
At, DS, AA, BJ, ED  
SASS, CDIS, Hon, RD, AB

*Please  
Circulate these  
to Members of  
P&P.*

RESPONSE  
TO DEAN LUKERMANN'S RECOMMENDATIONS  
RELATIVE TO THE SCHOOL OF MUSIC

In speaking with you today on behalf of the School of Music, I do so with a profound awareness of the troubled times in which we find ourselves. I do so also with an acute consciousness of the extraordinarily difficult problems we face as a college and the overwhelming and potentially tragic implications that may be inherent in some of the decisions that may have to be reached. The professional lives of many of our colleagues, the very substance and credibility of the vital contributions we make as a liberal arts college, and the future health and vitality of the society of which we are so integral a part will be dramatically affected by the results of these deliberations.

I come to you today to seek no special treatment or special consideration for the School of Music. Rather, it is my hope that I may provide sufficient and appropriate information for you that will allow for and lead to the most reasonable decisions possible relative to the music programs, protecting their integrity and credibility while allowing them to bear their fair share of the burdens that our college is being called upon to shoulder.

It is my hope that, in the preparation of its recommendations, this committee will endeavor to protect those factors that contribute to the long term and fundamental premises and principles of each of the college's units for, in my opinion, it is only with this perspective and this approach that true wisdom in these deliberations will be revealed and that the

historians of the future will be able to praise the sobriety and farsightedness of this body. I don't envy your task but hope, in some small way, to make it easier.

The remarks that follow will provide some historical perspective, some hard data (documentation for which is available), and some comments as to the nature of music in institutions of higher learning such as our own--from the point of view of both contributing in a substantive way to the liberal arts mission, and to providing a fine professional education for aspiring young scholars, composers, performers, teachers, and those interested in the vast \$10 billion a year music industry.

#### HISTORY OF THE SCHOOL OF MUSIC SINCE 1974:

In order that these discussions can have the benefit of some historical perspective, I will provide some information at this time regarding the recent history of the School of Music, i.e., since 1974.

In 1974, an external evaluation of the School of Music was conducted as required by the University. It was followed by an internal evaluation which forcefully reaffirmed the findings and recommendations of the earlier study. A large number of recommendations were made by the visiting team some of the most important of which were:

1. "It is recommended that the music departments be combined into a single administrative unit...and that the unit be designated a School of Music."
2. The University should "Secure professional leadership for (the)...music unit..."

3. The University should "Discontinue the anachronistic fee-based system of paying parttime faculty and substitute as an interim measure parttime contracts with no student fees...The University should not penalize students who wish to enter the music profession. It is penalty enough that society will offer them meager pay, once they are well established."
4. "The lack of sufficient applied faculty in the department is cited elsewhere in this report, although it cannot be overstressed, nor can the shocking policy of fee-payment for instruction... The worst aspect of this situation (i.e., inadequate faculty resources) is the lack of fulltime applied music faculty."
5. "Degree program titles at the University of Minnesota are not consonant with national practice, nor with National Association of Schools of Music recommendations."

By specific action, tangible support, and strong encouragement, all of these recommendations (along with many others) were either fully accomplished or significant progress was made toward their achievement. In order of the above presentation; a School was established; professional leadership was obtained; through specific action and funding provided by the central administration on their own initiative, the student fees for required instrumental and vocal study were phased out; with the support of the college and the central administration, some additions were made to the fulltime applied faculty; and, our degree programs have been changed to be consistent with departments and schools of music throughout the country.

In the process of studying the issues involved in establishing a School of Music, the office of the Vice President for Academic Administration did an extensive study of music at Minnesota as compared with other schools throughout the country. In regard to our overall resources, they found



that, "Both tables...show the Minnesota music programs generally ranking at the bottom of the Big Ten. Many of the statistics...show Minnesota about a factor of two below the Big Ten average in resources." (p. 25) The "factor of two" referred to in this statement is reflected principally in the fact that our fulltime faculty is between fifteen (15) and twenty (20) persons below our peer institutions in the Big Ten that have programs of similar size. I have no doubt that this fact along with the terrible facilities in which the music programs are housed (all too familiar to many of you) are the two reasons why it is, at best, unlikely that we could ever reach any significant position in national ratings done by any organization. I will remark about some other statistics in a few moments.

In an effort to upgrade the quality of programs, produce more sensible faculty/student ratios, and to respond to the various studies completed, an agreement was reached with the dean's office to reduce our undergraduate student numbers to 350 CLA undergraduates (plus undergraduates in music education and music therapy). That was done by instituting a very selective audition and examination process which has led us to accept, on the average, a little over fifty percent of our applicants over the past five years.

In short, our commitment to professionalism is neither new nor is it inconsistent with the directions encouraged and supported by both the college and the central administration. Further, it must be understood that professionalism in music cannot be limited to the narrow interpretation

that seems implicit in the documents we have received. These seem to suggest that professionalism in music is equated with a performance orientation. Clearly that is one important area of professional activity amongst many including: research of very diverse kinds; composition; teaching in private studios, public schools, and colleges; therapy in hospitals, clinics, and schools; conducting; broadcasting; and a very diverse music industry. We have followed the guidance of external reviewers hired by the University. We have endeavored to respond effectively to each of the recommendations provided within the context of our faculty and our institutions. And, we have been encouraged and supported in our efforts to do so by both the college and the central administration.

It must be understood, however, that although we have changed our name and have improved and enhanced our position over these years programmatically and administratively, our fundamental commitments, activities, programs, responsibilities, and resources have not experienced any significant change.

#### STATISTICS AND OTHER FACTS:

In one of the documents received it was stated that our "...faculty quality appears to be quite mixed". Every faculty can be characterized as being "quite mixed" in quality--the question is at what level does that mixture exist. I believe and I can demonstrate that our faculty is "quite mixed" at a very high level. In very brief form I will quickly outline

the work of that faculty.

1. The music faculty have produced numerous books and articles either published in or translated to English, German, Italian, and Japanese.
2. The composers on our faculty have received commissions from government and private agencies from the US and Europe and have been performed by prestigious artists throughout the world. Many recordings of their works are available on commercial labels.
3. Our performance faculty have won national and international competitions, have performed in the major halls of the US and Europe and with major orchestras or opera companies. One, an international gold medal winner, was invited to present a private invitation-only concert for the Chancellor of West Germany, Helmut Schmidt, in Bonn. Others have received awards for their recordings and wide recognition for their performances on stage, on radio and on television.
4. Music faculty have recently presented invited papers at professional meetings throughout the US and in France, Germany, Greece, and Denmark.
5. Some of our faculty have received major presidential appointments to national commissions or agencies.
6. Members of our faculty have been visiting fellows and visiting faculty members at Cambridge University (England) and the Royal College of Music (London) as well as honorary degrees and other awards from universities both in America and Europe.
7. A number of members of our faculty have held offices in national and international professional organizations.
8. And we all take pride in the member of our faculty who won the Pulitzer Prize in Music and holds a Regents Professorship.

I could continue at length but at this point the message should be clear--we have an outstanding and a very productive faculty!

The quality of our work has been questioned and doubt has been cast as to whether a significant percentage of our students continue on to professional careers in music. It would be possible for me to provide an

extensive list showing the professional activities, contributions, and affiliations of our graduates. For quick reference, I will present just a brief sampling of what our graduates are doing.

1. They hold positions in a very large number of colleges and universities throughout the country including: Harvard, MIT, Yale, Indiana University, most of the colleges in our own state, and in the Royal College of Music, (London), and the Conservatoire Nationale (Paris).
2. They hold or have held such positions as lead bass in the Metropolitan Opera, and leading soprano positions in German and Viennese opera companies (amongst other opera positions throughout our own country).
3. We have produced internationally recognized conductors, members of major orchestras, concert and recording artists (residing in Germany, France and the US).
4. We have almost 100% music placement of our graduates in organ/church music programs and in music therapy programs.

Although we do not have hard figures at this time, we know that a very large percentage of our graduates are employed in music careers such as: college and university teaching, public school teaching, the music industry, in performance positions of various kinds including a number of prominent orchestral positions, and in studio teaching. Our graduates have won local, national, and international competitions, received commissions from national and foreign governmental and private agencies, and together effectively demonstrate the severe misconception that exists about the success and placement of our graduates in the music profession.

It has been said that music is an expensive unit of the college. We are not surprised or embarrassed by this observation since music is, more often than not, the most expensive unit of such a college and even of entire universities. What should be embarrassing for the institution



is that we have been in such a poverty position compared to our peers for so many decades before there were severe financial problems. Unless our goal is to produce a flat curve to represent the relationship of the budgetary status of our teaching units--a goal that we consider totally unrealistic under any circumstances--music will always be one of the expensive units of the college. The nature of our discipline demands that we be both labor and equipment intensive. But, even recognizing these facts, a quick look at the figures will reveal how relatively cheap we are compared to our national peers and even within CLA itself.

On the page of statistics provided, it is quickly apparent that music at Minnesota when compared with national figures is extremely inexpensive. Our cost per credit hour by CLA's figure is \$56.70 as compared with \$146 nationally--converted for quarter hours and only comparing our size and type of institution, i.e., we are 12th of 41 in CLA. In SCH yield per faculty FTE, Minnesota music faculty produce 620.1 SCH to the national average of 190.5 (also converted to quarter hours)--we are 30th of 41 in CLA.

One of the documents received from the dean's office stated that music is "easily number one in instructional credit hour cost". As noted in the data sheet, CLA's Data Services Office has identified us as fourteen (14) of forty-one (41). We hold this position while our graduate program is the eleventh (11th) largest out of sixty (60) in the entire Graduate School.

*should be  
FTE Instructor  
Per Credit  
Hour Cost.*

PHILOSOPHICAL CONSIDERATIONS:

It is necessary at this point to bring this wide array of information together and to focus on the specific concerns that have been expressed. These seem to be easily separable into two distinct issues: applied music instruction; and the music contribution to the CLA missions. Although there is some overlap, I will address these individually.

Applied Music:

Music is an art and therefore a discipline that is predicated upon the understanding and mastery of the structure and manipulation of sound in time. As a language of the senses, it requires the most intricate coordination of the tactile, visual, and auditory responses in the service of artistic expression. It also requires heightened sensitivity, intense concentration, and the ability to draw selectively upon one's knowledge of style, historical context and norms, acoustical responses and limitations, and the structural norms and deviations that may be found in all works of musical art. In addition, it demands the development of confidence, stage presence, and sensitivity both to the music and to one's audience.

It is the successful cultivation<sup>of</sup><sub>A</sub> these vast and varied resources and skills that ultimately provides the fullest understanding of the art and its literature. It is this fact that helps to explain why, regardless of one's special interests in music, acceptable performance levels are required of all music majors and why so many non-majors seek this form of music education. Recognizing the complexity of the process, it should

not be difficult to understand the need for individual supervision and guidance on a regular and frequent basis at all but the most elementary stages of development. The instructor in dealing not only with the technical problems of musical sound production--which in themselves preclude more than one instrument or voice being considered at a time--but with the uniquely personal problems of each individual (e.g., posture, breathing, coordination, physical limitations and strengths, and innumerable psychological factors), would be rendered impotent in a group instruction format, if it were the only applied instruction available. Group instruction, when selectively used as a supplement to private instruction, can be very valuable and is regularly used by many faculty in the School of Music in the form of periodic master classes. If we were to adopt group teaching as the exclusive form of instruction for our instrumental or vocal students, we would be demonstrating complete disregard for even the most primitive standards of education for our students in that portion of their program which is integral to the definition of the art itself. It is more expensive than classroom instruction but it is the nature of the discipline and is essential to it.

CLA Missions:

In regard to our service to the missions of CLA, we must express considerable surprise that the level of our commitment and contributions has been viewed as inadequate. We believe that we not only provide significant contributions to the three principal missions of the college, but offer quite a substantial supplemental contribution. In a very capsule



form, I will summarize our perception of the contributions we are making:

1. to the liberal arts education of undergraduates, 42.6% of our total credit hour production (undergraduate and graduate) in a very lean year is from non-major undergraduate registrations (i.e., over 8,670 cr. hr. of non-major registrations in 1980-81);
2. consistent with CLA's second mission, we maintain strong undergraduate programs for music majors and, in addition, offer several tracks for students interested in minoring in music;
3. as already noted, we have the eleventh (11th) largest graduate program of the sixty (60) in the Graduate School, and have been very successful in placing our graduates in excellent professional positions in music; and,
4. by the nature of our discipline, we provide a very significant additional contribution not only to CLA's missions but to the entire University and the surrounding community. We present literally hundreds of music programs annually ranging from student recitals to chorus, orchestra, band, and opera performances often with prominent guest artists. In addition, we sponsor numerous appearances of artist and lecturers from various stylistic and cultural traditions in performances, master classes, lectures and workshops. Collectively, we have determined that we serve in some years close to 100,000 persons through our

various activities. This is a cultural contribution that should not only NOT be overlooked but should be nurtured and treasured by any college committed to a strong liberal arts tradition.

It is entirely possible that the recently adopted distribution requirements could go a long way toward at least partially immasculating our liberal arts contribution. It seems that we have been found to be a square peg that does not fit into the neatly designed pegboard of round holes. We were disappointed to find that a faculty so vocally committed to the liberal arts tradition had so much difficulty and so little success in embracing music which is central to and essential in any creditable liberal arts program--and which, by definition, is unique in its contribution and in its requirements.

CONCLUDING REMARKS:

In closing, let me reiterate our awareness of the severity of current fiscal circumstances and our readiness to assume our full share of the burden. As always we are actively examining ways by which we might further enhance our contributions to the liberal arts missions of our college. In addition, we are carefully studying ways by which we can protect the fundamental integrity and credibility of our degree programs withing the retrenchment level that may be required of us. We ask this committee and any others who will be involved in making recommendations and, ultimately, decisions in these matters to involve us fully. We recognize the complexity of our programs when compared with most of our sister disciplines and are anxious to assist in their explication. We stand ready and willing to work closely with you to cooperatively arrive at reasonable and rational decisions.

# SCHOOL OF MUSIC

## Reference Figures\*

### ENROLLMENT (1980-81):

CLA undergraduate majors	318
Col Ed undergraduate majors	115
Active graduate students (both)	146 (126 in CLA; 6th of 32)
TOTAL	579

### COST OF PROGRAM: (all figures converted to quarter hour reference)

School of Music (CLA) cost per credit hour	\$ 56.70
National average (public institutions with over 400 majors offering doctorates)	146.00
(Music Standing in CLA	12th of 41)

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Student credit hour yield (per faculty FTE)	620.1
National average (as defined above)	190.5
(Music Standing in CLA	30th of 41)

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Instructional Expenditure/B-W SCH (No national figures)	52.7 (14th of 41)
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B-W SCH (total) (No national figures)	21,864 (11th of 41)
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### SERVICE TO NON-MUSIC MAJORS:

Non-major SCH (unweighted)	8,670
(42.6% of 20,346 total unweighted SCH)	

### ENTRANCE AUDITION HISTORY: (undergraduates only)

Year	Applications	Acceptances	%Accepted
1977	326	180	55.2
1978	310	181	58.4
1979	287	147	51.2
1980	337	191	56.7
1981	325	172	52.9

Includes acceptances to all undergraduate music programs. About 40% of those accepted enter at the freshman level, others at advanced levels.

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\*CLA figures from CLA Data Services, 1980-81

National figures: Music in Higher Education 1980-81

CLA Service Courses

(Open to CLA students without pre-requisite)

- \*\* 1001 Fundamentals of Music
- \*\* 1021/3021 Introduction to Music
- \* 1804 World Music
- 3507/3508 History of Symphony
- 3807 Southeast Asia and Pacific Music Cultures
- 3808 East Asian Music Cultures
- + 5601/2/3 History of Opera
- + 5701/2 American Music
- + 5704/5 Latin American Music
- \* 5027/8/9 History of Musical Styles
- 5804 Folk and Traditional Music
- 5811 Traditional Indian Music
- 5861 Introduction to Ethnomusicology
- 5863 Musical Instruments of the World

20 courses (not including Fundamentals)

\*\* Enrollment exceeds 100

\* 50-100 Enrollment

+ 25-50 enrollment

- 10-25 enrollment



Hispanic Educational Board  
University of Minnesota

Minutes  
November 18, 1981

Persons Present: Jose Cruz, Luis Aguilar, Dennis Valdes, Ricardo Flores,  
Jose Trejo, Rose Herrera, Irene Bethke

Meeting was called to order by Jose Cruz, Chairperson

I. Support for Chicano Studies

Professor Dennis Valdes discussed the importance of rallying support on a national scale, to exhibit to the University that Chicano Studies is a vital function that exist through out the nation.

Recommendations:

- 1). To promote a letterwriting campaign requesting support from various networks. ( include a fact sheet outline of Chicano Studies).
- 2). Personal lobbying. Set-up meetings with the presidents of several organizations to impress upon them the value of Chicano Studies.

II. Report to President Magrath

Corrections of the report per Alfredo Gonzales and Paul Carrizales were submitted. A list of interested organizations were added, "Spanish Speaking Cultural Club", Hispanic Caucus, " Hispanic American Democrates," etc. Listing of agencies to demonstrate political base.

III. Selection Process for the New Board

Recommendations for three ways to establish membership for the new board.

Motion: To vote on one of the three ways to establish membership.  
Motion passed unanimously.

Motion: 1). To set up appointment process similiar to last year's.  
Motion failed.

Motion: 2). Send letter to all agencies, and have agencies send their representative to this council to hold an election.  
Motion passes.

Motion: 3). That committee designate which seven agencies are to be identified, each agency to select own member for the board.  
Motion failed.

Criteria was discussed for the thirty letters to be sent out to the agencies. Should be clear on: 1). Commitment 2). Knowledge of the community 3). Give time limit for a response from the agencies.

IV. New Business

A letter to the Daily was presented to the board. The Chicano Studies Department and Chicano Students are boycotting the Daily, due to its misrepresentation of Hispanic culture, and lack of coverage for Hispanic events. Open discussion on the need to address the issues.

V. Meeting adjourned at 5:00 p.m.

Rene ~~Dr~~ Charles -  
Medical School -

2-2-82

Mentor program

Financial aid

recruitment - admissions

—

Dec. 22 '81

Ludeman - met and discussed  
Focus of Dept.

Chicano Faculty -

1. Only Dept. - in 5 state area - 1st Midwest area  
has the largest Hispanic pop -  
in the country.

2. 1980<sup>2</sup> 1st - pop in country -  
proximity of Latin America & Mexico  
Int'l futur prog - Mexico ~~and~~ Ed. prog.

3 - In this time of budget cuts dept should  
Cross listed to have medical, social<sup>science</sup>,  
& law school to provide <sup>cultural</sup> sensitivity training.

4. Needs - for  
Administrator \* Affirmative Action -  
recruitment

Recommend: ① Chair administrator

② linkage to other services to Chicano Students

③ General College - Prof Vallijos -

④ Control of budget.

⑤ Critical mass -

⑥ Need 6 staff.

Relationship

GC to Chicano Studies

Cross catalogue



Roman Jakobson's famous division of language along two poles is one of the key insights of structuralism. He distinguishes between a "paradigmatic" axis centered around substitution or selection from discrete word sets on the one hand and a "syntagmatic" axis on the other, centered on the combination of words into longer utterances and the building of contexts within which words combine to make meaning. While Jakobson asserts that these antipodes are to be found in all semiotic systems, the most important offshoot of this theory for writing is the identification of metaphor, or the substitution of words or images perceived to be in the same class, with the paradigmatic axis, and of metonymy and synecdoche, or words and images related on the basis of one either sharing the properties of the other, or being part of the other, with the syntagmatic axis. This structural pair has received a certain amount of attention from students of Chinese literature, but up until now has only been applied to what Western trained or influenced scholars from habitual disposition take to be a literary heterocosm. Work done on particular genres with this theory in mind all agrees that the mode of combination or metonymy seems to characterize the genre or genres of Chinese literature under examination, even the lyrical ones which Jakobson saw as the homeground of metaphor in the West.

When this line of analysis is taken to its logical extension, there turns out to be a good deal of evidence for making the hypothesis that all forms of Chinese discourse are dominated by the syntagmatic mode. At the most fundamental level, the linguistic evidence for such an assumption is compelling: a grammar based overwhelmingly on word position and context, lack of formal word categories, the frequency of sentences without explicit subjects, and the omnipresence of synecdoche and metonymy in the makeup of both words and phrases are all cited by Jakobson as characteristic of the axis of combination. Similarly, at the highest level of cultural abstraction, history, with its reliance on continuity and the contexts of time and place, fills a role in China that is occupied by a metaphysical

(or substitutive) realm in Judeo-Christian culture. Since all semiotic systems, however, are composed of a web of interlocking syntagmatic and paradigmatic relationships, this formulation in a sense raises more problems than it solves. Having divergent basic orientations sets up divergent subsidiary relations throughout each system. Since discrete cultural facts thus carry with them unique contexts and privileges of occurrence, this renders problematic attempts to interpret one culture in terms of the other--something that becomes very apparent in modern Chinese efforts to import Western ideas.

Perhaps the most important epistemological variation resulting from the disparity between the two systems is a general difference in the concepts of essential being. In the West, a strong sense of substantives makes distinction between entities clear and inflexible as well as imparting a sense that contrary things must replace one another rather than co-exist. In China, however, a weaker notion of the subject allows what to the Western mind seem to be absolute opposites to appear quite happily in the same context. While this idea is one of intellectual Chinoiserie's oldest clichés, it is nonetheless true and has ramifications in all branches of Chinese intellectual life, particularly for modern Chinese reformers attempting to draw definite dividing lines.

Since it embodies the dominance of metonymic relations, history occupies a preeminent intellectual position in China. History for the Chinese must be its own source of legitimacy as there is no concept of any higher authority governing it. Put crudely, things come to be regarded as proper because they are precedented. A number of consequences follow from this. For one, as the idea of fundamental change is a paradigmatic one and thus figures little in the Chinese scheme of things, historical subjects have little power to shape or to reshape reality. For another, positive law, with its general applicability to a variety of contexts, has little attraction. Since the setting out of hypothetical instances in a sense

only calls attention to the theoretical possibility of alternative behavior, appeal to concrete behavioral precedent constitutes a much more powerful device of social and ideological regulation. Contributing to the flexibility of history is the lack of a sense of exclusiveness of phenomena, something which allows a wide diversity of elements to co-exist in the same historical discourse without bringing about a feeling of incongruity. The historical narrative swallows up all apparently anomalous events with the inevitability of its contexts.

To even discuss literature in the same breath as history is an innovation peculiar to twentieth-century China, for literature's poor position in traditional times was in inverse proportion to that of history. Given the governing position of metonymy in Chinese ontology, David Lodge's observation that "The literary text is always metaphoric in the sense that when we interpret it... we make it into total metaphor. The text is the vehicle, the world is the tenor," points at the reason that belles-lettres occupied such a low position in the Chinese scheme of things. Literature could neither present itself as an alternative mode of knowing nor avail itself of the metaphor of ultimate creation. It could only serve as an adjunct to reality, as either an esthetic finish on canonical works or, later, as a subsidiary category on the long continuum of writing, something to which all educated people devoted some effort but which no one engaged in full time.

The rapid disintegration of Chinese political and intellectual life brought on at the turn of the century by a series of military and diplomatic defeats at the hands of foreign powers began to throw open the question in the minds of some whether or not Chinese cultural norms would be able to continue to exist. The attention of this first generation of reformers naturally enough centered around the problem of historical continuity, which seemed to them to



threatened in an unprecedented way. In a period of flux such as the decade after the defeat by Japan in 1895, however, the negative <sup>aspect</sup> side of the position of history in Chinese thought came to the fore: its inability to cope with contingent events in new ways and the built-in pressures to treat everything as if it were part of the historical repertoire appeared to be manifestly inadequate as the uniquely world-transforming forces of industrial capitalism impinged. The response of men such as Kang Youwei, Liang Qichao, Wang Guowei, and Zhang Binglin was thus to try to reach outside orthodox historical norms and to seek leverage on the social process through either a radical "protestant" historiography or an elevation of the status of literature out of <sup>of</sup> conviction about its supposed efficacy in manipulating the human soul. As the political situation continued to decline, however, the conservative side of these reformers began increasingly to assert itself. The wish to find alternatives within the tradition to use for control over it soon gave way to fears that such moves, if successful, would only contribute to the destruction of a historical context that suddenly appeared to be most precarious. Since history only referred to itself, removing or even just shifting that referent seemed too dangerous.

The next generation, faced twenty years later <sup>with</sup> a vastly deteriorated situation, responded to it in a different way. Rather than shrinking from fundamental questions out of deference to historical continuity, the radical intellectuals of the May Fourth period after 1920 sought to reach completely outside Chinese culture for a lever against their own history. As many of the conservative reformers had before them, these iconoclasts tended to choose literature as their vehicle of attack. Literature was <sup>selected</sup> chosen much more because of the Chinese perception of its position in Western culture than from anything to do with its traditional function in China. The notion of "art for art's sake"



so prevalent in the West during the late 19th and early 20th centuries offered Chinese thinkers the prospect of an avenue of learning clearly separable from the traditional history-literature continuum and thereby usable as a tool to <sup>conscious</sup> gain control over it. The extravagant propaganda about art as an alternative and more vivid means of cognition that often accompanied European esthetic pronouncements of this time only added to literature's appeal.

Reading the pronouncements of the New Literature movement, one is aware of an uneasiness just below the surface. In spite of the fact that it was precisely the notion of breaking with all precedent that accounted for literature's attraction, there is a definite hollowness to the statements about what this new literature is supposed to convey and what elements it is supposed to be composed of. The sense of a need to replace is there, but the specifics of how it is to be done are lacking. In most of the writers the sense of keeping a space open for the new, of guarding against comfortable contextualization, lasts only a few years and there is <sup>soon</sup> a settling in to one of two notions of literature. The first of these is a direct retreat to the traditional idea of literature as a minor vehicle, but the second (and the one representing the main stream of the movement) grows directly from the idea of literature as a genuinely new departure and consisted of a radical call to put literature in the very forefront of cultural life.

While on the face of it this determination to foreground literature appears to be just what was needed to break the historical mold, the actual result was quite something else again, for in attempting to use literature as a substitute context to break with conventional notions of the past, literature laid a de facto claim to the territory occupied by history. That territory carried with it a group of assumptions and responsibilities concerned with social utility which authors found increasingly difficult to avoid. Literary people who

eventually sought refuge by writing in the subjunctive found little friendly ground on which to stand. Those not willing to settle for complete trivialization had difficulty claiming any significant abstraction from the ongoing events of the world, as it was writers themselves who had arrogated a dominant intellectual position for their art. In borrowing the idea of the exaltation of art from European esthetics, the characteristic Chinese episteme had prevented Chinese authors from ~~the~~ seeing the extent to which the exaltation and the otherness of art was based on an absolute denial of social utility. The would-be substitute was readily assimilated into the ongoing Chinese cultural discourse.

Literature was not unique in this. Other branches of the human sciences such as political thought and even history itself were the objects of attempted reorganization on Western and thus presumptively scientific lines. By no coincidence, however, the Western approaches chosen by the academic majority, whether Social Darwinism, revisionist historicism, or Marxism, all are based on interpreting facts in a <sup>relentlessly</sup> historical context. Thus even as the tremendous contrast between Chinese and Western political power was dictating some sort of accommodation to Western ways, the basic pattern of Chinese culture was ensuring that the only Western ideas found relevant were those which contributed to historical continuity.

The small but vocal and even intermittently influential group of thinkers who felt a need for China to break out of what Walter Benjamin called the continuum of "homogeneous, empty time" was constantly bedevilled by the overpowering pressures for continuity in the tradition they were trying to work against. In turning to literature they were confronted by the seemingly irreversible paradox of either being dismissed as trivializers or having their every word taken as emblematic of high truth. The only way they found out of this impasse was to

simultaneously affect a serious tone and to mock it even as they employed it. If such self-reflexive or even "self-consuming" complexity was necessary to clear space for free speculation on the nature of writing, one would expect lack of comprehension to be the major problem. The irony was, however, that willful determination on the part of the readership to treat the hyperbole imbedded in the resulting experimental forms as literal reportage seemed to become much more at issue. Even the broadest of satire could thus not escape being read as historical document.

The treatment of Lu Xun, modern China's most famous author (and retrospective Communist hero) both in his lifetime and after his death in 1936, illustrates the power of contextualization. Having received a wholly traditional education until his late teens, he was most aware of the power of Chinese history to envelop those who would stand against it. In fact, all of the innovative narrative techniques he developed were part of a painstaking concentration on the problematics of attaining consciousness of the nature and ubiquity of the historical legacy. One mark of his achievement in this regard is that the narrative devices he pioneered determined the boundaries for all non-formulaic fiction that was to follow. <sup>But</sup> His chagrin at the futility of his restless assays in formal experiment is most evident in an essay written about a year after he finished his last story in 1925. He laments that readers took the characters in his very broad "The True Story of Ah Q" as precise images of themselves. Toward the end of the piece he even comes close to resigning himself to the ultimate power of the historical context: "I thought once I had exaggerated, but I do not think so now. ...I often have fancies which strike me as utterly fantastic, until I come across similar events, even more incredible."

Lu Xun's subsequent turn to the essay form thus represents something of a

retreat from belief in the possibilities of opening a place for literature, but his concern to break down the power of convention remains constant in the more discursive form. In *it*, in fact, he is able to focus more clearly on exposing cliché and stripping away the protective contexts from traditional patterns of behavior. Throughout his essays there is an evident attempt to bring into being a distinct and unencumbered present. Yet after his death, many of Lu Xun's carefully de- or re-contextualized remarks were taken out of his new context, and made fit to appear in orthodox configurations. In the autumn of 1981, for instance, an official speech commemorating the centennial of his birth removed a remark about self-examination from its position as part of a discussion of Lu Xun's conscience as a writer and transformed it into an adjuration to contemporary writers to cease their attacks on the Party leadership. The revered author is thereby made to support the state's traditional claims to hegemony over ultimate loyalties.

The total iconoclasm of the Cultural Revolution in the late 1960's becomes at least comprehensible as a last-ditch effort by Mao Zedong to remove social and physical manifestations of the past. What Mao did not see, however, was the syntagmatic principle that even if the substantives are removed, the connectives remain. Thus even without documents, artifacts, and the bureaucracy, traditional patterns of behavior persisted, rendered extremely authoritarian and arbitrary in defense against the extraordinary pressures arrayed against <sup>them</sup> ~~it~~. The chaos brought about by the now ever so well-documented abuses of that period cleared the way for a return to the most traditional of historical positivism. It is ironic, if entirely logical, that in China the most fervent attempts to make, in Benjamin's words again, "the continuum of history explode" has done more to restore the strictest construction of that continuum than any other series of events in modern Chinese history.

Theodore Huters  
East Asian Studies





UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of South Asian Studies  
192 Klæber Court  
320 16th Avenue S.E.  
Minneapolis, Minnesota 55455

Jan. 29, 1982

Associate Dean Roger Benjamin  
College of Liberal Arts  
215 Johnston Hall  
101 Pleasant St. S.E.  
University of Minnesota  
Minneapolis, Minnesota 55455

Dear Roger,

Some of my department's faculty have urged me strongly to respond to your letter of January 15th, 1982. Some of this will be "water under the bridge," but it may be worth saying.

I think that many of us honestly believed -- and had no word from anyone in the Deanery that would give us reason to doubt -- that we were considered a "very good" unit in terms of research and teaching, the main missions of the College and the University, as we understand it. Our external and internal reviews, our meetings with the Deans last spring, our informal chats with the Powers-That-Be -- all had us convinced that when The Roll Is Called Up Yonder, We'll Be There ... In other words, we hoped strongly that our records in these crucial areas would either put us amongst the Dean's "Sacrosanct" group, or at least amongst the "Beatified" of the second group.

We were shocked, therefore, to read that we did not score very well on some of the criteria of the BAC -- and then to read further that our research was perceived to be of "mixed quality."

We can only state that either the BAC did not really look at our research and teaching records, or that the standards used were VERY high -- and could be justified by comparing us to other programmes and departments all across the College and the University. If the former, then we ask for reconsideration and a new recommendation. If the latter, then we would like to have our production openly compared with those of other units.

I won't belabour this point. You heard me speak of our records on January 26th, and although I agree with you that "different people can perceive things differently," I also hope that these perceptions can be based upon reality, proved or disproved to some extent, and accepted or rejected according to their probabilities.

I enclose copies of our research record -- only the books now published or in press; our grant-getting records; our External Review Committee's statements about us (please note especially the statements about our research on pp. 8-9), etc. I also note that we have received two Distinguished Teacher of the Year awards and one close nomination since my coming here.

If anything, thus, I think our colleagues -- both here and across North America -- perceive our record to be mixed indeed: but largely "good" mixed with "excellent." I believe it would be hard for any other programme in the College to match our 47 published (or nearly published) books, plus all of our other activities. I invite you or any other body to show that I am wrong in this.

Surely, we do have a few colleagues whose records are not as juicy as those of some others. But are not the strong allowed to carry the weaker ones? And are not even these weaker ones still more productive and better viewed by colleagues in our field than others in different disciplines? All that we have heard thus far in the Planning and Priorities Committee hearings only underlines the correctness of my remarks here. I wish to make no invidious comparisons, but one can only wonder at the standards used to ask us to "curtail" or "reduce" while others with demonstrably poorer records are allowed to remain virtually untouched by the breath of the Dean's Six Horsemen!

When all is said and done, I think you will agree that the real and major reason for the actions taken with regard to our programme are related to only one of the Horsemen: "Student Demand." This is the burden of our conversations with you and Dean Lukermann and also the thread running through the second and fourth paragraphs of your letter. In spite of the fact that the Dean's document stating the BAC recommendations and his own specifically noted that enrollments were not a sole factor for determination -- and we can even demonstrate small increases in our enrollments over the past two years since the Chambers Report -- I think we are still hoist by the petard of enrollments and little else. If this is the case, as I deem it to be, then I hope that the College and its committees will be honest enough to admit it and say that enrollments are the real reason behind the admittedly severe statements made about us (statements not made about others with apparently lesser records -- or even with similarly small enrollments).

None of this indicates that I want to dig in my heels and demand to be left totally untouched and pristine. I think that my colleagues agree that the College needs restructuring, and we are all eager and willing to do our best to devise new patterns for our endeavours. I also do not wish to cross swords with you and the others in the Administration on these points. You will find us cooperative and eager -- I repeat the word -- to develop whatever new and viable structures we can. The Southwest Asia and Islamic idea was bruited about again at our staff meeting yesterday, and I feel that we are ready to make some substantive proposals to the College shortly. I do not think that we should "curtail" (and how would we go about curtailing tenured faculty???) our present purely South Asian offerings, but that these, together with a new and more comprehensive Southwest Asian focus, be fitted together to provide a larger, more viable, and hopefully better utilised basis for our work here at the University.

My colleagues want to discuss these matters with you and Dean Lukermann whenever you can give us time.

I can only hope that the College and the University will not only reaffirm the value of the Ames Library, but that we shall be allowed to continue teaching subjects that may cause students, staff, and the public to use it...

With best regards,

Respectfully,

*MAR Barker*

Prof. M.A.R. Barker

# BOOKS PUBLISHED

M.A.R. Barker -	9	
Iraj Bashiri -	5	
Frederick Asher -	1	(The Art of Eastern India 300-800)
David Lelyveld -	1	
Indira Junghare -	2	(Topics in Pali Historical Phonology)
Paul Staneslow -	2	
Ram Dayal Munda -	8	
Sajida Alvi -	1	
Bruce Lincoln -	2	
Robert Tapp -	2	
David Kopf -	8	(British Orientalism and the Bengal Renaissance)
Henry Scholberg -	4	The Dynamics of India Modernization, 1770-1857
Joseph Schwartzberg -	2	(A Historical Atlas of South Asia)



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M.A.R. Barker

Klamath Texts. Berkeley: University of California Publications in Linguistics, 1963. (197 pp.)

Klamath Dictionary. Berkeley: University of California Publications in Linguistics, 1963. (550 pp.)

Klamath Grammar. Berkeley: University of California Publications in Linguistics, 1964. (364 pp.)

A Course in Urdu. Montreal: Institute of Islamic Studies, McGill University, 1967. Republished by Spoken Language Services, Ithaca, New York, 1975. (3 volumes, xxii + 497 pp., vi + 570 pp., and iv + 226 pp.)

A Urdu Newspaper Reader. Montreal: Institute of Islamic Studies, McGill University, 1968. Republished by Spoken Language Services, Ithaca, New York, 1974. (xii + 406 and separate key of 48 pp.)

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A Reader of Classical Urdu Poetry. Ithaca, New York: Spoken Language Services, 1977. (3 volumes)

Iraj Bashiri

Persian for Beginners, 1972. Text published by Bibliotheca Islamica, Middle Eastern Languages and Linguistics #1, Minneapolis, MN. Project sponsored by Center for Near Eastern and North African Studies, University of Michigan; vii-222 pp. Tapes distributed by Audio-Visual Center, Univ. of Michigan, Ann Arbor, MI

"To Be" as the Origin of Syntax: A Persian Framework. 1973. Bibliotheca Islamica, Middle Eastern Languages & Linguistics #2, Minneapolis, MN, xiv - 175 pp.

Hedayat's Ivory Tower: Structural Analysis of The Blind Owl. 1974. Manor House, Minneapolis, MN. xvi - 221 pp. (Now translated into Malayalam by M.K. Memon (Vilasini), D.C. Press, Kottayam, 1977, 157 pp.).

Persian: 70 Units. 1975. Manor House, Minneapolis, MN, 3 volumes: Vol. I, xvi - 332 pp, Vol. II, xi - 308 - iv pp. Vol. III, ixv - 294 - ii pp. Tapes are distributed by The Learning Resource Center, University of Minnesota, Minneapolis, MN, 1976. Tapes for Vol. II in preparation.

Persian for Beginners: Pronunciation and Writing. 1981. Burgess Publishing Co., vi - 111 pp.

Persian for Beginners: Tape Manual with Notes on Grammar. 1981. Burgess Publishing Co., xiv - 373 pp.

Persian for Beginners: Reading Texts. 1981. Burgess Publishing Co., x - 185 pp.

Persian Syntax. 1981. Burgess Publishing Co., ix - 202 pp.

Frederick M. Asher

The Art of Eastern India, 300-800. University of Minnesota Press, in press.



David S. Lelveld

Aligarh's First Generation: Muslim Solidarity in British India, Princeton University Press, February, 1978. India edition edition, Oxford University Press (Delhi).

Indira Y. Junghare

Topics in Pali Historical Phonology. Motilal Banarsidass, New Delhi, 1979.

Let the Tune Go On (trans.). A Marathi play by S.N. Navre, Writers Workshop, 1980.

Paul W. Staneslow

The Holy Man from Jamaniya. Translation of a Hindi novel by Nagarjun. Calcutta: Writer's Workshop, 1978 (co-translators Ram Dayal Munda).

The Sun Charioteer. Translation of the epic poem Rashmirathi by Dinkar. 1981. (co-translators Ram Dayal Munda and David N. Nelson).

Ram Dayal Munda

Seled. Poems in Mundari, Nagpuri, and Hindi. Ranchi, 1967.

Hisir. Editor. Songs in Murdari with Hindi translation, 1967.

One Hundred Mundari Jadur Songs. University of Chicago, Mimeo, 1968. (In collaboration with N.H. Zide)

North Munda Phonology. University of Chicago, Mimeo, 1969. (In collaboration with N.H. Zide.)

Mundari Gitkar Budubabu Aur Unki Racnae. Ranchi: Adivasi Sahitya Parishad, 1974.

The Ocean of Laughter. Translation of Hasyarnava by Jagadishvara Bhattacharya, Calcutta: Writer's Workshop.

Nagita. Hindi poems, Ranchi.

The Holy Man from Jamaniya. Translation, Calcutta: Writer's Workshop, 1978.

The Sun-Charioteer. Translation of Rashmirathi by Dinkar, 1981. (In collaboration with D. Nelson and P. Staneslow.)

Sajida S. Alvi

Mir'āt-al 'Ālam: History of Emperor Awrangzeb 'Ālamgīr, Research Society of Pakistan, University of Panjab, Lahore, Pakistan, 2 volumes, 1979.

Bruce Lincoln

Priests, Warriors and Cattle: A Study in Ecology of Religions. Berkeley: University of California Press, 1981.

Emerging from the Chrysalis: Studies in Rituals of Women's Initiation. Cambridge, Mass.: Harvard University Press, 1981.

Robert Tapp

Religion Among the Unitarian Universalists: Converts in the Stepfather's House. New York: Academic Press, 1973.

Values and Ways of Life, Boston: Unitarian Universalist Association, 1979.

David Kopf

Nineteenth Century Bengal and Fifteenth Century Italy: Some Introductory Notes on Comparative Renaissances (Calcutta: India Committee for Cultural Freedom, 1963).

British Orientalism and the Bengal Renaissance: The Dynamics of India Modernizations, 1970 - 1835 (Berkeley: University of California Press, 1969), 324 pp.

A Comparative History of Asian Civilizations, (analytical text done in collaboration with Asian historians from Minnesota and Yale using integrated approach and method of comparative history published by Addison Wesley in Two volumes) 1977.

Classical Asian Civilizations, University of Minnesota, Extension, Minneapolis, Minnesota, 1976.

Medieval Asian Civilizations, University of Minnesota, Extension, Minneapolis, MN, 1976.

Modern Asian Civilizations, University of Minnesota, Extension, Minneapolis, MN, 1976.

India World, (collaboration with C. James Bishop), Foreign Press, 1978.

The Brahmo Samaj and the Shaping of the Modern Indian Mind, Princeton University Press, 1979.

Henry Scholberg

The Boy King : a Play about India. Minneapolis : Callimachus, 1964.

The District Gazetteers of British India : A Bibliography. -- Zug : Inter Documentation Company, 1970.

Bibliographie des Francais dans l'Inde. -- Pondicherry : Historical Society, 1973.

Bibliography of Goa and the Portuguese in India. (In process of publication by Promilla & Company, New Delhi)

Catalog of the Ames Library of South Asia. - Boston: G.K. Hall, 1980. 16 v. A Directory of Asian and African Librarians in North America. -- Chicago : Asian and African Section/ACRL/ALA, 1978.

Joseph E. Schwartzberg

Occupational Structure and Level of Economic Development in India, a Regional Analysis. Monography No. 4. Census of India, 1961. Delhi: Manager of Publications, 1969, viii + 271 pp.

(Editor and Principal Author). A Historical Atlas of South Asia. Association for Asian Studies Reference Series No. 2, Chicago: University of Chicago Press, 1978, xxxix + 352 pp. + 5 unbound enclosures.

# DEPARTMENT GRANTS

		some indirect costs
M.A.R. Barker -	\$ 124,395.68	(1974-76) (\$ 37,012.60)
	9,895.37	(1972)
	4,500.00	(1972)
Indira Junghare	2,200.00	(1977)
	2,058.00	(1976-77)
	950.00	
	2,167.00	(1975)
Ram Dayal Munda	11,322.00	
Paul Staneslow	1,143.00	
William Malandra	91,982.00	(1977-80) (\$ 27,675.00)
Sajida Alvi	22,080.00	(1981-82) (\$ 4,600.00)
TOTAL	\$ 271,550.16	

N.D.F.L. Fellowship Money for 1981-82 \$ 44,460.00

All-University Fellowship

ALLIS

Burke Long

Living of students - Kozlowski, DePaul, Asst. Prof

NDFL



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Graduate School  
Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

6 July 1978

TO: Members of the South Asian Studies Faculty

FROM: Warren Ibele, Dean, Graduate School  
Frank Sorauf, Dean, College of Liberal Arts

*Warren Ibele*  
*Frank Sorauf*

SUBJECT: Report of the External Review Committee

Enclosed for your examination is a copy of the External Review Committee report prepared under guidance of Professor Edgar Polome of the University of Texas.

If you have any informal comments to offer upon reading the report, please pass them along to us at your convenience. The opportunity for formal observations will come when you receive the report of the Internal Review Committee chaired by Professor Thomas Plummer.

We appreciate both the efforts you have contributed to this review and the fine cooperation you have shown.

WI:FS:KZ:ss

cc: Professor M. A. R. Barker

Enclosure

FEB 01 1978



JUN 27 1978



THE UNIVERSITY OF TEXAS AT AUSTIN  
DEPARTMENT OF ORIENTAL AND AFRICAN LANGUAGES AND LITERATURES  
AUSTIN, TEXAS 78712  
June 23, 1978

2601 University Avenue  
Area Code 512/471-1365

Dean Warren Ibele  
Dean of the Graduate School  
Dean Frank Sorauf  
Dean of the College of Liberal Arts  
University of Minnesota  
Minneapolis, Minnesota

Dear Dean Ibele and Dean Sorauf:

I am sending enclosed a copy of our report. I have submitted a draft of this report to my two colleagues. Unfortunately, I could not get the proper feedback on the final draft from Dr. Dimock, because he had left town, but I made sure that it was sent on to him. I tried to reach him by phone, also leaving a message with his secretary to call me if he disagreed on any major point. This is, however, most improbably since we had gone over the various details very carefully, and I worked on the basis of my written notes. I'm sorry about this, which is due to the fact that Dr. Dimock advanced his departure from Chicago by one week.

The only point where we may have second thoughts is in the question of who should get top priority when new funds become available. The report mentions an Indo-Islamic art historian, which is what we had concluded at the end of the survey, but, upon second thoughts, a couple of us tend to believe that restoring a political scientist may be more important.

I remain at your disposal for any further comments, and I hope that this report answers your questions and proves satisfactory. I will be glad to complement it any way I can on the basis of my notes.

Thank you again for your hospitality and confidence.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Edgar C. Polome".

Edgar C. Polome

ECP: wl

REPORT OF THE COMMITTEE FOR REVIEW OF THE  
DEPARTMENT OF SOUTH ASIAN STUDIES, UNIVERSITY OF MINNESOTA

Introduction

The members of the External Committee, Professors John Broomfield, University of Michigan, Edward Dimock, University of Chicago, and Edgar Polomé, University of Texas at Austin, want to express their thanks to the academic authorities of the University of Minnesota for their confidence in their judgment, for the hospitality during their visit on campus, and for their continued support in the course of their work. It was extremely gratifying to have the opportunity to survey the situation with Deans Warren Ibele and Kenneth Zimmerman, of the Graduate School, and Deans Frank Sorauf and Sidney Simon, of the College of Liberal Arts, prior to the review of the Department. Our work could not have been efficient without the outstanding document prepared with great care, honesty, and thoroughness by Professor Schwartzberg and his colleagues in the Self-Survey Committee. We cannot express our gratitude in so many words to the numerous people who have devoted so much time and labor to compiling this valuable document. We are also very grateful to Professor Plummer and his Internal Review Committee for the thoughtful and searching questions they submitted to our consideration as a general guideline in our review. They were most helpful in orienting our conversations with the faculty and students, and in focussing our attention on some important issues whose relevance we might not otherwise have perceived with so much acuity. We also want to express our gratitude to the Chairmen of the associated departments whose outspoken and constructive comments have helped us in perceiving the internal linkages between the various disciplines

2

relevant to the South Asian Department as well as the faculty associated with this Department and related fields. Last, but not least, our deepest gratitude to the Chairman, faculty, and students of the South Asian Department. Their objective assessment of the strength and weaknesses of their department, their ability to deal dispassionately with touchy issues, and to work constructively as a team has deeply impressed us. The commitment of the students to the Department has also struck us as much as their keen interest in the development of the program, the availability of more graduate instruction, and the expansion of the language offerings. Their comments were candid, but extremely favorable and constructive. On the whole, no group of reviewers could be better served than we were by all the people who helped us in our task.

#### General

As we indicated in our oral report to the Deans, we have been particularly impressed by a number of facts which we would like to emphasize before discussing some matters in detail.

First of all, it is obvious that the commitment of the University of Minnesota to South Asian Studies predates the federal support, and that it has in no way been tied to it, since the Department has been able to survive successfully after the withdrawal of its Center status under the National Defence Education Act, although it may have cost dearly in such fields as the loss of T.A. money. Nevertheless, some faculty was added, which vouches for continued university support.

The Department has also been consolidated by its re-organization under a new Chairman, and the results obtained definitely demonstrate that the present Chairman, M. A. T. Barker, is good.

Excellence in teaching has been maintained by the faculty as its central concern, even at the expense of a considerable work overload.

In spite of the loss of the political scientist in the field of area studies, the excellence of the faculty has been maintained, recruitment has been done most carefully, and a high level of proficiency has been demonstrated in the procedures for screening for tenure. Close collaboration with a number of departments and programs has enriched the curriculum linkages with History of Art, the Humanities, and Middle Eastern Studies. There is also a lot of cross-fertilization between programs of Ancient Studies and of Religious Studies, and connections with Linguistics remain very important.

Relations have also been established with Carlton College, and the collaboration with Professor Eleanor Zelliott has led to an extremely fruitful exchange of students in the Marathi program.

The strengths of the program are also demonstrated by its success in national competitions for institutional fellowships. In the American Institute for Indian Studies, for example, several of its students have had language fellowships or junior fellowships to do their fieldwork preparatory to their dissertations; faculty have received senior fellowships to spend sabbatical or other research time in India. The breakdown in estimated support received in the last four years is as follows:

Language Fellowships	\$10,346.00
Junior Fellowships	29,644.00
Senior Fellowships	<u>40,104.00</u>
Total	\$80,094.00

Professor Barker is now a member of the Language Committee of the American Institute; Professor Schwartzberg was on the Executive Committee, and Professor Asher heads the Arts and Archeology Committee. The Department, as well as the



University of Minnesota, have been benefiting considerably from their close collaboration with the programs of this Institute.

In the field of research, the compiling of an historical atlas of India by Dr. Schwartzberg is a great achievement, a monument of erudition, an accomplishment of which the Department and University of Minnesota may legitimately be proud.

Research is helped by a unique national resource, the Ames Library, which is a collection of documents and volumes on India which adequate financial support should keep up-to-date, while the Library Committee works on filling the gaps and planning for the future. This planning should focus in particular on the imminence of the end of the book flow under P.L. 480 money: the Library Committee needs to be backed by proper University financial commitments to ensure the continuation of adequate book purchases.

The focus of the program is on Islamic culture in South Asia. This gives the Minnesota South Asian Department a feature which no other institution has duplicated in the nation. It implies a strong Urdu program, but it is being hurt very seriously by the dropping of Bengali. It also entails a West-East axis of the South Asian program instead of the usual North-South orientation, and leaves out the Dravidian languages. However, this concentration attracts students who participate very actively in the work of the Department and are very much concerned with and aware of its interests.

The number of Ph.D. graduates that has been produced is not numerous, but they are highly regarded, e.g. it has been represented to us that Dr. Biscard in Illinois is very highly thought of by the faculty there. At present, a number of Ph.D. students are in the mill in the fields of Urdu and Marathi, as well as in related fields, so that the future looks much brighter in this regard.

In general, one could say that the Department has great strength in the field of language, especially Hindi-Urdu and Marathi. With the collaboration of the Mid-Eastern Program, it has considerable strength in Persian, adding a special feature resulting to its focus on South Asian Islam, namely, a concentration on Persian language and culture in India. The relationship with Ancient Studies provides it with adequate offerings in Sanskrit, and the Historical Linguistics component of the program is strengthened by the connection, via Professor Miranda, with the Department of Linguistics. As regards area studies, it has excellent support, with Professor Asher, in the field of art, and with Professor Schwartzberg in the field of geography. As regards history, there is a less fruitful co-operation, but Professor Lelyveld is actively concerned with Departmental teaching and research. Professor Kopf appears to be standing more on his own while doing work relevant to the area in his own discipline. In the field of anthropology, Dr. Rowe no longer seems to be active in the field of South Asia, and to have re-oriented his research to other subjects. As regards religion, Professor Tapp provides a solid basis for constructive work within the Department, and Professor Bruce Lincoln, with his work in Indo-European and Indo-Iranian religion and culture, adds an important new historical perspective to the field.

To sum it up, the Department has definite strength in language, art history, geography, the history of religion, and, to a lesser degree, in history and linguistics. But there are obvious weaknesses in anthropology and political science, beside the absence of faculty in such fields as philosophy and economics.

As already mentioned, the uniqueness of this program resides in its focus on Islam. We feel this emphasis should be maintained and strengthened by filling

the gaps or replacing the positions that have been lost on account of the disappearance of soft money, e.g. the Bengali position.

#### Faculty

As regards the Faculty, it has impressed the Committee by its high degree of commitment to the program and by its productivity in spite of obvious teaching overloads. The balance between senior and junior faculty is not different from what it would be in any similar department. Junior members of merit seem to have been advanced to tenure in a judicious manner, as we indicated before.

The needs for a better balanced program obviously entail the solving of a number of problems on the level of faculty recruitment. A West-East Islam oriented program will remain incomplete without Bengali. Unanimously again, all consulted, as well as the visiting Committee, agree that top priority should be given to restoring the Bengali position to the program. Another high priority matter is the need to solve the situation in Anthropology. Because of the extraordinary importance of anthropological scholarship to the whole field of South Asian Studies, no South Asian program is possible without active participation of a specialized anthropologist. Since the person who used to offer courses in this field has completely re-oriented his teaching and research, and cannot be expected to modify his position, and since neither the Department of Anthropology nor the South Asian Studies program can afford to open a position which is critical to maintain this program at a decent level, it appears imperative for the college to move in and establish a special slot at the junior level for South Asian anthropology. Given the state of funding, it appears to the External Review Committee that this is the only recommendation for an immediate appointment they can realistically make.

If the situation should improve, first priority should be given an Indo-Islamic art historian. It stands to reason that this would not cover all the possible gaps in an ideal program, but it would certainly strengthen it considerable. A well-rounded area studies component would also imply the presence of a political scientist and of an economist. In the field of the Humanities, one would expect to have a specialist of Philosophy who could renew the tradition which the departure of Professor Potter ended. In the field of Religious Studies, strengthening in the field of Hinduism and Buddhism certainly would be important. As the students pointed out, more emphasis might be placed on South Asian music, since there was and is still considerable interest in this field, which was covered by Bryan Silver when South Asian soft money was available for co-operation in this field with the Music Department.

As regards salaries, most of the members of the core faculty have been complaining about the level of their salaries. Upon perusal of the averages across the University's language departments, the discrepancies in the salaries of South Asian language faculty are, however, less obvious except on the Associate Professor level. A comparative table of the salaries for the last four years indicates, however, an effort on the part of the administration to improve the situation, but in view of the fact that we had too little time at our disposal to examine the matter in detail and compare faculty salaries with university wide averages or more significant figures, the material at our disposal does not seem clear enough for us to make strong recommendations. All we can state is that the feelings among the faculty appear to be very strong on this matter, and some of the non-core faculty shared the view that the core faculty was disadvantaged in comparison with themselves. As regards the kind of feelings that such a situation might engender, the so-called rivalry between language and area-related groups in the Department reflects the insecurity of some language



people, of feeling in a minority situation, but it does not appear to really affect the work of the Department. It is our experience that such a situation obtains in a number of universities. In spite of the salary structure that puts the language people at the bottom level, as at many universities, and of the teaching overload, morale is remarkably high.

### Scholarship

As already indicated, the Committee has been impressed by the amount of time put into research both by the core and non-core faculty, many of whom have received national and international recognition. In view of their considerable involvement in teaching, this is the more remarkable, since it reveals a total commitment to their field at the sacrifice of their own leisure time. The type of scholarship produced by the Department is dependent on the area to which it applies: in the field of South Asian languages, where very little linguistic work has been done, the writing of reference grammars and textbooks for even strictly pedagogical purposes entails a considerable amount of spade-work in an often completely new terrain, and therefore what would appear to be purely pedagogical in a commonly taught Western language can only be the result of very careful and prolonged preparatory work in such languages as Urdu, Marathi, Baluchi, and Persian. The pioneering work done by Professor Barker in this field has been recognized throughout the scientific community, and the quality of his editions, grammatical comments, and language analyses still stands unrivalled after more than a decade.

Linguistic analysis provides the gateway to further study in related fields, like the language of women or onomastics in Maharashtra, by Dr. Junghare, or the study of Konkani by Dr. Miranda.

Among the younger associated faculty, Bruce Lincoln and William Malandra are doing original research on the Avesta and Indo-European mythology. Excellent translations from the Hindi are being produced in close collaboration by Dr. Munda and Mr. Staneslow.

In the field of history, the work of Professor Kopf on South Asian civilization and West Bengal and Bangladesh has received international recognition. Muslim India is studied for the older period by Dr. Alvi and for more recent times by Dr. Lelyveld, whereas the problem of religious life in general is the object of Dr. Tapp's inquiries. Finally, the Department has gained international recognition through the work of Professor Schwartzberg on all the aspects of economic and regional geography, a reputation which the forthcoming Historical Atlas will amply confirm.

This brief survey of the work for which members of the Department are known compares well with that of any similar program. Briefly, most of the established scholars publish strongly and the younger ones appear to be very eager to write.

#### Teaching

The teaching load of the faculty definitely appeared to be excessive, but obviously was connected with the will of the faculty to provide the students with the type of instruction they wanted. In view of limited enrollment, a lot of this instruction had to be given in small classes or on an individual basis. Moreover, the faculty devoted a large number of hours to receiving students and advising them on their reading and studies, Ph.D. work, etc.

The small enrollments are not a particular feature exclusive to this program. They are typical of any specialized program nationwide, and the enrollment compares favorably with similar programs elsewhere. Nationwide, Minnesota

has the highest enrollment in Urdu, fares well in Hindi, and also has the highest enrollment in Marathi and is faring extremely well in Sanskrit. It has to be taken into account that some of the students in courses take them as service courses, in view of the needs of their academic work in other disciplines. Only a very few pursue the study of languages per se in view of the limited number of openings in this field.

In view of limited enrollments, the use of student evaluation sheets does not make much sense. Besides, there is so much rapport between the leadership of the Department and the student body there seems to be an adequate flow of information on the quality of teaching. The high number of "incompletes" seems due to the fact that students are expected to produce too many papers within the short time of the quarter system. This becomes often unmanageable, especially when the course is highly technical and teaches them the techniques required to write the paper, e.g. a composition in Urdu.

#### Program Contents

The quality of the program at the University of Minnesota is very high, and fully worth the investment made by the University and state of Minnesota. The Department, by offering some general courses like Dr. Junghare's Introduction to Indian Philosophy, is likely to attract more students and could compensate through the credits it gains with such cultural courses appealing to the academic public at large for the limited enrollment of language courses.

As regards loss of funding from the U. S. Office of Information, Professor Dimock was informed that one of the major reasons for this was the imbalance in the program, due to the weakness of the social science component of the area studies, which has been emphasized already in this report (lack of an active anthropologist, loss of a political scientist, etc.). The thrust of the program towards Islamic India, Pakistan, and Bangladesh is its unique asset, which can compensate for its

regional disadvantage of being in an area of the U. S. where a number of Centers of South Asian Studies already existed. The principal reason, however, appears to be a lack of outreach. There is a need to work out programs which have an impact on the community outside of the university and on the educational system within the state. Various methods have been used by other universities, for instance, the organization of summer seminars for high school teachers, the preparation of encapsulated units on South Asia, the planning and organization of field trips for groups of teachers to India or Pakistan, the organization of basic libraries and film depositories for lending out to schools, the visitation of various schools by members of the faculty for lecturing on South Asia, etc. Dr. Dimock suggested that the Department obtain a copy of the University of Wisconsin Outreach Program, which could serve as a model or source of information on the subject. He indicated that year after next the whole federal funding program would be under revision, and if Minnesota demonstrated its commitment to outreach and a better balance in its program, chances for federal funding could be considerably improved.

As regards the funding of the Department, the salary situation has been mentioned before. We think another point that should be stressed is insufficient secretarial help, and more funds should be provided, if at all possible, for additional personnel in the office. Finally, the budget for current expenses (maintenance and operation) appeared to be inadequate and should be raised to proper levels.

The Ames Library, with an \$8000.00 a year acquisitions budget, is absolutely unable to face its needs in coping with the book market and rising prices. It can hardly keep up with current publications in Germany, France, and Great Britain. It misses a number of the important publications that do not come under P. L. 480. If funding is not increased, already existing gaps will not be filled, and new ones will develop through lack of funds.



Students bitterly complained about the fact that the Ames Library is only open during working hours, and, since with the total phasing out of T.A.ships several students have to work to be able to continue, it is practically impossible for them to go to the library. Weekends, when some would like to take advantage of free time, are also out. So, especially in summer, when most students take summer jobs, work in the evenings should be possible. Besides, the physical distance between the library and the Department is a major handicap to efficient use of the library, especially under poor weather conditions. Moreover, it would be important to centralize the South Asian holdings, which are now in at least two locations.

Given his reputation as a publishing scholar, as well as one of the most distinguished South Asian bibliographers in the nation, the librarian's salary is (in the Committee's opinion) inadequate for the duties and responsibilities he assumes. The help at his disposal is also inadequate. Some manual tasks to which he was compelled to devote part of his time could have been taken care of by student help. This would have released more of his time for cataloguing, scanning catalogues, and other activities requiring his competence.

The need for better physical facilities is undoubtedly an important factor to promote progress in the Department. A location in vicinity of the library would be advisable. In view of the close association of students and faculty, and of the seminars organized by the faculty, a large meeting room for faculty should be provided, besides strengthening Departmental resources.

#### Curriculum

The curriculum of the Department seems to be adequate as regards the undergraduate level. In each language, three levels are being taught before going into more specialized study. There are a set of interesting courses on the culture and society in Anthropology, on Asian Civilization and Muslim India in History, on South Asia in Geography, on Ancient Indian literature in translation in Indic Studies, etc. Indian art, the architecture of India during specific periods in Indian art, the history of India, the history of Bangladesh, and so many other

subjects are offered as well during other quarters. The titles of seminars suggest imaginative teaching, like the one organized by Professor Lelyveld on "Language and Symbolic Systems in South Asia". The proseminar on "Rites of Initiation" offered by Dr. Lincoln and the lectures on "Women in India" by Dr. Junghare point in the same direction. Inviting scholars like Professor Basham of the National University of Australia has certainly been a very laudable initiative and his seminars, like his "Ancient India Beyond the Subcontinent", offer a broader spectrum of study.

If the curriculum needs any strengthening it would be on the graduate level. But, actually, our conversations with the students have convinced us that there the program is very flexible, and that the faculty is very open to requests of students, tailoring their program and individual instruction to the student's needs, which is one of the major advantages of small enrollments.

The breadth of coverage in specialty areas undoubtedly suffers from the lack of faculty in certain fields, but efforts are made to compensate for these deficiencies, at least partly, as in the case of philosophy or religion where basic courses are being given by Dr. Junghare, Dr. Lincoln, and Dr. Malandra.

For lack of T.A.'s, some faculty with qualifications to teach advanced courses cannot do so, as they are completely absorbed by teaching basic language courses, whereas students complain that it is difficult to find enough seminars to complete their program. An example of this is Dr. Alvi, who teaches Urdu and will take over Dr. Bashiri's Persian course during his absence, so that no course in the culture, nor the one on the "History of the Moghul Empire" which she planned, will materialize.

The Committee wonders very much about offering elementary language courses at both the freshman and graduate level, but students are very adamant about

maintaining this distinction, which enables them to obtain graduate credit for taking language courses at a late stage in their career. They claimed they needed this kind of encouragement because otherwise students would be penalized who come from colleges not offering these languages. The Committee feels, however, that it is not common usage to offer credit at the graduate and undergraduate level for exactly the same course.

In general, the curriculum seems to be as widely varied as humanly feasible, with the available faculty making the widest use of everybody's talents and competence. Only new appointments could enlarge it. It is not felt by the Committee that the range of language courses is too wide. It takes at least three levels of language courses to get operative competence; that is, sufficient ability to read and write and speak such a language to use as a tool or to go on to further work in special areas, literature, anthropology, religion etc. To diminish the range of the language courses, therefore, would not be an improvement but a weakening, and we fail to see what other subject areas can be served by doing so. Actually the students would like even more languages to be offered, and were certainly very critical of the dropping of Bengali. Standards in the number of contact hours for language classes should be left to the Department. Variation from language to language is not uncommon; languages like Persian often have less contact hours than languages like Japanese. It depends essentially on structural problems.

#### Departmental Governance

As we indicated before, Departmental governance has been effective. As long as there is only one senior professor in the core faculty of the Department, it appears that the present organization, which as a whole seems to have worked effectively, should be maintained. Undoubtedly, the Department has gone through

a difficult crisis in connection with the decision to be made about Bengali. In spite of the opposing views expressed with deep conviction on either side, the whole matter was dealt with without rancor or lasting ill-will. The Department continues to operate smoothly. This vouches for the fact that the procedure of voting is appropriate. It seems also that the way the Department has been handling salary problems has been fair. Looking at salary scales over the last four years, we can see that people have been treated as generously as possible within the limited resources of the Department. Unfortunately, allocations of funds for merit raises are so limited no type of procedure whatsoever could have been satisfactory. The idea of appointing a Committee allocating funds consisting of people not getting raises themselves, guarantees their impartiality and equity in the perception of the merits of their colleagues.

#### Other Questions

Advising on the undergraduate level seems to be done in a structured way. Professor Lelyveld is mainly responsible for it, whereas graduate students mainly consult with Dr. Barker, but ultimately choose one faculty member with whom they work and who serves as their faculty advisor. This informality is in keeping with the flexibility and interdisciplinary character of the Department. There is strong faculty interaction with certain Departments, as can be seen from some courses in which a number of outside faculty participate. This is true for the History of Art, History, Linguistics, Mid-Eastern Studies, as well as the Programs of Ancient Studies and Religious Studies. A number of courses are team-taught; they seem to be quite successful. Formal interaction with other schools is limited to the excellent program with Carlton College. Relationship with other Departments seems in general good to excellent, although some conflicts of interest due to split appointments arise. The investment of time and resources



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in an effort to use Asian students on campus to enrich programs is not advisable. Experience shows that their interests lie in different fields, and that they seldom participate in South Asian activities except in events like the showing of films. More important is the strengthening of inter-institutional co-operation within C.E.C., especially in connection with Junior Year in India and summer programs.

Submitted by

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