

# *Department of Far Eastern Studies*

MORRILL HALL, CORNELL UNIVERSITY, ITHACA, NEW YORK

ANNOUNCEMENT FOR 1952-53 SESSIONS

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# Officers and Staff

## DEPARTMENT OF FAR EASTERN STUDIES

### *Officers:*

Deane W. Malott, President of the University  
C. W. Jones, Dean of the Graduate School  
M. Lovell Hulse, Associate Dean of the College of Arts and Sciences  
Knight Biggerstaff, Chairman of the Department  
Harold E. Shadick, Director of the China Program  
Lauriston Sharp, Director of the Southeast Asia Program

### *Faculty:*

Knight Biggerstaff, Professor of Chinese History  
John F. Cady, Visiting Professor of Southeast Asian History  
Gussie E. Gaskill, Curator of the Wason Collection  
Lucien M. Hanks, Visiting Professor of Psychology  
Charles F. Hockett, Associate Professor of Linguistics  
George McT. Kahin, Assistant Professor of Government and Executive Director,  
Southeast Asia Program  
Morris E. Opler, Professor of Anthropology  
N. Allan Pattillo, Assistant Professor of Fine Arts  
Edwin P. Reubens, Assistant Professor of Economics and Associate Director, South-  
east Asia Program  
Harold E. Shadick, Professor of Chinese Literature  
Lauriston Sharp, Professor of Anthropology

### *Cooperating Faculty from Other Departments:*

Herbert W. Briggs, Professor of International Law  
E. A. Burt, Susan Linn Sage Professor of Philosophy  
F. G. Marcham, Goldwin Smith Professor of History  
Hazel Hauck, Professor of Food and Nutrition  
Howard S. Thomas, Associate Professor of Rural Sociology

### *Staff:*

J. Marvin Brown, Teaching Fellow in Thai  
Herbert M. Jackson, Research Associate in Linguistics (Vietnamese)  
Liu Chin-hsü, Teaching Fellow in Chinese  
G. William Skinner, Research Associate in Far Eastern Studies and Field Director,  
Southeast Asia Program  
Charlotte Smith, Library Assistant, Wason Collection  
Huynh Sanh Thong, Research Associate in Linguistics (Vietnamese)  
Wu Hsin-min, Teaching Assistant in Chinese  
Kathryn K. Hollenbach, Administrative Assistant, Southeast Asia Program  
Tazu A. Warner, Secretary to the Department

## VISITING FACULTY, 1950-51 AND 1951-52

Charles S. Brant, Assistant Professor of Anthropology, Colgate University

John F. Cady, Professor of History, Ohio University

Teg C. Grondahl, Deputy Director, Office of International Information, Department of State

## VISITING LECTURERS, 1950-51 AND 1951-52

O. Edmund Clubb, Director, Office of Chinese Affairs, Department of State

George B. Cressey, Maxwell Professor of Geography, Syracuse University

E. H. G. Dobby, Professor of Geography, University of Malaya

Lawrence S. Finkelstein, Institute of Pacific Relations

Raymond J. de Jaegher, Maryknoll Mission in China.

Shannon McCune, Professor of Geography, Colgate University

Paul Mus, Professor of Far Eastern Civilization, Collège de France

Randolph Sailor, Professor of Psychology, Yenching University

Edwin F. Stanton, United States Ambassador to Thailand

Luang Bisuddhibaedya Suriyabongse, M.D., Bangkok, Thailand

Daisetz T. Suzuki, Otani Buddhist University, Kyoto, Japan

## *Far Eastern Studies at Cornell University*

SINCE the outbreak of World War II, Americans have become aware that the Far East is no longer remote in space or importance and that America's destiny is inseparable from that of the nations of Eastern and Southern Asia. At a time when Chinese-American relations are worse than they have been for more than a century, China is assuming the position of a great power. Japan has been readmitted to the family of nations after the crushing defeat of her effort to conquer the whole Far East. Russia has undertaken to play a dominant role in Asia. One hundred and sixty million people in Southeast Asia are emerging from the controls of colonialism, while the United States is striving to keep them from falling under the controls of the Kremlin. India, Pakistan, and Ceylon, freed by the British, pursue their own ways. With all of these the United States is deeply involved in one way or another. Yet American understanding of Far Eastern peoples and cultures is far from adequate. There is a dangerous shortage of experts on the Far East.

Cornell University has long had a general interest in this area. The Wason Collection of books on the Far East, housed in the University Library, was established in 1920. A general course in Asian history was taught regularly from 1907 to 1933 by the late Nathaniel Schmidt, and courses in Chinese history and Asian anthropology have been offered since the early 1930's. Now, as a contribution toward meeting current needs, Cornell is concentrating its Far Eastern resources on China, Southeast Asia, and India. Full graduate programs on the first two have been organized. The first aim of these programs is to develop experts on China and Southeast Asia; the second aim is to increase knowledge of these areas through research both on the campus and in the field.

The demand for experts on China and on Southeast Asia has grown steadily since 1945. There is need not only for specialists trained in the humanities and in the social sciences, but also for natural scientists and technical personnel who have a knowledge of natural and cultural conditions in the region and who are therefore prepared more effectively to pursue their technical activities there. The most urgent demand for trained personnel comes from the various departments of the American government and from universities and colleges, but there is also a demand from international agencies, business firms, the press and radio, and mis-

sionary bodies. A recent check shows that thirty-five of the thirty-eight alumni of the graduate and undergraduate programs of the Cornell Department of Far Eastern Studies either hold positions having to do with the Far East or are pursuing in the Far East or elsewhere advanced studies relating to that region.

Hardly less than the need for trained specialists is the need for research on these two areas. While our knowledge of China greatly exceeds our knowledge of Southeast Asia, so rich and complex is Chinese civilization that much remains to be done. Southeast Asia has been so neglected by both Oriental and Western scholars that there are great gaps in our knowledge of even the most elementary facts. Particularly urgent is the need for systematic, collaborative, and cumulative work in both the humanities and social sciences—work which requires the careful collection and evaluation of data from every possible source and using every possible scholarly means.

A characteristic feature of the programs described in this pamphlet is that they are "area" programs; that is to say, in each the specialized knowledge and methods of a number of fields or disciplines are brought together and focused on the peoples and cultures of a particular area. This area approach is supplied in the Cornell programs through interdisciplinary courses and seminars in which several professors, representing different fields, cooperate.

The first area work on the Far East at Cornell was organized in 1942 when courses on China and Southeast Asia were set up to meet the demand of students who anticipated war service in the Far East. This was followed in 1943-44 by a Chinese Area and Language Program that was operated as a part of the Army Specialized Training Program (ASTP). In 1946, the Department of Far Eastern Studies was created in the College of Arts and Sciences to bring into the regular curriculum teaching and research methods developed as a result of the ASTP and other similar wartime educational developments at Cornell and elsewhere. This department now administers an undergraduate program in Far Eastern Studies and two graduate programs on China and on Southeast Asia.

## *Graduate Programs on China and Southeast Asia*

THE graduate programs on China and Southeast Asia, described separately below, have several features in common.

The work of the graduate student at Cornell is guided and supervised by a Special Committee made up of professors representing the major and minor subjects in which he elects to concentrate. A candidate for a graduate degree enrolled in the China Program or the Southeast Asia Program must do his major work in one of the recognized disciplines such as anthropology, economics, government, history, linguistics, literature, or sociology. (It is in this major field that he receives his degree, since Cornell offers no advanced degrees in Chinese or Southeast Asian area studies as such.) He must do work in Far Eastern Studies as a minor field, and within this field he may elect to concentrate his area study either on China or Southeast Asia. His study in these major and minor fields is coordinated throughout. The integration of discipline with area knowledge is demonstrated in his dissertation, written to satisfy the requirement for his degree, but on a topic relating to China or Southeast Asia.

The requirements of the Far Eastern Studies minor includes a thorough factual knowledge of China or Southeast Asia and a general acquaintance with all countries in the Far East and with their relations. A candidate for the Ph.D. ordinarily is expected to be able to carry on research in a Far Eastern language, which may be substituted for the German or French requirement of the Graduate School at the discretion of the Special Committee. Because of the special language study and field research required in these programs, the Ph.D. normally takes more than the stipulated minimum six terms of residence.

A student in the program may major in some branch of the natural sciences such as nutrition or plant science, provided that his dissertation topic is pertinent to China or Southeast Asia and that he takes a minor in Far Eastern Studies.

The two programs are open also to graduate students who are not candidates for a degree and who wish to devote their entire time to area study. Particularly welcomed are those preparing for definite assignments in the Far East. Examples of such students are the Foreign Service Officers who have been sent regularly to Cornell since 1946 to work in the

China Program and various agricultural specialists and missionaries who have taken intensive work on China or Southeast Asia. In nearly all cases, these short-course students have spent a single year at Cornell.

Students interested in the Far East may also participate in a combined program of instruction and research on the modernization of nonindustrialized areas which has been in progress under Cornell auspices since 1947. In connection with this applied anthropology program, continuing field research projects have been initiated in Southeast Asia and India to study the political, social, and psychological effects of the introduction of modern technology in economically underdeveloped regions. The results of these and similar research projects are presented in a seminar on case studies in applied anthropology held at Cornell, while a field seminar dealing with problems of administration and technical or economic development is offered each summer in the American Southwest.

All students working in either the China or the Southeast Asia Program are expected to take, or to have taken the equivalent of, the Introduction to the Contemporary Far East (Far Eastern Studies 201-202) and the general training and orientation seminar (Far Eastern Studies 951-952). The former provides basic information about the whole Far East. The latter supplies training in library research and bibliography; analyzes the aims, methods, and results of scholarly research on the Far East of relevant disciplines in the humanities and social sciences; and gives practical experience in research and reporting on problems common to some or all Far Eastern countries.

In addition to the courses dealing specifically with China, Southeast Asia, or India, several are offered which encompass the whole region. Among these are Economics of the Far East, Far Eastern Governments, Far Eastern Policy of the United States, History of Far Eastern International Relations, Introduction to Far Eastern Art, and History of Religions.

The regular staff of the Department of Far Eastern Studies includes specialists in anthropology, art, bibliography, economics, government, history, linguistics, and literature. Other professors in the University who have some interest in the Far East also participate in the programs from time to time. Visiting specialists are regularly brought to the campus, some for a term or a year, others for briefer visits. As is true of the Cornell Graduate School generally, the number of students accepted by any professor is strictly limited, and students are assured of all the personal direction that they need.

## CHINA PROGRAM

The need to train specialists on China in this country has increased sharply since the communist regime has barred almost all Americans from China. Moreover, the declining volume of dependable information about China demands a greater effort to collect and evaluate that which

does trickle through. Cornell, in its China Program, is trying to do its share to meet these needs.

The student in the China Program is expected to familiarize himself thoroughly with Chinese history and literature, as well as with contemporary Chinese conditions. The candidate for the Ph.D. is required to read Chinese well enough to be able to do research in Chinese materials. Most students can meet the language requirement of the Graduate School one term after Chinese 212 and 214 have been completed. When a student's research calls for field work in a community where a dialect remote from the national language (*kuo-yü*) is spoken, efforts are made to give him training in that dialect.

Among the resources at Cornell available to students in the China Program is the University Library's Wason Collection. It includes one of the largest existing holdings of books and periodicals on China written in Western languages and a working collection of some 50,000 volumes in Chinese.

*Field Training.* Direct contact with Chinese society serves different purposes for students in different fields of scholarship. From it the student of history, literature, or philosophy, for example, gains invaluable background knowledge and acquaintance with Chinese scholars, archives, and libraries. The student of anthropology, psychology, or sociology, on the other hand, must visit Chinese communities to gather the data for his research. Since it is now impossible for students to go to China proper, the China Program has relaxed somewhat its insistence upon field experience. However, there remain opportunities for field research and study in Hongkong, Formosa, and the Chinese overseas communities (particularly those in the United States and those in Southeast Asia). The facilities of the Cornell Research Center in Southeast Asia are available to students in the China Program who qualify for research on the Chinese communities in Southeast Asia.

*Research.* Research under the China Program, carried on by both professors and graduate students, generally follows the individual interests of the participants. Work is now being done on the modernization of China, on Chinese relations with Southeast Asia, and in the fields of linguistics and literature.

*Fellowships and Assistantships.* One assistantship of \$1,000 is offered yearly to a graduate student in the China Program. The holder must pay full tuition in the Graduate School and all University fees. He may be asked to work up to ten hours a week throughout the academic year. Students in the program are also eligible for the fellowships and assistantships offered by their major departments. Students working on Chinese relations with Southeast Asia are eligible for the fellowships and assistantships listed under the Southeast Asia Program. Application forms for the assistantship in the China Program and additional information about the

program may be obtained by writing to the Director, China Program, Morrill Hall, Cornell University, Ithaca, New York.

### SOUTHEAST ASIA PROGRAM

The graduate student in the Southeast Asia Program is expected to acquire a thorough knowledge of the history and cultures and the main characteristics of the contemporary social, political, and economic life of all the countries of Southeast Asia, as well as some familiarity with the adjacent and related cultures of India and China. The student must further develop a specialized knowledge of one of the area's subregions: Burma; Indochina; Indonesia; Malaya, including the British portions of Borneo; the Philippines; or Thailand. A candidate for the Ph.D. degree is ordinarily required to have a reading knowledge of one of the major languages of the area: Burmese, Indonesian, Malay, Tagalog, Thai, Vietnamese, or one of the important south China dialects spoken in Southeast Asia. Southeast Asian languages not regularly offered at Cornell may be studied under the program at special summer institutes held at Cornell or other universities in the United States.

While the student may prepare himself to meet some of the area study requirements through regular courses, the principal teaching media of the program are research training seminars. Each of these seminars runs for a single semester and is directed by one or more staff members or visiting specialists. The number of such seminars and the subjects offered vary from year to year.

The degree candidate working under the Southeast Asia Program may major in any field or discipline which has an important application in Southeast Asia and for the pursuit of which training in Southeast Asian studies is pertinent. Thus, in 1951-52, the twenty-five graduate students in the program were combining work on Southeast Asia with specialization in the following fields: agricultural economics, anthropology, economics, education, government, history, industrial and labor relations, linguistics, and sociology. Work in economics, government, nutrition, sociology, and certain branches of psychology and the agricultural sciences is especially encouraged, for it is in these disciplines as they relate to Southeast Asia that information and specialists are most needed at present.

A graduate student who is not a candidate for a degree may carry a full program of work on Southeast Asia alone.

Students in the program have at their disposal in the University Library the constantly expanding resources of the Southeast Asia section of the Wason Collection, as well as the Chinese materials mentioned above, and an excellent collection of materials on India.

There are normally in residence at Cornell representatives of the various countries of Southeast Asia who are glad to establish a friendly association with students in the program. There are more Thai alumni of

Cornell than of any other American university, and over the years Cornell has also graduated a long line of students from the Philippines. More recently, students have begun to come to Cornell from Burma, Indonesia, Malaya, and Vietnam.

*Field Training.* The advanced graduate student in the Southeast Asia Program will normally go to one of the Southeast Asian countries to carry out research for his doctoral thesis. Such field experience is considered an essential part of the student's education as well as a demonstration of his ability to combine his training in a discipline with his Southeast Asian area and language knowledge. It is expected that each year one or more staff members of the program will be in Southeast Asia carrying on research. These staff members will stand ready to provide guidance or supervision, wherever practicable, to advanced students from Cornell or elsewhere. The program maintains a Cornell Research Center for Southeast Asia in Bangkok, and its facilities will be available to students as well as staff members. A student under the program at Cornell will be given every assistance in preparing applications to various agencies for research grants-in-aid to help finance his period of field training in Southeast Asia.

*Research.* Research activities under the Southeast Asia Program are primarily concerned with three general problems which are considered of vital importance. These are: (1) technological and economic change, especially the impact of modern technology and commerce on traditional cultures, including developments resulting from various American and United Nations programs in the region; (2) changing political organization and ideologies; and (3) the organization and role of the major Asian minorities in the region, particularly the Chinese and Indians. Most of the seminars at Cornell and research projects in the field are concerned with one or another of these three interrelated areas of inquiry. The work of students and staff members, however, is by no means rigidly restricted to these problems, since there are many other significant research subjects on which all too little work has been done.

Southeast Asian research under the Cornell program is planned so that discipline specialists unfamiliar with the region can contribute their skills to an attack on area problems. Thus, for example, in collaboration with Cornell Southeast Asian area specialists, nutritionists are studying dietary behavior, and sociologists are engaged in a project on public opinion testing and communications research. The aim is not only an extension of knowledge about Southeast Asia, but also, wherever possible, the testing and development of present techniques of investigation in various disciplines and their application in the different cultural settings of the region.

The Cornell Research Center, a field office to facilitate field training and research, was established in Bangkok in 1951. It is supervised by a

Field Director, a member of the staff. He is responsible for establishing contacts and developing files of information on research resources and facilities in the area, on local personnel who might serve as consultants or informants, on possible sources of assistance or hospitality, and on such mundane but important matters as travel, living, and health conditions, and costs in the field. The Field Director, who is also in charge of a continuing field research project, is in position to define and evaluate new or projected research activities from the point of view of their practicability and significance. One of his main responsibilities is to establish ties with the staffs of local universities and research organizations so that American students and senior staff members sent to Southeast Asia from Cornell may benefit from the advice and aid of local scholars and specialists.

*Fellowships and Assistantships.* Up to ten Southeast Asia fellowships or assistantships are offered each year to graduate students undertaking work in the Southeast Asia Program. Two assistantships annually, carrying stipends up to \$2,000, are open only to qualified students who are nationals of a Southeast Asian country. Eight fellowships or assistantships annually, carrying stipends up to \$1,600, are open to qualified students from the United States or countries other than those of Southeast Asia.

In all cases, these awards will be made only to applicants who are able to demonstrate a serious scholarly interest in Southeast Asian studies; who show the greatest promise of becoming qualified Southeast Asian regional experts with specialization in a relevant discipline of the humanities, social sciences, or certain natural sciences; and who have been admitted to the Cornell Graduate School for advanced work in such a discipline. Previous experience in Southeast Asia or in the study of that area is not a requirement. It is more important that the applicant be able to show that advanced work in a major subject offered at Cornell combined with work in the Southeast Asia Program will make his future professional activities more effective; and this requirement is particularly important for a student in the natural sciences. Fellowships and assistantships are offered only for study in residence at Cornell and cannot be held while the student is in the field. Appointments are made for one academic year but may be renewed upon application.

The primary purpose of these awards is to encourage graduate students to acquire a detailed knowledge of the whole area of Southeast Asia in addition to their other regular work in the Graduate School. Accordingly, these fellowships and assistantships are offered only to students who will participate fully in the Southeast Asia Program.

A student who receives one of these awards must pay full tuition in the Graduate School and all University fees. The holder of a fellowship may be asked to devote as much as six hours a week under faculty supervision to work connected with the program. The holder of an assistantship may be asked to devote up to twenty hours of his time each week,

in which case he receives three-fourths rather than full residence credit and pays a correspondingly reduced tuition.

Application forms for Southeast Asian fellowships and assistantships and additional information may be obtained by writing to the Director, Southeast Asia Program, Morrill Hall, Cornell University, Ithaca, New York. Information may also be obtained by writing or consulting the Field Director, Cornell Research Center, Thai Niyom Building, 160 Manajai Road, Bangkok, Thailand.

## *Undergraduate Program in Far Eastern Studies*

STUDENTS in the College of Arts and Sciences may major in Far Eastern Studies with emphasis on the area and language of China or a country of Southeast Asia. Requirements for the major include Far Eastern Studies 201-202 (Introduction to the Contemporary Far East), the equivalent of at least twelve credit hours in Chinese or a Southeast Asian language, the general training and orientation seminar (Far Eastern Studies 951-952), and twenty-four additional hours selected with the help of the major adviser from the courses listed later in this Announcement. At the end of the senior year each Far Eastern Studies major is required to take a comprehensive examination covering all the work previously taken relating to the Far East.

## *Summary of Requirements of the Graduate School*

APPLICANTS for graduate work in Far Eastern Studies must file the regular application form supplied by the Graduate School, Cornell University, Ithaca, New York, together with the required transcripts, recommendations, etc. It should be remembered that only noncandidates for a degree may *major* in Far Eastern Studies; degree candidates must major in one of the regular disciplines.

To be admitted to the Graduate School an applicant must hold a baccalaureate degree from a college or university of recognized standing or have done work equivalent to that required for such a degree; must show promise of ability to pursue advanced study and research; and must have had adequate preparation to enter upon graduate study in the field chosen. For admission in the fall term applications should be filed before March 1, although later application does not necessarily bar admission.

The minimum residence requirement for a Master's degree is two full terms. A candidate for the M.A. must have had training in a foreign language equivalent to three college entrance units, or in two foreign languages equivalent to two college entrance units in each; or if he lacks this training, he must at the beginning of his candidacy prove his ability to read either French or German (or another language approved by his Special Committee). Requirements for the M.A. include work in a major and one minor subject, the writing of a thesis acceptable to the candidate's Special Committee, and the passing of a final examination conducted by the same committee.

The minimum residence requirement for the degree of Doctor of Philosophy is six terms, or seven terms if the candidate does not pass one of the examinations in foreign language on beginning candidacy at Cornell University. The candidate must demonstrate his ability to read both French and German (or two other languages other than English approved by his Special Committee). Additional requirements include work in a major and two minor subjects, the successful passage of qualifying and final examinations, and the acceptance of a dissertation by his Special Committee.

A tuition fee of \$250 and a University fee of \$50 are charged each term. A matriculation and X-ray fee of \$18 is required of every student upon his first entrance into the University. Prospective applicants should consult the *Announcement of the Graduate School*, which may be obtained by writing to The Graduate School, Cornell University, Ithaca, New York.

# *Courses of Instruction and Research*

## FAR EAST, GENERAL

201 (Far Eastern Studies). *INTRODUCTION TO THE CONTEMPORARY FAR EAST: CHINA AND NORTHEAST ASIA*. Fall term. Credit three hours. M W F 9. Messrs. BIGGERSTAFF, KAHIN, OPLER, and REUBENS.

Introduction to the land, the people, and the social, political, and economic life and organization of China, Japan, and Korea, together with some consideration of the Soviet Far East. Attention is given to the modernization of these countries, to their external relations, and to contemporary conditions and events.

202 (Far Eastern Studies). *INTRODUCTION TO THE CONTEMPORARY FAR EAST: SOUTHEAST ASIA AND INDIA*. Spring term. Credit three hours. M W F 9. Messrs. SHARP, KAHIN, OPLER, and REUBENS.

Introduction to the land, the people, and the modern social, political, and economic life of Burma, Ceylon, India, Indochina, Indonesia, Malaya, Pakistan, the Philippines, and Thailand. Attention is given to the native culture base, to the background of colonialism or dependence from which this politically awakened region has emerged, and to the problems of modernization now faced by the peoples of the area.

164 (History). *HISTORY OF FAR EASTERN INTERNATIONAL RELATIONS*. Spring term. Credit three hours. M W F 2. Mr. BIGGERSTAFF.

History of international rivalry in the Pacific since the middle of the nineteenth century, with particular emphasis on the expansion of Japan.

314 (Government). *GOVERNMENT AND POLITICS OF EASTERN AND SOUTHERN ASIA*. Spring term. Credit three hours. M W F 10. Mr. KAHIN.

Description and analysis of political life and the structure and functioning of government in the countries of this area, with attention being given to the nature of the social and economic environments which condition them. (Area covered comprises China, Japan, Korea, the countries of Southeast Asia, India, and Pakistan.)

417 (Government). *FAR EASTERN POLICY OF THE UNITED STATES*. Fall term. Credit three hours. M W F 10. Mr. KAHIN.

An analysis of the relations of the United States with China, Japan, Korea, and Southeast Asia during the nineteenth and twentieth centuries; the relationship of American policy to the policies of European powers in the area. (Approximately one-third of the course will deal with the period since 1945.)

801-802 (Economics). *ECONOMICS OF THE FAR EAST*. Throughout the year. Credit three hours each term. T Th S 10. Mr. REUBENS.

An analytic study of the economic structure and development of major Far Eastern countries, emphasizing the progress and problems of industrialization, and including postwar problems of reconstruction, the role of the United States and other foreign powers, and the applicability of Western economic theory to Oriental conditions.

321 (Philosophy). *HISTORY OF RELIGIONS*. Fall term. Credit three hours. M W F 12. Mr. BURTT.

A general survey of the development of ritual, practice, and belief in selected primitive religions and the religions of the Far East and of the West.

601-602 (Fine Arts). *INTRODUCTION TO FAR EASTERN ART*. Throughout the year. Credit three hours each term. W 3-5. Mr. PATTILLO.

The art and architecture of India to the Mohammedan conquest, and the art of China and Japan from the ancient Chinese bronzes to the nineteenth century.

951-952 (Far Eastern Studies). *SEMINAR IN FAR EASTERN STUDIES*. Throughout the year. Credit two hours each term. Prerequisite: consent of the Department. T 2-4. Staff.

This is the basic seminar for graduate students in both the China and the Southeast Asia Programs, and it is also required of undergraduate Far Eastern Studies majors in their senior year. Students are introduced to the principal disciplines interested in the Far East, taught bibliography and the techniques of library research, and given practical experience in research and reporting on important problems common to some or all Far Eastern countries.

## CHINA

101-102 (Chinese). *ELEMENTARY COLLOQUIAL CHINESE*. Throughout the year. Credit six hours a term. T Th 9, daily at 8. Mr. HOCKETT and assistant.

Introduction to *kuo-yü*, the national language of China. Emphasis on pronunciation and oral auditory proficiency.

201-212 (Chinese). *LITERARY CHINESE*. Throughout the year. Credit three hours a term. M W F 11. Mr. SHADICK and assistant.

Systematic analysis of basic patterns in literary Chinese; study of texts in a variety of styles, ancient and modern; exercises in composition.

203-214 (Chinese). *INTERMEDIATE COLLOQUIAL CHINESE*. Throughout the year. Credit four hours a term. T Th S 11. Mr. SHADICK and assistant.

Modern plays and narrative and expository texts. Emphasis on reading, writing, and composition. Conversation practice based on the material read.

232 (Chinese). *LINGUISTIC STRUCTURE OF CHINESE*. Spring term. Credit three hours. Mr. HOCKETT.

The placement of Peiping Chinese among modern Chinese dialects; a study of the sounds, forms, and structure of Peiping Chinese; nature of the Chinese writing system in relation to the spoken language; sociological and psychological aspects of Chinese linguistic structure.

351-352 (Chinese). *READINGS IN CHINESE LITERATURE: CLASSICAL AND MODERN*. Throughout the year. Credit two or three hours a term. Prerequisite: Chinese 212 and 214. Mr. SHADICK.

Texts selected to accord with the primary interests of the students.

321-322 (Literature). *CHINESE LITERATURE IN TRANSLATION*. Throughout the year. Credit three hours a term. M W F 10. Mr. SHADICK.

Fall term: philosophical and historical literature, including Confucian, Taoist, and Buddhist writings. Spring term: imaginative literature, including poetry, classical prose, fiction, drama, and the new writing of the twentieth century.

161-162 (History). *HISTORY OF CHINESE CIVILIZATION*. Throughout the year. Credit three hours a term. M W F 12. Mr. BIGGERSTAFF.

Fall term: a rapid survey of Chinese cultural development from earliest times until the establishment of formal relations with the West. Spring term: a more detailed survey of Chinese history since the beginning of important Western influence.

811-812 (History). *MODERNIZATION OF CHINA*. Throughout the year. Credit two hours a term. Prerequisite: History 162. M 3-5. Mr. BIGGERSTAFF.

Topical study of the impact of Western civilization upon traditional China and of the changes that have taken place in China since the beginning of the twentieth century. Conducted as a seminar.

985-986 (Far Eastern Studies). *CHINA RESEARCH TRAINING SEMINARS*. Staff. Prerequisite: consent of the Department.

Grouped under this title are Mr. Biggerstaff's Seminar in Modern Chinese History, Mr. Shadick's Seminar in Chinese Literature, and such special seminars as are set up from time to time to be taught by visiting professors.

### SOUTHEAST ASIA

101-102 (Thai). *ELEMENTARY COLLOQUIAL THAI*. Throughout the year. Credit six hours a term. Hours as arranged. Mr. BROWN and assistant.

Introduction to the national language of Thailand. Emphasis on oral and auditory proficiency.

203-214 (Thai). *INTERMEDIATE COLLOQUIAL THAI*. Throughout the year. Credit three hours a term. Hours as arranged. Mr. BROWN and assistant.

101-102 (Vietnamese). *ELEMENTARY COLLOQUIAL VIETNAMESE*. Throughout the year. Credit six hours a term. Hours as arranged. Mr. JACKSON and assistant.

Introduction to the national language of Vietnam. Emphasis on oral and auditory proficiency.

231 (Chinese). *CHINESE DIALECTS OF SOUTHEAST ASIA*. Throughout the year. Credit and hours as arranged. Mr. HOCKETT and assistant.

Introduction to one of the important south Chinese dialects found in the Southeast Asian area.

602 (Far Eastern Studies). *SOUTHEAST ASIA*. Spring term. Credit two hours. Hours to be arranged. Prerequisite: Far Eastern Studies 202 or equivalent, or may be taken concurrently with 202. Staff.

A topical survey of the area as a whole for the advanced student specializing in Southeast Asian studies.

975-976 (Far Eastern Studies). *SOUTHEAST ASIA RESEARCH TRAINING SEMINARS*. Either term. Credit and hours to be arranged. Staff.

Grouped under this title are seminars directed by one or more staff members or visiting specialists, dealing either with particular aspects or with subregions of Southeast Asia. It is expected that during 1952-53 Mr. Cady will offer a seminar on Burma, and Mr. Hanks will offer a seminar on psychology as related to Southeast Asian problems.

### INDIA

[Culture and Culture Change in India. (Sociology and Anthropology 683.) Fall term. Credit two hours. Mr. OPLER. Given in alternate years; not given in 1952-53.]