

Asian Studies

1974-76

Cornell University Announcements

Asian Studies

1974-76

DEPARTMENT OF ASIAN STUDIES

China-Japan Program and the East Asia Language and Area Center—China, Japan

South Asia Program and the South Asia Language and Area Center—
Bangladesh, India, Nepal, Pakistan, Sri Lanka

Southeast Asia Program and the Southeast Asia Language and Area Center—
Brunei, Burma, Indonesia, Khmer Republic, Laos, Malaysia, Philippines,
Singapore, Thailand, Vietnam

156 Rockefeller Hall, Cornell University
Ithaca, New York 14850

Cornell University Announcements



The Arts Quadrangle in summer, home base for sunbathers and outdoor readers. In the background are Morrill Hall, right, and Uris Library with its McGraw Tower. Also on the

Quadrangle are Olin Library, the University's graduate and research library, and halls for the humanities, various social sciences, architecture, theatre arts, and music.

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The data in this *Announcement* provide a general description of the resources and the normal repertory of courses in Asian studies which are usually available at Cornell. Most language and area courses and most seminars in Asian studies are offered regularly each academic year or, in some cases, in alternate years. However, changes do occur in the specific course offerings from year to year, and, particularly when faculty members are on leave, their courses may be temporarily omitted. The prospective student may wish to consult the *Announcement of the Graduate School: Course Descriptions*, which indicates, under the specific Fields, those advanced courses scheduled in any particular year. Intensive Asian language courses are frequently given at Cornell in the summer. The *Announcement of the Summer Session* should be consulted for details.

CORNELL UNIVERSITY ANNOUNCEMENTS. Volume 65 of the Cornell University Announcements consists of twenty-one catalogs, of which this is number 8, dated June 20, 1973. Publication dates: twenty-one times a year (four times in August; three times in March and July; twice in January, June, and October; once in April, May, September, November and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.



Between classes, students cross the Arts Quadrangle in front of Goldwin Smith Hall and the statue of Andrew Dickson White, Cornell's first president.

A coffee break at Noyes Lodge, where students in Asian Studies frequently get together for snacks and conversation.

Noyes Lodge as seen from the banks of Beebe Lake.

Cornell University

DEPARTMENT OF ASIAN STUDIES

The Department of Asian Studies in the College of Arts and Sciences serves to coordinate for the University diversified academic resources for instruction, training, research, and publication on Asia as these are developed in the several other departments and divisions of Cornell. The University offers no advanced degrees in Asian Studies as such (see p. 6). Specialized courses on Asia have been offered since 1870, when the first Chinese language course was taught. Beginning with the standard liberal arts subjects, Cornell has extended its interest in Asia to include: work on agricultural development in China, South Asia, and Southeast Asia; applied work in linguistics and anthropology in Sri Lanka (Ceylon), Hong Kong, India, Indonesia, the Philippines, Taiwan, and Thailand; city and regional planning and community development studies in India, Laos, and the Philippines; work in industrial and labor relations in Japan, India, and Southeast Asia; research in nutrition and public health in South Asia and Southeast Asia; studies of educational development in modern China and of political socialization in Communist China. These and other interests in Asia have led to a systematically planned and continuing University-wide organization of work which emphasizes three particular regions of the Orient. Since 1946 Cornell has concentrated the intensive development of its scholarly resources in the Asian area on China, South Asia, and Southeast Asia.

As a means of strengthening its work on these contiguous and interrelated regions, the University maintains three multidisciplinary area and language programs of the Department of Asian Studies—teaching, research, and administrative units. A primary aim of the China-Japan Program, the South Asia Program, and the Southeast Asia Program is to make available to the entire student body extensive coverage of these areas in a variety of discipline courses, seminars, and tutorial work. Encouraged at the graduate level is specialized interdisciplinary area and language training for students concurrently mastering a discipline and with interest in teaching, research, or other professional careers relating to these regions. A further aim of the three programs is to increase knowledge of these three Asian areas through faculty and student research both on the campus and abroad. Related to these main objectives is the building up of teaching and research materials and the dissemination of knowledge beyond the Cornell community through publications, off-campus consultantships, and lectures.

In each of the three programs the specialized knowledge and methods of a number of fields or disciplines are brought together and focused on the history and contemporary affairs of the peoples and cultures of the areas. The advanced student or research worker has readily available to him faculty and staff from several different departments, as well as the resources of special collections of library and museum materials. He also benefits from the intangible assets of experience and associations built up by the programs in the three geographic areas and in academic and other insti-

tutions all over the world. In this area and language approach, acquisition by the student of a general command of the scholarly tools and materials relating to his region of specialization is stressed. At the same time he must deal with the area in terms of the pertinent methods and theory of the particular discipline in which he is majoring or taking his degree. The student's disciplinary training is not postponed while he spends all of his first few years of advanced work on language and generalized area studies. Instead, the student in one of the Cornell programs pursues from the start both discipline studies and language and area work as mutually supporting aspects of an interdependent program of study and research. Even at the undergraduate level the upper-class student majoring in Asian studies must concentrate on a sequence of discipline courses while working on an Asian area and language.

Among the faculty members of the Department of Asian Studies are specialists in anthropology, archaeology, bibliography, economics, government and international relations, history, history of art, languages and linguistics, literature, philosophy, public administration, rural sociology, and sociology. Other professors in the various divisions of the University who have a special knowledge of Asia also participate in the work of the Department. Some of them, especially those in agricultural technology, nutrition, and similar fields, have had years of valuable field experience in Asia. Visiting experts, many from Asia or Europe, are brought regularly to the campus to supplement the work of the resident faculty.

Staff members of the three Asian area and language programs work closely together. Students in each program are encouraged to take advantage of the opportunities offered by the others. Notable cases in point are combinations of work in Sino-Vietnamese studies; in the history of China,

Japan, and Southeast Asia; in the history of Asian art; in the international relations of Asia; and in the literatures of China, Japan, and Southeast Asia. Any student can readily draw on the resources of all the programs. The advanced student will find the University's wealth of resources on all three of these adjacent and closely related areas to be one of the great strengths of Cornell's system of Asian studies.

The facilities and resources of the three area programs are described in a later section of this *Announcement*. In addition, and particularly in support of advanced studies on China or Southeast Asia, some area and language courses and library materials are available to scholars wishing to study the Japanese language or Japan.

Introductory courses in Asian languages are taught at Cornell by intensive methods which were developed at the University during World War II in a pioneering program supported by the Army and the American Council of Learned Societies. This solid basis for language learning is enhanced by the constant association, in small classes, of the students with a native speaker under the guidance of professional scholars who are the sole instructors in more advanced language work. Instruction is regularly offered at Cornell in the following Asian languages: Burmese, Cambodian, Cebuano (Bisayan), Chinese (Cantonese, Hokkien, and Mandarin), Hindi-Urdu, Indonesian, Japanese, Javanese, Old Javanese, Malay, Pali, Sanskrit, Sinhalese, Tagalog, Tamil, Telugu, Thai, and Vietnamese. Intensive summer courses in many of these languages are also offered periodically at Cornell, at Columbia University, and elsewhere. South Asian languages, particularly, are taught at summer institutes held each year at various American universities.

In 1959 the federal government recognized all aspects of Asian studies work at Cornell as contributing to a national effort to increase knowledge and understanding of foreign

areas and languages. Under Title VI of the National Defense Education Act of 1958 three languages and area centers were established at Cornell with government aid which has been renewed each subsequent year. The East Asia Language and Area Center deals with China and Japan; the South Asia Center, with Sri Lanka (Ceylon), India, and Pakistan; and the Southeast Asia Center, with Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam.

Resources for Advanced Study and Research

The most important continuing resource for scholarly work in Asian studies at Cornell is the outstanding Asian collection of the Cornell University Libraries, one of the great university libraries in the country. The Wason Collection, which was begun and endowed in 1918 by Charles W. Wason '76, includes a library of Western language books, pamphlets, periodicals, and manuscripts on China and the Chinese, unique in its size and scope and in the number of its rare items. A working library of more than 190,000 volumes in Chinese and Japanese, particularly strong in recent and contemporary China, is being rapidly expanded by purchases and gifts. A notable gift came from the Academia Sinica as a memorial to its past head, the distinguished Cornell alumnus, Dr. Hu Shih '14.

Also housed in the Wason Collection is the most comprehensive library of vernacular and Western language materials on Southeast Asia found in this hemisphere. These include not only the well-known Indonesian and Thai language holdings, which attract scholars from all over the world, but important materials on other parts of the region as well. Examples of the latter are the valuable personal papers and books of Cornell's third president, Jacob Gould Schurman, who headed the first Philippine Commission and

on whose initiative Cornell began to acquire what has become a comprehensive set of official Philippine documents.

Through participation in the Farmington Plan and an active supplementary purchasing program, the Wason Collection annually acquires most of the important books and serials being published in Southeast Asia. Similarly, Cornell is one of a few American universities which regularly receive all important books published in Sri Lanka, India, and Pakistan which are added, together with special purchases of older works, to the Libraries' already excellent holdings of Hindi and other vernacular and Western language materials on the countries of South Asia.

These collections are shelved in the John M. Olin Library for graduate study and research. Here, too, are the Wason reading and conference rooms and the offices of the curator, bibliographers, and catalogers of the Asian collections, who serve as valuable resource persons for scholars in the Asian field. In the same building are the Human Relations Area Files containing systematically organized data, translations, and bibliographies on many Asian societies. Much valuable material on Asia is also found in special libraries on the campus, such as the Albert R. Mann Library of the New York State College of Agriculture and Life Sciences and College of Human Ecology; and the libraries of the College of Architecture, Art, and Planning and the School of Industrial and Labor Relations. The holdings in all such specialized collections, which are international in scope, are included in a general catalog in Olin Library.

The work of the Department of Asian Studies on the campus, in Asia, and elsewhere is closely linked not only with the activities of other departments and with the development of library resources, but also with the programs of a series of projects, at Cornell or other institutions, concerned wholly or in part with studies of Asian problems.

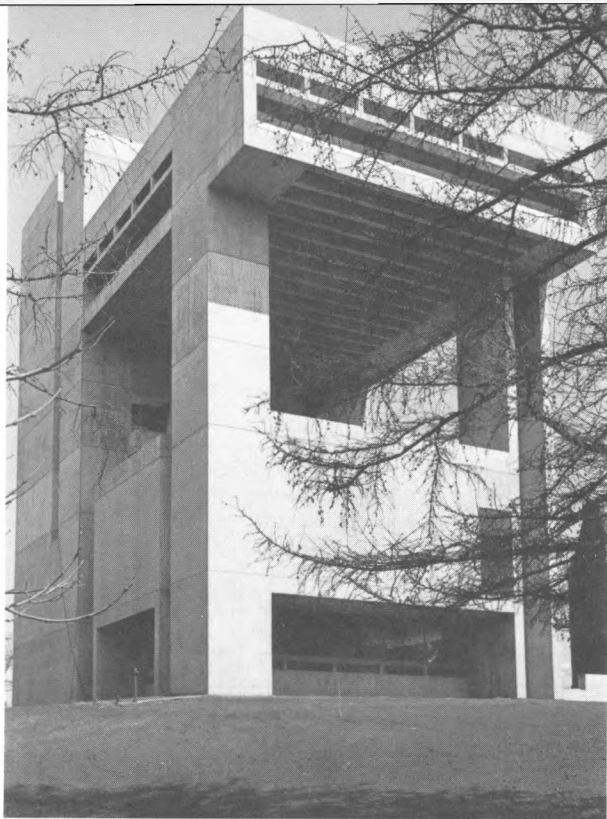
Among such intramural links is that with the Cornell Center for International Studies. Through the Center, students specializing in Asian studies are brought into association with a wide variety of local or outside programs which may have relevance to their work. An illustrative sample of programs includes: a series of projects on low-income countries such as the International Agricultural Development Program, an international program in nutrition, the International Population Program, the interdisciplinary research seminars, and the colloquia of the Program on Structural Change and Modernization, all carried on by various departments, schools, and colleges of the University; the Cornell field projects in applied anthropology or industrial and labor relations; and the Cornell studies of the Soviet Union and its foreign policies. Study and research in the Asian field at Cornell are also aided by the resources of the Statistics Center, the Office of Computer Services, and the Center for Aerial Photographic Studies, which has conducted important surveys for natural resources development and regional planning in parts of Asia.

In the South Asia field, Cornell is one of the small group of American universities which founded, helps maintain, and participates in the work of the American Institute of Indian Studies, organized to facilitate study and research in India by Indian and American scholars specializing in various aspects of Indian civilization and contemporary affairs. The University also maintains close links with a number of research agencies, programs, and institutions of higher learning in India, such as the Deccan College Postgraduate Centre for Research in Linguistics; the Central Institute of Indian Languages; Delhi, Osmania, and Annamalai Universities, and the University of Sri Lanka; and agencies of the Indian government, the United States Department of Agriculture, and foundations concerned with research in agricultural devel-

opment in the area.

Cornell's interest in international agriculture has also involved the University in a long-term association with the College of Agriculture of the University of the Philippines. Elsewhere in Asia, and notably in Hong Kong, Indonesia, Japan, Taiwan, and Thailand, Cornell has established close cooperative ties with learned societies and educational and research institutions. Cornell also maintains close relations with other American institutions: it collaborates with neighboring universities and colleges in holding annual conferences on Asian affairs and with the Library of Congress in a purchasing and cataloging program which reciprocally increases the usefulness of the Asian holdings in both libraries.

The many Cornell resources for advanced study and research on Asia have been developed primarily by a faculty actively interested in its own research projects and programs. But Asian research at Cornell, whether on the campus or abroad, is not conducted in isolation from teaching and training activities. Students at Cornell working on Asian Studies may participate in Cornell research projects whether in the library or in the field; the problems, methods, and results of the many interrelated Cornell research activities are dealt with in courses and seminars and special training programs designed for students in these studies or for others enrolled at Cornell who are planning to work in foreign cultures. One link between research and graduate training in Asian Studies at Cornell is the International Relations of East Asia Project, begun in 1967. Combining the international relations specialists of the China-Japan and Southeast Asia programs, I.R.E.A. sponsors a variety of seminars, visiting lecturers, documentary collections, and research projects designed to sustain advanced graduate training and faculty research. Association with the Project is open to graduate and undergraduate students of the China-Japan and South-



The Herbert F. Johnson Museum of Art houses the University's Asian art collection and special exhibitions of general interest. The new structure, which rises from a beautiful landscape setting, was designed by noted architect Ieoh Ming Pei.



Above, center: An Asian Studies student and campus visitor enjoy an exhibition of the Eccentric Painters of China. The George and Mary Rockwell Galleries of Asian Art, in the Herbert F. Johnson Museum, contains many fine examples of sculpture, scrolls, bronzes, prints, and ceramics.



Above, right: Giok Po Oey, Southeast Asia librarian, and Mrs. Norma Charles, Indonesian assistant, confer on Wason Collection acquisitions. Below: students in the Wason reading room of Cornell's Olin Library.



east Asia Programs who have a strong interest in the contemporary interstate politics of East Asia.

Thus the international interests and activities of Cornell University, combining on one campus an unusual range of disciplines and resources for intramural and extramural instruction, training, and research, provide a unique context of stimulation and support for students pursuing Asian Studies.

GRADUATE SCHOOL WORK IN ASIAN STUDIES

The Graduate School of Cornell University is devoted to developing creative scholars and scientists who will be prepared for independent research, responsible teaching, or other fully professional activities in their fields of specialization. The faculty believes that this goal cannot be achieved simply by extension of the undergraduate system of formal courses and course credits. Instead, the aim is to release the student from formal requirements as soon as he is sufficiently well-grounded in the fundamentals of his field so that, motivated by his goals and interests, and aided by the advice and guidance of the faculty, he may pursue advanced studies.

The most distinctive feature of the Cornell plan for graduate study is the provision for supervision of each student's program of study by a Special Committee selected by the student. Thus candidates for the Ph.D. degree choose areas of concentration or specialization in one major and one or two minor subjects in the Fields of the Graduate School. It is the privilege of the graduate student to ask any member of the Graduate School Faculty who is in the Field of his major subject to serve as his chairman. Some Fields of study re-

quire two minor subjects for doctoral programs while others require only one, but all Ph.D. Special Committees have three members. The composition of the Special Committee may be changed at any time on the initiative of the student.

The principal requirement of a candidate for an advanced degree at Cornell is to satisfy his Special Committee that his general and specialized knowledge of his major and minor subjects meets a high standard of excellence and that he is capable of conducting independent research and reporting on it as demonstrated by the completion of an original research project and a thesis which are acceptable to his Committee.

This committee system at Cornell provides a kind of apprenticeship in which the student learns the skills of a scholar and scientist by practicing these skills under the guidance of experienced persons. There are no set course requirements in the Cornell Graduate School. The student, in consultation with his Special Committee, plans a program of courses, seminars, informal study, independent reading, and original research based upon his own background, interests, and objectives. Under this system faculty members and students get to know each other well so that the student may be advised and his progress evaluated intelligently. The size of the graduate student body at Cornell is kept small. A ratio of some two hundred graduate students, some of whom at any given time are doing field research abroad, to about fifty faculty members is now maintained in Asian studies.

Cornell University offers no advanced degrees in Chinese, South Asian, or Southeast Asian studies as such. A candidate working in the Field of Asian studies for an advanced degree must do his major work in one of the relevant discipline fields of the humanities, social sciences, or certain natural sciences as recognized by the Graduate School. *It is in this*

major Field he receives his degree. The student may take a major or minor in medieval or modern Chinese history, in Southeast Asian history, in Oriental art history, or in Chinese literature, or a minor in Chinese, South Asian or Southeast Asian linguistics; he may elect Asian studies as one of his two minor subjects and concentrate his area study on China, South Asia, or Southeast Asia; or he may in some cases concentrate on an Asian area within his major subject. The integration of discipline with area knowledge is to be demonstrated in his dissertation, written to satisfy the requirements for his degree in a discipline Field, but on a topic relating to his special area interest.

The Ph.D. candidate working in the Field of Asian studies will be examined on his specialized knowledge of China, South Asia, or Southeast Asia. Details of the requirements are given in the description of the three Programs which follows.

For a Master of Arts candidate, less specialized knowledge is expected, the amount of required reading is less, and the recommended courses are appreciably fewer. Study of an Asian language is not mandatory for the M.A. degree except in Chinese literature.

The language requirements for a graduate degree at Cornell are determined by the Field. The candidate for a Ph.D. degree with an Asia area concentration ordinarily is expected to attain sufficient proficiency in an Asian language so that he will be able to use it in his research and in the preparation of his dissertation. Because of the special language study and the field research frequently required, the Ph.D. candidate specializing in Asia often spends more than the stipulated minimum six terms in residence to complete his training. The M.A. candidate frequently spends longer than the minimum two terms in residence, because candidates often enter with inadequate preparation for advanced work in Asian studies. The extra burden imposed by area and

language work in addition to the full program of study in a discipline may lead graduate students in Asian studies to devote one or more summers to intensive language study. Indeed, prospective graduate students who must begin the study of an Asian language are strongly urged to take an intensive summer language course prior to their admission to Cornell.

Courses in Asian studies are also open to graduate-level students who are not candidates for degrees and who wish to devote their entire time to area or language study. Particularly welcome are those preparing for definite assignments in Asia, such as the foreign service officers who have been coming to Cornell since 1946 for special training in Asian studies, and the various agricultural specialists and missionaries who have taken intensive work on China, South Asia, or Southeast Asia.

Fellowships

Information concerning financial assistance available to graduate students in Asian studies from funds at the disposal of the three Cornell Asian area and language programs will be found in the following pages and in the *Announcement of the Graduate School*. Graduate students in the Asian field may also apply for other fellowships, scholarships, and teaching and research assistantships offered by the University and by its various departments.

The attention of interested seniors and graduate students who are American citizens or United States residents is also directed to the National Defense Foreign Language Fellowships offered for language study (NDFL Title VI Fellowships) together with area and discipline work. Requests for application forms for these fellowships should be directed to the

Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850. Also available to the same groups and to Canadian citizens are Foreign Area Training Fellowships administered by the Foreign Area Fellowship Program, 110 East 59th Street, New York, New York 10022. These are granted on a competitive basis for study or field research overseas. Students should note, too, that United States government awards under the Fulbright-Hays Act are available to American citizens to support predoctoral research in Asian countries. Requests for application forms for awards under the Fulbright-Hays Act should also be made to the Graduate School.

The Department of Health, Education, and Welfare also offers Doctoral Dissertation Research Fellowships, which are partially funded by the Fulbright-Hays Act, for full-time dissertation research abroad. Application forms for Doctoral Dissertation Research Fellowships may be obtained from any of the three Cornell area and language programs.

Intensive Language Program (FALCON)

For those students desiring to accelerate their acquisition of Chinese or Japanese language, Cornell is offering a Full-year Asian Language Concentration (FALCON). Students in this program will spend six hours a day for the full academic year studying nothing but language and thus will be able to compress approximately four years of study into one.

China-Japan Program

Staff: Martie W. Young, director; Martin G. Bernal, Knight Biggerstaff, Nicholas C. Bodman, Sherman G. Cochran, Don-

ald R. DeGlopper, Richard Freeman, Eleanor H. Jorden, Ta-Chung Liu, John McCoy, Tsu-Lin Mei, David P. Mazingo, T. John Pempel, Charles A. Peterson, Harold Shadick, Robert J. Smith, Kam-ming Wong.

The China-Japan Program is at once a comprehensive area training institute and a sponsor of research on China. It brings together faculty members from eight Fields of the Graduate School to develop and coordinate the two activities. Students register in the Graduate School.

To be eligible for a China-Japan Program Fellowship or NDFL Title VI Fellowship a graduate student must undertake to fulfill the following conditions: (1) If majoring in anthropology, economics, government, linguistics, or sociology, he must either concentrate on China in his major or must take a minor in Asian Studies (China), modern Chinese history, East Asian linguistics (Chinese), Chinese literature, or Oriental art (Chinese art history); or he must major in medieval or modern Chinese history; Chinese literature, or Oriental art (Chinese art history). (2) He must pass either an examination in written Chinese or an oral examination in one of the Chinese dialects during the course of his graduate study.

Requirements and Recommended Courses

Those majors and minors which may be chosen under the China-Japan Program and their requirements are listed below.

MINOR IN ASIAN STUDIES (CHINA)

For the Ph.D.: The candidate shall demonstrate in the Admission to Candidacy Examination a broad multidisciplinary knowledge of modern China. Ordinarily he will be expected to have taken a minimum of three one-semester advanced courses or seminars on China (in at least two disciplines) and to have done additional reading in con-

sultation with the members of his Special Committee responsible for this minor.

For the M.A.: The candidate ordinarily will take a minimum of two one-semester advanced courses or seminars on China.

MAJOR IN MEDIEVAL CHINESE HISTORY (T'ANG-SUNG PERIODS)

For the Ph.D.: A good working knowledge of the primary sources; thorough knowledge of the secondary literature in Chinese and Western languages, and in some cases in Japanese; a minimum of five one-semester advanced courses or seminars on medieval Chinese history and related areas; the completion of a dissertation based on Chinese sources.

For the M.A.: Similar to the Ph.D. but requiring three seminars and an M.A. essay.

MINOR IN MEDIEVAL CHINESE HISTORY

For the Ph.D.: Familiarity with the primary sources; thorough knowledge of the secondary literature, including some of the basic works in Chinese or Japanese; a minimum of three one-semester advanced courses or seminars on medieval Chinese history.

For the M.A.: A minimum of two advanced courses on the subject.

MAJOR IN MODERN CHINESE HISTORY (NINETEENTH AND TWENTIETH CENTURIES)

For the Ph.D.: Command of the primary sources and monographic literature in Chinese and Western languages, and completion of a dissertation using Chinese source materials. Ordinarily a minimum of five one-semester advanced courses or seminars on China, including one in medieval Chinese history and one in another discipline, is recommended.

For the M.A.: Familiarity with the monographic literature in Western languages, and an M.A. essay. Ordinarily three one-semester advanced courses or seminars on China, including one in another discipline, are recommended.

MINOR IN MODERN CHINESE HISTORY

For the Ph.D.: The candidate shall demonstrate in the Admission to Candidacy Examination a thorough knowledge of the primary sources and monographic literature in Western languages, and shall have written a research paper in modern Chinese history. Ordinarily he will be expected to have taken a minimum of three one-semester advanced courses or seminars on China, including one not in history.

For the M.A.: A minimum of two one-semester advanced courses in modern Chinese history.

MAJOR IN CHINESE LITERATURE

Graduate work in Chinese literature assumes at least two years of Chinese language study (including Introduction to Classical Chinese) prior to admission.

For the Ph.D.: (1) Familiarity with representative works in classical and vernacular Chinese and with critical studies in Chinese; (2) broad knowledge of the available translations of Chinese literature and critical studies in other languages; (3) specialized knowledge of at least two subfields such as the Confucian or Taoist classics, poetry, drama, fiction, classical prose, or twentieth-century writings; (4) writing of a dissertation.

For the M.A.: Roughly the same as 1 and 2 for the Ph.D. and an M.A. essay.

MINOR IN CHINESE LITERATURE

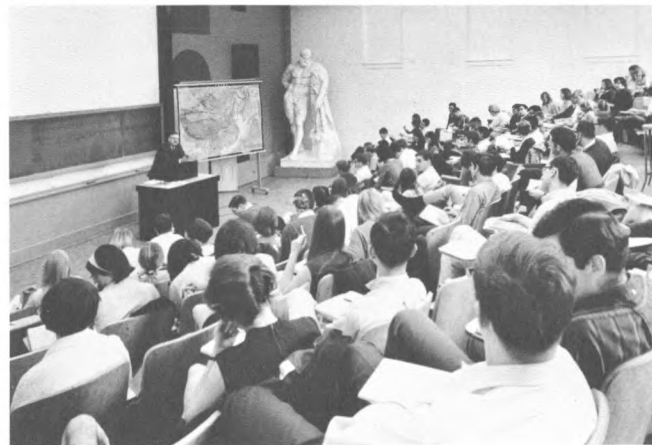
For the Ph.D.: Roughly the same as 1 and 2 for the Ph.D. major in Chinese literature.

For the M.A.: At least two one-semester courses in classical texts.



A graduate student seminar on Thailand is led by Professor Lauriston Sharp and a visiting lecturer, Professor Thomas Kirsch, from Princeton University.

Upper left: A small group of language students meets for instruction and practice in Chinese. Frequent opportunity is provided for conversation with native speakers.



Above, right: Students are given help individually in Japanese language by Professor John McCoy.

Bottom, right: A class in Modern Chinese history hears a lecture by Professor Knight Biggerstaff.

MAJOR IN ORIENTAL ART (CHINESE ART HISTORY)

For the Ph.D.: (1) A comprehensive knowledge of the major periods of Chinese art in the areas of painting, sculpture, and the related minor arts; (2) familiarity with the basic literature on Chinese art available in Western languages; (3) a demonstrated command of the critical literature on art in Chinese (in the case of a student who shows command of such literature in Japanese, the requirement in Chinese material will be reduced); (4) at least one advanced course on China in a related discipline such as literature, history, philosophy, or religion; (5) the completion of a dissertation.

For the M.A.: Ordinarily the same as 1 and 2 for the Ph.D. major and an M.A. essay.

MINOR IN ORIENTAL ART (CHINESE ART HISTORY)

For the Ph.D.: Normally the same as 1 and 2 for the Ph.D. major in Oriental art (Chinese art history).

For the M.A.: A minimum of two advanced courses on Chinese art.

MINOR IN EAST ASIAN LINGUISTICS (CHINESE)

For the Ph.D.: The candidate shall demonstrate in the Admission to Candidacy Examination a thorough knowledge of the primary sources and monographic literature in Western languages, and shall have written a research paper on Chinese linguistics. Ordinarily he will be expected to have taken a minimum of three one-semester advanced courses or seminars on Chinese linguistics.

For the M.A.: A minimum of two one-semester advanced courses in Chinese linguistics.

Instruction is regularly offered at Cornell in modern Chinese (Mandarin, Cantonese, and Hokkien) and in classical Chinese. China-Japan Program students are encouraged to develop a reading knowledge of Japanese. Four years of regular instruction in Japanese are available at Cornell.

Research and Field Training

The China-Japan Program conducts research on China in the following discipline fields: (1) *anthropology*: family formation, Chinese associations and lineage groups; (2) *history of art*: Ming and Ch'ing paintings; (3) *economics*: national income and economic growth in the Republican and Communist periods; (4) *history*: late T'ang and Sung institutional history; education during the late nineteenth and early twentieth centuries; (5) *linguistics*: comparative studies of Chinese and Tibeto-Burman languages and of Chinese dialects, syntax of literary and colloquial Chinese, and historical phonology of Chinese; (6) *literature*: classical and folk poetry, fiction, 20th century literature, literary criticism and philosophy; (7) *government*: the formation of national policy, central-regional relations, and China's foreign relations.

Apart from the projects listed above, the staff in the social sciences and history is prepared to direct doctoral research on appropriate topics in medieval, late Ch'ing, Republican, and Communist China. Students of the history of art and literature may specialize in any period or genre.

Research under the China-Japan Program is carried on both at the University and in East Asia. Research work in Ithaca makes use of the library resources of the Wason Collection on China and the Chinese, and of special documentary and field data collections. Field research has been carried on under auspices of the China-Japan Program in Taiwan and Hong Kong and among Chinese communities in Southeast Asia.

The policy of the Program is to emphasize direct contact with Chinese society as valuable for all students of China. From this the student of history, history of art, or literature gains background knowledge and acquaintance with Chinese scholars, archives, museums, and libraries. The student of a

social science, in addition to benefiting in these various ways, relies on direct contact with Chinese communities for the substantive data of his doctoral dissertation.

Foundation grants make it possible for members of the China-Japan Program, faculty, and advanced graduate students to spend extended periods of time in the field in order to develop their specializations and to acquire a thorough familiarity with the area. The Program encourages formal and informal contacts with other China specialists and universities, in this country and abroad.

Fellowships and Assistantships

NDFL Title VI Fellowship awards are offered each year to graduate students beginning work toward an advanced degree in Chinese studies under one of the discipline departments. These awards carry stipends of up to \$2,700 plus tuition and fees. In certain instances research assistantships are available to few selected students.

Prospective graduate students of the China-Japan Program as well as students in residence may apply for various assistantship, fellowship, and scholarship awards offered by Cornell University and administered by the Graduate School and the academic departments. Additional information about the China-Japan Program may be obtained by writing to: Director, China-Japan Program, 140 Uris Hall, Cornell University. Requests for application forms for admission and financial aid should be addressed to the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850.

Japanese Studies

The vast amount of Japanese scholarly work on Asia makes it imperative for serious students of Asia and especially stu-

dents of China to have access to Japanese language material; Cornell provides superior facilities for the study of this language. The ever-increasing economic, political, and cultural importance of Japan is reflected in the steady enlargement of Japanese studies at Cornell—the faculty so far includes specialists in anthropology, art history, economics, government, linguistics, and literature. At the graduate level minors can be taken in these fields with specialization on Japan. The undergraduate with a major in Asian Studies may concentrate on Japan and the Japanese language.

Japanese studies are supported by the East Asia Language and Area Center, and graduate students working on Japan are also eligible for National Defense Foreign Language Fellowships.

South Asia Program

Staff James W. Gair, director, Douglas E. Ashford, Royal D. Colle, Arch T. Dotson, Charles E. Elliott, Eugene C. Erickson, Marvin D. Glock, Leighton W. Hazlehurst, Michael Hugo-Brunst, Gerald B. Kelley, Kenneth A. R. Kennedy, J. Bruce Long, Robert D. MacDougall, John W. Mellor, Gordon W. Messing, Stanley J. O'Connor, Thomas T. Poleman.

The increasing importance of the peoples of the Indian subcontinent and of the role they play in world affairs enhances the need in America for training and research in the field of Indic studies. The South Asia Program at Cornell, dealing primarily with Bangladesh, India, Nepal, Pakistan and Sri Lanka (Ceylon), is organized and equipped to help meet this need. Since 1948 it has sponsored a series of research projects on Sri Lanka and India, and it has trained a distinguished group of younger American and South Asian scholars in South Asian area and language studies. The pro-

gram faculty includes members from the disciplines of agricultural economics, anthropology, architecture, communication arts, education, government, history of art, human development and family studies, business and public administration, rural sociology, and languages and linguistics. Hindi, Pali, Sanskrit, Sinhalese, Tamil, Telugu, and Urdu are languages regularly offered at Cornell. Arrangements may be made for the intensive study of other South Asian languages at summer institutes held each year at various American universities.

Qualified graduate students who are interested in specializing in the South Asian Field will minor in Asian studies with concentration on South Asia, or in Oriental art (South Asian art history), or in South Asian linguistics. Advanced degree requirements for this minor are roughly comparable in terms of South Asian materials to those for the Southeast Asia concentrations given below. The doctoral candidate should have a reading knowledge of Hindi or some other important language of South Asia, depending upon the sub-area of his specialization.

Research and Field Training

The doctoral dissertations of students in the South Asia Program are normally based on research done in Bangladesh, India, Nepal, Pakistan, or Sri Lanka. A student's field research may benefit from the advice and guidance of a Program staff member in the field. At least one member of the faculty of the South Asia Program has been in South Asia for each of the last several years. Cornell is a charter member of the American Institute of Indian Studies, organized to facilitate study and research in India by advanced American students and faculty specializing in various aspects of Indian civilization and contemporary affairs. The University also maintains close links with a number of research agencies, programs,

and institutions of higher learning, such as the Deccan Postgraduate Centre for Research in Linguistics, the Central Institute of Indian Languages; Delhi, Osmania and Annamalai Universities, and the University of Sri Lanka. Staff members of these institutions have provided valuable assistance to Cornell students working in South Asia. Opportunities exist for graduate students to become associated with Cornell-sponsored research on South Asia or to carry on independent research abroad. Every effort is made by the Program staff to help qualified students obtain financial support for field training or to work on a research project in one of the countries of the area.

Research interests of the members of the South Asia Program are wide and range from a focus on recent or contemporary developmental problems of the countries of the area to investigations of traditional religion and value systems. For example, a great deal of continuing work has been carried out, particularly in agricultural economics, on the development of the entire agricultural section of the Indian economy. Other works, to name a few, are being carried out in South Asian religious systems and interplay with social organization; in peasant architecture and its relation to contemporary and social organization, and traditional texts; on style and symbol in Indian civilization; on the sociology of development; on the communications and the media; and in physical anthropology of both Sri Lanka and India. Additionally, Cornell is making special studies of the Sinhalese language and of linguistic problems of Sri Lanka, a nation so far much neglected by American scholars.

With Ford Foundation support, Cornell was instrumental in developing the Department of Linguistics at the University of Delhi and maintains its interest in such problems of applied projects. The nations of South Asia present so many problems for study that the areas of inquiry open to students

and staff members are limited only by availability of research means.

Fellowships and Assistantships

Students in the South Asia Program are also eligible for assistantships in their major discipline departments, for fellowships and scholarships offered by the Cornell Graduate School, for National Defense Foreign Language Fellowships, and for Foreign Area Training Fellowships. Additional information on financial aid may be obtained by writing to the Director, South Asia Program, 130A Uris Hall, Cornell University, Ithaca, New York 14850.

Southwest Asia Program

Staff: Frank H. Golay, director; Benedict R. Anderson, Milton J. Barnett, Arch T. Dotson, John M. Echols, Alexander B. Griswold, D. G. E. Hall, Franklin E. Huffman, Robert B. Jones, Jr., George McT. Kahin, A. Thomas Kirsch, Stanley J. O'Connor, Robert A. Polson, Lauriston Sharp, James T. Siegel, John U. Wolff, O. W. Wolters, David K. Wyatt.

The Southwest Asia Program was established in 1951 for the further development of instruction and research on Southwest Asia as a region and on the individual countries of the area: Brunei, Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam. Substantial facilities for study and research enable the Program to offer both the undergraduate and graduate student exceptional opportunities for general or specialized work on all of Southwest Asia in various fields of the social sciences, the humanities, social studies, and some natural sciences, as well as in interdisciplinary area courses and seminars. An understanding of the revolutionary and non-

revolutionary changes taking place in the region lying between China, India, and Australia requires special knowledge and guided field experience in the area. Much fundamental and pioneering research remains to be done there, and a need continues for students trained in Southwest Asian studies in both academic and nonacademic professions. The Cornell Southwest Asia Program is well organized and equipped to help meet such needs.

The candidate for a graduate degree who is interested in specializing in Southwest Asia will major in a discipline (e.g., agricultural economics, anthropology, business and public administration, economics, education, government, languages and linguistics, nutrition, rural sociology, or sociology) and will take one of his minors in Asian studies (with concentration on Southwest Asia). The only exceptions to this are those who major in history or the history of art. If the candidate's interest is in Southwest Asian history or Oriental art history (Southwest Asia), he may major or minor in either one. If he majors in one, he may choose a minor in Asian studies only if his minor concentration is on China or South Asia rather than Southwest Asia. In all cases, it will be noted, the applicant is accepted as a candidate for a degree only in a discipline Field of the Graduate School. A candidate who is accepted for major work in Southwest Asian history, for Oriental art history (Southwest Asia), or for major work in other than these and who has a minor in Asian studies (with concentration on Southwest Asia) and writes his thesis on Southwest Asia automatically becomes a member of the Southwest Asia Program.

Requirements and Recommended Courses

The Ph.D. candidate in the Southwest Asia Program is expected to develop a general knowledge of the cultures and history of the area; a specialized knowledge of one or more

Southeast Asian countries; and, except in special circumstances, a reading knowledge of a language of the area. The M.A. candidate is expected to develop a substantial but less extensive knowledge of the area and one of its countries, and is not required to have a knowledge of one of its languages.

The student normally prepares himself to meet these requirements by taking: (1) Asian Studies 501–502 (Southeast Asia) in which the countries of the region are studied in the view of several disciplines, both in depth with a single-country focus and comparatively; (2) other seminars or courses in which the student follows a specialized discipline approach to the area; and (3) appropriate language work.

It is expected that the dissertation of the candidate for the Ph.D. degree and the essay of the M.A. candidate will be substantially concerned with Southeast Asia or one or more of its component countries. The number of area seminars to be taken is decided in consultation with the student's Special Committee, but the Ph.D. candidate usually takes no less than three semesters of such work, including Asian Studies 501 or 502, and the M.A. candidate no less than two, including Asian Studies 501 or 502.

Instruction is regularly offered at Cornell in the following important languages of the region: Burmese, Cambodian, Cebuano (Bisayan), Chinese (Cantonese, Hokkien, and Mandarin), Indonesian, Javanese, Malay, Tagalog, Thai, and Vietnamese. Also taught at Cornell are Dutch, Portuguese, and, by special arrangement, such other living languages of Southeast Asia as Lao, Waray, or some of the Tibeto-Burman languages.

Research

Research activities under the Southeast Asia Program have been and continue to be concerned primarily with (1) cul-

tural stability and change, and especially the consequences of modern Western influences, including developments resulting from various American, United Nations, or other technical aid programs in the region; (2) political behavior and political organization; (3) international relations between Southeast Asia and the Chinas, India, the Soviet Union, and the United States; (4) economic history and development; (5) economic nationalism; (6) comparative linguistics of Southeast Asia; (7) the organization and role of the major Asian minorities in the region, particularly the Chinese; (8) tribal peoples and their acculturation; (9) history and art history; and (10) linguistic studies of Cebuano, Indonesian, Yao Miao, Thai, Meo, and Akha. A number of the seminars at Cornell and research projects in the field are concerned with one or another of these areas of inquiry. The work of students and staff members, however, is by no means restricted to these problems. The Program has sponsored long-term interdisciplinary research projects on Indonesia, the Philippines, and Thailand, and on the area's ethnic and social minorities. At the same time, staff members or students of the Program have done field work in every Southeast Asian country.

Field Training

The advanced graduate student in the Southeast Asia Program will usually 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 Asia area and language knowledge. The Program maintains cordial and close relations with universities, learned societies, research institutions, and government agencies in Southeast Asia.

Fellowships and Assistantships

A limited number of Southeast Asia Program fellowships are offered each year to incoming or established graduate students undertaking work in residence in the Southeast Asia Program. The fellowships carry stipends up to \$3,500 plus tuition and fees. Fellowships are open only to qualified candidates who have been admitted for an advanced degree at Cornell. They may be awarded to Americans or Canadians, nationals of Southeast Asian countries, or, in exceptional cases, nationals of other countries. There are special fellowships for students concentrating on Indochinese studies.

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 are 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 necessarily required. It is 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. This requirement is particularly important for a student in the natural sciences. Fellowships are offered only for study in residence at Cornell and cannot be held while the student is in the field. Reappointment is subject to reapplication and review.

A student under the Program at Cornell will be given every assistance in preparing applications to foundations or other sources for grants-in-aid to help finance his period of field training and research in Southeast Asia.

The primary purpose of the Southeast Asia Program awards is to encourage graduate students to acquire a substantial knowledge of Southeast Asia while majoring in one of the discipline Fields of the Graduate School. Accordingly, they are offered only to students who, while working in such a Field, participate fully in the Southeast Asia Program. The recipient of a fellowship may be asked to devote up to six hours each week under faculty supervision to work connected with the Program.

Prospective graduate students of the Southeast Asia Program as well as students in residence may apply for various assistantship, fellowship, and scholarship awards offered by Cornell University and administered by the Graduate School and the academic departments. Additional information and application forms for Southeast Asia Program fellowships may be obtained by writing to: Director, Southeast Asia Program, 120 Uris Hall, Cornell University. Requests for application forms for admission and other financial aid should be addressed to the Graduate School, Sage Graduate Center, Cornell University, Ithaca, New York 14850.

Summary of Requirements of the Graduate School

Candidates for a graduate degree may not major in Asian studies (See p. 6). Applicants for graduate work in the Field of Asian Studies must file with the Graduate School the regular application form supplied by the Graduate School together with the required transcripts and recommendations. Applicants in some Fields are asked to submit their scores on the Graduate Record Examination. Although Asian studies is an acceptable Field of concentration for noncandidates, degree candidates must major in one of the regular discipline Fields of the Graduate School which include Chinese literature, Chinese and Southeast Asian history, and Oriental art history.

To be considered for admission to the Graduate School, an applicant must (1) hold a baccalaureate degree granted by a faculty or university of recognized standing or have completed studies equivalent to those required for a baccalaureate degree at Cornell, (2) have adequate preparation for graduate study in his chosen Field of instruction, (3) have fluent command of the English language, and (4) present evidence of promise in advanced study and research. For admission in the fall term, an application should be filed before February 1, although later application does not necessarily bar admission.

The minimum residence requirement for a master's degree is two units of residence. The language requirement for the master's degree is determined by each Field of study. Requirements for the M.A. degree 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. Under certain conditions this examination may be combined with the Admission to (Ph.D.) Candidacy Examination.

The minimum residence requirement for the Ph.D. degree is usually six units of residence. A candidate must pass such language examination(s) as his Field requires. Additional requirements include work in a major and one or two minor subjects, and the successful passage of two examinations:

1. a comprehensive Admission to Candidacy Examination for formal admission to doctoral candidacy (normally taken in the second or third year after two units of residence credit have been accumulated; followed by two terms of residence credit)
2. a final examination, which is primarily concerned with the doctoral dissertation

The candidate for the doctoral degree must complete a thesis which must be accepted by his Special Committee.

In some Fields a qualifying examination is given at an early date to determine the student's fitness for undertaking advanced study and to enable the Special Committee to plan a program which will make him familiar with the requisite knowledge and techniques for his chosen field of study.

Tuition is \$1,590 each term for students in Fields within the endowed colleges.* Tuition totals \$775 each term for students registered in the Graduate School whose major chairman is on the faculty of the statutory divisions of the University (College of Agriculture and Life Sciences, College of Human Ecology, or School of Industrial and Labor Relations), or of the Graduate School of Nutrition, the Field of Education, or the Division of Biological Sciences. Tuition totals \$975 each term if the major chairman is on the faculty of the New York State Veterinary College.

An application fee of \$20 must be paid by every applicant for admission (other than foreign students not resident in the United States) and a registration fee of \$50 is required after the applicant has received notice of acceptance, unless the candidate has previously matriculated as a student at Cornell University. This fee is used at the time of the first registration to pay the matriculation fee, for a chest X ray, and examination-book charge, and it covers certain expenses incident to graduation if the student receives a degree.

It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or be discriminated against otherwise because of race, color, creed, religion, national origin, or sex. Prospective applicants should consult the *Announcement of the Graduate School*, which may be obtained by writing to the Graduate School, Sage Graduate

*Tuition is for the academic year 1973-74 and may be changed by the University Board of Trustees to take effect at any time without previous notice.

UNDERGRADUATE WORK IN ASIAN STUDIES

An important function of the Department of Asian Studies is to offer general and specialized courses open to undergraduates in the languages, history, cultures, and contemporary developments of the countries of East, South, and Southeast Asia. Approximately 25 percent of the undergraduates registered in the College of Arts and Sciences elect at least one of these courses, as do many students from other colleges and schools of the University.

A few students each year are accepted as majors in Asian studies. The applicant for admission to the major must have completed at least one course elected from among those listed in this *Announcement* and be recommended by the instructor in charge of that course. He must have received a minimum grade of C in this and all other courses taken in the Department.

The candidate for the Bachelor of Arts with a major in Asian studies is required to complete at least eighteen hours in one of the Asian languages offered at Cornell. The major consists of at least thirty additional hours (which may include further language work), selected by the student in consultation with his adviser from among the courses listed under the Department of Asian Studies and numbered 300 and over. Majors normally concentrate in one of the following areas: China, Japan, South Asia, or Southeast Asia.

The candidate for Honors must maintain a cumulative average of B in courses in the humanities and social sciences.

He must also maintain an average of B in courses in the Department. In his senior year, the Honors candidate will take a two-term graduate seminar selected from among those listed below in consultation with his adviser. Normally such a seminar relates to the area in which the candidate's studies have been concentrated.

The Honors candidate will also take the Honors course (Asian Studies 401) in which he writes his Honors paper. He may wish to enroll in Asian Studies 402 in the spring semester of his senior year, but this course is not required of him. At the end of his junior year, the student should consult with the professor with whom he plans to write his paper to obtain permission to register for the Honors course. There will be a comprehensive written examination in May of his senior year, administered by the supervisor of his Honors work.

Concentration in Southeast Asia Studies

A candidate for the Bachelor of Arts or Bachelor of Science degree at Cornell may take a *Concentration in Southeast Asia Studies* by completing fifteen hours of course work, including a history course, and three courses or seminars at the intermediate or advanced level, two of which may be Southeast Asian language courses. Students taking a Concentration in Southeast Asia Studies are members of the Southeast Asia Program and are assigned an adviser from the Program faculty. Such students are encouraged to begin work on a Southeast Asian language and to take advantage of summer intensive language training.

For details of tuition and fees, the student should consult the Announcement of the Cornell University school or college in which he is or will be enrolled.

COURSES OF INSTRUCTION

Asia, General

ECONOMICS OF AGRICULTURAL DEVELOPMENT

(Agricultural Economics 464, Agriculture and Life Sciences)

J. W. Mellor.

An examination of the processes of economic development in the developing nations, and their interactions with United States policy. Rural development policy will receive primary attention because (1) the bulk of developing nations have a dominant agricultural sector, (2) agriculture has a key role to play in the overall economic transformation of these economies, and (3) interactions of United States Agricultural policy is a major component of total United States policy with respect to developing nations.

FOOD, POPULATION, AND EMPLOYMENT

(Agricultural Economics 560, Agriculture and Life Sciences)

T. T. Poleman.

Designed to introduce students in the social and biological sciences to the relationships linking employment, food, and population growth in developing countries. Food economics is taken as the cornerstone: examined are human food requirements; the major food groups and their economic characteristics (including least-cost diet analysis and historical trends in food consumption); techniques of national food accounting (including data collection and evaluation); the projection of demand; and the disaggregation of data for analysis of particular problem groups and areas (notably the burgeoning number of urban dwellers and peasants bypassed by technological change). In treating the historical relationships between food and population, emphasis is placed on employment, income generation, and effective demand. Students are given ample opportunity to work with SAMI and other vital-rate monitoring devices. A term paper is expected.

COMMUNICATION IN THE DEVELOPING NATIONS

(Communication Arts 524, Agriculture and Life Sciences)

R. H. Crawford.

An examination of existing communication patterns and systems and their contributions to the development process. Special attention is given to the interaction between communication development and national development in primarily agrarian societies.

COMPARATIVE MASS MEDIA

(Communication Arts 526, Agriculture and Life Sciences)

R. D. Colle.

A study of the mass media in several national settings with particular attention to the structure, controls, audience, and content of press and telecommunications.

APPLICATIONS OF SOCIOLOGY TO DEVELOPMENT PROGRAMS

(Rural Sociology 528, Agriculture and Life Sciences)

J. W. Converse.

Consideration of problems of implementing change strategies at national, regional, and institutional levels, especially as they relate to rural development. Attention will focus on institutional obstacles to increasing the amount of wealth generated and retained within a system, and existing patterns of wealth distribution—how these can be changed through developmental programs and processes. An examination of the emerging literature on societal or developmental change as contrasted to social or evolutionary change. Consideration of the different contexts within which developmental change occurs and the power balances between different actors in international and national systems.

CULTURAL CHANGE: URBAN ANTHROPOLOGY

(Anthropology 113)

R. J. Smith.

An examination of sociocultural structure and process in urban settings, with emphasis on the role of rural migrants, the relationship of urbanism to political and economic development, the role of voluntary associations, and the adjustment of family and kinship groups to urban life. Emphasis on Asian, African, and Latin American urban centers.

COMPARATIVE RELIGIOUS SYSTEMS

(Anthropology 122)

A. T. Kirsch.

A survey of anthropological approaches to the study of myth, ritual, and world view taken as symbolic systems. The general characteristics of symbol systems, how they are perpetuated and elaborated, and their role in shaping social life will be explored. The social and psychological functions of myth and ritual in primitive and complex societies will be compared. An attempt will be made to discover what conditions are conducive to or inhibit radical symbolic transformations and what the implications of such changes might be.

CULTURAL PROCESSES: ROLE "THEORY" AND CULTURAL CHANGE

(Anthropology 618)

L. Sharp.

ARCHITECTURE AND PLANNING IN THE ORIENT
(Architecture 435-UPD 602, Architecture, Art, and Planning)
M. Hugo-Brunt.

An introduction to the evolution of architecture and urbanization in India, China, Thailand, Cambodia, and Japan.

INTRODUCTION TO BUDDHISM
(Asian Studies 201)

J. B. Long.

A study of the development of the various systems of thought and institutions in Buddhist India, China, and Japan.

POLITICS AND MODERNIZATION
(Government 338)

A. T. Dotson.

A comparative study of the political development of "Third World" nations. Particular attention is given to selected cases. The political implications of the growing gap between advanced and backward states is examined critically.

DEMOCRACY IN INDUSTRIAL SOCIETY
(Government 348)

T. J. Pempel.

The course will attempt to assess the differing means taken by several societies in industrializing and the problems posed for democracy by such concomitants of industrialization as: large-scale organization, social class changes, nationalism, and human alienation. Additionally, some attention will be paid to both the future direction of industrial societies and possible alternative notions of "democracy."

POLITICAL ROLE OF THE MILITARY
(Government 349)

B. R. Anderson.

Comparative study of selected modern states and types of political systems in which the military have played a major role in domestic politics. Attention will be given to the social and ideological character of the "politicized" military and various forms of military government.

COMPARATIVE REVOLUTIONS
(Government 350)

D. P. Mozingo.

An analysis of major revolutionary movements since World War II (China, Indonesia, Cuba, Algeria, Vietnam); their social-political origins, ideology, and organization; with special emphasis on contrasting strat-

egies and roads to power. Ordinarily an oral final examination will be given at the close of the course.

THE UNITED STATES AND ASIA
(Government 387)

G. McT. Kahin.

An analysis of the relations of the United States with the major states of Asia and with those smaller countries (especially Vietnam) with which it is particularly concerned; attention is also given to the relationship of American policy to the Asian policies of France, Great Britain, and Soviet Russia.

POLITICAL DEVELOPMENT AND SOCIAL CHANGE
(BUSINESS AND PUBLIC ADMINISTRATION 631)

(Government 537)

Critical analysis of the relationship between socioeconomic change and the emergence of political institutions in new states. Emphasis will be on issues of participation, redistribution of power, and policy formation relating to developmental goals. The major theories of political development will be reviewed in the light of developing countries.

COMPARATIVE LOCAL POLITICS
(BUSINESS AND PUBLIC ADMINISTRATION 562)

(Government 544)

D. E. Ashford.

An analysis of how subnational policy processes and political structures relate to national politics. Particular attention is given to how participation and party activity at the local level may or may not influence local policies, and the extent to which citizens may or may not exercise policy control. A comparative approach will be used involving England, France, and several developing countries.

COMPARATIVE COMMUNISM
(Government 548)

D. P. Mozingo and M. Rush.

An investigation into the similarities and differences between Communist regimes, with particular emphasis on the Soviet Union and Communist China.

SEMINAR IN THE INTERNATIONAL RELATIONS OF ASIA
(Government 577)

G. McT. Kahin.

An examination of great power interests and involvement with the states of Southeast Asia with reference to the policies of China, the

Soviet Union, the United States, and Japan, with some consideration of Britain's changing role.

INTRODUCTION TO ASIAN CIVILIZATIONS: ORIGINS TO 1600
(History 190)

C. A. Peterson and O. W. Wolters.

Examination of central topics in the histories of China, Japan, India, and Southeast Asia, including indigenous beliefs and their development, often under outside influence; the political entities formed—their kinds and evolution; bases for social distinctions; relations with neighboring cultures; and general characteristics on the eve of extensive contact with the West.

INTRODUCTION TO ASIAN CIVILIZATIONS: FROM 1600
(History 191)

D. K. Wyatt and K. Biggerstaff.

A survey of central themes in the modern histories of China, Japan, India, and Southeast Asia. After general consideration of the intrusion of European imperialism, the course focuses attention upon the intellectual, social, political, and economic transformations of the region prior to World War II, and the consequences which followed the war.

SUPERVISED READING
(History 703–704)

Staff.

For graduate students only.

INTRODUCTION TO ART HISTORY: ASIAN TRADITIONS
(History of Art 280)

S. J. O'Connor.

Designed to introduce students to the varied responses of the Asian artist in differing times and geographical contexts, the course will include material on the Buddhist tradition, the Hindu temple, miniature paintings, Chinese Bronze Age art, and the development of Chinese landscape painting.

CERAMIC ART OF ASIA
(History of Art 482)

S. J. O'Connor.

STUDIES IN BUDDHIST ART
(History of Art 483)

S. J. O'Connor.

Studies of the arts in the service of Buddhism. The development and spread of characteristic types of Buddhist art will be examined in rela-

tion to major currents of Buddhist thought. Lectures, discussion, and individual reports.

PROBLEMS IN ASIAN ART
(History of Art 580)

S. J. O'Connor.

SUPERVISED READING
(History of Art 591–592)

Staff.

401. ASIAN STUDIES HONORS COURSE
Staff.

Intended for seniors who have been admitted to the Honors program. Supervised reading and research on the problem selected for Honors work.

402. ASIAN STUDIES HONORS: SENIOR ESSAY
Staff.

The student who has been admitted to the Honors program will prepare, under faculty direction, an Honors essay.

403–404. ASIAN STUDIES SUPERVISED READING
Staff.

Provides the opportunity for majors and other qualified students to read intensively under the direction of a member of the staff.

China

Area Courses

TRADITIONAL CHINESE SOCIETY AND CULTURE
(Anthropology 143)

D. R. DeGlopper.

Chinese society in the nineteenth and early twentieth centuries is considered as a complex, premodern society. Major topics include: family and kinship; villages and their integration into local systems; voluntary and formal organizations; social stratification and mobility; and religion, ideology, and values.

MODERN CHINESE SOCIETY
(Anthropology 344)

D. R. DeGlopper.

The emphasis is on changes in Chinese society and culture, both among the overseas Chinese and in China proper.

CHINA

(Anthropology 643)

D. R. DeGlopper.

CHINESE PHILOSOPHICAL LITERATURE

(Asian Studies 371)

T. L. Mei.

Readings in English translation of Confucian, Taoist, and Buddhist works.

CHINESE IMAGINATIVE LITERATURE

(Asian Studies 372)

K. M. Wong.

Readings in English translation of poetry, classical prose, fiction, and drama.

TWENTIETH-CENTURY CHINESE LITERATURE

(Asian Studies 373)

K. M. Wong.

A study of the modern vernacular that has reflected and promoted political, social, and cultural change in China.

INTRODUCTION TO THE ECONOMY OF CHINA

(Economics 369)

A survey of modern Chinese economic development with special emphasis on the policies, performance, and problems of the mainland economy since 1949.

THE ECONOMY OF CHINA

(Economics 676)

THE FOREIGN POLICY OF CHINA

(Government 390)

D. P. Mozingo.

An analysis of Chinese concepts of foreign relations and the policy-making process in the People's Republic of China. Emphasis will be placed on such topics as the contemporary Chinese view of their position in the international community and a comparison of the making and implementation of contemporary Chinese policies with respect to such areas as the Soviet bloc, Afro-Asian countries, and the West.

POLITICS OF CHINA

(Government 547)

M. G. Bernal.

A seminar on the post-1949 Chinese political system, with particular attention to the problems and tensions confronting the regime. Each

student will prepare a substantial research paper on some aspect of contemporary Chinese politics.

COMMUNIST CHINA IN INTERNATIONAL POLITICS

(Government 583)

D. P. Mozingo.

An analysis of major problem areas in the Chinese People's Republic external relations, with special emphasis on Chinese foreign policy strategy and doctrine.

HISTORY OF CHINESE CIVILIZATION PRIOR TO THE NINETEENTH CENTURY

(History 393)

C. A. Peterson.

Consideration of major issues in the history of China from earliest times to the late imperial period.

HISTORY OF CHINESE CIVILIZATION: NINETEENTH AND TWENTIETH CENTURIES

(History 394)

S. G. Cochran.

An analysis of the modernization of Chinese civilization under the impact of the West. After a brief examination of early nineteenth-century China, the Western political, economic, and intellectual invasion is considered, followed by a more thorough study of the revolutionary changes that have taken place during this century.

THE MEDIEVAL CHINESE WORLD

(History 492)

C. A. Peterson.

Analytic study of Chinese culture and society between the seventh and thirteenth centuries.

CHINESE HISTORIOGRAPHY AND SOURCE MATERIALS

(History 691)

C. A. Peterson.

MODERNIZATION OF CHINA

(History 693-694)

S. G. Cochran.

SEMINAR IN MEDIEVAL CHINESE HISTORY

(History 791-792)

C. A. Peterson.

SEMINAR IN MODERN CHINESE HISTORY

(History 793-794)

S. G. Cochran.

ART OF CHINA
(History of Art 383)
M. W. Young.

A consideration of the major achievements of the Chinese artists, including the early bronze casters, Buddhist sculptors, ceramic potters, and landscape painters. The course will begin with an examination of the archaeological background for our knowledge of the beginnings of Chinese civilization and will then analyze the impact of Taoism, Confucianism, and finally Buddhism in shaping the aesthetic expression of China up to the golden age of the T'ang Dynasty in the ninth century. The second half of the course will focus mainly on painting, especially the development of landscape painting, and will end with analysis of the seventeenth century individualists and eccentric painters. Intended as a general introduction to Chinese art, culture, and history, no previous experience with China or with art history is required. The course will consist principally of lectures with assigned readings and papers, but there will be occasional opportunities for discussion meetings and for working with the museum collection of Chinese art.

CHINESE PAINTING
(History of Art 385)
M. W. Young.

The course will focus on painting in the post-Sung periods, but some attention will be given to the development of earlier theories of painting. The response of Chinese artists to social and political conditions of the Yuan, Ming, and Ch'ing Dynasties will be discussed in detail.

PROBLEMS IN CHINESE ART
(History of Art 584)
M. W. Young.

STUDIES IN CHINESE PAINTING
(History of Art 586)
M. W. Young.

Other courses dealing extensively with China are Anthropology 113, 122, 129; Government 338, 348, 349, 350, 387, 548, 577; History 190, 191; History of Art 280, 482, 483, 580; Architecture 435-UPD 602 (College of Architecture, Art, and Planning).

Language Courses

BASIC COURSE
(Chinese 101-102)

CANTONESE BASIC COURSE
(Chinese 111-112)
J. McCoy.

ELEMENTARY HOKKIEN CHINESE
(Chinese 131-132)
N. C. Bodman.

INTERMEDIATE CHINESE I
(Chinese 201-202)

INTERMEDIATE CANTONESE
(Chinese 121-122)
J. McCoy.

CHINESE CONVERSATION
(Chinese 203-204)

INTRODUCTION TO CLASSICAL CHINESE
(Chinese 213-214)
K. M. Wong.

Systematic analysis of basic patterns in classical Chinese; study of texts; exercises in composition and in translation.

INTERMEDIATE CHINESE II
(Chinese 301)

Readings and drill in modern expository Chinese.

INTERMEDIATE CHINESE III
(Chinese 302)

Section A Readings in modern Chinese with social science context; Section B Readings in modern Chinese with humanities context.

CHINESE CONVERSATION—INTERMEDIATE
(Chinese 303-304)

Guided conversation and oral composition and translation; corrective pronunciation drill.

CHINESE PHILOSOPHICAL TEXTS
(Chinese 314)
T. L. Mei.

T'ANG AND SUNG POETRY
(Chinese 320)
T. L. Mei.

HISTORY OF THE CHINESE LANGUAGE
(Chinese 401-402)
N. C. Bodman.

LINGUISTIC STRUCTURE OF CHINESE: PHONOLOGY
AND MORPHOLOGY
(Chinese 403)
N. C. Bodman.

LINGUISTIC STRUCTURE OF CHINESE: SYNTAX
(Chinese 404)
J. McCoy.

CHINESE DIALECTS
(Chinese 405)
N. C. Bodman.

READINGS IN MODERN CHINESE LITERATURE
(Chinese 411-412)
P. S. Ni.

CLASSICAL CHINESE PROSE
(Chinese 413)
H. Shadick.

PRE-TANG POETRY
(Chinese 416)
T. L. Mei.

CHINESE POETIC DRAMA
(Chinese 419)
K. M. Wong.

TRADITIONAL FICTION
(Chinese 420)
K. M. Wong.

DIRECTED STUDY
(Chinese 421-422)
J. McCoy, T. L. Mei, and K. M. Wong.

READINGS IN SHORTER WORKS OF FICTION
(Chinese 423)
K. M. Wong.

A study of short stories, classical and vernacular, with emphasis on
stylistic features.

READINGS IN LITERARY CRITICISM
(Chinese 424)
T. L. Mei.

READINGS IN FOLK LITERATURE
(Chinese 430)
J. McCoy.

SEMINAR IN CHINESE POETRY AND POETICS
(Chinese 503)
T. L. Mei.

SEMINAR IN CHINESE FICTION
(Chinese 505)
K. M. Wong.

CHINESE DIALECT SEMINAR
(Chinese 507)

SEMINAR IN CHINESE FOLK LITERATURE
(Chinese 509)

ADVANCED DIRECTED READING
(Chinese 521-522)

SINO-TIBETAN LINGUISTICS
(Linguistics 662)

Japan

Area Courses

JAPANESE CULTURE AND SOCIETY
(Anthropology 145)
R. J. Smith.

A survey of the social structure of Japan and a discussion of trends
in urban and rural life during the past century. Topics to be emphasized
include the family, ancestor worship, community and social organiza-
tion, and urbanism and modernization.

JAPANESE LITERATURE BEFORE 1603
(Asian Studies 375)
To be appointed.

Readings in English translation. Early poetry and prose; court diaries,
Pillow Book of Sei Shonagon, *Tale of Genji*; war epics, Nō drama,
linked-verse.

JAPANESE LITERATURE FROM 1603 TO THE PRESENT
(Asian Studies 376)

To be appointed.

Readings in English translation. Popular novels, puppet and Kabuki plays, and "haiku" of the Tokugawa period (1603-1867); Meiji and later Western-influenced novels and poetry.

JAPANESE DRAMA

(Asian Studies 377)

To be appointed.

Readings in English translation. Nō, Kabuki, and puppet plays. Lectures and discussions.

FRESHMAN SEMINAR ON JAPANESE STUDIES

(Government 133)

T. J. Pempel.

An interdisciplinary seminar devoted to an analysis of modern Japan as seen through history, art, politics, literature, and film. Guest lectures by specialists will be included.

POLITICS IN CONTEMPORARY JAPAN

(Government 346)

T. J. Pempel.

The focus will be on the political, social, and economic delimiters of policy making in postwar Japan, with some particular attention given to ideological conflict, political parties and elections, bureaucracy, the consumer's movement, student protest, defense policy, and economic penetration of Southeast Asia.

MODERNIZATION AND THE JAPANESE EXPERIENCE

(Government 576)

T. J. Pempel.

The concern of the seminar will be twofold: (1) the relevance of the various theoretical analyses of modernization in understanding Japan between the late Tokugawa period and World War II, and (2) the implications of the concrete Japanese experience both for abstract theory and for nation-states now undergoing modernization. The main historical focus will be Meiji Japan and the Militarist period of the 1930s.

ART OF JAPAN

(History of Art 384)

M. W. Young.

A general survey of painting, sculpture, and architecture from the Buddhist period through the development of national style to the modern age in Japan. Buddhist art and architecture will be considered in the first part of the course. Lectures will concentrate on medieval Japan

(with special emphasis on Zen painting and the art of the tea ceremony), garden design, the great decorative tradition in screen paintings, lacquer and the minor arts, folk arts, and later paintings and prints of the "floating world." Designed as an introduction to Japanese art. No previous experience with Japan or with art history is required.

MASTERS OF JAPANESE PRINTS

(History of Art 481)

M. W. Young.

A detailed examination of *Ukiyo-e* or art of the "floating world" as revealed in the woodblock prints of such masters as Moronobu, Harunobu, Hokusai, and Hiroshige. The factors which gave rise to the popular art of Tokugawa Japan, along with other forms of aesthetic expression, will be discussed. The print collection of the Herbert F. Johnson Museum of Art will be utilized as a source of study.

Other courses dealing extensively with Japan are Anthropology 113, 122, 129; Government 348, 349, 387, 577; History 190, 191; History of Art 280, 482, 483, 580; and Architecture 435-UPD 602 (College of Architecture, Art, and Planning).

Language Courses

BASIC COURSE

(Japanese 101-102)

INTERMEDIATE JAPANESE

(Japanese 201-202)

JAPANESE CONVERSATION

(Japanese 203-204)

INTERMEDIATE JAPANESE II

(Japanese 301-302)

E. H. Jorden

JAPANESE CONVERSATION-INTERMEDIATE JAPANESE

(Japanese 303-304)

E. H. Jorden.

INTRODUCTION TO LITERARY JAPANESE

(Japanese 305-306)

To be appointed.

ADVANCED JAPANESE

(Japanese 401-402)

To be appointed.

LINGUISTIC STRUCTURE OF JAPANESE

(Japanese 404)

E. H. Jorden and J. McCoy.

INTERMEDIATE LITERARY JAPANESE

(Japanese 405-406)

To be appointed.

DIRECTED READINGS

(Japanese 421-422)

To be appointed.

INTRODUCTION TO JAPANESE READING FOR STUDENTS OF CHINESE

(Japanese 431-432)

E. H. Jorden and J. McCoy.

INTENSIVE COURSE

(Falcon 161-162)

South Asia

Area Courses

SEMINAR ON AGRICULTURE AND ECONOMIC PLANNING MODELS

(Agricultural Economics 669, Agriculture and Life Sciences)

J. W. Mellor.

The seminar will deal with planning models as applied to less developed economies and will emphasize the interaction between the agricultural and nonagricultural sectors.

CULTURE AND SOCIETY IN SOUTH ASIA

(Anthropology 141)

L. W. Hazlehurst.

A study of the mythological, legendary, and historical sources of South Asian civilization and their representation in social and cultural life.

SOUTH ASIA

(Anthropology 640)

L. W. Hazlehurst.

SOUTH ASIA: READINGS IN SPECIAL PROBLEMS

(Anthropology 641-642)

L. W. Hazlehurst.

PALAEOANTHROPOLOGY: SOUTH ASIA

(Anthropology 678)

K. A. R. Kennedy.

BEHAVIORAL SCIENCE IN DESIGN

(Architecture 731-732)

SEMINAR ON THE SOCIAL FUNCTION OF A HISTORICAL TRADITION—WITH REFERENCE TO INDIA

(Society for the Humanities 426)

R. Thapar.

INTRODUCTION TO HINDUISM

(Asian Studies 201)

J. B. Long.

An introduction to the beliefs and practices in Hinduism from the beginning to the present time.

ISSUES AND PROBLEMS IN INDIAN THOUGHT

(Asian Studies 405)

J. B. Long.

An analysis of the primary conceptions of man, God, and the world in some of the central Hindu texts: Vedas, Upanishads, Bhagavad Gita, Shankara, and Ramanuja.

PATHS OF LIBERATION IN THE *BHAGAVAD GITA*

(Asian Studies 406)

J. B. Long.

An investigation through readings and discussions of some of the central religious ideas informing the Bhagavad Gita—the nature of man, God, the world, and the paths to liberation.

MYTHS AND SYMBOLS IN INDIAN RELIGION

(Asian Studies 407)

J. B. Long.

An investigation into the nature of myth per se and an analysis of the major mythic traditions in Hinduism—Vishnu, Krishna, Shiva, and the goddess.

WARFARE AND CIVILIZATION IN THE *MAHABHARATA*

(Asian Studies 408)

J. B. Long.

A study of the narrative, mythological, and didactic portions of this great epic with particular emphasis on the role of the warrior class in the formation of culture.

STUDIES IN INDIAN AND SOUTHEAST ASIAN ART

(History of Art 386)

S. J. O'Connor.

The course will focus on major developments in Indian art: the Indus civilization, early Buddhist painting and sculpture, the Hindu temple, and Rajput miniature painting. Some monuments in Southeast Asia will also be examined with reference to the assimilation and adaptation of Indian traditions in the art of that region.

INDIA AS A LINGUISTIC AREA

(Linguistics 341)

J. W. Gair and G. B. Kelley.

DRAVIDIAN STRUCTURES

(Linguistics 440)

G. B. Kelley.

INDO-ARYAN STRUCTURES

(Linguistics 442)

J. W. Gair.

COMPARATIVE INDO-EUROPEAN LINGUISTICS

(Linguistics 631-632)

G. M. Messing and J. F. Vigorita.

ELEMENTARY PALI

(Linguistics 640)

J. W. Gair.

ELEMENTARY SANSKRIT

(Linguistics 641-642)

COMPARATIVE INDO-ARYAN

(Linguistics 644)

J. W. Gair.

COMPARATIVE DRAVIDIAN

(Linguistics 646)

G. B. Kelley.

SEMINAR IN SOUTH ASIAN LINGUISTICS

(Linguistics 700)

DIRECTED RESEARCH

(Linguistics 701-702)

Other courses dealing extensively with South Asia are Anthropology 113, 122, 618; Government 338, 387, 577; History 190, 191; History of

Art 280, 380, 386, 482, 483, 580; Agricultural Economics 464, 560; Communication Arts 524, 526; and Rural Sociology 528 (College of Agriculture and Life Sciences); Architecture 435-UPD 602 (College of Architecture, Art, and Planning).

Language Courses

BASIC COURSE

(Hindi-Urdu [101-102])

HINDI READING

(Hindi [201-202])

COMPOSITION AND CONVERSATION

(Hindi [203-204])

READINGS IN HINDI LITERATURE

(Hindi [301-302])

ADVANCED COMPOSITION AND CONVERSATION

(Hindi [303-304])

ADVANCED HINDI READINGS

(Hindi [305-306])

HISTORY OF HINDI

(Hindi [401])

SEMINAR IN HINDI LINGUISTICS

(Hindi 700 [600])

BASIC COURSE

(Sinhalese 101-102)

SINHALESE READING

(Sinhalese 201-202)

COMPOSITION AND CONVERSATION

(Sinhalese 203-204)

BASIC COURSE

(Tamil 101-102)

BASIC COURSE

(Telugu 101-102)

TELUGU READING

(Telugu 201-202)

Southeast Asia

Area Courses

ETHNOLOGY OF ISLAND SOUTHEAST ASIA

(Anthropology 134)

J. T. Siegel.

An attempt to understand the nature of the postcolonial societies of Indonesia, the Philippines, and Malaysia. Attention will be focused on social and political organization and forms of cultural expression with the aim of evaluating the adequacy of anthropological efforts to comprehend these cultures.

ETHNOLOGY OF MAINLAND SOUTHEAST ASIA

(Anthropology 135)

L. Sharp.

A comparative study of selected cultural systems in Burma, Thailand, Laos, Cambodia, and Vietnam; the role of ethnic traditions in the modernization of these complex societies under the influence of Indian, Chinese, Moslem, and Western civilizations.

CONCEPTUAL SYSTEMS IN ANTHROPOLOGY

(Anthropology 617)

A. T. Kirsch.

POLITICAL ANTHROPOLOGY: HISTORIOGRAPHY OF NON-WESTERN PEOPLES

(Anthropology 628)

J. T. Siegel.

SOUTHEAST ASIA: READINGS IN SPECIAL PROBLEMS

(Anthropology 634-635)

A. T. Kirsch and L. Sharp.

INDOCHINA

(Asian Studies 304) (Government 331)

G. McT. Kahin.

The political development of Vietnam, Cambodia, and Laos from World War II to the present. Close consideration will be given to the impact of the United States and other powers on this process. The major focus will be on Vietnam.

SOUTHEAST ASIAN LITERATURE IN TRANSLATION

(Asian Studies 379)

J. M. Echols.

A survey of the literatures of Southeast Asia with special attention to several masterpieces.

SOUTHEAST ASIA SEMINAR: CONTEMPORARY BURMA

(Asian Studies 601, Section 1)

J. H. Badgley.

SOUTHEAST ASIA SEMINAR: VIETNAM

(Asian Studies 601, Section 2)

G. C. Hickey.

SOUTHEAST ASIA SEMINAR: LAOS

(Asian Studies 602, Section 1)

D. K. Wyatt.

THE MUSLIM IN PHILIPPINE HISTORY

(Asian Studies 602, Section 2)

C. A. Majul.

SOUTHEAST ASIA RESEARCH TRAINING SEMINAR

(Asian Studies 676)

Open only to advanced graduate students preparing for fieldwork in Southeast Asia.

ECONOMIC POLICY AND DEVELOPMENT IN SOUTHEAST ASIA

(Economics 365)

F. H. Golay.

Survey of colonial policy and development and current processes of economic growth in Southeast Asia. Examination of the role of the state in capital formation, agricultural development, monetary management, and economic planning. Interaction of cultural and technological change, role of international specialization, and the potential for outside participation in Southeast Asian economic development are emphasized.

ECONOMIC GROWTH IN SOUTHEAST ASIA

(Economics 678)

F. H. Golay.

GOVERNMENT AND POLITICS OF SOUTHEAST ASIA

(Government 344)

B. R. Anderson.

Analysis of the organization and functioning of the political systems of Southeast Asia, with special attention to the problems of postcolonial social and political development.

POLITICAL PROBLEMS OF SOUTHEAST ASIA

(Government 644)

G. McT. Kahin.

SOUTHEAST ASIAN HISTORY TO THE FOURTEENTH CENTURY

(History 395)

O. W. Wolters.

SOUTHEAST ASIAN HISTORY FROM THE FIFTEENTH CENTURY

(History 396)

D. K. Wyatt.

An analytic survey of Southeast Asian states and societies and the changes which have transformed them. After a brief examination of the classical order of the fifteenth through seventeenth centuries, the course considers, in depth, the economic, intellectual, and political impact of the West in the eighteenth and nineteenth centuries and the search for meaningful modernization in the twentieth century.

UNDERGRADUATE SEMINAR IN SOUTHEAST ASIA IN THE NINETEENTH CENTURY

(History 397)

D. K. Wyatt.

A seminar investigating the social and political dimensions of selected conflicts involving Southeast Asian states and Western powers, utilizing primary documents in translation.

UNDERGRADUATE SEMINAR IN SOUTHEAST ASIAN HISTORY

(History 498)

O. W. Wolters.

Systematic consideration of selected problems and episodes in Southeast Asian history, utilizing indigenous historical sources in translation and relevant secondary sources.

SUPERVISED READING

(History 611-612)

O. W. Wolters and D. K. Wyatt.

THE HISTORIOGRAPHY OF SOUTHEAST ASIA

(History 695-696)

O. W. Wolters and D. K. Wyatt.

SEMINAR IN SOUTHEAST ASIAN HISTORY

(History 795-796)

O. W. Wolters and D. K. Wyatt.

STUDIES IN INDIAN AND SOUTHEAST ASIAN ART

(History of Art 386)

S. J. O'Connor.

The course will focus on major developments in Indian art: the Indus civilization, early Buddhist painting and sculpture, the Hindu temple, and Rajput miniature painting. Some monuments in Southeast Asia will also be examined with reference to the assimilation and adaptation of Indian traditions in the art of that region.

TRADITIONAL ARTS IN SOUTHEAST ASIA

(History of Art 488)

S. J. O'Connor.

An examination of several complexes of artifact and idea—the keris, Wayang, megaliths, the temple, and divine image—that played an important role in the societies of Southeast Asia. The persistence of tradition will be emphasized. Lectures, discussion, and individual reports.

OLD JAVANESE

(Linguistics 651-652)

J. M. Echols.

SEMINAR IN SOUTHEAST ASIAN LANGUAGES

(Linguistics 653-654)

R. B. Jones.

MALAYO-POLYNESIAN LINGUISTICS

(Linguistics 655-656)

J. U. Wolff.

SEMINAR IN MON-KHMER LINGUISTICS

(Linguistics 657)

F. E. Huffman.

DIRECTED RESEARCH

(Linguistics 701-702)

Staff.

THAI DIALECTOLOGY

(Linguistics 751)

R. B. Jones.

COMPARATIVE THAI

(Linguistics 752)

TIBETO-BURMAN LINGUISTICS

(Linguistics 753)

R. B. Jones.

Other courses dealing extensively with Southeast Asia are Anthropology 113, 122, 129, 618; Government 338, 348, 349, 350, 387, 577; History 190, 191; History of Art 280, 380, 482, 483, 580, 596; Agricultural Economics 464; Communication Arts 524, 526 (College of Agriculture and Life Sciences); and Architecture 435–UPD 602 (College of Architecture, Art, and Planning).

Language Courses

BASIC COURSE
(Burmese 101–102)

BURMESE READING
(Burmese 201–202)
R. B. Jones.

COMPOSITION AND CONVERSATION
(Burmese 203–204)
R. B. Jones.

ADVANCED BURMESE READING
(Burmese 301–302)
R. B. Jones.

BASIC COURSE
(Cambodian 101–102)

CAMBODIAN READING
(Cambodian 201–202)
F. E. Huffman.

COMPOSITION AND CONVERSATION
(Cambodian 203–204)
F. E. Huffman.

ADVANCED CAMBODIAN
(Cambodian 301–302)
F. E. Huffman.

LINGUISTIC STRUCTURE OF CAMBODIAN
(Cambodian 404)
F. E. Huffman.

DIRECTED INDIVIDUAL STUDY
(Cambodian 405–406)
F. E. Huffman.

BASIC COURSE
(Cebuano [Bisayan] 101–102)
J. U. Wolff.

BASIC COURSE
(Indonesian 101–102)

INDONESIAN READING
(Indonesian 201–202)
J. U. Wolff.

COMPOSITION AND CONVERSATION
(Indonesian 203–204)
J. U. Wolff.

READINGS IN INDONESIAN AND MALAY
(Indonesian 301–302)
J. M. Echols.

ADVANCED INDONESIAN CONVERSATION AND COMPOSITION
(Indonesian 303–304)
J. M. Echols.

ADVANCED READINGS IN INDONESIAN AND MALAY LITERATURE
(Indonesian 305–306)
J. M. Echols.

LINGUISTIC STRUCTURE OF INDONESIAN
(Indonesian 403)
J. U. Wolff.

ELEMENTARY JAVANESE
(Javanese 131–132)

INTERMEDIATE JAVANESE
(Javanese 133–134)
J. U. Wolff.

BASIC COURSE
(Tagalog 101–102)

TAGALOG READING
(Tagalog 201–202)
J. U. Wolff.

LINGUISTIC STRUCTURE OF TAGALOG
(Tagalog 403)
J. U. Wolff.

BASIC COURSE
(Thai 101-102)

THAI READING
(Thai 201-202)
R. B. Jones.

COMPOSITION AND CONVERSATION
(Thai 203-204)
R. B. Jones.

ADVANCED THAI
(Thai 301-302)
R. B. Jones.

THAI LITERATURE
(Thai 305-306)
R. B. Jones.

Reading of selections from contemporary literature.

DIRECTED INDIVIDUAL STUDY
(Thai 405-406)
R. B. Jones.

BASIC COURSE
(Vietnamese 101-102)

VIETNAMESE READING
(Vietnamese 201-202)
F. E. Huffman.

COMPOSITION AND CONVERSATION
(Vietnamese 203-204)
F. E. Huffman.

ADVANCED VIETNAMESE
(Vietnamese 301-302)
F. E. Huffman.

DIRECTED INDIVIDUAL STUDY
(Vietnamese 405-406)
F. E. Huffman.



Sumarsam, Javanese gamelan instructor from the Konservatori Seni Karawitan, Indonesia, and Martin Hatch, a member of the Cornell Southeast Asia Program, and director of the Cornell Gamelan Ensemble.

REGISTER

Officers

Dale R. Corson, President of the University
Robert A. Plane, University Provost
Paul J. Leurgans, Acting Dean of the Graduate School
Alfred E. Kahn, Dean of the College of Arts and Sciences
Tsu-Lin Mei, Chairman, Department of Asian Studies
Martie W. Young, Director, China Program; Director,
East Asia Language and Area Center
James W. Gair, Director, South Asia Program; Director,
South Asia Language and Area Center
Frank H. Golay, Director, Southeast Asia Program; Director,
Southeast Asia Language and Area Center

Faculty

Benedict R. Anderson, Associate Professor of Government
Douglas E. Ashford, Professor of Government, and Business
and Public Administration
John A. Badgley, Visiting Associate Professor of Asian Studies
Milton J. Barnett, Professor of Rural Sociology
Martin G. Bernal, Associate Professor of Government
Knight Biggerstaff, Professor of Chinese History, Emeritus
Nicholas C. Bodman, Professor of Linguistics
Sherman G. Cochran, Assistant Professor of Chinese History
Royal D. Colle, Associate Professor of Communication Arts
Donald R. DeGlopper, Instructor of Anthropology
Arch T. Dotson, Professor of Government
John M. Echols, Professor of Linguistics and Literature;
Associate Director, Southeast Asia Program

Charles E. Elliott, Assistant Professor of Linguistics
Eugene C. Erikson, Associate Professor of Rural Sociology
Richard Freeman, Assistant Professor of Economics
James W. Gair, Associate Professor of Linguistics
Marvin D. Glock, Professor of Educational Psychology
Frank H. Golay, Professor of Economics; Director,
Cornell-Philippines Project
Alexander B. Griswold, Visiting Professor of Southeast Asian
Art History and Archaeology
D. G. E. Hall, Visiting Professor of Southeast Asian History
Leighton W. Hazlehurst, Associate Professor of Anthropology
Gerald C. Hickey, Visiting Associate Professor of Anthropology
Franklin E. Huffman, Associate Professor of Linguistics
Michael Hugo-Brunt, Associate Professor of City and Regional
Planning
Robert B. Jones, Jr., Professor of Linguistics
Eleanor H. Jorden, Professor of Linguistics
George McT. Kahin, Aaron L. Binenkorb Professor of
International Studies and Government; Director, Modern
Indonesia Project
Gerald B. Kelley, Professor of Linguistics
Kenneth A. R. Kennedy, Associate Professor of Anthropology
A. Thomas Kirsch, Associate Professor of Anthropology
Ta-Chung Liu, Goldwin Smith Professor of Economics
J. Bruce Long, Assistant Professor of Asian Religions
Robert D. MacDougall, Assistant Professor of Architecture
Cesar A. Majul, Visiting Associate Professor of Asian Studies
John McCoy, Associate Professor of Linguistics and Literature
Tsu-Lin Mei, Associate Professor of Chinese Literature and
Philosophy
John W. Mellor, Professor of Agricultural Economics
Gordon M. Messing, Professor of Classics and Linguistics

David P. Mozingo, Associate Professor of Government;
Director, International Relations of East Asia Project
Stanley J. O'Connor, Professor of History of Art
T. John Pempel, Assistant Professor of Government
Charles A. Peterson, Associate Professor of Chinese History
Robert A. Polson, Professor of Rural Sociology, Emeritus
Harold Shadick, Professor of Chinese Literature, Emeritus
Lauriston Sharp, Goldwin Smith Professor of Anthropology,
Emeritus
James T. Siegel, Associate Professor of Anthropology
Robert J. Smith, Professor of Anthropology
John U. Wolff, Associate Professor of Linguistics
O. W. Wolters, Professor of Southeast Asian History
Kam-ming Wong, Assistant Professor of Chinese Literature
David K. Wyatt, Associate Professor of Southeast Asian
History; Associate Director, Southeast Asia Program
Martie W. Young, Professor of History of Art; Curator of
Asian Art, Herbert F. Johnson Museum of Art

Chungling Mu, Associate Librarian (Chinese)
Giok Po Oey, Southeast Asia Librarian
Etain Osiochain, Assistant Librarian (Chinese)
Cri Lakshmi Sari Devi Suprpto, Assistant Librarian (Thai)
Raden Mas Suprpto, Assistant Librarian (Indonesian)
Etsuko Terasaki, Research Associate, China-Japan Program
Tjeng Sioe The, Assistant Librarian (Indonesian)
A. Van Marle, Research Associate, Southeast Asia Program

Research and Library Staff

Gerald H. Anderson, Senior Research Associate, Southeast
Asia Program
Jack Chen, Senior Research Associate, China-Japan Program
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Jane R. Hanks, Research Associate, Thailand Project
Lucien M. Hanks, Senior Research Associate, Thailand Project
Tom Harrisson, Senior Research Associate, Southeast Asia
Program
Richard C. Howard, Curator, Wason Collection
Mei-chen Hung, Assistant Librarian (Chinese)
Ved Kayastha, Associate Librarian (South Asia)
U Myo Lwin, Assistant Librarian (Burma)