

**UNIVERSITY OF WISCONSIN-WHITEWATER**  
**FORMAT FOR AUDIT AND REVIEW SELF-STUDIES**  
(for stand-alone minors)

**Program Title:** Asian Studies                      **Review Date:**                      2004-2005

*Attach Audit and Review Evaluation Report from last review as Appendix A.  
Attach a list of any accreditation that the program has attained as Appendix B.*

**I. Program Highlights/Initiatives**

A. Overview the current curriculum, including options available within the program (e.g., discussion of the different emphases).

The current curriculum was changed in 2000 (see below). It currently has no special emphases. The current 21-credit curriculum includes

- (1) A 12 credit Core
  - (a) Two humanities courses selected from a list of three
  - (b) Two social science courses selected from a list of four
- (2) A language proficiency requirement (equivalent of one semester of an Asian language)
- (3) 9 credits selected from a list of courses, including travel study and study abroad.

In addition, courses in Asian martial arts were added as electives.

B. List any special recognition that the program has received during the review period.

None

C. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.

1. Initiate assessment plan
  - a. have face-to-face exit interviews with all students
  - b. have all minors begin a portfolio in which Asian Studies course products are placed.
  - c. conduct a follow-up survey with graduates.
2. Initiate curriculum changes (see below)
3. Expand study travel and study abroad linkages. This will address a new goal in the University mission statement "To provide a variety of co-curricular activities to enhance out of class learning opportunities"

**II. Academic Assessment**

*Attach the program's AR(s) as Appendix C.*

A. Program Goals and Assessment

1. Describe the current program goals and objectives, plus any stated mission for the program itself.

1. Institutional Goals include the following:

- a. Serve as a point-of contact and visible location for students, faculty and others with an interest in the study of Asia, whether as a formal program, specific course, or other learning experience.
- b. Promote the study/understanding of Asia at UW-Whitewater and provide advice and coordination for campus activities regarding the Asia world region.
- c. Support and assist cooperation among students, faculty and staff interested in Asia and help build a sense of community among the handful of faculty/staff committed to Asian Studies who are scattered and isolated in different departments, and be resource for anyone interested in Asia.

2. Program Goals include the following:

a. Subject matter - Students will:

- (1) develop an understanding and appreciation for the humanistic (aesthetic, historical, religious-philosophical features) of the Asian cultural region.
- (2) become familiar with a body of factual information and acquire a basic analytic understanding of the socio-political (economic, social, political, cultural trends) dimensions of the Asian geographic region.

b. Cognitive development - Students will develop an ability to do the following:

- (1) Compare and contrast American-Western and Asian traditions and cultures;
- (2) recognize and appreciate the a range of affective, spiritual, and aesthetic standards and values that people in Asian cultures possess;
- (3) identify and evaluate the impact of geographic, historical, economic, social, political, religious-philosophical and cultural factors on Asian people.

c. Skill objectives - Students will acquire skills to do the following:

- (1) Understand and empathize with the value orientations and perspectives of people from Asian cultural traditions;
- (2) recognize diversity within Asia and the significant historical events and philosophical-religious traditions that shape beliefs/actions of Asian people;
- (3) conduct a rigorous inquiry into sources on the history, society, economy, politics and/or culture of Asian nations.

2. Summarize the ways by which the curriculum contributes to fulfilling the stated goals and objectives of the program. Explain gaps between specific goals/objectives and the curriculum.

1. Institutional – This is a non-funded, interdisciplinary minor program that “packages” a set of existing courses. Its goals and objectives are beyond the students who formally enroll in the program.

2. The 12 credit core ensures that each student is exposed to subject matter in both the humanities and social sciences (Program Goals a1, a2, b2 and b3, and Goal c1 and c2). The 9 credit electives are designed to meet Goals b1 and c3.

Gaps:

- (1) There are no courses specifically devoted to the study of Southeast Asia. Southeast Asia is now covered in general courses on Asia, travel-study courses, and in the History of the U.S. in Vietnam.
- (2) There are no courses specifically devoted to the arts (music, theatre, visual arts) of Asia. Coverage of arts in Asia includes with other art courses.
- (3) There are no courses specifically devoted to Asian Americans. Coverage of the Asian American experience is a part of general race-ethnic studies/multicultural courses.

3. Summarize the assessment data gathered during the review period. If it is helpful, include data from previous years for comparison purposes. (Use tables where necessary).

Assessment has been ad hoc and under development. It has been difficult create a stable assessment plan because:

- (1) the high staff turnover or departures from the university
- (2) the courses packaged together as Asian Studies are primarily designed and evaluated within the home disciplinary academic departments.
- (3) most students in the courses are not Asian Studies minors.

4. Describe how the program contributes to meeting specific state and societal needs. Describe how the program addresses diversity and global awareness issue.

The program contributes to the goal of raising domestic diversity awareness by introducing U.S. students to the worldviews, cultural beliefs, rich heritages, and religious-cultural values of peoples who differ from the dominant, mainstream perspective of U.S. Whether they are visitors, recent immigrants, or long-time residents Asians are one of the fastest growing minority populations in the U.S. They were about 1% of the U.S. population in 1970, grew to 3% by 1992, is expected rise to 7% by 2020, and to 10% by 2050. Asians are 25 percent of the U.S. foreign-born population. Although most are concentrate in a few major urban areas and West coast states, the national diffusion has been rapid.

Studies suggest that the majority population has a poor understanding of Asian peoples in the U.S. and relies heavily on misinformation or distorted stereotypes. This is due both to the wide cultural distance exists between dominant Western culture and cultures of Asia and the great diversity among Asian peoples and cultures that are rarely recognized. A March, 2000 article in Madison's *Capital Times* titled "Asians Still 'Alien Presence' in the U.S." noted that, "Whether Americans realize it or not, the growing Asian-American presence is changing race relations."

In addition to national, regional, and state demographic changes, UW-Whitewater student body is changing. After increasing slowly during the 1990s, the number of students of Asia/Asian-Pacific heritage at UW-Whitewater has more than doubled in the past decade. In fall 2003 there were 251 Asian heritage students. This compares with 133 in 1999 and 122 in 1994. For comparison in 2003 there were 387 African American students and 241 Hispanic/Latino students. Since 1994, the percent of minority students grew from 6.9 to 8.7 percent of the total student body. Among them, students of Asian heritage grew from 17 to 27 percent.

This program contributes directly to expanding student global awareness. A majority of world's population lives in Asia, yet Asia is barely present in the university curriculum and student understanding of Asia is scant. Asia (Central, South, East, Southeast) has 70 percent of world population, North America has 6.1 percent, and all of Europe has 9.6 percent, but Asia barely appears in the university curriculum. Fewer than 10 percent of UW-Whitewater not take a single course exclusively focuses on non-Western topics, let alone Asia.

Looking at GNP instead of population, Asia has 27 percent of world GNP, while North American and Europe each have about one-third. Yet, the world's fastest growing economies are in Asia, with rapid recovery after the 1997 Asian financial crisis. Compared to its global significance, by any measure Asia is seriously underrepresented in the university curriculum and student knowledge/experience. Moreover, all indicators suggest that the global importance of Asia will grow in the future. This suggests a serious and expanding mismatch between the existing curriculum and preparation provided to UW-Whitewater students and what they will need to be well-informed and aware citizens and productive members of the workforce after they graduate from the university.

5. Explain any changes in goals, objectives, and/or curriculum that have occurred since the last audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to Appendix A as necessary.

### **1. Changes in goals/objectives**

Institutional goals have been added, and the subject matter goal was subdivided into:

- (1) develop an understanding and appreciation for the humanistic (aesthetic, historical, religious-philosophical features) of the Asian cultural region.
- (2) become familiar with a body of factual information and acquire a basic analytic understanding of the socio-political (economic, social, political, cultural trends) dimensions of the Asian geographic region.

### **2. Changes in curriculum**

A major reorganization/revision of the Asian Studies curriculum was approved 2000. This was the first major change since the approval of the minor in 1990.

The old 24 credit curriculum had students select 5 courses from a list of 6 in Geography (1), History (1), Political Science (1), Religious Studies (1), and Anthropology (2). The students then select three elective courses from a list of 9. Prior to the revision 2 courses on the list of 6 required courses and 2 from the list of 9 had not been taught in five years.

The revised 21 credit curriculum includes the following:

- (1) A 12 credit Core
  - (a) Two Humanities Courses selected from a list of three
  - (b) Two Social Science Courses selected from a list of four
- (2) A language proficiency requirement (equivalent of one semester of an Asian language)
- (3) 9 credits selected from a list of courses, including travel study and study abroad.

### **3. Responses to Recommendations**

#### **Recommendation 1: Consider placing Asian Studies with other minors in an umbrella program.**

**Response:** In terms of program publicity, this recommendation has been addressed (see Response to Recommendation 4). The option of consolidating programs has been actively debated and discussed for years. It reappears because it looks like a simple and neat solution on paper. It has been repeatedly turned down for three reasons:

- (1) A goal/function of the program is to provide a “home” and visibility for the study of Asia. Consolidation directly undermines this goal and makes the program less visible to prospective students, current students, faculty/staff, and community members. It will destroy the program’s major intangible resources, its distinctive identity and sense of purpose. While building supportive linkages among the growing international education/global awareness community is mutually beneficial, collapsing anything that is “non-domestic U.S.” together and blurring very major differences/orientations is likely to weaken the programs. This is because they thrive in large part because they sustain separate and distinctive niches in the larger university community for faculty/staff/students who

have a deep, intense dedication to one country or world region but only mild interest in what are rather vague and general global-international goals.

(2) Majors in International Studies have been able to select a geographic area emphasis. However, they must also complete 21 required credits without a focus on Asia then pick just 15 credits from courses on Asia (in contrast to 21 credits for the Asian Studies minor). Students with the International Studies minor (created in 2001) must take 12 credits not focused on Asia, then pick just 9 credits from courses on Asia. In short, much of the coursework is not Asia focused on Asia and compared to the Asian Studies minor there is less depth.

(3) At the national and international levels, Asian Studies has operated as an academic discipline with scholarly journals, professional associations, research institutes, departments and so forth for over 50 years. Despite some content and personnel overlap, it has been separate from International Studies. Asian Studies is allied with anthropology, the fine arts, communication, linguistics, literature, history, philosophy, and religious studies. More recently, it strengthened links with cultural-media studies, ethnic studies, sociology, cultural psychology, and women studies. By contrast, the International Studies field is aligned with economics, finance, demography, geography, marketing, political science, and the areas such as diplomacy, health studies/medicine, international law, intelligence gathering, military science, and peace studies. These dissimilar but cooperating orientations are well recognized within the national academic community.

**Recommendation 2: Provide support for the minor including a program coordinator and support for regular course offerings.**

**Response:** This is a recommendation to units and offices that are outside the minor program. The minor program has patiently waited for material support to materialize since the last Audit and Review report and is still waiting. Until a separate budget line item is created for the program, the situation is unlikely to improve significantly. The program will continued to subsist on informally negotiated support that various departments or units have been willing to share on an ad hoc basis. The Asian Studies Advisory Committee rarely meets and the college dean did not appoint it in the past year. Its members are drawn from faculty in the College of Letters and Sciences but many have no knowledge of Asian Studies and do not teach the Asian Studies courses.

**(3) Revise the curriculum in the following way**

**(a) Minimum language requirement**

**Response:** A language requirement of one course (4-credit) minimum has been added. Students are encouraged to take additional language courses.

**(b) Maintain courses offerings that are current and consistently offered**

**Response:** Existing courses have been updated, but offerings have been delayed due to other needs that have a higher priority. These include unanticipated demand for offerings in the university's general education program and requirements in major programs. In addition, faculty/staff retirements or resignations have affected the regularity course offerings.

**(c) Plan for coordinating offerings**

**Response:** See response to 3b above

**(4) Publicity and recruitment**

**(a) Plan to recruit**

**Response:** A recruitment plan was developed that included distributing brochures to Asian-related courses and having an article in the *Royal Purple*. Brochures were mailed to area high schools and placed in the admissions office and UW-W visitors center. Recruitment in the Introduction to Asian Religions course has also been attempted.

**(b) Web page and brochures**

**Response:** A web site has been available since 2000 and a brochure printed and distributed. Since no budget has been provided to the program, extramural grant funds were used to print the brochures. The brochure needs to be updated when funds become available. The web site will be updated in early 2005. In addition, a separate e-mail address and phone listing in the campus directory for the program is now provided. Asian Studies is now clearly listed in the undergraduate catalog.

**(c) Coordinate with International Programs Office and International Studies Advisory Committee**

**Response:** The program coordinator regularly has contact with the International Program Office and International Studies program. A new initiative to develop study-tour programs to Asia was initiated in 2004. Creating web site linkage among (a) Asian language courses, (b) international study program in Asia, and (c) the Asian Studies minor program are under discussion. This may also aid recruitment (see 4b above).

**(d) Develop linkages with compatible courses, language courses and student organizations.**

**Response:** The program coordinator regularly has contact with staff in compatible courses and language course teachers. There has been contact with the SE Asian Student Organization, the Japanese Culture Club, and Chinese Student Club. The coordinator has also attended various international activities (e.g., Host family dinner, Chinese New Year dinner). There is discussion of some participation in International Education week activities in 2004.

6. Discuss potential revisions to the curriculum (e.g., the development of new emphases, new courses, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.

Four significant revisions are under consideration (not mutually exclusive):

- a. Reorient the minor into to an **Asian American** and Asian Studies program. Several universities combine the study of Asian Americans with Asian Studies, in part because of the recent large-scale immigration of Asian Americans. Advantages include the following:
  - (a) This would contribute to the Race and Ethnic Studies curriculum that now has sections on American Indian Studies, African American Studies, and Chicano Studies but nothing on Asian Americans.
  - (b) These is a large and growing Asian American population in the U.S. and in UW-Whitewater that have an interest in studying their heritage and other students who recognize this part of the U.S. population would like to learn more.
  - (c) Currently, there are no courses that focus exclusively on the Asian American experience. Expanding Asian Studies to include Asian Americans could be a way to advance courses.

There are three disadvantages:

- (a) Asians rarely identify as single group, instead Chinese, Laotian, Thais, Japanese, etc. each have different cultures, histories, experiences and feel distinct. They only appear to be “all the same” to the majority population or collaborate for political pressure.
- (b) Asian Studies emphasizes the history, politics, literature, art, economies, and culture of people in Asian societies. Asian people who have lived in America have a distinct story, history and experiences from those of peoples in specific Asian nations.
- (c) There are currently no courses specifically devoted to Asian Americans. Asian American content is scattered in many other courses and few if any faculty/staff prepared to teach Asian American courses. This may require additional resources and support.

b. Create a **new course**, “Asia and America” required of all minors and open to all students as a freshman-level General Education course. Similar to the current courses such as Introduction to Black Studies, Introduction to Chicano Studies, Introduction to American Indian Studies and History of Black Migration to the United States, such a course would provide a survey of Asia Studies and link Asia (historically, culturally) to the migrations and experiences of Asians who came to America. It would add to student global-international awareness and relate to an aspect of multi-cultural U.S. society. By drawing on content in the arts, business, education, humanities, and social sciences it could be taught by staff in several departments. The major obstacle is that that faced by Asian Studies. A lack of “ownership” by any institutional unit/department can create staffing difficulties and could make its long-term viability in a curriculum that has very few interdisciplinary structures difficult. Sufficient Asian-American content would be included to address the UW System and university diversity requirement. Currently, Asian-Americans are the only U.S. racial/ethnic group listed with the university diversity requirement that lacks a UW-Whitewater group-focused course. This may require support and resources to train/prepare several faculty/academic staff to staff such a course on a regular basis.

c. Create a distinct **Japanese Studies emphasis** within the Asian Studies minor. Based on faculty/staff interest, accidents of history, and student interest the largest number of courses now focus on Japan or Japanese. Over the past five years, nine students have created individually-designed minors (Letters and Sciences) in Japanese Studies. 3 in 2000, 1 in 2002, 1 in 2003, and 3 in 2004 and 1 currently.

d. Expand the Asian Studies minor into a **multi-campus program** within the UW-System. This ambitious plan would expand distance learning or on-line course technology to create a program housed at UW-Whitewater that serves multiple four-year campuses in the UW-System that do not currently have an Asian Studies minor. Students from UW-Whitewater could count distance education courses taken at other campuses and students at other UW-System campuses could get an Asian Studies Minor from UW-Whitewater by taking a combination of local courses and courses at UW-Whitewater through distance education/on-line technology. The initial requirements would be (1) expand the number of Asian Studies courses offered by distance education or on-line, (2) establish cooperative links among faculty, administrators and curricular bodies among several campuses. The distance education class offered on both the Oshkosh and Whitewater campuses, and Asian language courses offered the Whitewater-Platteville campuses, and Oshkosh- See Stevens Point campuses may provide a starting point for a four-campus consortium minor program. Courses in Asian languages, humanities or social science courses on Asia, and travel study or study abroad opportunities that now exist on each campus could be coordinated and shared.

## B. Assessment of Student Learning/Outcomes

1. State performance objectives, specifying what subject matter, cognitive development, and skills the students will demonstrate upon completion of the program.

a. Subject matter - Students will

(1) develop an understanding and appreciation for the humanistic (aesthetic, historical, religious-philosophical features) of the Asian cultural region.  
(2) become familiar with a body of factual information and acquire a basic analytic understanding of the socio-political (economic, social, political, cultural trends) dimensions of the Asian geographic region.

b. Cognitive development - Students will develop an ability to do the following:

(1) Compare and contrast American-Western and Asian traditions and cultures;  
(2) recognize and appreciate the a range of affective, spiritual and aesthetic standards/qualities possessed by people in Asian cultures;  
(3) identify and evaluate the impact of geographic, historical, economic, social, political, religious-philosophical and cultural factors on Asian people.

c. Skill objectives - Students will acquire skills to do the following:

(1) Understand and empathize with the value orientations and perspectives of people from Asian cultural traditions;  
(2) recognize diversity within Asia and the significant historical events and philosophical-religious traditions that shape beliefs/actions of Asian people;  
(3) conduct a rigorous inquiry into sources on the history, society, economy, politics and/or culture of Asian nations.

2. Describe the data collection techniques used to determine how the program has been successful in achieving the desired performance objectives.

Future assessment data collection will include:

(1) If the Asia in America course is adopted (see item 6b above), all students in the program will have a common entry experience and materials from that course can be a baseline to measure student progress.  
(2) Each student will maintain a portfolio with materials (papers, essays, projects) from five courses that are being counted toward the minor program. The coordinator will work with the instructors of the five courses to obtain examinations and grades of the student on them. The student can select which 5 they wish to include in the portfolio.  
(3) The coordinator will conduct a short oral exit interview with each student during the semester immediately prior to graduation.  
(4) The coordinator will send a follow up mail inquiry every three years to all students in the program who graduated in the preceding three-year period.

3. Summarize the assessment data gathered during the review period. If it is helpful, include data from previous years for comparison purposes. (Use tables where necessary).

Assessment has been limited to student grades and informal student advising. After a meeting with the LEARN center, a new assessment plan has been developed. It will require

(1) that students meet with the Asian Studies coordinator before signing up for the minor.  
(2) begin to gather a portfolio of their written work in Asian Studies classes  
(3) have an exit interview with the Asian Studies coordinator.

4. Explain how individual courses are related to the student performance objectives.

COURSE	PROGRAM GOALS AND OBJECTIVES							
	A1	A2	B1	B2	B3	C1	C2	C3
History 130*	X						X	
Relg Studies 211*	X		X	X				
Lang & Lit 323*	X					X		
Geog 364*		X			X		X	
Sociol 290*		X	X		X		X	
Pol Sci 460*		X	X	X	X			X
Pol Sci 472		X						X
Lang Proficiency#			X					
Anthro 325		X		X		X		
Rel Studies 303			X	X				
HRPER 175,176				X			X	
HRPER 141,142				X			X	
History 131	X			X		X		
History 432	X			X	X			
History 433	X			X		X		X
Sociology 350		X		X		X		X
Asian Studies 491				X				X

5. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period based on results of assessment of performance objectives.

**Need:** Students do not have a clear sense of the overall Asian Studies area.

**Possible revision:** Institute a new freshman level course, Asian in America. Since some high schools and many community colleges offer courses in Asian studies, this is not unreasonable. It will be required for the minor and also will serve as a baseline for building student knowledge.

**Need:** Some student only want to focus on Japan

**Possible Revision:** Creates an emphases in the program for Japanese studies.

**Need:** Some U.S. students are interested in their “root” or heritage in Asia.

**Possible revision:** Add an Asian-American emphasis.

**Need:** Students need a capstone experience or field experience for provide greater focus and depth in one area (Objective c3).

**Possible revision:** Each minor will be advised to do an independent study, senior paper or participate in a travel-study or study abroad program to Asia.

**Need:** Students do not develop sufficient language proficiency for professional use.

**Possible revision:** Each minor will be advised to take advanced language study, or participate in a travel-study or study abroad program to Asia, or internship in Asia.

C. List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc., creates different educational experiences for graduate and undergraduate students.

Does not apply

D. Program Improvement Resulting from Assessment Efforts

1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.

2. Indicate how the program has responded to recommendations relevant to assessment from the most recent Audit and Review Evaluation Report.

E. Information Shared with Constituencies

1. Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts—e.g., regularly scheduled orientation meetings, departmental newsletters, etc.

### III. Enrollment

A. Trend Data

*(Attach trend data from the University's Fact Book as Appendix E.)*

1. Respond to the following trend data for the program:

a. Number of students enrolled each fall for each of the past five years. (Data provided from the University's fact book.)

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Asian Studies	4	3	5	3	2	3
Japan Studies*	0	3	0	1	1	3
Total	4	6	5	4	3	6

\*Students who opted for Individually Designed L&S Minor in Japanese Studies.

See Appendix E for enrollment data in Asian Studies classes which is much greater than the number of students who declare an Asian Studies minor. It shows strong demand.

b. Number of minors granted each year for the past five years. (Data provided from the University's fact book.)

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Asian Studies	1	1	1	2	2

c. Student placement information (Data to be provided by the department/program).

No systematic information available. One is working in a bank in Milwaukee, another at a computer programming firm in Texas.

B. Demand for Graduates

1. Identify career opportunities available for graduates of the program. These may include such issues as:
  - a. Acceptance into graduate programs and employment;

Unknown

- b. Employment projections by the Bureau of Labor Statistics and/or state agencies; and/or

Asian studies is not listed in their employment projections, however, with the growing global interest in East Asia, the job outlook for people who are knowledgeable about Asian cultures and history and fluent in the language looks very promising. Specific areas such as foreign service, government service, business, journalism and education have seen increases in the opportunities available to people with experience in East Asian studies

The following information comes from the Rutgers University career services web page on Asian Studies.

#### **A Sample of Asian Studies Related Occupations**

Admissions Counselor, Editor/Writer, Lobbyist, Advertising Account Exec., Employee Relations Specialist, Market Research Specialist, Archivist, FBI/CIA Agent, Museum Curator, Attorney, Foreign Service Officer, Non-profit Administrator, Business Manager, Foreign Student Advisor, Peace Corps/VISTA Worker, CIA/FBI Agent Government Agency Admin., Politician, Community Action Specialist, Historic Preservation Specialist, Professor/Educator, Community Affairs Specialist, Historic Site Administrator, Psychologist, Conflict Resolution Specialist, Human Resources Specialist, Public Administrator Consultant, Import/Export Specialist, Public Information Officer, Consumer Advocate, International Banker, Public Policy Specialist, Copy Writer, International Consultant, Public Relations Specialist, Corporate Trainer, Int'l. Relations Specialist, Publications Specialist, Counselor International Trade Specialist, Translator, Cultural Affairs Officer, Interpreter, Travel Consultant, Customer Relations Rep., Int'l. Conference Planner, Writer/Author, Customs/Immigration Officer, Journalist.

#### **Types of Employers**

##### **Private and Non-profit Organizations**

Advertising Agencies, Consumer Organizations, Pan American Health Org., Airlines/Airports, Cultural Organizations, Professional Associations, American Friends Service, Entertainment Firms, Project Hope, American Schools Abroad, Foundations, Public Interest Groups Amnesty International, Historic Sites / Historical Societies, Public Relations Firms, Archives, Hospitals/Clinics, Red Cross International, Banks, Hotels/Restaurants/Resorts, Retail Stores, Book Publishers, Int'l. Exchange Programs, School Systems, CARE, Inc, Law Firms, Social Service Agencies, Civic Organizations, Libraries Television/Radio Stations, Clinics, Manufacturing Firms, Travel Agencies, Colleges & Universities, Museums, United Nations, Consulting Firms, Newspapers/Magazines, World Health Organization, YMCA/YWCA

##### **Government Agencies**

Agency for Int'l. Development, Immigration & Naturalization Service, Office of Int'l. Policy & Programs, Bureau of Export Admin., International Trade Admin., Office of Int'l. Affairs, Bureau of Intelligence & Research Library of Congress, Office of Int'l. Coop. & Development, Bureau of Int'l., Labor Affairs National Endowment for the Humanities, Peace Corps/VISTA, CIA/FBI, National Security Agency Smithsonian Institution, Civil Rights Commission, Governor's Commission on International Trade, Telecommunications Satellite Organization, Consumer Affairs Office, Int'l. Trade Division US Customs Service, Department of Commerce Travel & Tourism Division US Department of State, Foreign Commercial Service, Office of International Education, US Information Agency.

The University of Kansas listed the following jobs for its graduates:

- Career Pursuits of Recent Asian Studies Graduates:
- Singapore Civil Service, Singapore
- Analyst - Goldmans, Sachs & Co., Hong Kong,
- Research Analyst - Department of Defense, Washington, DC,
- Associate - Marketing Partnerships, New York, NY
- Foreign Service Officer - US Department of State, Washington, DC
- Production Assistant - Media 8 Entertainment, Century City, CA
- International Relations Coordinator - Japan Education and Teaching Program, Japan
- Retail Management Trainee - Gap, Inc., San Francisco, CA
- Junior Associate - Jinxin Marco Polo, Shanghai, China
- Analyst - McKinsey & Company, Munich, Germany
- Consultant - Rosetta Marketing Strategies Group, Princeton, NJ
- Wyeth Pharmaceuticals (Princeton in Asia), Shagnhai, China
- Tokyo Medical University (Princeton in Asia), Tokyo, Japan
- Analyst - BancBoston Roberston Stephens, San Francisco,

c. Other indicators of employment trends.

Asian's population is becoming wealthier increasingly traveling, cultural trends and products from Asia increasingly enter the U.S. and elsewhere, and Asia has the world's fastest growing economies. These trends suggest that students in business fields would benefit both so they can travel to Asia, import/sell Asian goods and services, export/market U.S. goods/services to Asia. In addition, increased contact with Asian people, products and events means that students who see employment in government, non-profit, and education fields would benefit from greater knowledge of Asia. Lastly, general globalization trends has made contact with peoples of other places/cultures closer and more frequent. As educated, well-informed citizens, students should be informed about Asia as a major world region.

d. If appropriate, differentiate in the data between those graduates seeking full-time employment upon graduation and those graduates of the program who are already employed and may be seeking career enrichment opportunities, promotions, new job responsibilities, etc., upon the attainment of the degree.

Not a graduate program

C. Accreditation (if relevant)

1. Identify the role of program accreditation for employment of graduates or program continuation.

Does not apply to the program, however, the distance education Japanese program has been evaluated externally as part of the UW-Extension's Collaborative Language Program. The Japanese language program at UW-Whitewater is part of a state-wide network using classroom-based videoconferencing (VC) to teach Chinese, Japanese and Russian.

2. If accreditation is not required for graduates' employment or program continuation, but provides a competitive edge for the program, provide a brief explanation of the advantages of holding this accreditation. Not applicable

#### D. Location Advantage

1. Explain any advantages or disadvantages the program has due to the location of the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

UW-Whitewater is in the most heavily populated region of the state and part of a large urbanized zone that spreads out from Chicago. The Chicago area has many ties to Asian and large Asian communities. In addition, many businesses and government agencies in Southern Wisconsin are doing business with Asian companies, exporting to Asia, have subsidiaries in Asia, or visit Asia. In addition, Southern Wisconsin is increasingly visited by Asian tourists and a location for immigrants from Asia to settle. The 2000 U.S. Census data shows that all 8 Wisconsin counties near UW-Whitewater rank high in Asian population. For example, among the top 10 ranked Wisconsin counties in % Chinese population in 2000 is as follows, Dane #1, Waukesha #2, Milwaukee #3 and Walworth #6. Since 1900, each of these counties all showed an increase in the % of total population who is Chinese population. Dane went from .77% to .89%, Waukesha from .16% to .31%, Milwaukee from .24 to .27%, and Walworth from .13% to .16%.

Rank of 8 Wisconsin counties closest to Whitewater among all Wisconsin counties by % population from 5 Asian groups in 2000 census

Country	Chinese	Korean	Japanese	Thai	Filipino
DANE	1	1	1	1	3
JEFFERSON	20	42	26	42	17
KENOSHA	13	7	3	15	1
MILWAUKEE	3	9	3	5	2
RACINE	13	24	26	15	13
ROCK	16	20	9	15	13
WALWORTH	6	20	6	15	13
WAUKESHA	2	3	3	5	3

#### E. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs in the UW System or other colleges and universities in Wisconsin, and/or elements that contribute to the program having a competitive edge. Factors to discuss may include:

- a. The program's content or special emphases;

The program is strongest on Japan and China. It offers no coursework on other countries (e.g., Korea, Mongolia), Southeast or South Asia.

- b. Its focus on a specific population;

The program serves three specific populations:

- (1) Students with a strong desire to learn international about international events and become global citizens.

- (2) Students with a strong interest in a specific Asian country, its language and culture.
- (3) Students with an Asian heritage who are curious and wish to better understand their cultural roots.

c. The expertise of the faculty and staff in specific areas;

<u>Academic Field</u>	<u>Country/Subregion</u>
Languages & Literature	Japan, China
Religious Studies	South Asia, SE Asia, East Asia
Geography	South Asia
Sociology	Japan, East Asia
Political Science	China
History	Japan, China, Survey East Asia

d. The availability of practicum or internship experiences; and/or

Study Abroad Programs	
Japan	2 study abroad, one initiated 1992, one in 2001
China	under development
Travel Study Programs	
SE Asia	Thailand/Cambodia, June 2002
	Thailand/Vietnam planned, January 2005
Japan	planned May 2005

e. The lack of duplication of the program at other institutions in the University of Wisconsin System.

UW-Whitewater is the only UW-System campus offering a sub-major/stand-alone minor in Asian Studies.

UW-Oshkosh has two related minor programs, an Asian emphasis in its International Studies program and a Japanese studies minor program in Foreign Languages. UW-Milwaukee offers a certificate program. Minor programs in Asian Studies are found at several private colleges and universities in Wisconsin.

#### Doctoral Campus

Currently there are three major programs in Asian-related majors available in the UW-System. Majors in Asian Studies, with East Asian or Southeast Asian emphasis (30 credit) and Languages and Cultures of Asia (30 credits) are offered at UW-Madison. UW-Madison does not require academic minors. There is a 15 credit Asian American Studies certificate.

#### Four-year UW-System campuses:

- Eau Claire – no Asia Studies major or minor
- Green Bay – no Asian Studies major or minor
- Milwaukee – 18 credit certificate program in Asian Studies
- Oshkosh – 24 credit Asian Studies minor (part of International Studies Program) and 25 credit Japanese Studies (part of Foreign Language).
- Parkside – no Asian Studies major or minor
- Platteville – no Asian Studies major or minor
- River Falls – no Asian Studies major or minor

Stevens Pt. – no Asian Studies major or minor (a concentration in Chinese Studies combined with business major is available in Foreign Language Department)  
 Stout – no Asian Studies major or minor  
 Superior – no Asian Studies major or minor

Private Colleges in Wisconsin

Alverno College – no Asian Studies major or minor  
 Edgewood College – no Asian Studies major or minor  
 Cardinal Stritch University - no Asian Studies major or minor  
 Carroll College – no Asian Studies major or minor  
 Carthage College – 24 credit minor in Asian Studies  
 Beloit College – 18 credit minor in Asian Studies  
 Lawrence University – both a major and minor in Asian Studies offered  
 Marquette University – 18 credit Asian Studies minor  
 Viterbo College – no Asian Studies major or minor

Apart from the minor program, Asian languages are taught on several UW-System campuses, and the number of campuses offering Asian languages has increased during the period of the review, suggesting growing interest.

Asian Language Education in UW-System on 4 year campuses  
 Years of Instruction

	1999		2004	
	<u>Japanese</u>	<u>Chinese</u>	<u>Japanese</u>	<u>Chinese</u>
<b>Whitewater</b>	<b>1</b>	<b>1 (Alternate Yrs)</b>	<b>2</b>	<b>1 (Alternate Yrs)</b>
Eau Claire	2	None	2	1 (Alternate Yrs)
Green Bay	None	None	None	None
La Crosse	None	2	2*	2
Oskosh	2	None	2	None
Parkside	None	None	None	None
Platteville	None	None	2*	1*
River Falls	None	None	2	1 (Alternate Yrs)
Steven Pt.	2*	None	2*	2*
Superior	1	None	2	None

\* Indicates a distance education receive site in the UW-System Cooperative Language Program  
*Send Sites in UW-System Cooperative Language Program:*

La Crosse sends Chinese to Stevens Point and Platteville  
 River Falls to sends Japanese to La Crosse  
 Oshkosh sends Japanese to Stevens Point  
 Whitewater sends Japanese to Platteville

UW-System Study Tour/Abroad Programs to Asia, 4-Year Campuses

	<u>Japan</u>	<u>China</u>
<b>Whitewater</b>	<b>yes</b>	<b>no (under development)</b>
Eau Claire	yes	no
Green Bay	no	no
La Crosse	no	yes
Oskosh	yes	no
Parkside	no	yes
Platteville	yes	no
River Falls	yes	yes
Steven Pt.	yes	no

Superior                      no                                      no

#### F. Community Impact

1. Discuss the impact that the program has on the community and/or region. Factors to discuss may include:

a. The involvement of students and/or faculty in the region;

Seven students from other UW-campuses (Superior, Oshkosh, Green Bay, Milwaukee, Stevens Point) have expressed an interest in using the program affiliated UW-W Study Abroad programs to Japan.

A guest lecturer from Loyola University Chicago gave a public talk on Japanese youth culture that was co-sponsored by sociology and women's studies in 2002.

In 2003, a staff member from UW-Eau Claire gave a talk on Hmong culture.

b. The utilization of the program by consumers (i.e., performances and/or services); and/or

Two faculty members have been interviewed by area radio programs and newspapers on more than one occasion for interviews regarding international events in Asia.

In the past year, a parents and a high school teacher from the Madison and Milwaukee areas have inquired about the program to send prospective students to UW-Whitewater for it.

c. Support by regional constituencies.

#### IV. Resource Availability and Development

*Include a table summarizing specific faculty and staff contributions in teaching, research, and service as applicable as Appendix F. On a chart, include names, bibliographic information for publications and creative activities, listing of service contributions, etc.)*

##### A. Faculty and Staff Characteristics

1. Discuss the characteristics of the key faculty and staff responsible for the program (including such individuals as the program coordinator, those who regularly teach required courses, and those who are regular advisors). Factors to be discussed include levels of professional preparation; appropriateness of expertise to the needs of the program; unit cohesiveness in enhancing program quality; and success in meeting affirmative action goals.

Six of the ten faculty/staff listed below add to meeting Affirmative Action Goals. Two of the nine are no longer at the university (\*).

\*Bhargava – Professor of Economics  
- Taught Asian Economics (retired)  
Barnett, - Dean College of Education  
Teaches Tae Kwon Do: Karate  
Dazey – Associate Professor, Religious Studies

Teaches Intro. to East Asian Religions, Eastern Religious Thought

\*Ghosh – Assistant Professor of Geography  
Taught Geography of Asia (left the university)

Guo – Professor of Languages and Literatures  
Teaches Asian Literatures and Chinese language classes (1 year)

Lackey – Lecturer, Department of Languages and Literatures  
Teaches Japanese language courses (2 years, plus independent study)

Lollar – Associate Professor of Political Science  
Teaches Politics of China, and Government and Politics of Asia

\*Mathur - Assistant Professor of Languages and Literatures, Asian Literature

Neuman – Professor of Sociology [Asian Studies Program coordinator]  
Coordinates the Asian Studies Minor program  
Faculty Advisor for two study abroad/exchange programs with Japanese universities  
Teaches Sociology of Pacific Asia, and Contemporary Japanese Society

Yasko – Professor of History and Religious Studies  
Teaches East Asian Tradition, Introduction to Eastern Religion, East Asia Since 1800, Social History Of Japan, Eastern Religious Thought, Bandits/Rebellion/Revolution in Modern China, U.S. At War In Vietnam

\*Tiffany - Professor of Anthropology, Peoples and Cultures of the Pacific

Since the last report, two faculty members have retired and two left for other universities. There has been a slow erosion of faculty/staff with Asia expertise. The university's commitment to staff this program under budget constraints and with faculty turnover has been a serious challenge. Courses on Asia were not the primary definition the faculty member's position and the Asian Studies program has been excluded from defining parameters of replacement positions. NOTE: Additional faculty/staff who have a strong interest in Asia have indirectly support the program but do not teach courses in the Asian Studies curriculum.

2. Indicate the courses in the curriculum for which the key faculty and staff members are responsible.
3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.

Anticipated changes: There is an anticipated retirement in History and a critical need that the replacement is someone who is an Asia specialist.

## B. Teaching and Learning Enhancement

1. Discuss the characteristics of the faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Include: Participation in on-campus and off-campus teaching enhancement activities; involvement in academic advising and efforts to maintain or improve advising performance; work with undergraduate students on research projects; initiatives in student-learning based outcomes; new course development; and/or involvement with interdisciplinary course development and/or delivery.

### **Lackey**

"Distance Learning of the Less-Commonly Taught Languages" in February 2002  
Wisconsin Association of Foreign Language Teachers (WAFLT) Fall Conference in November 2002 & 2003

Participated in the panel on "UW System CLP: Fostering Language Educators through Mentorship" in 2002

Conference for Midwest Association of Japanese Teachers in April 2002  
Winter Workshop for Japanese teachers by UW Madison in February 2003 & 2004  
Workshop sponsored by UW-Madison: Learning Through Listening For Advanced Japanese May 2004  
Workshop on Technology sponsored by Wisconsin System Collaborative Language Program (CLP) in August 2002  
Title III Instructional Technology Workshop on BlackBoard in July 2002 and January 2003

**Dazey**

Participant, 6 week Fullbright-Hayes Summer Seminar in China (2000)

**Guo**

Visiting fellow University of Hong Kong (2004)

**Neuman**

Participant, CIEE Faculty Development Seminar in Taiwan (2001)

Fellow, University of Wisc. System Institute for Global Studies (1999-)

C. Research and Other Scholarly/Creative Activities

1. Summarize the research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.

NOTE ONLY ASIAN STUDIES RELATED MATERIALS ARE INCLUDED

**Lollar**

PUBLICATIONS

"Assessing China's E-Government" *Journal of Contemporary China* forthcoming

"Internet Development in China" *Journal of American Review of China Studies* 4 (2003)

"Have Chinese People Changed their Social Behavior" *East Asia Forum* (2000).

PRESENTATIONS

"Assessing China's E-Government" Midwest Political Science Assn (2004)

"Internet Development in Asia." Midwest Political science Assn (2003)

"Have Chinese Changed their Social Behavior" Wisconsin Political Science Assn (2000)

"China's Transition to Democracy" Wisconsin Political Science Assn (1999)

**Guo**

PUBLICATIONS

*The Historical Dictionary of the Chinese Cultural Revolution: 1966-1976* (co-author, with Song Yongyi and Zhou Yuan). Lanham, Maryland: Scarecrow Press, forthcoming, 2005.

"In Search of an Unconscious: Jacques Lacan and China." *Ex/Change* (Centre for Cross-Cultural Studies, City University of Hong Kong), Issue 6, February 2003. 4-8.

*The Chinese Cultural Revolution Database CD-ROM* (co-editor, with Song Yongyi, Zhou Yuan, Wang Youqin, et. al.). Hong Kong: University Centres for China Studies and Chinese University Press, December 2002.

"The Sexuality of Miaoyu." *Panorama* (P. R. China), May 2001. 153-157.

Children of the Cultural Revolution: Family Life and Political Behavior in Mao's China, (book review) *The Journal of Asian Studies*, 60(1) 2001. pp200-201.

"The Life of Man and the Death of the Author: Michel Foucault in the Chinese Eye." *Panorama* (P. R. China), September 2000. 51-62.

“Resisting Modernity in Contemporary China: The Cultural Revolution and Postmodernism.” *Modern China*, Vol.25 No. 3, July 1999. 343-376.  
“Politics of Othering and the Postmodernization of the Cultural Revolution.” *Postcolonial Studies*, Vol. 2, No. 2, July 1999. 213-229.  
“Fredric Jameson and the Cultural Revolution.” *Panorama* (P. R. China), May 1999. 59-68.

#### PRESENTATIONS

“Against Historical Amnesia: The Writing of the Historical Dictionary of the Chinese Cultural Revolution: 1966-1976” Association for Asian Studies.(2002)  
“The Cultural Revolution and Democracy” Association for Asian Studies (2001)  
“Remembrance, Revision, and Intellectual Positioning: Politics of Memory in Post-Mao China,” Association for Asian Studies (1999)

#### Neuman

“The Nikkeijin Dekasegi: Returning Ethnic Japanese from Latin America” *Critical Asian Studies* 36:303-311 (2004).  
“Theorizing Japanese Heterogeneity” *Japan Studies Association Journal* 4:1-25 (2003).  
Book Review Essay “Global Goes Local: Popular Culture in Asia.” *Education About Asia* 8:52-54. (2003)

Book Review: “Japan Pop!” *Education About Asia* 7:68-69.(2002)  
"Fear of the Alien Other: Cultural Anxiety and Opinions About Japan"  
*Sociological Inquiry* 71:335-56 (2001). .  
Book Review “Learning In Likely Places: Varieties of Apprenticeship In Japan.” *Education About Asia* 6:65-66. (2001)  
Book Review. “A Lateral View: Essays On Culture and Style In Contemporary Japan” *Education About Asia* 4:57-58. (1999)

#### Dazey

##### PUBLICATIONS

“Yoga in America” in *Essays on the Theory of Yoga* by K. A. Jacobsen (Forthcoming)  
“Walking with Buddha” film review in *Education About Asia*, volume 4, no 1, spring 1999.

##### PRESENTATIONS

“Applying Worldview Analysis to the study of Texts” Midwest MLA Conference (2003)

#### **NOTE: Information for the following Asian Studies faculty/staff during the period of this review are is not available because they are not longer at the university.**

John Apple (Religious Studies) – 1 year only

Ashok Bhargava (Economics) – entire review period

Jayati Ghosh (Geography) – first four years of review period

Izumi Johno (Languages and Literatures) – 1 semester only

Suchitra Mathur (Languages and Literatures) – 1 year at beginning of review period only

#### D. External Funding

1. Summarize the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

##### Successful Grants include the following:

2003 National Science Foundation – Japan Society for Advancement of Science Short-Term Research Fellowship to Japan [\$15,000] (Neuman)  
2002 CIBER to support Intensive Summer Japanese [\$5000] (Lackey)  
2001 UW Institute for Global Studies - “Gender Issues in Asia” Curriculum Development [\$8,000] (Neuman and Ghosh)

- 2001 Japan Foundation – support for Japanese language instruction [\$5000] (Neuman and Lackey)
- 2001 Fulbright Visiting Scholar Program – brought Chinese instructor to UW-Whitewater for one year to teach courses in art/literature and serve as a resource person [\$30,000] (Neuman)
- 2000 UW-Whitewater Faculty Development - develop course “Contemporary Japanese Society” and attend Cross-cultural communication institute
- 1999 CIBER – Curriculum enhancement, “Infusing Content about Business into Non- Business Courses on Asia” [\$2,000] (Neuman)

Unsuccessful Attempts include the following:

- 2004 CIBER - Support for a planning tripe to develop short-term travel-study programs to Japan and to SE Asia. [\$8,000] (Neuman)
- 2003 Fulbright Program - Research grant for year-long extensive sabbatical research in Japan [\$80,000] (Neuman)
- 2002 American Research in the Humanities in China (Lollar)
- 2002 Japan Foundation, support for language instruction [\$5,000] (Lackey)
- 2001 Women’s International Science Collaboration (Lollar)
- 2001 U.S. Department of Education, Title VI-A - 2 year program to expand study-abroad experiences by linking them with international courses. [\$80,000 per year] (Neuman)
- 2000 Freedman Foundation – 4-year program collaborative program in which UW-Whitewater and UW-Oshkosh expand Chinese and Japanese language instruction and take groups of students and faculty from the two campuses to China or Japan during the summer in alternate years summer session [\$300,000]. (Neuman)

E. Professional and Public Service

1. Summarize the professional and public service activities of the faculty and staff since the previous audit and review. Discuss such activities as: service involvement in professional organizations at state, regional, national, or international levels; editing or reviewing for professional publications within the discipline; non-compensated consulting or intervention activities related to the discipline; and roles and memberships in university, college and departmental committees.

Neuman

Executive Board Member – Midwest Japan Seminar  
 Member – Japan Studies Association, Association for Asian Studies, Midwest Council on Asian Affairs, Asian Studies Development Program, Fellow at Center for Excellent School of Sociology, Kwansai Gakuin University – Japan. Reviewer for *Education About Asia*

F. Resources for Students in the Program

1. Discuss the number of students in the program in relation to the resources available to the program. Factors which may be analyzed include:

- a. The number of students per faculty member; and

This program has no dedicated faculty/staff, or it is roughly 6 students for 0 faculty/staff.

- b. The amount budgeted to student help, capital, supplies/services, etc.

Zero dollars have been budgeted institutionally to support this program directly. Support comes from shared departmental resources, faculty labor of love, or extramural funding. The lack of any directly allocated resources at the college and university level is has created a strain on the program.

G. Facilities, Equipment, and Library Holdings

1. Discuss the adequacy of the facilities, equipment and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.

Several grants and active acquisition program have permitted UW-Whitewater library to develop a very strong collection of Asian Studies instructional audiovisual materials and books. UW-Whitewater's library probably has the strongest Asian studies collection in the UW system in terms of books and instructional audio-visual materials.

Several of the on-line periodical service subscriptions provide very good access to Asian Studies publications. In addition, a UW-Whitewater \$2,250 diversity grant allowed an expansion of Asian American instructional audio/visual materials.

## Appendices

**Appendix A:** Audit and Review Evaluation Report from the last review

**Appendix B:** Accreditation reports

Does Not Apply

**Appendix C:** AR(s) for the program

**Appendix D:** List linking courses to assessment objectives

COURSE	PROGRAM GOALS AND OBJECTIVES							C3
	A1	A2	B1	B2	B3	C1	C2	
History 130*	X						X	
Relg Studies 211*	X		X	X				
Lang & Lit 323*	X					X		
Geog 364*		X			X		X	
Sociol 290*		X	X		X		X	
Pol Sci 460*		X	X	X	X			X
Pol Sci 472		X						X
Lang Proficiency#			X					
Anthro 325		X		X		X		
Rel Studies 303			X	X				
HRPER 175,176				X			X	
HRPER 141,142				X			X	
History 131	X			X		X		
History 432	X			X	X			
History 433	X			X		X		X
Sociology 350		X		X		X		X
Asian Studies 491				X				X

**Appendix D1:** List of dual-listed courses and differentiation of requirements for undergraduates and graduate students in the dual-listed courses NOT APPLICABLE

**Appendix E:** Trend data from the University's Fact Book

Declared Minors

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Asian Studies	4	3	5	3	2	3
Japan Studies*	0	3	0	1	1	3
Total	4	6	5	4	3	6

\*Students who opted for Individually Designed L&S Minor in Japanese Studies.

See below in this Appendix for enrollment in Asian Studies classes which is much greater than the number of students who declare an Asian Studies minor. Enrollment by course per term as well as charts for overall trends are provided.

- c. Number of minors granted each year for the past five years. (Data provided from the University's fact book.)

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Asian Studies	1	1	1	2	2

**Appendix F:** Table of Faculty and Staff

<u>Department</u>	<u>Faculty member</u>
History	Richard Yasko
Geography	Jayati Ghosh (left for another job)
Economics	Ashok Bhargava (retired)
Languages & Literatures	Suchita Mathur (left for another job)
	Jian Guo
	Masako Lackey
Political Science	Xia Lollar
Sociology	Larry Neuman
Anthropology	Sharon Tiffany (retired)

See Attached vita

**Number all pages of the self-study.**

**Copies needed**

- 1 complete package to the department
- 1 complete package to the Dean's Office
- 9 complete packages for Undergraduate Programs

Barbara Monfils, Associate Vice Chancellor for Academic Affairs  
Hyer Hall - Room 420  
**No later than October 15, 2003**