

(An idea)

HONORS PROGRAM

for

Social Sciences and Humanities with Foreign Area Concentration

Described herein is a sample prototype of an honors program for social science and humanities majors ^{and} with a foreign area specialization who seek from their Oakland studies a firm and defined stepping stone to identifiable foreign area oriented activities ^{now} after graduation. *students work*

This program is not significantly an innovation. It is designed to utilize present faculty, facilities and courses. It can absorb expected, reasonable enlargement of foreign area oriented faculty in all departments of the social sciences and humanities. Its principal feature is a clear definition of a program for students who have definite objectives to be attained after graduation.

Principal advantages of the program are five. First, it clearly illustrates the University's concept of foreign area concentration in conjunction with a discipline major, and represents the University's intent to adopt quality and character of area studies unsurpassed in undergraduate education. Second, it provides a basis and guidance for planning systematic and sound development of faculty, facilities and courses in area studies, and it provides a concrete base for developing requirements for government assistance. Third, it gives the student with an objective a specific plan by which to pursue systematically that objective. Fourth, it translates area studies into practical purposefulness. Fifth, it provides a foundation of experience, development of facilities, and training of students for any graduate program that may be desirable in future.

This program is based upon, and relies heavily upon the students acquiring

sound foundation in his chosen discipline of which area studies is only an accompaniment; for sound foundation in the discipline provides essential terms of reference to make area studies meaningful. Further, the significance to the student of area specialization, usually encompassing the entire spectrum of foreign cultures, can be vital (rather than merely esoteric and fascinating) only as this knowledge can be related to, with or against the spectrum of disciplines and the variety of attributes and accomplishments in Western civilization; for this reason, the concept of liberal arts education is as essential a foundation as discipline specialization for meaningful vitality to result from area studies.

This program has been designed and defined with one objective: to equip students, upon graduation, to qualify, with confidence and with their chins up, for worthy professional activity or for sophisticated graduate studies. I believe that it can become normal that Oakland graduates with appropriate accomplishment in a discipline, enrichment by the liberal arts program, and infusion by the considered foreign area concentration will stand advantageously above most new college graduates initially pursuing professional activity or graduate studies.

This program is designed for the student planning a career (immediately or after graduate study) in ~~government or non-government~~ foreign affairs, foreign service or education -- as foreign affairs analyst, foreign service officer or teacher concerned primarily with the area of specialization. The program should qualify the Oakland graduate for employment as a junior analyst or foreign service officer, a primary or secondary education teacher of the area, or for graduate study in breadth and depth. The program's focus for employment is on government, education, business and philanthropy. The focus for graduate study is on providing competences during the student's undergraduate experience usually acquired only in graduate studies with a resulting decrease in time required to complete graduate study. The requirements for initial occupation in all of these fields have provided the objective toward which this program has been planned.

Substantive content of the program encompasses (1) major concentration in one field of social sciences or humanities, (2) a comprehensive liberal arts experience, (3) language training leading to proficiency of intermediate or advanced level (depending on the language, but at least suitable for social-travel and simple professional situations, and modern newspaper, popular journal and simple literary reading), (4) ^{acquaintance of} general familiarity with the development of the foreign area's culture and institutions, and (5) ^{treatment of} special familiarity with post World War II affairs. Each student's participation and emphasis should reflect the emphasis of his major concentration in social sciences and humanities, and of his liberal arts experience. Included if possible in the University Course major disciplines program should be an introduction to cultural anthropology (and psychology), and studies in Western civilizations, new societies, nationalism, emerging nations, and the United Nations. It is intended that the foreign area shall be observed not only as an entity but in contrast and comparison with other civilizations (Western and non-Western), and in its role among nations.

The sample ^{proposed herein} prototype is designed, simply to illustrate, what could be an area concentration on China, subject, of course, to improved modification, especially by the present area faculty, and study of other institutional programs. The function of this prototype, additionally, is to suggest how companionate programs for other areas might be developed by Oakland faculty with specialties in other geographic and culture areas. A companionate program on India could be readily forthcoming and (of great value) would provide a basis ^{seeking} for increasing support to our already competent faculty in several disciplines with India orientations. Why not, in due course, segments of "the Arab world," of "Africa-south-of-the-Sahara," of Latin America, of Southeast Asia, of the Union of Socialist Soviet Republics, of France, or Germany, or England, and so on? I suspect that we already possess basic faculty resources who could and would find it challenging to design and develop their own area study concentration programs in areas of their special interests.

The area program considered herein is in addition to the current area concentration and is not conceived as taking its place. This program is built upon the area concentration and is a reinforced extension directed toward defined objectives (stated above).

As the program is designed for students with definite objectives that are related to those of the program, it is more demanding of time, talent and academic energy than the area concentration or than requirements for minimum fulfillment of standards for graduation. It is based on attaining certain substantive objectives and requires slightly more extended and concentrated academic participation than is required for an "area concentration." Students participating to completion may acquire up to an excess of 16 credits beyond requirements for graduation (or such additional as may be required to qualify as a major in his chosen discipline and to acquire the basic liberal arts experience). Qualification for graduation, however, will be accomplished upon fulfillment of University standards applied to all students. As a consequence, a student could ^{satisfy University requirements} qualify for graduation at the end of his seventh term, although completion of the program through the eighth term would be urged, — and probably should be regarded as ^{for completion} an essential part of the Honors Program.

A student normally should be accepted for the program upon completion of two terms and before beginning of his third term, although he may, during his first year, have taken courses (especially language) that are part of the program. Students for the program should be accepted on consideration of:

Tested language aptitude

College Record Examination test scores

Previous academic performance, including language

Motivational evaluation (observation and interview)

(These acceptance procedures do not apply to the normal area concentration).

*(due primarily to the expenses for the two
summer institutes & the semester in East Asia).*

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Expenses normally falling upon a student would exceed "conventional expenses" by an estimated \$1,500. It is hoped that scholarships, grants, etc. might alleviate this additional burden. Compensating, nevertheless, is the value to the student after graduation of better employment opportunities or of a decreased post-graduate program. He should qualify to (a) receive employment above minimum levels for new college graduates, or (b) decrease graduate studies by 6 - 12 months.

It is suggested that the expanded program be inaugurated in the fall term of 1967 with initial introduction of the prototype program on China. The first group could include new sophomores, with or without one year of Chinese language. If this seems feasible, this program will become the basis for seeking an enlarged National Defense Education Act financial grant *for the academic year*

1967-1968.

HONORS PROGRAM

for

Social Sciences and Humanities with foreign area concentration

(A prototype)

C H I N A

This area program, with its base in the social sciences and humanities and the broad spectrum of liberal arts, is designed to qualify the student upon graduation for junior officer employment in government, business, educational and philanthropic organizations, or for advanced graduate studies. For example, the graduate should qualify "above average" for the highly selective Junior Officer programs of the government, as in State, Defense, USIA and CIA. He would be exceptionally qualified for philanthropic organizations, the Peace Corps and business with overseas operations.

This China Program represents only ^{about} half of a student's total academic program which, additionally, will include studies in his discipline of major specialization and the prescribed University Course liberal arts program. What is set forth here is merely the Chinese skeleton; the flesh for these Chinese bones must be designed by the requirements for major specialization and liberal arts. Insofar as possible, desirable inclusion would be anthropology (psychology), Western civilizations, studies in new societies, nationalism and emerging nations, and the United Nations.

This Honors Program consists of eight semesters at Oakland (with the seventh semester in East Asia) and two 8 (?) week summer sessions, and ~~4 months in East Asia~~. The program can be designed to extend beyond graduation to include companionate work-study assignments abroad (as Fulbright or Peace Corps), or graduate studies at a U. S. Center for graduate Chinese studies, or both.

Basic Program

FIRST YEAR

The student's program for this year is not defined. It may concentrate on initial stages in pursuit of foundations in the student's selected major discipline and the liberal arts program. It would be useful, but not essential, that he elect an Explorations in Non-Western Civilizations - China (The Character and Personality of the Chinese People), and First Year Chinese (language). Explorations in Man and Contemporary Society, Western Institutions, etc., also would be useful.

SECOND YEAR

(3rd) Fall Semester: UC 062 Introduction to China (Pre-empire and empire periods -- to 1911.

CHE 114 First year Chinese

(4th) Winter Semester: UC 063 Advanced Chinese Studies (Modern: Experimental Period, 1911 - present)

CHE 115 First year Chinese (continued)

SUMMER INSTITUTE

(8 ⁺ weeks) - at a selected US center
Intermediate Chinese

THIRD YEAR

(5th) Fall Semester: Chinese institutions (in depth) (or appropriate alternatives, as available)

CHE Advanced Chinese: Selections from Chinese Literature -
(non-classical ?)

(6th) Winter Semester: Chinese humanities (in depth): poetry, drama, fiction, belles lettres, etc. ^{and fine arts}

CHE Advanced Chinese: classical (historical - as Shih Chi and Han shu - and contemporary documentary Chinese)

SUMMER INSTITUTE

(8 ⁺ weeks, if available) →

Advanced Chinese

(at a selected U S center)

FOURTH YEAR

(7th) Fall Semester: In East Asia (September-December, inclusive), preferably Taiwan, if practical.

(8th) Winter Semester: Contemporary China - the Republic of China, the Chinese Peoples Republic, and Overseas Chinese - the present.
CHE Contemporary Chinese language (and literature) of the Chinese Peoples Republic. Readings in Mainland contemporary publications.

490 Research on China