

MINUTES
UNIVERSITY SENATE MEETING
March 2, 1962

PRESENT: Mr. Dykema, Mr. G. Jones, Mr. Hahn, Mrs. Niemi, Mr. Lengyel, Miss Jenkins, Mr. Reilly, Mrs. Painter, Mr. Gillespie, Mrs. Botty, Mrs. Turner, Miss Feldmiller, Mr. Crites, Mr. D'Isa, Mr. McCoy, Mr. Clark, Mr. Shipman, Mr. Ives, Mr. Harder, Mr. Riley, Mr. Baker, Mr. Fisher, Mr. Yozwiak, Mr. Malak, Mrs. Bridgham, Mr. Dehnbostel, Mrs. Dehnbostel, Mr. Evans, Mr. Flad, Mr. Miller, Mr. Behen, Mr. Smith, President Jones, Miss Sterenberg.

President Jones, the chairman, asked the Senate if they wished to further consider the American Studies program. Mr. Crites moved that we remove from the table the motion regarding the American Studies program. Seconded. Motion carried. Discussion followed regarding the 2.5 requirement to enter the program. Mr. Ives moved that the necessity of 2.5 grade average in order to undertake the American Studies major be eliminated. Seconded. Mr. Dykema indicated that Mr. Miner did not feel strongly about the 2.5 requirement. Motion carried.

Question arose regarding the listing of Geography 314 under B, 4. It was stressed by Mr. Klasovsky that his intent was to make this a required course, not an elective. Mr. Dykema moved that Geography 314 be added under A. Seconded. Motion carried. Mr. Ives, Mr. Harder, Miss Sterenberg dissenting.

Mr. Dykema moved approval of the American Studies program as amended. Seconded. Motion carried. Mr. Ives dissenting.

President Jones explained the reason for the note accompanying the request for Red Cross donations.

The Chairman asked for an expression of opinion on the erection of a temporary or permanent building about 50' by 100' (50,000 sq. ft.) directly north of the cafeteria building for either food service or bookstore--to alleviate present crowding until the urban renewal program permits us to start on our building program. This building to cost in the neighborhood of \$50,000. He explained that this building could be taken down and erected elsewhere if the need arose. He stated that it would do away with a row of the trees now in that area and would partially obstruct the view of the Science Building but would be an attractive building.

After considerable discussion, the consensus seemed to disapprove of a temporary building and of removal of the trees. They would rather have us wait and see what develops on the urban renewal. Mr. Jones asked that the teachers try to influence their students to be patient about the present crowding.

Edna J. Pickard, Secretary

To Members of the University Senate

American Studies Programs

(Because Mr. & Mrs. Miner expect to attend a meeting in Philadelphia of the Fellows in American Studies being held at the same time as the next University Senate meeting, they have prepared what follows for your information. J.E.Smith)

According to a survey made in 1957 (Robert H. Walker, American Studies in the United States, 1958) there exist in American colleges and universities approximately a hundred undergraduate programs in American Studies. The first undergraduate major was established as early as 1906 at Harvard, but most date from the 1930s and 1940s. Among those most active are such institutions as Yale, Princeton, Pennsylvania, Minnesota, and Wisconsin--almost all of the so-called "leading" universities of the country are involved. And in Ohio Western Reserve has had such a program since 1936.

On a nation-wide scale, the content of these programs varies a good deal. Many institutions, some of which are not part of the hundred mentioned, have tied in the major with and limited enrollees to an honors program with curricula arranged on an individual basis. But most often one finds majors based on offerings from history, literature, and the social sciences, with stabs in the direction of philosophy and the fine arts. Because it is felt that the justification for American Studies programs is its interdisciplinary character, few institutions (the 1957 survey reported only 5) have established separate departments.

What demands are made upon a student in an interdisciplinary program? The answer primarily is an ability to recognize relationships among seemingly unrelated data. Also, the student should be able to think and work, and enjoy doing so, independently.

It might be helpful to give a brief description of some representative programs. Yale has stressed intellectual history and philosophy. At Pennsylvania the approach has been more anthropological. Minnesota has incorporated a heavy requirement in a "foreign civilization." Chicago has a series of "History of Culture" alternatives, within which students plan area programs, such as American, French, or Latin American. At the American University the American Studies major, planned with the assistance of the Library of Congress and the State Department, amounts to a comparative social science program. At Princeton eight cooperating departments, ranging alphabetically from art to religion, use the "Special Program in American Civilization" to supplement departmental offerings.

That American colleges and universities should include such varying emphases under the same name is hardly surprising, considering what we all know of the diversity of American academic experience. But common to all is an attitude

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K. W. Dykema
 George Jones
 Miss Johnson
 Est. ...
 Louis Legyel
 Vera Jenkins
 E. T. Reilly
 Edith Painter
 John P. Guespe
 Pearl E. Batty
 Mae D. Turner
 Clayton Edmuller
 Harold Curtis
 Frank A. De
 W. W. McCoy
 F. M. Clark
 W. A. Shipman
 Dan B. Ives
 Kelsie Harder
 Bruce S. Piley
 William C. Baker

E. J. Fisher
 B. Jozwiak
 Frank J. Malak
 Catherine M. Brigham
 R. H. Dehnbostel
 N. Dehnbostel
 Ewan M. Evans
 William S. Flea
 R. L. Miller
 D. Behen
 J. E. Smith
 Mrs. ...
 Miss Stenberg

Senate Attendance Sheet March 2, 1962