

Self-Review of the Southeast Asian Studies Interdepartmental Program

Submitted to the Undergraduate Council, October 2008

A. Introduction: This self-review was produced by the IDP Chair in consultation with members of the IDP. Most of this consultation took place via email exchanges, though some direct, informal meetings were held among various IDP faculty members. The final review was presented to the IDP faculty on September 29, 2008. It was voted on by the members of the Faculty Advisory Committee, with nine members approving the document and three not voting.

B. Overview and Background: The IDP was founded in 2001 as part of a larger UCLA commitment to building a program in Southeast Asian Studies. Significantly, the larger program and the IDP itself both grew out of student interest in having a program that would offer content and language courses related to this particular area of the world. The IDP emerged with strong commitments from the University as well as external funding from the Luce Foundation, designed to seed additional faculty positions to help the program to grow.

The field of Southeast Asian Studies is a small one in the United States, one which grew out of post-World War II interests in a rapidly decolonizing region that attracted the attention of superpowers engaged in the emergent Cold War. Following its inception at Cornell University, the field expanded to roughly a dozen campuses around the United States. With the outbreak of the war in Vietnam, increased attention was focused on Southeast Asia, and programs promoting research in the history, politics, and anthropology of the region and its various components grew rapidly. Instruction in Southeast Asian languages also became important, and course in these languages, particularly Indonesian and Vietnamese, grew as well. The end of the wars in Indochina saw a decrease in interest and support for the field, with language enrollments declining as institutional support waned. Federal funding, through the Title VI program, however, continued to sustain the field, though largely at the graduate and advanced undergraduate level. Within the past ten years, however, Southeast Asian Studies has grown once again, spurred in particular by a young generation of students of Southeast Asian ethnicity, as well as by easier access to the region and an easing of restrictions on scholarly research, particularly on the mainland. The UCLA program is very much a product of this recent resurgence in the field, one sustained by undergraduate interest, particularly among

Southeast Asian Americans. The SEAS IDP was designed with an eye to spurring growth in the field, not only at UCLA, but nationally, by developing a pipeline of majors who would then be able to pursue advanced work in the field at the graduate level.

C. Undergraduate Programs:

Structure: Like most interdepartmental programs, the IDP is essentially a coordinating entity, with a small core dependent on a range of departments across the College to sustain it. There is an IDP Chair, who is assisted by a Student Counselor for day to day administrative matters, and a faculty executive committee, which meets periodically to discuss issues relating to the structure and administration of the IDP. As a practical matter, this IDP is largely administered by the Chair, with periodic email consultation on major issues with the FEC. Given the modest size of the IDP and the generally small number of students it serves, this is a practical arrangement, though it does place a somewhat greater burden on the Chair. It is also a function of the fact that there is no physical location that houses the IDP and its faculty members are spread across the entire campus. Convening regular meetings is logistically difficult, more complicated than departmental meetings, which are set at known times during which faculty know not to schedule classes or other meetings.

The IDP has a curriculum committee, which also meets periodically to review the curriculum, the available courses and to determine whether any revisions to the curriculum and to approved courses need to be made.

Consultation of FEC members between faculty meetings takes place via email, which allows for a rapid exchange of ideas and opinions, or even votes, if necessary. This seems to be an adequate substitute for face to face meetings, though such meetings should take place at least biannually, which has not always been the case.

History of Chairs:

Prof. Michael Salman	1998-2002
Prof. Geoffrey Robinson	2002-2004
Prof. George Dutton	2004-2005
Prof. Robert Brown	2005-2006
Prof. George Dutton	2006-Present

Curriculum: The IDP's curriculum is designed to provide students with both broad exposure to Southeast Asia as a region and more specific training in comparative and methodological approaches to understanding this region and its component parts. At the heart of the IDP's curriculum lie its three core courses, which, ideally, are to be taken in the student's first, second, and fourth years. SEAS1 is a preparatory course that introduces students to the component parts of the region as well as the common threads that tie it together. SEAS88, which is run as a seminar, is a thematic and methodological course designed to provide students with critical thinking and analytical skills for exploring topics relevant to understanding the region in more complex ways. Finally, SEAS IDP majors take the SEAS191 Senior Seminar as a capstone to their IDP training. While the specific approach of the senior seminar varies, it typically requires students to

read a range of major texts in the field, ones that range across countries and disciplines. Students who have completed the senior seminar have a strong starting base for more advanced work in Southeast Asian Studies, whether academic or professional. Beyond these core courses, students are required to take a series of Southeast Asia-related courses in both the Humanities and Social Sciences, as well as electives beyond these. They must take three “humanities and arts” upper division courses, three “social sciences and policy” courses, three further electives relating to Southeast Asia, and then finally four courses under the rubric “breadth and methods.” This last is designed to provide students a strong grounding outside of the narrow Southeast Asia focus of the major/minor. In the “breadth and methods” component of their major program, students can choose from the following three approaches:

Option 1: Geographical Comparison:

Completing at least 16 units that focus on a single geographical region other than Southeast Asia (e.g., East Asia, South Asia, Europe, the Middle East, etc.). All four courses selected must focus on the same country or region. This track provides students with an opportunity to analyze Southeast Asia from a comparative geographic perspective.

Option 2: Thematic Focus:

Completing at least 16 units with a single topic of study relevant to Southeast Asia (e.g., religion, economic development, gender studies, human rights, diasporic studies, popular culture, etc.). All four courses selected must concentrate on the same topic. This track provides students with an opportunity to view Southeast Asia from a comparative thematic approach.

Option 3: Disciplinary Focus

Completing at least 16 units on subjects outside Southeast Asia from any one department (e.g., Anthropology, Art History, Asian American Studies, Comparative Literature, History, Political Science, Sociology, etc.) whose methodology or discipline can be applied to the study of Southeast Asia. One of these courses should be a theoretical or methodological core course in the discipline. This track provides students with a solid background in a particular field that can then be applied to the study of Southeast Asia.

This requirement gives the student a basis for looking at Southeast Asia from a particular vantage point, whether this is comparative, disciplinary or thematic. We feel that this is critical to providing students a perspective that broadens their thinking, and allows them to contextualize what they know about Southeast Asia.

Honors Program: The Southeast Asian Studies Departmental Honors Program was developed to offer highly motivated students the opportunity to design and conduct their own independent research under the guidance of a faculty advisor. The honors program consists of a three-quarter, directed-study series of courses (Directed Study for Honors: SEAS 198A, 198B, & 198C) culminating in an honors thesis.

Throughout the three quarters, students work closely with their faculty advisor who guides them through the various phases of the student's research. At the end of the third quarter, students submit a thesis to their faculty advisor for final review. Note that the thesis is intended to be quite substantial in its scholarship, with the final product generally between 40 to 60 pages of text in length (not including title page, bibliography, appendices, etc.).

Although this program has been in place for the past four years, few students have taken advantage of it. To my knowledge, only a single student has pursued the honors option. Since the number of SEAS majors is quite small, this is not surprising. Furthermore, the criteria for admittance into the honors program are fairly stringent, thus further narrowing the potential pool. Despite this, we hope that in future years additional students will take advantage of this opportunity to work more closely on research topics with our SEAS affiliated faculty.

IDP Core Courses: The IDP is heavily dependent on department-based course offerings to enable its students to complete the major or minor. As such, the program is substantially unable to control the opportunities available to its students. The IDP does, however, have a small number of required courses that it offers directly. These are the introductory survey, Introduction to Southeast Asia Studies (SEAS1), the sophomore seminar, which introduces critical apparatuses for addressing issues in the field, and finally the senior capstone seminar, in which students are exposed to key topics, theories, and texts in the field. This set of three required core courses, and the occasional special topics course that is offered as visiting faculty and funding is available, mean that the SEAS IDP has somewhat more control over guiding its students' exposure to the core elements of the field than may be the case in the other IDPs.

SEASI: The Introductory survey of Southeast Asian Studies is the real backbone of the IDP, a course that exposes students to the broad issues, problems, and geographical realities of Southeast Asia broadly. It is designed and taught as an interdisciplinary course in which students learn fundamental material about the region. They learn about its basic geography and topography, about cultural commonalities, about major threats and challenges (political, economic, social), about its major religious patterns, about its cultural and literary heritages, and about the contrasts between urban and rural rhythms. By the end of the course, students are expected to have a sufficient background to begin to undertake more specialized work on the region broadly, or on its constituent parts in a comparative perspective.

The course has been taught by a variety of instructors since the IDP's inception, though over the past five years it has chiefly been taught by two instructors, George Dutton, the IDP's chair, and Damon Woods, a lecturer with a Ph.D. in SEA History from UCLA. This course has seen dramatic increases in enrollments over the past five years, partly as a result of lifting enrollment caps, and with the availability of funding for additional teaching assistants. Thus, while it was capped at 60 students in 2002, the number of enrollees has steadily increased, with a dramatic rise in the 2006

academic year, when the cap was raised to 120. Since then enrollments have held steady at well over one hundred students. The cap was further raised for the Fall 2008 AY, with funding promised for three TAs to run a total of six sections. The result was that the enrollment immediately rose to 180 students, with the waiting lists full at 45 additional students.

In addition to being offered once every Fall, SEAS1 has also been offered with increasing regularity during the Summer Session. This too has proven a popular course, offering in the compressed six-week A Session format. The past two summers have seen enrollments in excess of 50 students, which is very high by Summer Session standards. While there had been some concern about offering this in the summer session for fear that it would cannibalize academic year enrollments, this has not proven to be the case. Instead, it appears that the demand for a course of this type is incredibly high, and that enrollments are only limited by classroom sizes and the availability of funding for Teaching Assistants.

SEAS88: The second course in the three-course core series is the sophomore seminar, which is designed to shift students' experience from the large lecture format in the introductory course to the small setting of the seminar. It's chief objective is to introduce students to a variety of theoretical and methodological approaches to the study of topics of significance in Southeast Asian Studies. The course thus features a mixture of readings covering both works of theory and works relating to Southeast Asian topics. Students, in addition to discussing the weekly readings, develop and write a term paper that enables them to apply one of the approaches they have learned to a topic of interest in Southeast Asia.

SEAS191: This course is designed to provide students with in-depth knowledge of Southeast Asian studies as an academic field. While the introductory survey course exposes students to the region, this course, in some ways, lifts the curtain, to see the scholars whose work has shaped this field that students are studying. Thus, students understand the academic inquiry that defines Southeast Asian studies, the major issues, the key scholars, the ongoing debates, etc. In short, they become prepared to engage in the field with a strong understanding of what it is about and what scholars are discussing. The course is structured with an emphasis on the academic aspects of the field.

Enrollments in SEAS Core Courses, 2003-2008

	03-04	04-05	05-06	06-07	07-08
SEAS1	52	53	71	140	122
SEAS88	9	5	3	9	27
SEAS191	7	6	8	2	14

Non-Core Courses: In addition to the core IDP courses, there are a variety of other

Southeast Asia content courses that are offered on a relatively regular basis. Some of these are courses that have been offered since before the IDP came into existence, while others are recent additions, the result of faculty hires. These courses are found in a variety of departments, but most notably in History, Asian Languages and Cultures, and Asian American Studies. A sampling of enrollments for recent offerings of these courses gives some indication of their continuing popularity.

2007-2008 AY

Art History 114F (Arts of Southeast Asia)	56
Asian American Studies 171E (US-VN Relations)	56
History 9E (Southeast Asian Crossroads)	129
History 176E (Vietnam: Past and Present):	169
History 176A (History of Early SEA) :	129
Political Science 158 (SEA Politics):	80
SEASIAN 156B (Vietnam, 1858 to present):	36
SEASIAN 135 (Religion and Society in SEA)	19 (seminar)
SEASIAN M155 (Topics in VN Literature)	17 (seminar)

Southeast Asia Faculty: The IDP is served by the presence of a large number of UCLA faculty with research or teaching interests relating to Southeast Asia. These faculty are spread across a range of departments, including History, Sociology, Anthropology, Political Science, Asian Language and Cultures, World Arts and Cultures, Art History, Linguistics, Asian American Studies, and Geography. The full list of affiliated ladder track faculty is as follows. Although not all teach undergraduate courses, they are included here as they can serve as resources for majors and minors, and some take part in IDP planning.

- Victor Bascara, Associate Professor, Asian American Studies
- Robert Brown, Professor of Art History
- Lucy Mae San Pablo Burns, Assistant Professor of Asian American Studies
- Roger Detels, Professor of Epidemiology and Infectious Diseases
- George Dutton, Associate Professor of Southeast Asian Studies; IDP Chair
- Lieba Faier, Assistant Professor of Geography
- Daniel Fessler, Associate Professor of Anthropology
- James. E. Goodwin, Professor of English
- Patricia Harter, Professor of Theater
- Patrick Heuveline, Professor of Sociology
- Douglas Hollan, Professor of Anthropology
- Shoichi Iwasaki, Professor of Asian Languages and Cultures
- Marjorie Kagawa-Singer, Professor of Public Health and Asian American Studies
- Judy Mitoma, Professor of World Arts and Cultures
- Donald Morisky, Professor of Community Health Sciences
- Thu-huong Nguyen-vo, Associate Professor of Southeast Asian and Asian American Studies

Ninez Ponce, Professor of Health Administration
Helen Rees, Associate Professor, Ethnomusicology
Geoffrey Robinson, Associate Professor of History
Michael L. Ross, Associate Professor of Political Science; Chair, Acting Director,
Center for Southeast Asian Studies
Michael Salman, Associate Professor of History
Duncan Thomas, Professor of Economics
I Nyoman Wenten, Assistant Adjunct Professor of Ethnomusicology
Kie Zuraw, Assistant Professor of Linguistics

While an impressive list, one that has the potential for creating a lively Southeast Asia community on campus, it is deceptive with respect to the overall health of the IDP as such. This is because relatively few people on this list regularly offer courses with any Southeast Asia content, and of those that do, most offer only one per academic year. Thus, at some level the problem the IDP faces is not a lack of affiliated faculty, but faculty who regularly extend their Southeast Asia interests into the classroom.

The IDP does have a few of its own faculty, those with a joint appointment that includes the IDP. This is a result of the original conception of the IDP as an entity with some dedicated faculty FTE to ensure the teaching of its core courses. Currently, Prof. George Dutton (the chair) has a 20% appointment in the IDP, meaning that he teaches one course in the IDP every year. Prof. Thu-Huong Nguyen-Vo has a 10% in the IDP, meaning that she teaches one IDP course in alternating years. Prof. Michael Ross (Political Science) arrived at UCLA with a one course per year commitment to the IDP, but this course obligation was shifted in 2003 to the International Development Studies major, reducing the number of faculty with dedicated IDP teaching commitments. Given that the IDP must offer three core courses on an annual basis, the fundamental challenge has been to staff these three courses. In effect, the IDP has only sufficient faculty to cover approximately 50% of these courses, or 1.5 actual courses. This shortfall is a function of the failure to hire further faculty as was intended when the IDP was created, and of the fact that FTE commitments to the IDP are not fixed, but can shift between units, as has been the case with Prof. Ross. In the end, this means that every year at least one and sometimes two external lecturers must be hired to teach the remaining courses. This is both a logistical challenge for the chair to recruit people to teach these courses, and a financial challenge to the International Institute, which must provide resources to hire such lecturers. Even more importantly, however, it is a disservice to the IDP students, who should be being taught by dedicated ladder faculty.

When the IDP was conceived and commitments made to staffing it, it was anticipated that there would be a number of additional Southeast Asia hires seeded in different departments around campus, and that, with teaching commitments in the IDP, such core courses could easily be covered. Over the years, particularly since the departure of founding Center Director Anthony Reid, these additional hires have not materialized, or commitments to having IDP joint appointments have not been kept. The result is the present crisis in offering core courses. A search in the 2006-2007 AY to hire a Southeast Asian humanist, who would have been situated in the Dept. of Asian Languages and Cultures, and who would have a course obligation to the IDP, failed when the candidate

chosen by the search committee was not approved by the International Institute. The result was the continuation of the problem of a shortage of faculty to teach the core courses, as well as a shortage, campus-wide of sufficient Southeast Asia Courses. The failure of the search led to promises of a renewal of the call for applications, with another round of candidates, but this was canceled in the face of severe budget cuts. Consequently, the future of the core courses is in jeopardy.

Efforts to Increase SEA Faculty: During the 2005-2006 academic year, a search was held for a Southeast Asia senior position, as part of a long-standing University commitment to increasing the number of SEA faculty on campus. After a complicated search process, a committee that included then IDP chair Robert Brown, made an offer to a sociologist, Patrick Heuveline, who has worked on Cambodian demographic issues. Prof. Heuveline, whose arrival at UCLA was delayed, has the potential to bring a set of additional Southeast Asia courses to UCLA, and hopefully this will contribute in some measure to relieving the acute shortage of course.

During the 2006-2007 academic year, four members of the core IDP faculty, George Dutton, Geoffrey Robinson, Thu-Huong Nguyen-Vo, and Michael Salman, served on a search committee in ALC to hire a new faculty member in ALC with a specialization in the Southeast Asian Humanities. The FTE was a split one, with half coming from the Dean of Humanities and half from the International Institute. The search committee, chaired by ALC Professor Gregory Schopen, identified four candidates for the position and efforts were made to bring each to campus for job talks. Three came and gave presentations, while one candidate very regrettably was unable to do so. Ultimately, the Committee recommended the hiring of Dr. Pattana Kitiarsa, an anthropologist with a specialization in Thai popular Buddhism. Dr. Kitiarsa is extremely well-respected as a promising young scholar who has trained both in Asia and the United States and has written on various aspects of Thai popular culture and Buddhism. Unfortunately for the IDP, the committee's recommendation was ultimately rejected by the International Institute. Given Dr. Kitiarsa's exclusive Southeast Asian research and teaching interests, his hire would have resulted in the creation of 4-5 much needed Southeast Asia course. The ultimate failure to hire him means that students will continue to face severe challenges in terms of finding enough Southeast Asia related courses to be able to complete their degree or minor program in a timely fashion.

Study Abroad: The program is well-served by the University of California's numerous study abroad programs in Southeast Asia. These include programs in Thailand, Vietnam, and Singapore. At one point there had been active programs in the Philippines and in Indonesia, each of which was indefinitely suspended because of UC EAP concerns about security in those countries. Whatever the validity of these concerns, the programs remain closed, thus reducing EAP choices for IDP majors. This is particularly unfortunate as regards the Philippines program, as Filipino/Tagalog is one of the strongest language programs at UCLA, and numerous IDP students focus on the Philippines. The remaining programs enable students to spend a semester or a year studying at one of these EAP sites. This is beneficial on numerous levels. First, study in these locations provides students the kind of on the ground experiences that are indispensable to understanding

Southeast Asia in ways that classroom learning cannot replace. Secondly, these programs enable students to undertake language learning in an environment conducive to rapid progress, with the opportunity to practice in an immersion environment. Finally, given the relative paucity of Southeast Asia courses regularly available at UCLA, study in Singapore, Thailand, or Vietnam allows students to take a broad range of Southeast Asia-related courses, which can be counted toward the degree requirements. To facilitate the transfer of credits for particular EAP courses to UCLA degree programs, the IDP chair recently undertook a survey of the existing course offerings at each of these sites and pre-approved relevant courses as counting toward particular major/minor requirements. This will enable students to more carefully plan their course choices for study abroad, as they will be able to determine beforehand which courses will count toward which requirements. Additional courses can also be petitioned on a case by case basis, thus enabling students potentially to meet additional requirements. In short, the EAP study abroad programs in Southeast Asia are a crucial adjunct to the IDP's own course offerings. Indeed, the majority of IDP majors undertake study abroad at one of the three available sites.

IDP Relations to other SEA Units on Campus: The SEAS IDP, although an autonomous unit, is closely affiliated with two significant academic entities on campus. The first is the Center for Southeast Asian Studies, a Title VI-funded area studies center, and one whose birth was virtually simultaneous with the IDP itself. The Center's connections to the IDP are several. First, faculty on the Center's advisory committee typically overlap with faculty on the IDP's advisory committee, and the two entities frequently hold joint meetings to take advantage of this substantial overlap. Secondly, the Center coordinates and administers the FLAS program, which provides foreign language study grants to UCLA students. While the majority of these are to graduate students, there are some FLAS awards for summer study that can be given to undergraduates in the major/minor program. Third, the Center coordinates a variety of guest lecturers throughout the academic year, and these lecturers are sometimes available to speak to various Southeast Asia content courses across campus. Typically, such lecturers give talks in conjunction with the offering of the Introduction to Southeast Asian Studies course, where specialized lectures by experts can easily be worked into the curriculum.

The second unit whose presence on campus is indispensable to the IDP is the Department of Asian Languages and Cultures, to which the IDP has been closely linked since its inception. Since all IDP majors need to study two years of a Southeast Asian language, or demonstrate an equivalent proficiency, most majors take one of the four SEA languages offered in ALC. These include Vietnamese, Tagalog, Thai, and Indonesian. Most are offered at three levels, though this has been dependent on funding, with Tagalog and Indonesian advanced funding being less stable because of smaller enrollments. In addition, ALC is home to two of the IDP's core faculty, Prof. George Dutton and Prof. Thu-Huong Nguyen-Vo, and their courses are crucially important for IDP majors and minors.

Students: The IDP's major and minor figures have remained modest throughout its eight-year existence. In total, the IDP has graduated 18 majors since 2002, while an unreported

number of students completed the requirements for the minor (though 79 registered for the minor between 2002 and 2006). These figures are quite disappointing, particularly given the projections for relatively rapidly growing majors and minors made when the program was developed in 2001. At the time, it was anticipated that there would be steady growth in the number of students majoring in Southeast Asian Studies, and optimistic projections placed the number of majors at between 50 and 65 by 2004-2005. These figures were based on the very large enrollments seen in the numerous Southeast Asia related courses being offered on campus at the time, and on somewhat anecdotal student expressions of interest. While enrollments in Southeast Asia related courses have held steady or even increased since that time, these enrollments have not translated into the anticipated numbers of majors and minors.

Although we can only speculate as to why this was the case, there are a number of factors that may have contributed. These include the simple reality that the program is perhaps perceived as a relatively specialized one. Students have available to them a range of more generalized majors dealing with international topics, most notably the International Development Studies IDP, and the new Global Studies major. Secondly, by the time students have developed a sufficient interest in Southeast Asia as a region and site of academic inquiry, they are often too far advanced in their collegiate careers to be able to remedy the lack of prep and distribution courses. Some students who fall into this category do minor in the IDP, but even this can be a challenge, particularly if students have not fulfilled relevant language requirements.

The third barrier is simply that the lack of available courses can scare off students who have considered the IDP. This is a particularly significant one, given that departments often give priority for enrollment to their own majors. Thus, students who are pursuing IDP majors often find themselves at a considerable disadvantage in terms of being able to enroll in necessary SEA courses. The IDP has little leverage in terms of persuading departments to make spaces for its students. This lack of courses is very much a function of the fact that the anticipated and promised hires for additional Southeast Asia faculty never fully materialized. Some additional faculty were hired, but not in the numbers that were planned. Furthermore, the hoped-for synergy between the IDP and various departments also did not fully develop.

It is difficult to determine the extent to which such factors contribute to the small numbers of students who choose to major or minor in Southeast Asian Studies, but there is little doubt that these issues do play a role. The following chart shows the number of declared majors and minors in the IDP, with the general trend of majors being a downward one, and that for minors being more variable.

Southeast Asian Studies IDP Declared Majors and Minors, 2003-2008

	03-04	04-05	05-06	06-07	07-08
Major	13	10	9	6	5
Minor	16	22	14	12	18

D. Graduate Programs: There is no graduate component to the SEAS IDP.

E. Comparison to Previous Review

Although there was a previous review of Southeast Asian Studies at UCLA, the previous review was of a program within the Dept. of (East) Asian Languages and Cultures, South And Southeast Asian Languages and Cultures. At the time, this was strictly a language instructional program, and was essentially a component of EALC. It had been transferred in 1999 from the Dept. of Applied Linguistics. It was not a fully articulated degree-granting program, and as such the relevance of the previous review as a basis for comparison is somewhat limited. This is particularly true in that, with the emergence of the IDP as a distinct entity and its being situated in the International Institute, it left behind the Southeast Asian language programs, which remained in the Dept. of (East) Asian Languages and Cultures, and continue to be reviewed on an ongoing basis in that academic unit. The language program now, while it supports the IDP in its mission, is not formally a part of the IDP, nor is it answerable to the IDP as an academic unit. Since the previous eight-year review was of the language program, its recommendations and any comments on the challenges facing the IDP are not pertinent to this review. Moreover, ALC is itself undergoing an eight-year review during the 2008-2009 Academic Year, during which time its Southeast Asian Languages division will be reassessed.

F. Resources

As has been previously noted, by its very nature the IDP is dependent on departments and units across campus for its success and very survival. As an autonomous unit it has relatively few dedicated resources. When the IDP was formed, numerous departments around the campus submitted letters indicating interest in providing support for the IDP, at least in a general sense. This chiefly meant stated intentions to continue to offer Southeast Asia-related courses, and if necessary ensure that IDP students would be able to enroll in such courses. It is difficult to determine the extent to which such commitments were fulfilled, though it does seem clear that there has been little increase in the number of Southeast Asia courses being offered, and those on the books are not offered as often as would be liked. While the IDP does receive financial support from the International Institute, this funding is largely provided on a case by case basis, rather than by any more predictable mechanism. The International Institute does provide salary and benefit payments for those faculty members with IDP appointments (namely Profs. Nguyen-Vo and Dutton), and it does seek to ensure that funding is available to hire visiting lecturers to staff the one or two core courses that are not taught by dedicated IDP faculty. Beyond these costs, the IDP has relatively limited resource needs. Periodically it draws from the pool of IDP funds for student-faculty mixers, but generally its needs are modest. The IDP serves as a source of revenue for the International Institute through its

offering during the summer session of Southeast Asian Studies 1. While the course does incur costs to pay the salary of the instructor and any TA or Grader, these costs have easily been covered every time the course has been offered, and the surplus generated has been transferred to the International Institute.

G. Special Circumstances

As an IDP, and a small and relatively young one in particular, it could be said that much of what we do falls into the category of “special circumstances.” The primary circumstance challenging our IDP is its institutional security as an autonomous academic entity. Over the past several years there have been ongoing discussions about the most appropriate long-term academic home for the IDPs currently housed by the International Institute. This discussion has examined both financial and educational considerations, and has to some degree taken input for the various IDPs, including the Southeast Asian Studies IDP. After a period of considerable uncertainty, a decision was made to continue to house the IDPs in the International Institute, though the duration of this commitment remains unclear. This process has created a lingering air of uncertainty about the future of the IDP and has somewhat constrained its ability to undertake decisions to revise its structure or curriculum. Until such a time as the institutional home and funding situation of the IDP becomes more certain, faculty are reluctant to invest time and energy in actively nurturing an academic entity whose future remains murky. As long as the possibility of its complete dissolution, its being folded into a larger Asia-wide IDP, or its transfer to another academic unit on campus remain on the table, the faculty, chair, and supporting entities are most inclined to take a wait and see approach to the IDP, even as we continue to support the students in our courses and those who have committed to the major and minor.