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## INTRODUCTION

Beginning in the spring of 1976, the American Indian Studies Center at UCLA began exploring the possibility of developing an interdisciplinary Master of Arts program in American Indian Studies. Given the large number of courses about American Indians already being offered at UCLA (22 undergraduate, 13 graduate) the first attempts were really to identify the mechanics of putting together such a program of study. The American Indian Studies Center also needed a curriculum coordinator to oversee the planning of the M.A. During the summer of 1976, Dr. David Draper joined the faculty and assumed this role.

The original Curriculum Committee was composed of Dr. Draper, Dr. Susan Guyette (the American Indian Studies Center's research coordinator), and myself. Because of the Center's stated goals of "sponsoring research on the American Indian, especially that research conducted by American Indians," and "seeking Indian solutions to Indian problems," the committee decided to invite prominent Indian scholars to UCLA to interact with students, faculty, and staff in discussing the proposed M.A. curriculum. The symposium thus evolved.

The invited guests were chosen because of their experience with existing American Indian Studies programs and because they were expected to represent differing points of view.

The topics to be discussed were:

1. Relationship of a research unit to curriculum development
2. Types and values of student input into program planning
3. Rationale for an academic emphasis
4. Rationale for an applied emphasis
5. Potential market for an M.A. degree in American Indian Studies
6. Future of American Indian studies

During the two days of the symposium some participants presented formal papers (included in Part I of this volume) while others responded to them and participated in general discussions of the topics. The highlights of the discussions are included here (in Part II), and the full transcript is available for study at the American Indian Studies Center.

As a result of ideas gleaned from the symposium, the American Indian Studies Center has drafted its M.A. proposal, which now has preliminary approval of all ten departments and schools to be involved. Further approvals by the Academic Senate and the University administration are necessary before the program can be implemented.

We are pleased to present here the positions, thoughts, and reflections of these scholars and students on postgraduate education in American Indian Studies.

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