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ASSESSING CURRICULUM IN TERMS OF RELEVANCE TO
CRITICAL SOCIETAL PROBLEMS; A STUDY OF THE
PROGRAMS OF THE COLLEGE OF URBAN DEVELOPMENT
AT MICHIGAN STATE UNIVERSITY.

MICHIGAN STATE UNIVERSITY, PH.D., 1978

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1978

ASSESSING CURRICULUM IN TERMS OF RELEVANCE TO CRITICAL SOCIETAL PROBLEMS:
A STUDY OF THE PROGRAMS OF THE COLLEGE OF URBAN DEVELOPMENT
AT MICHIGAN STATE UNIVERSITY

By

Frances Smith Thomas

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

1978

ABSTRACT

ASSESSING CURRICULUM IN TERMS OF RELEVANCE TO CRITICAL SOCIETAL PROBLEMS: A STUDY OF THE PROGRAMS OF THE COLLEGE OF URBAN DEVELOPMENT AT MICHIGAN STATE UNIVERSITY

By

Frances Smith Thomas

The purpose of this project was to study the curricular programs of the College of Urban Development at Michigan State University in order to assess evidence of relevance (defined as being restricted to intention) in addressing critical contemporary societal problems.

Questions regarding the focus, scope, and emphasis of the curricular offerings were posed in the effort to illuminate the extent to which the three aspects of instruction, research, and service might be described as being relevant to critical societal problems. Related aspects of mode of instruction and consistency of priorities were also examined.

Literature on societal problems, particularly those identified as "urban," was reviewed. From this, a list of seventeen problems was drawn and organized into four emphasis areas. This set of societal problems served as a screening device for examining the curricular offerings of the College of Urban Development.

An in-depth data analysis was made of various documents relating to the College of Urban Development and to Michigan State University. The data were scrutinized for evidence related to each of the seventeen criteria on the screening device, which follows:

Framework of Critical Societal Problems

- A. Political Science Emphasis
 - 1. civil liberties
 - 2. community organization/political process
 - 3. foreign policy
 - * 4. governance
- B. Economics Emphasis
 - 5. economics/finance
 - * 6. housing/land
 - * 7. transportation/communication
 - * 8. unemployment/income/inflation
- C. Sociology-Psychology Emphasis
 - * 9. education
 - 10. population
 - *11. poverty/welfare
 - *12. public order/crime/criminal justice
 - *13. race/ethnicity/minorities/women
- D. Natural Science Emphasis
 - 14. agriculture
 - *15. environment/energy
 - *16. health
 - 17. science/technology

*Identified in this study as comprising the "top ten" societal problems most frequently mentioned by the authorities cited and therefore presumed to be of critical contemporary importance.

Conclusions in the study include:

After application of the screening device to the instructional, research, and service aspects of the curricular offerings of the College of Urban Development, it appears that the programs may be described in terms of focus, scope, emphasis, mode, and consistency as being relevant in intention to address critical societal problems.

When the ten problem areas most frequently cited by the authorities reviewed are compared with the ten problem areas receiving priority attention in the combined curricular programs of the College,

there appears to be major agreement. Eight of the top ten problems identified by the authorities researched were among the top ten problems being addressed by the programs of the College. Not among the College first ten but on the authorities' list were governance and poverty/welfare. Problems on the College list but not among the first ten identified by the authorities researched were economics/finance and community organization/political process.

Recommendations of the study include:

The College of Urban Development, and other such institutions purporting to address critical societal problems, should monitor curricular offerings to be aware of which problem areas may be receiving disproportionate amounts of resources and staff energy, when viewed in relation to the possible urgency of the particular problems being addressed. An institution which accepts a mission of problem-solving might profit from consideration of the questions of focus, scope, emphasis, mode, and consistency applied in this investigation. A screening device, similar to the one devised for this study, can be a useful tool in making such an assessment.

Institutions of higher education have been, and continue to be, faced with the question of relevance. Further studies using this process model of curriculum assessment would indicate whether it is context-free and capable of wider applicability in providing useful information regarding relevance of intention in addressing critical societal problems.

DEDICATION

To My Family:

To the memory of my father and mother, Frank O. and Katherine Ulrich Smith (a teacher), who encouraged and supported my desire for learning, even though their own educational opportunities had been limited,

To my brother, Carl C. Smith (a teacher), whose example of striving for excellence has been a strong influence in my life,

To the memory of my husband, Cecil A. Thomas (a teacher), who used his academic training to address the critical societal problems of our time, and

To my sons, Stephen Cecil Thomas (a teacher), and David Frank Thomas (a teacher), who are carrying on the torch of helping to build a world where societal problems will no longer divide members of the human family.

ACKNOWLEDGEMENTS

I am deeply grateful to all of the members of my doctoral committee for their encouragement, support, and wise counsel throughout my doctoral program. In special ways, each made significant contributions to the successful completion of both my course work and my thesis. They were understanding and reasonable, yet always challenging and stimulating. As a final blessing, they were, as individuals and as a group, advisors with a sense of humor. I thank them all for many moments of laughter to lighten the way in the academic pilgrimage.

Special appreciation is due my committee chairman, Dr. Ben Bohnhorst, for his time, patience, and expert guidance. His ability to facilitate student growth, both in the classroom and in personal encounters, is a rare and precious gift. Other committee members responded generously when I needed assistance. These included Dr. Charles Blackman and Dr. Donald Nickerson, with the addition of Dr. Lawrence Lezotte, who joined the committee for the dissertation project.

The other member of my committee, Dr. Robert L. Green, Dean of the College of Urban Development, is the person who made it possible for me to have the opportunity to pursue graduate studies at Michigan State University. As one of his graduate assistants, I was given assignments which interested me and stimulated my thinking, eventually leading to my undertaking the present study. For his help, for his belief in my ability to achieve a Ph.D. degree at the age of sixty, and for his friendship, and that of his family, I am truly thankful.

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CHAPTER I

INTRODUCTION TO THE STUDY

Education is a debt due from the present to the future generations.
--George Peabody

Need for the Study

What is the role of education in addressing societal problems? Should education be made relevant to the issues of the day and to the demands of the future? The question of relevance in education has received the attention of writers who are concerned about the content, delivery, and philosophy of curricular offerings in all levels of educational institutions.

Jerome Bruner¹ has suggested that educational relevance may be considered from two different perspectives. One is personal relevance, and the other is social relevance, about which he writes that "what is taught should have some bearing on the grievous problems facing the world, the solutions of which may affect our survival as a species."

In order to be socially relevant, Bruner believes that education "should no longer strike an exclusive posture of neutrality and

¹Jerome Bruner, The Relevance of Education, edited by Anita Gil (New York: W.W. Norton and Company, 1971), as reprinted in Crucial Issues in Education (New York: Holt, Rinehart and Winston, 1973), pp. 123-124.

objectivity." It is his belief that relevance demands that knowledge be put into the context of action and commitment. Mobilizing knowledge should be done "in the interest of conviction that change is imperative," writes Bruner. "Let the skills of problem-solving be given a chance to develop on problems that have an inherent passion--whether racism, crimes in the street, pollution, war and aggression, or marriage and the family."

Charles E. Brown has written:

I fully believe that unless we can come to grips in intelligent, educative ways with such problems as our systems of communications, our relationship to our environment, our sense of allegiance to human beings everywhere, and our capacity to love, then we either have no future or have none worth thinking about.²

Another educator, Bruce R. Joyce has commented:

The moral responsibility of the curriculum worker derives from the humanistic opportunities which reside in education. Education . . . can make a better social world or permit the old one to run on . . .

The great dynamic challenge of the future is to develop . . . entirely new modes of education designed to help people create new solutions to problems and to define problems that were not perceived before at all.³

Among the most critical problems facing America are those related to racial and other minorities and those related to the urban crisis. During the late sixties, and particularly following the assassination of Dr. Martin Luther King, Jr. in April of 1968,

²Charles E. Brown, "Emerging Priorities for Continuing Education," in The Curriculum: Retrospect and Prospect, Robert M. McClure, editor, (Chicago: University of Chicago Press, 1971) p. 270.

³Bruce R. Joyce, "The Curriculum Worker of the Future," in The Curriculum: Retrospect and Prospect, op. cit., pp. 307, 311.

institutions of higher learning across the nation began to take steps to alter some of the more blatant conditions of discrimination which characterized many colleges and universities. Some also tried to offer educational programs with more apparent relevance to the conditions of injustice which blemish our American democracy--particularly in urban areas. The institutional reforms were often in response to pressures from students and faculty members who demanded an end to discriminatory practices in admissions, financial support, housing, university employment, and curricular offerings.

Black studies departments were created at colleges and universities, primarily in white northern institutions. A number of urban centers were also established, in recognition of the relationship between problems of cities and problems of minorities.

Michigan State University, the first agricultural college in the nation, and the prototype for 69 land grant institutions later established under the Morrill Act of 1862, was one of the first to recognize its responsibility in the urban field. In 1969, university administrators and the Board of Trustees established a Center for Urban Affairs and Equal Opportunity Programs to research urban problems, disseminate information about them, and set up public service programs to aid urban residents. In 1972, a teaching component was added, and the College of Urban Development was established as Michigan State's 17th college.

In describing the educational concept of the College, Dr. Robert L. Green, appointed to serve as Dean of the new experiment in

higher education, wrote:

The overall objective of the four-year, degree-granting college is to identify and solve the human social problems which are by-products of urbanization . . . The academic program of the College of Urban Development not only trains students for urban careers, but readies them for a role of advocacy in regard to positive urban change . . . Furthermore, students are not the only ones who have the ability--and the responsibility--for initiating urban change. Higher education in general and the community at large must also take an active role in initiating social reform.⁴

In an address on April 16, 1974, on the occasion of the Annual Meeting of the Greater Lansing Urban League, Michigan State University President Clifton R. Wharton made these comments about the mission of Michigan State with respect to urban problems:

In the 112 years since the signing of the Morrill Act, the country has experienced an important shift in the nature of the audience whom land grant schools must address. Today, a new land grant frontier is urban development.

Just as the early land grant colleges and universities focused their attention on the needs and problems of rural America, today's land grant institutions such as MSU have begun to examine the problems of our new urban-dominated society. Certainly there has been no shortage of urban conditions crying for study such as unemployment, poverty, disease, illiteracy, malnutrition, crime, racial hostility and discrimination, and more. . .

Educational institutions have had to ask themselves hard questions: Can we help? Should we help? And if so, how?

The College of Urban Development represents an attempt to find answers to these questions. From a document called "College of Urban Development: Statement of Mission," the following excerpts refer to the educational philosophy of the College:

⁴Robert L. Green, "Meeting the Urban Challenge," Michigan State University News Bulletin, January 31, 1974.

Objective:

As a degree-granting unit the College of Urban Development will prepare students with the knowledge and skills necessary to work toward the solution of those human-social problems exacerbated by the urbanization process in today's society. . . The College of Urban Development will seek to realize its objective through teaching, research, and service activities in an academic environment characteristically multi-disciplinary and problem-focused.

Instruction:

The College will participate in undergraduate instruction through inter-disciplinary courses and programs which cut across departmental and college lines by applying the fundamental disciplines to specific urban social-human problems.

Research:

The College will undertake, in a multidisciplinary fashion, significant urban and ethnic research projects aimed at solving human-social problems and/or adding to the general storehouse of knowledge.

Service:

The College will establish and maintain an active public service program through continuing education, extension, and consultation in the urban and/or ethnic problem areas in the evolving applied disciplines of the College.

The question of curricular relevance to societal problems continues to receive attention from thoughtful educators.⁵ There is a need to study examples of institutions which purport to address societal problems in order to determine whether or not such institutions

⁵William Van Til, editor, Curriculum: Quest for Relevance, Second Edition (Boston: Houghton Mifflin Company, 1974).

David E. Purpel and Maurice Belanger, editors, Curriculum and the Cultural Revolution (Berkeley, California: McCutchan, 1972).

Robert S. Zais, Curriculum: Principles and Foundations (New York: Thomas Y. Crowell, 1976).

do, in fact, provide evidence of relevancy to critical contemporary societal problems through their programs of instruction, research, and service. The College of Urban Development is an educational institution which has purported to accept the mission of addressing critical human-social problems. There is a need to study the curricular offerings of this institution, and other similar institutions, to ascertain whether the curriculum is indeed problem-centered and if so, whether or not the problems being addressed appear to be those which, in the judgment of experts, are the problems most pressing in our national life.

Purpose of the Study

The purpose of this project is to study the curricular programs of an educational institution, the College of Urban Development at Michigan State University, in order to assess evidence of relevance in addressing critical contemporary societal problems.

In pursuing this investigation, the following aspects will be examined:

1. Focus. To what extent do the curricular programs of instruction, research, and service of the College of Urban Development appear to be problem-centered?
2. Scope. To what extent do the curricular programs of instruction, research, and service of the College of Urban Development appear to address a wide spectrum of societal problems?

3. Emphasis. To what extent do the curricular programs of instruction, research, and service of the College of Urban Development appear to place priority on those societal problems deemed to be of critical contemporary importance?

Attention will also be given to two related aspects pertaining to the curricular offerings:

1. Mode. To what extent do the curricular programs of instruction, research, and service of the College of Urban Development appear to address problems in a multidisciplinary fashion?
2. Consistency. To what extent do the curricular programs of instruction, research, and service of the College of Urban Development appear to show relative internal agreement in terms of priority of issues being addressed?

Methodology

This project will be a descriptive case study. The research will involve an in-depth data analysis of publications, announcements, reports, and other documents of the College of Urban Development at Michigan State University.

Through the process of reviewing literature on social and public policy problems, a list of critical societal problems will be developed to serve as a screening device through which the data will be analyzed. In this way, the problems being addressed through the

curricular offerings of the College of Urban Development will be compared with problems identified as being critical by a roster of authoritative sources.

Course syllabi and other descriptive materials will be reviewed in order to gather evidence concerning the problem areas being addressed through the instructional offerings of the College. Research activities will be reviewed by examining the titles of research projects as listed in the 1978 College Prospectus. Service activities and special projects will be researched through reviewing a set of college records which provide information concerning these activities. Five documents were selected as representative of the record of the College's activities in the area of service.

Programs and activities of instruction, research, and service will be scrutinized for evidence concerning their apparent relevance of intention in addressing the critical contemporary societal problems identified in the list adopted as the screening device.

Scope and Overview of the Study

The study will encompass programs and activities of the College of Urban Development at Michigan State University from its inception in the fall of 1973 to the present, spring of 1978.

In Chapter Two of this project, a literature review will be combined with an account of the development of the screening device, a list of critical societal problems.

In Chapter Three, an account will be given of the way in which the data were analyzed in light of the developed criteria.

In Chapter Four, supporting evidence will be presented and summarized with respect to each of the specific societal problems adopted as criteria for the screen.

In Chapter Five, a summary will be presented, along with conclusions drawn from the interpretation of the data, recommendations, and suggestions for further research in the area of curricular relevance in addressing critical societal problems. Reflections of the writer will also be offered.

Limitations of the Study

The study will be limited to an examination of selected programs and activities of the College of Urban Development at Michigan State University from its inception in the fall of 1973 to the present, spring of 1978.

It will be the intention of the writer to use the criteria screen with reference to the complete list of instructional offerings of the College and to all research listed in the College Prospectus as having been undertaken since 1973. The list of service projects being analyzed will encompass those activities described in five documents to be identified in Chapter Three.

No attempt will be made to evaluate or assess the quality or impact of the programs of instruction, research, and service being described. Instead, the focus will be on the apparent intentions of the curricular offerings and on the relationship of these offerings to the critical societal problems listed on the screening device.

The writer has been a participant observer in the College of Urban Development during the academic years 1976-77 and 1977-78, working as a graduate assistant to the Dean of the College. The adopted criteria screen, however, provides a relatively objective means of studying the curricular programs of the College and serves to protect the study from bias stemming from the writer's association with the institution.

Significance of the Study

Many of the educational experiments which were inaugurated in the 1960s and early 1970s in response to pressure for academic relevance have ceased to exist without benefit of study as to whether or not their programs were, in fact, relevant to the critical problems facing our democracy.

The College of Urban Development at Michigan State University has survived the fate of many other such institutions. Part of the explanation may lie in the fact that its major source of funding has been the state, thus providing it with a dependable financial base on which to operate. Another reason may be that the persons involved in the establishment of the Center for Urban Affairs, and later in the transition to the College of Urban Development, were able to generate university-wide support for the project. Key administrators, as well as leading faculty members from various disciplines, were supportive of the Center and gave their assistance as the Center and College proposals went through regular university channels. Its survival may also be partly explained by the fact that its programs have

not focused exclusively on racial and ethnic studies but rather have apparently encompassed a broad range of concerns related to urban and metropolitan life, as may be seen from a cursory glance at the College catalogue. Whether or not the problems being addressed are the priority issues in contemporary America is one of the questions being investigated in this study.

Other educational institutions which present themselves as striving for curricular relevance may be assessed using the screening device developed for this study or a similar set of criteria deemed appropriate for the objectives of the particular institution under review.

The significance of the study is that it suggests a means by which curricular offerings may be assessed and demonstrates the application of the method on a particular institution--in this case, the College of Urban Development at Michigan State University, an institution which purports to offer curriculum related to critical contemporary societal problems.

Definitions of Terms

The term curriculum is subject to a wide variety of interpretations. Arthur Foshay and Lois Beilin, writing about curriculum theory in the Encyclopedia of Educational Research, had this to say:

When a comprehensive curriculum theory is built, it will have to take into account not only the learning methods and teaching methods ("strategies of instruction" and the like) but also the nature of the knowledge to be learned, the nature of the student who would learn it, and the nature of the societal responsibility shared by teacher and student. For if education is a moral affair before it is a technical affair, then the grounds for moral behavior have to be incorporated in one's theory of educational action . . .

And later, in the same article, the authors state:

The curriculum . . . may perhaps be thought of . . . as the operational statement of the school's goals. It is evident that it is the operational consequence of the school's goals, whatever they are and however clearly or inadequately they are expressed. Since the goals of a school system are themselves the consequences of the interaction of the cultural and political traditions in a given place, tempered by the educational and political beliefs and perceptions of the people, it should not be surprising that the operations of the school, and especially the offering of subject matter for learning, are responsive to gross social changes when they occur.⁶

For the purposes of this project, the term curriculum will be considered, using the above perspective, as the operational statement of the school's goals. In this sense, all aspects of the implementation of the problem-solving mission of the College would be encompassed in the term curriculum. This means specifically that not only the courses of instruction, but also the research and service components of the College of Urban Development, will be considered as essential parts of the institution's curricular offering.

The term urban problems will be used to refer to those human social problems which may occur in any setting but which are usually

⁶Robert L. Ebel, editor, Encyclopedia of Educational Research, Fourth Edition, (Toronto: Macmillan, 1969), pp. 276 and 278.

particularly critical in urban areas. Segregated education, criminal behavior, and inadequate housing, for example, are matters for concern in all areas of the nation, but their malignancy is usually most noticeable in America's cities (Gordon, 1971; Shank, 1973; David and Peterson, 1973; Gorham and Glazer, 1976; Lewin, 1977)*

The term racial and ethnic problems will be used to refer to those human social problems affecting blacks, other racial minorities, and the various ethnic groups which are part of America's population. Problems of prejudice and discrimination, like the issues mentioned above, are matters for concern in all areas of the nation, but their malignancy is again usually most noticeable in America's cities (Rodgers, 1975; Kalt and Zalkind, 1976; Green, 1977).*

The term relevance will be used in this study to refer to a condition of demonstrable relationship (as indicated by supportive evidence--in this case, written materials) between those specific problems being addressed through curricular offerings of instruction, research, and service of an educational institution and the specific societal problems identified by a range of authorities as being most deserving of attention. The quality of the curricular offerings will not be described, nor will the possible impact of the programs and activities under consideration. When there is evidence of intention to address societal problems, this will be considered evidence of relevancy of curricular programs.

*See Chapter II.

Brief History of the College of Urban Development
at Michigan State University

The events of the 1960s, with riots, student protests, and demands for curricular relevance, brought into being a variety of institutional responses from colleges and universities of this nation. The civil rights movement, led by Dr. Martin Luther King, Jr., had raised the consciousness of blacks and other minorities who were no longer willing to accept the practices of segregation and discrimination which characterized student life in most white institutions. The College of Urban Development at Michigan State University is an example of the many educational experiments which owed their inception in part to the leadership and eventual martyrdom of Dr. King.

In 1968, Michigan State University President John Hannah appointed a 16-member committee charged with developing suggested organizational patterns and proposed procedures "to move this university forward toward constructive action under two general headings:

1. What is appropriate for Michigan State University to do now and in the years ahead to make a useful contribution to the solution of the problems that beset our society in the area generally referred to as civil rights?
2. How should Michigan State University proceed in this effort?" ⁷

⁷"Report of the Committee of Sixteen," dated April 25, 1968.

The Committee of Sixteen was composed of the following members of the Michigan State University academic community:

Professor Arthur E. Adams, History

Professor Edward B. Blackman, Humanities

Associate Professor Alex J. Cade, Morrill College

Professor Lloyd Cofer, Detroit Project

Assistant Dean John A. Fuzak, College of Education

Dean Herbert Garfinkel, Madison College

Associate Professor Robert L. Green, Counseling,
Personnel Services and Educational Psychology

Professor George M. Johnson, Administration and
Higher Education

Professor Sigmund Nosow, Social Science

Associate Professor William H. Pipes, American
Thought and Language

Vice President Gordon A. Sabine, Special Projects

Professor Marvin L. Tomber, Mathematics

Professor John Useem, Sociology

Dean Paul A. Varg, Arts and Letters

Assistant Provost John D. Wilson

Dean C. L. Winder, Social Science

The Committee of Sixteen acknowledged the critical nature of its assignment in the following prelude to its recommendations:

The committee assumes that the need for immediate action is evident. Extraordinary efforts should be made to effect fundamental changes of attitude and behavior of white Americans toward the Negro in American society.⁸

Recommendations of the committee were the following:

- A. An all-out effort should be made to increase the enrollment of Negro students.
- B. The University should aggressively search for Negro faculty members to be employed in all colleges and all departments of the University.
- C. A conscious and continuous effort should be made by the University to increase the number of Negroes in administrative positions throughout the University.
- D. A vigorous program should be carried forward to increase the number of Negroes and members of other minority groups in administrative-professional, clerical, technical, and operational staffs of the University.
- E. A substantial number of faculty members have expressed a real interest and willingness to donate time and services to well-designed programs planned for the purpose of encouraging and assisting Negro youths to qualify for higher education at this or other universities. Encouragement should be given by the university to the development of voluntary programs involving faculty and students. Pending the establishment of the Center for Race and Urban Affairs, an ad hoc committee should be created to give immediate attention and encouragement to work in this direction.
- F. A Center for Race and Urban Affairs should be established.⁹

⁸"Report of the Committee of Sixteen."

⁹Ibid.

The Committee of Sixteen Report then made specific suggestions regarding the organization and program activities of the proposed Center for Race and Urban Affairs and concluded with a section called "Implementation" which included the following statement:

It is expected that the President will be able, with the full support of the University, to make it clear that it is the intention of the University to undertake a sincere and enduring effort to make Michigan State University a truly integrated and socially responsive institution of higher learning.

This report, adopted by the Committee on April 25, 1968, was submitted to the Board of Trustees, which appropriated \$200,000 for the establishment of a Center for Urban Affairs and Equal Opportunity Programs. The Center opened in 1969, with Ronald B. Lee as Director. The purpose of the Center was to research urban problems, disseminate information about them, and set up public service programs to aid urban residents.

When Ronald Lee vacated his post, after a period of four months, Dr. Robert L. Green was appointed to serve as Acting Director. After a brief term of service, Dr. Green became Director of the Center. Dr. Green and Dr. Walter Adams, then Acting President of the University, worked together with other university administrators and faculty members to secure increased funding for the Center. The Michigan State University Board of Trustees, acting upon the recommendation of Acting President Walter Adams, appropriated \$1.5 million for the operation of the Center. Upon the recommendation of Dr. Robert Green to the new president, Dr. Clifton Wharton, \$400 thousand of this sum was later designated for two related programs: Affirmative Action and Supportive Services.

From 1969 to 1973, the Center for Urban Affairs carried on research projects in a wide variety of urban-related problems. The Center also offered service activities, many of which emanated from the LeJon Building in downtown Lansing. Faculty, students, graduate assistants, and staff cooperated with persons of all ages and backgrounds in the surrounding community in efforts to improve the quality of life. Some outreach activities extended to other parts of the state and nation.

The Center for Urban Affairs also maintained cooperative working relationships with various colleges and departments of the University. In some cases, this involved providing financial subsidies for urban-related programs; in other instances, it involved providing faculty members and graduate assistants for urban-related research projects. The Colleges of Education, Engineering, Human Ecology, Business, and Human Medicine were among those with whom cooperative arrangements were worked out. The Departments of Chemistry, History, and Health/Physical Education/Recreation were examples of further collaboration between the Center and other units of the University.

Thus the Center was able to provide opportunities for urban research experiences and urban-related service projects for the students of Michigan State University. However, university policy did not allow instructional courses to be offered through any of the established Centers. Concerned faculty members began in 1971 to consider ways in which the Center could move toward a status which

would permit a teaching component to be added.

In December of 1971, a proposal for a College was submitted to the Michigan State University Educational Policies Committee. This group prepared its report in response to the proposal and submitted it on March 16, 1972. The opening statement of this report follows:

The Committee was in early agreement that a primary social concern in the 1970s is the complex urban-human problems of our population centers; it agreed that the University needs to further develop its commitment to these problems. The evidence leading to this conclusion is obvious--the increasing concentration of population into urban-metropolitan centers; difficult questions in urban areas with respect to transportation, health care, employment, crime, social groups, income distribution, housing, public services, education, etc. . . . Because of both the size and the urgency of urban-human problems, increased attention to these problems is crucial for the future of man and his institutions. . . . In its role as a state university, it is essential for Michigan State University to increase its contribution to the solution of these urban-human problems.

This report commented in detail on the pros and cons of college status for the educational venture. Among arguments which seemed most forceful in favor of college status were these:

1. College status is needed to provide the stature and visibility necessary for operational effectiveness and to reflect the concern felt by the University for the urban problem.
2. College status would place staff members in a peer relationship with other university units and thus facilitate the interchange and interrelationships necessary to accomplish the mission. . .
3. A college would increase the service component in urban areas of the State in keeping with the land grant philosophy of the University. . .
4. A college is able to offer degrees in urban problems; therefore, the University would be better able to prepare

graduates to fill the job opportunities in these areas. A center is not currently permitted to offer degrees or courses.

5. College status would insure representation of those faculty and students concerned primarily with urban-human problem solution in the academic governance process.

Among arguments cited which were not in favor of college status were the following:

1. Creation of a college with responsibility for urban-human problem solution might result in other units withdrawing from all or part of their current efforts in the area of urban-human problem solution. . .
2. Although college status has significance within the confines of a university campus and within the framework of well-defined disciplinary areas, there is a real question whether college status carries comparable significance or status outside of the University or that it would facilitate work in urban problem areas more than if the same work were being conducted by a center or other unit of the University.

The Educational Policies Committee Report comments on the mission of the proposed college in the following excerpt:

The primary focus of the proposed college is suggested in the opening paragraphs of the Proposal: "to organize and coordinate a multidisciplinary body of knowledge offering an educational experience which will focus primarily on urban-human problems and their solution." Among the urban-human problems the Proposal cites as examples are the plight of racial minorities, the existence of poverty and educational deprivation, and those conditions which cause and relate to the general deterioration of urban life. . .

The areas of race and racism were pervasive in both the Proposal and in the explanations of intent by the staff of the Center for Urban Affairs. There was no clear specification of what such a focus would really mean or of the extent of the unit's efforts that would be devoted to urban problems which do not directly relate to race and racism. The Committee recognized that many problems within urban areas deserve attention and that race and racism are important concerns, particularly in their urban setting. But it questioned the indicated central focus

outlined in the Proposal; the problems of urban centers are broad, requiring more than a concentration on racial issues to solve.

For the particular focus of this research project, the following statement has special significance:

While the problems are so extensive and resources so limited that some priorities must be established, the Committee recommends that the program of any proposed unit encompass the study of a wide range of urban-human problems as they impact on the many segments of the urban community, and that the success of the proposed college be evaluated on that basis.

The Educational Policies Committee added further cautionary statements regarding the possibility that the proposed college might adopt an advocacy role. The report continues:

There remains the question whether it is legitimate for a university program to engage in social action. The proposed title left open the question as to whether the proposed college would be devoted to the study of urban development as a social process or would be actively engaged in strategies and tactics for social change. . . . The Committee recommends that the phrase "social change" be excluded from the proposed title of any university program.

Referring again to criteria for evaluation of the proposed college, the committee repeated its view that the college should address a variety of urban issues. It stated:

1. Since the major mission of a college would be to train students in a multidisciplinary manner in the techniques to solve a broad range of urban problems, the curriculum should address itself to many topics of urban concern. Therefore, the curriculum must be broad based and cover topics related to a wide range of major urban-human problems. Furthermore, the faculty should be drawn from a variety of disciplines to insure a fully multi-disciplinary effort.

The second point suggests that course offerings and enrollment generally should be open to the entire student body, so that students from a variety of disciplines might participate.

The third point has to do with research:

3. A goal of the proposed college is the development of techniques for the solution of multidimensional urban-human problems. Therefore, there should be a substantial effort by the faculty in multidisciplinary research. Furthermore, the majority of the research efforts by the faculty should be applied in nature and directed at the solution of urban-human problems.

After many deliberations, the Educational Policies Committee developed two alternate proposals regarding the establishment of the college. These were distributed to the Trustees of the University, and on the basis of the two proposals, President Clifton R. Wharton recommended that a College of Urban Development be established. On May 19, 1972, the Board of Trustees approved the recommendation. Provost John E. Cantlon appointed a Structure Committee for the College, composed of the following members:

Dr. Robert F. Banks, Dean, James Madison College

Dr. John E. Dietrich, Assistant Provost for Academic Planning

Dr. Robert L. Green, Director, Center for Urban Affairs

Dr. Einar Hardin, Chairman, University Curriculum Committee

Dr. Armand L. Hunter, Director, Continuing Education Service

Dr. Lester V. Manderscheid, Chairman, Educational Policies Committee

Dr. Robert R. Rice, Dean, College of Human Ecology

Dr. C. Lee Winder, Dean, College of Social Science

After months of work by the Structure Committee, the Curriculum Committee, and various sub-committees and task forces, plans for the new college were approved by the Academic Council. In April of 1972, the instructional program was authorized.

This made it possible for the information and expertise amassed by the personnel of the Center for Urban Affairs to be used to train students for careers as urban problem solvers. The staff of the Center for Urban Affairs became the core faculty and administration of the College of Urban Development. During the academic year 1972-73, committees worked to develop the academic program of the new college.

In September, 1973, the College of Urban Development began operations as the 17th college of Michigan State University. Dr. Robert L. Green served first as Acting Dean and later as Dean of the new institution. A bachelor's degree was offered by the College's two departments--the Department of Urban and Metropolitan Studies and the Department of Racial and Ethnic Studies.

The Department of Urban and Metropolitan Studies was designed to train students to address health, education, and other problems facing American cities. Three specific program emphases were offered:

1. Urban Health Science Curriculum
2. Urban Education Systems Curriculum
3. Urban Community Development Curriculum

The Department of Racial and Ethnic Studies was (and is) jointly administered by the College of Social Science and the College of Urban Development. It was designed to train students to address

problems of inequality resulting from racial and ethnic discrimination. Two specific program emphases were offered:

1. Racial and Ethnic Studies Curriculum
2. Conflict Intervention and Change Curriculum

A field experience program for the College of Urban Development was designed to provide students with practical experience in urban problem solving and the opportunity to develop particular skills. Field experience is required of all majors.

Through the Center for Urban Affairs, which was retained as the third component of the College, faculty and students of the College of Urban Development engage in a broad spectrum of service and research projects related to improving the quality of urban life and alleviating racial and ethnic injustice.

In a "Report of Programs and Activities" of the College of Urban Development for the year 1974, Dean Robert L. Green spoke of plans for the future:

In addition to constant strengthening of the urban development undergraduate program, the college hopes to develop a multidisciplinary graduate program. Students working toward a graduate level degree would draw upon expertise within the College of Urban Development and from other colleges and departments within the university.

To provide a strong foundation for a graduate program, the college will continue to strengthen its research base, making research options available to the faculty and to graduate students. . . .

We expect the college's programs to grow and to change in the future to meet the changing needs of our cities and to improve the quality of life for the growing number of people who live there.

As of 1977-78, plans were still being developed for a graduate program in the College of Urban Development. The undergraduate program has retained its essential characteristics thus far in the life of the College, although some curricular revisions are projected beginning in the academic year 1978-79. Research activities have continued, as have service programs, chiefly coordinated through the Center for Urban Affairs.

Brief Description of the College of Urban Development
as It Existed in the Academic Year 1977-78

The College of Urban Development is an academic community composed of administrative officers, faculty, staff, students, and graduate assistants.

The administrative officers include the Dean, his two administrative assistants, the chairpersons of the two departments, the Director of the Center for Urban Affairs, and the Director of Student Affairs.

In the Department of Urban and Metropolitan Studies, the chairperson is a black female. Also listed in this department are three full professors, six associate professors, four assistant professors, and one instructor. Of these fourteen, twelve hold the Ph.D. degree, one holds the M.D. degree, and one holds the L.L.D. degree. Four of the professors, of whatever rank, are black, and nine are white. The instructor is black. There are two females, in addition to the chairperson; both of them are also black. Faculty

members in the Department of Urban and Metropolitan Studies range in age from the twenties to the sixties. The majority are between thirty and forty.

In the Department of Racial and Ethnic Studies, the chairperson is a white male. Also listed in this department, the smaller of the two, are the following: one full professor, two associate professors, three assistant professors, and three instructors. Of those with rank above instructor, all hold the Ph.D. degree. One also holds the J.D. degree. The three instructors are Ph.D. candidates. Of the six variously-ranked professors, two are white, three are black, and one is Chicano. Two instructors are Indian (native American), and one is Chicano. One of the associate professors is a black female, making a total of four females, all black, on the current faculty of the College of Urban Development. As in the case of the Department of Urban and Metropolitan Studies, the ages of the faculty members in the Department of Racial and Ethnic Studies range from the twenties to one person over sixty; again, the majority are between thirty and forty.

Academic disciplines represented in the current faculty of the Department of Urban and Metropolitan Studies are these: geography, educational psychology, counseling psychology, sociology, urban planning, social science, business administration, higher education, law, and human medicine.

Academic disciplines represented in the current faculty of the Department of Racial and Ethnic Studies are the following: history,

anthropology, American culture, rhetoric, sociology, educational psychology, social science, education, and social psychology.

In addition to faculty described above, there are other University faculty members who hold joint appointments and teach occasional classes or serve other functions.

The Center for Urban Affairs is headed by a director and includes a Director of Community Development Programs and a Field Experience Coordinator. As of this academic year (1977-78), an evaluation specialist is also a member of the staff of the Center. The director of the Center is black, as is the evaluation specialist. The two other administrative positions are held by whites. All are males.

The Urban Counseling Program is affiliated with the College of Urban Development. The Executive Director is a black male, holding a Ph.D. degree, and the Director of Training is a black female, also holding a Ph.D. degree.

The secretarial staff is all female, of whom seven are black, nine are white, and one is Chicano. Ages range from twenties to sixties.

There are currently 59 graduate students supported by the College of Urban Development. Of these, 32 are female and 27 male. They range in age from twenties to sixties. Thirty-three are black, twenty-three are white, two are Chicano, and one is American Indian. Several of the blacks are students from Africa.

Since the College of Urban Development does not yet offer a program of graduate studies, all of these graduate assistants are

enrolled in other colleges of the university, although supported by CUD funds. The following list indicates the placement of the graduate students in the spring of 1978:

Communication Arts/Sciences	3
Social Science	20
Education	27
Agriculture/Natural Resources	3
Human Ecology	2
Business	2
Natural Science	2

The College is housed in Owen Graduate Center, using the entire first floor of the west wing, as well as the basement. The offices of the Evaluation Specialist associated with the Center for Urban Affairs are on the second floor of the graduate center. The Department of Racial and Ethnic Studies, the Student Affairs Office, the Center for Urban Affairs, and the copy room are in one section; the offices of the Dean, the Department of Urban and Metropolitan Studies, and a large conference room are in the other section. In the basement are offices of the National Institute of Mental Health Project, a lounge, individual offices, the Experiential Education Program office, and the CUD library and reading room.

Some of the programs developed by the Center for Urban Affairs are housed in the Lansing CUA Extension Center, commonly referred to as the LeJon Building. Other programs of the CUA are held in various

sites on the campus, in the surrounding community, and in other areas of the state and nation.

One significant outreach program of the College of Urban Development is its relationship with the Martin Luther King, Jr. Center for Social Change in Atlanta. Through the years since 1969, when both the King Center and the Center for Urban Affairs were getting underway, the two institutions have shared resources and personnel to cooperate on programs of mutual concern, such as joint sponsorship of national conferences on education, on violence, and on unemployment. The jointly-sponsored Inter-University Consortium of faculty and students from a number of leading colleges and universities across the country has helped to focus attention on the role of higher education in confronting contemporary social problems. During the academic year 1976-77, the Director of the Center for Urban Affairs was on full-time leave to serve as acting administrative officer for the Center. The King Center provides internship opportunities for numerous students from the College of Urban Development for their experiential education requirement. Officers and board members of the King Center have appeared frequently on College-sponsored programs, such as the Urban Forum series.

As observed in 1977-78, the College of Urban Development was a community of faculty, students, staff, and graduate assistants, representing both sexes and various races, ethnic backgrounds, nationalities, disciplines, interests, experiences, and age groups, and all involved in various of the College's curricular programs of instruction, research, and service.

Summary

In this chapter, the need for undertaking this study has been discussed and the purpose stated. A description of the methodology to be employed has been set forth, followed by a statement of the scope and overview of the study. The limitations have been noted and the significance of the project outlined. Finally, a brief history and a short description of the College of Urban Development at Michigan State University have been presented. In Chapter II, pertinent literature will be reviewed, leading to an explanation of the development of the device which will be used as a screen in the design of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In order to consider the question of relevancy of curricular programs to critical societal problems--in this case, those problems found most noticeably in urban areas--it is necessary to attempt to identify which societal problems appear to be most critical in our contemporary national life.

As suggested earlier, many of these societal problems will be found in all areas of the nation--urban, suburban, and rural. Some will be more pressing than others, whether located in urban centers or rural areas. As will be indicated by some of the writers to be quoted in this chapter, human social problems tend to be inter-related. Problems of health, housing, and unemployment are all intertwined with each other and with other problems affecting the living conditions of urban residents. Furthermore, the problems which affect urban residents also affect all citizens, whether they live in the cities or in the suburbs. Education, for example, is everybody's problem. Energy is everybody's problem. Identifying specific urban problems is made difficult because of these factors.

In addition, there is a lack of unanimity in terminology. For example, problems involving public order may be referred to as crime, criminal justice, law enforcement, or violence. Nevertheless, in the

literature on urban affairs of the 1970s, it is possible to draw references in which urban social problems are identified. The terminology may vary and the lists are not identical, but there are common themes which help to define the critical societal problems of our time.

Procedures Used for Review

The procedures to be followed in this review will begin with the selection of a variety of sources from which to draw several lists of societal problems. These lists will then be combined into a composite list of all problems cited. In this way, a master list of critical problems will be developed, based on identification by a spectrum of categories of authorities. Although it cannot be claimed that this review is exhaustive, it nevertheless brings together data from a representative sample of authoritative sources.

The total list of identified problems will be combined into subject areas in an attempt to condense the list and remove the duplication in terminology.

These subject areas will then be organized into four categories representing emphasis. The basis for this organization will be explained. Using this organizational framework, a frequency count will be shown, indicating which problem areas would appear to be most pressing, in the judgment of the authorities cited.

The four-area emphasis framework will be used as a screening device through which the programs of the College of Urban Development will be assessed for evidence of relevancy to critical societal problems.

For each item of literature reviewed, the writer will describe the procedure followed in drawing out the list of problems.

Categories of Authorities

The sources consulted in compiling the composite list are as follows:

- I. The Urban Involvement of Higher Education in the 1970s
A Report of Four 1974 Regional Conferences sponsored by the Office of Urban Affairs of the American Council on Education
(Washington, D.C.: Department of Housing and Urban Development, 1974)
- II. A Study in Comparative Urban Indicators: Conditions in 18 Large Metropolitan Areas
Michael J. Flax
(Washington, D. C.: The Urban Institute, 1972)
- III. Improving Urban America: A Challenge to Federalism
(Washington, D.C.: Advisory Commission on Intergovernmental Relations, 1976)
- IV. State of the Cities: 1975--A New Urban Crisis?
(Washington, D. C.: National League of Cities, 1976)
- V. Directory of Urban Affairs Information and Research Centers
compiled by Eric V. A. Winston in cooperation with Marilyn Trezise
(Metuchen, New Jersey: The Scarecrow Press, 1970)
- VI. Urban Publications
A Bibliography distributed by the Council of University Institutes for Urban Affairs
(Newark, Delaware: University of Delaware, 1976)

These various reports and compilations represent group findings. Also consulted were eight books written since 1970 in which urban problems are identified and discussed. The titles of these eight books follow.

VII. Selected Books on Urban and Racial Problems
Written Since 1970

1. Problems in Political Economy: An Urban Perspective
David M. Gordon, editor
(Lexington, Massachusetts: D.C. Heath & Company, 1971)
2. Political Power and the Urban Crisis
Alan Shank, editor
(Boston: Holbrook Press, 1973)
3. Racism and Inequality: The Policy Alternatives
Harrell R. Rodgers, Jr., editor
(San Francisco: W. H. Freeman, 1975)
4. The Urban Predicament
William Gorham and Nathan Glazer, editors
(Washington, D. C.: The Urban Institute, 1976)
5. Urban Problems: Psychological Inquiries
Neil C. Kalt and Sheldon S. Zalkind, editors
(New York: Oxford University Press, 1976)
6. Urban Politics and Public Policy: The City in Crisis
Stephen M. David and Paul E. Peterson, editors
(New York: Praeger, 1973)
7. The Urban Prospect: Planning, Policy, and Strategies
for Change
Melvin R. Levin
(North Scituate, Massachusetts: Duxbury Press, 1977)
8. The Urban Challenge: Poverty and Race
Robert L. Green
(Chicago: Follett Publishing Company, 1977)

Review of Authorities

The writer will review each of these sources and draw from each a list of critical societal problems to be incorporated into a composite list representing all sources reviewed.

I. The Urban Involvement of Higher Education in the 1970s
A Report of Four 1974 Regional Conferences sponsored
by the Office of Urban Affairs of the American Council
on Education
(Washington, D. C.: Department of Housing and Urban
Development, 1974)

One effort to help institutions of higher education confront their responsibilities with respect to urban problems was made by the Office of Urban Affairs of the American Council on Education. In the spring of 1974, four regional conferences were held to consider the theme: "The Urban Involvement of Higher Education in the 1970s." In each of the four regional areas, the conferences were co-sponsored by eight to ten host colleges and universities, representing a cross section of large and small, prestigious and relatively obscure, majority-black and majority-white institutions.

A total of 868 delegates, including representatives of 404 colleges and universities, 33 federal government agencies, and 27 state and local government agencies, registered for the four conferences. Of the institutional representatives, 13 percent were presidents or chancellors, and 24 percent were provosts, vice-presidents, deans, or directors.

The U. S. Department of Housing and Urban Development made a grant to help make possible these conferences. It also sponsored the publication of the report which followed. Martin D. Jenkins, Director of the Office of Urban Affairs of the American Council on Education, served as Conference Director and also as author of the report. The following excerpts seem pertinent to this study:

Taken together the conferences constituted the largest single effort that has been made to consider the urban role of higher education. (p. 2)

College and university administrators are virtually unanimous in the view that urban involvement should be a function of higher education. (p. 1)

Each of the keynote speakers sounded an optimistic note about the need, desire, and competency of higher education institutions to become actively involved in urban programs. Furthermore, they all agreed that the involvement need not diminish the accepted, traditional roles of higher education--teaching, research, and public service. Rather, the modern urban college and university must learn to relate all three functions to contemporary life. (p. 3)

Other themes in the keynote addresses concerned the development of "urban grant colleges"--higher education institutions that closely resemble the nineteenth century agricultural model--and the need for a clearer relationship between the human makeup of colleges and universities and our urban environment. (p. 3)

Urban problems are those of society at large: they are not the concern of only higher education or local government. (p. 3)

Urban involvement is not simply an attractive alternative for higher education; it is basic to the traditional functions of the university. (p. 3)

Higher education student bodies, administrative officers, and faculty must become more representative of the diverse ethnic and racial groups in metropolitan areas. (p. 4)

Colleges and universities must think in terms of making total institutional commitments if their urban involvement is to have a chance of succeeding. (p. 6)

Colleges and universities must make education more relevant, and this process should be started early in the educational career. (p. 6)

For the purposes of this study, the most critical quotation is that which summarizes what are perceived to be those problems most deserving of attention. They are stated on page 2, as follows:

The urban affairs program of a college or university relates to the institution's involvement in the entire range of urban problems: the disadvantaged, race relations, education, housing, employment, health services, legal services, law enforcement, city management, urban planning and design, transportation, ecology, preparation of students for urban occupations and for urban living.

Displayed vertically, this source provides the following list of urban problems which presumably need to be addressed by a curriculum which purports to be relevant:

1. the disadvantaged
2. race relations
3. education
4. housing
5. employment
6. health services
7. legal services
8. law enforcement
9. city management
10. urban planning and design
11. transportation
12. ecology
13. preparation of students for urban occupations and for urban living

II. A Study in Comparative Urban Indicators: Conditions in 18 Large Metropolitan Areas

Michael J. Flax

(Washington, D. C.: The Urban Institute, 1972)

The Urban Institute was started in April of 1968 with its main financial support coming from the Department of Housing and Urban Development, the Department of Health, Education and Welfare, the Office of Economic Opportunity, the Department of Labor, and the Ford Foundation.

Described as "the largest and fastest-growing think tank dedicated strictly to domestic problems," (Paul Dickson, Think Tanks, New York: Ballantine Books, 1971, p. 234) the Urban Institute seeks to

address the spectrum of urban problems. Besides acting as a consultant to governmental agencies, the institute carries on various research and experimental programs, designed to provide specific information on urban problems.

One ongoing research project, begun in 1968, has attempted to measure the quality of life in urban areas. In 1972, the Urban Institute published its findings in a report called A Study in Comparative Urban Indicators: Conditions in 18 Large Metropolitan Areas, written by Michael J. Flax.

Fourteen social variables were compared, with indicators used to measure each variable. For example, infant mortality rate was used to measure health, and the robbery rate was used to measure public order. In commenting on the selection of the quality categories and the selected indicators, the author states:

We wanted to include quality considerations for which there is general consensus relative to their importance and desirable direction of change. For instance, there is widespread concern and interest regarding the amount of criminal behavior, the severity of air pollution and the state of the health of our population. Furthermore, few would favor rising levels of reported crime, air pollution or infant deaths.

Initially, to keep this study as simple as possible, we selected only one indicator for each quality category. In some cases we could have obtained many measures; for instance, in health as many as 60 indicators.

The following problem areas were used as indicators in the ongoing quality of life studies conducted by the Urban Institute.

1. unemployment
2. poverty
3. income
4. housing
5. health
6. mental health
7. public order
8. racial equality
9. community concern
10. citizen participation
11. educational attainment
12. transportation
13. air quality
14. social disintegration

III. Improving Urban America: A Challenge to Federalism
(Washington, D. C.: Advisory Commission on
Intergovernmental Relations, 1976)

The Advisory Commission on Intergovernmental Relations (ACIR) was created by the Congress in 1959 to monitor the operation of the American federal system and to recommend improvements. ACIR is a permanent national bipartisan body representing the executive and legislative branches of Federal, state, and local government and the public.

In 1969 the Commission issued a report entitled Urban America and the Federal System, in which all of the Commission's findings and proposals relating to urban America were brought together. The 1976 version, here cited, is an update of the earlier study.

In Chapter I, under the heading "Urban America Today," the question is asked:

What are those problems, which, taken together, comprise the agenda for action to improve urban America? Briefly, they are problems of governmental services and functions, problems of finance, problems of jurisdiction and power, problems of urban development and land use, and problems of "special function government." (pp. 2-3)

Under "Problems of Services and Functions," the report cites these problems:

1. housing
2. transportation
3. pollution
4. land
5. crime
6. education
7. race
8. unemployment
9. poverty
10. health

Under "Problems of Finance" these issues are mentioned:

11. taxation
12. urban aid

Under "Problems of Jurisdiction and Power" are the following:

13. urban governance
14. role of state and federal governments

Under "Problems of Urban Development and Land Use":

15. urban sprawl
16. land (mentioned earlier also)

Under "Problems of Special Function Government":

17. grant programs
18. welfare

IV. State of the Cities: 1975--A New Urban Crisis?
(Washington, D. C.: National League of Cities, 1976)

The National League of Cities was founded in 1924. At present it is comprised of some 15,000 members representing all 50 states.

The preface of this report states:

The State of the Cities report is a...survey of urban conditions and discussion of possible future directions for national urban policy, produced by the Office of Policy Analysis and Development, of the National League of Cities. This is the third report in this series. It is part of the general effort of the National League of Cities to contribute to the development of an effective national urban policy. (p. ii)

On page 3 of the text of this report, reference is made to "trends in urban conditions. Among the most important are the following:"

1. quality of life*
2. population
3. employment
4. income
5. crime
6. housing
7. transportation
8. environment
9. energy

V. Directory of Urban Affairs Information and Research Centers
compiled by Eric V. A. Winston in cooperation with Marilyn Trezise
(Metuchen, New Jersey: The Scarecrow Press, 1970)

This publication "seeks to bring to the attention of urban

*In the National League of Cities Report, the term "quality of life" is elaborated in a table on page 30 as including all of the factors from 2 - 9 in the above listing. Because of its lack of precision, this term has been excluded from the master list.

researchers those organizations, agencies and institutions which are actively involved in the eradication of our urban ills." (p. 5)

In compiling the Directory, questionnaires were sent to approximately 400 potential respondents. Of that number, 259 questionnaires were returned from the institutions queried. The instrument was designed to collect evidence of various kinds, including a listing of "Urban Areas of Concern." The writer analyzed the index of this publication to determine those areas mentioned at least four times by the responding institutions. An alphabetical listing of the most frequently cited areas is as follows:

<u>Problem Area</u>	<u>Number of Listings</u>
1. air pollution	44
2. community development/organization	4
3. drug use	26
4. employment	109
5. finance	6
6. government organization	8
7. health	83
8. housing	120
9. juvenile delinquency	46
10. land use	86
11. minorities	108
12. Model Cities	92
13. police-community relations	65
14. population	62
15. poverty	113
16. public welfare	77
17. race relations	96
18. sanitation	25
19. transportation	75
20. urban education	107
21. urban planning	139
22. urban renewal	91
23. water pollution	49

VI. Urban Publications

A Bibliography distributed by the Council of University
Institutes for Urban Affairs
(Newark, Delaware: University of Delaware, 1976)

The Council of University Institutes for Urban Affairs operates as a clearing house for exchanges of information, research, and expertise among its membership.

In 1975 all CUIUA members were invited to list publications for a bibliography. The publications are grouped by general subject. This subject listing should indicate another method of deriving a list of critical urban problems.

Publications in this bibliography are listed under topics which appear to include areas other than "problems." Of the listings which appear to be in the category of problems, the following are given:

1. business and economics
2. community studies
3. criminal justice
4. education
5. environment
6. government
7. health
8. housing
9. land use
10. planning
11. population
12. race relations
13. social welfare
14. socioeconomic conditions
15. transportation

Topics which do not appear to relate to problem areas are the following: (1) architecture and design, (2) bibliographies and directories, (3) general urban affairs, (4) methodology, and (5) program evaluation. ("Architecture and design" is considered to be subsumed by "housing.")

VII. Selected Books on Urban and Racial Problems Written Since 1970

1. Problems in Political Economy: An Urban Perspective (1971)

In the "General Introduction" to this book, David M. Gordon states:

To encompass the urban crisis, I have chosen eight critical urban problems which seemed to dominate the substance and tone of the crisis during the 1960s. . . These are not our only serious domestic problems, nor are they the only problems with special severity in urban areas. As Americans responded to urban problems in the previous decade, however, these eight seemed to dominate public attention. (p. xiii)

Public concern with these problems often focused exclusively on their virulence in central-city ghettos, especially black slums in the North. In this book, too, I have paid special attention to conditions in those ghettos...(pp. xiii-xiv)

The most explicit and direct purpose of this book...is to present eight specific urban problems as inevitable consequences of the American class and institutional structure. (p. xiv)

The eight specific problem areas discussed in this book are as follows:

1. employment
2. education
3. poverty
4. crime
5. health
6. housing
7. transportation
8. environment

The author's reference to "black slums" and "virulence in central-city ghettos" indicates that this book also discusses race.

9. race

VII. Books (continued)

2. Political Power and the Urban Crisis (1973)

In the "Preface to the Second Edition," editor Alan Shank writes, "Four years have passed since the first edition of Political Power and the Urban Crisis was published. I remain convinced that the solution of our critical urban problems should be the nation's top priority." (p. xiii)

He further comments in Chapter I, "Urban America," as follows:

The United States has indisputably become an urban nation. Our economic strength and productive capacity are concentrated in metropolitan areas where more than two-thirds of our population now lives. (p. 3)

In the Table of Contents, Shank lists under Part III, "The Urban Crisis," the following heading: "Urban Problems and Policies of the 1960s": Riots, Police, Employment, Education, Housing, and Environment.

In the section called "The Cities and the Federal System: Public Policies for the 1970s," the following problems are discussed:

welfare ("Presidential Message on Welfare Reform")
 income ("NWRO Proposals for a Guaranteed Adequate Income")
 race ("The Suburbs Have to Open Their Gates")
 housing ("Federal Policies and Equal Housing Opportunity")
 (also mentioned above)
 urban governance ("Is the Large City Becoming Ungovernable?")

Problems set forth in these two sections are the following:

- | | |
|---------------|----------------------|
| 1. riots | 6. environment |
| 2. police | 7. welfare |
| 3. employment | 8. income |
| 4. education | 9. race |
| 5. housing | 10. urban governance |

VII. Books (continued)

3. Racism and Inequality: The Policy Alternatives (1975)

Harrell R. Rodgers, Jr., editor of this book, states in the introduction, "Our goal is to convince the reader that social problems should and can be solved." (p. 1)

He continues:

Many racial problems are intertwined with broader social and political ills in our society that must be cured or controlled if racial inequality is to be dealt with. In addition, many racial problems, including school desegregation in some urban areas, the drastic increase of black representation in certain jobs in the near future, the motivation of the most suppressed poor to political action, and saving the housing market in some of our cities, are almost intractable problems. But they can be resolved. (p.1)

In the postscript to this collection of essays, Rodgers comments further:

When certain conditions prevail in our society, all suffer. For example, conditions such as racism spawn poverty and unemployment, which in turn propagate crime, urban decay, and city abandonment. Recent reports reveal that the once insulating suburbs are no longer safe from serious crime, taxes continue to increase to support inadequate and degrading welfare programs, and cities continue to decline. The message is clear: We live in a finite world in which the conditions of all people are interrelated. (p. 188)

Problems identified from areas listed in the Table of Contents:

1. political power ("The Politics of Deprivation and Response")
2. housing ("Housing and Racial Segregation")
3. race ("Housing and Racial Segregation")
4. employment ("Expanding Black Economic Rights")
5. welfare ("Expanding Black Economic Rights")
6. education ("On Integrating the Public Schools")
7. police ("Conventional Police Reform Policy and Racial Hostility")

VII. Books (continued)

4. The Urban Predicament (1976)

This book, edited by William Gorham and Nathan Glazer, was published by the Urban Institute in Washington, D. C. In the Preface, William Gorham, President of the Urban Institute, describes the book as follows:

The Urban Predicament is a volume in which a stable of expert contributors bring together much of what is known about some of the city's major problems. . . This book does not present a complete picture of the situation in cities. Rather, it throws a number of shafts of light into "areas of major concern."

Within each chapter, the topics included are those which, in the opinion of the authors and the editors, are justified on the basis of the following criteria: (1) the topic is important in that it affects many people or is on many people's minds; (2) it is not transient; and (3) the authors bring to it new insight about the nature of the problems, about their malleability, or about the effects which different courses of action have had or might have on them. (p. xv)

As listed in the Table of Contents, the urban problems discussed in this book are the following:

1. finance
2. housing
3. crime
4. education
5. transportation

Other problems, interrelated with those listed, are also discussed in the various chapters. Throughout the book, the factor of race is constantly referred to and thus may be assumed as a major problem.

6. race

VII. Books (continued)

5. Urban Problems: Psychological Inquiries (1976)

The Preface sets forth the view of the co-editors, Neil C. Kalt and Sheldon S. Zalkind:

American cities seem to be caught in a web of increasingly intractable problems. For example, large numbers of city dwellers are poor. Blacks continue to have less access to educational, employment, and housing opportunities than do whites. Many people live in dwellings that are badly in need of repair. A distressingly large proportion of lower-class children are not getting an adequate education. The individual and social costs of drug use are considerable. Numerous crimes against people and property are committed. And the quality of many urban environments continues to decline.

Although these problems cannot be ameliorated without an infusion of large sums of money, money provides no guarantee that the strategies and tactics chosen will work. Instead, the utility of different strategies will probably depend on how well we understand each problem and the ways in which the several problems interact, and how carefully those strategies are designed and carried out. (p. vii)

Problem areas discussed in this book, as revealed by the Table of Contents, are the following:

1. race ("Prejudice and Racism")
2. poverty
3. housing
4. education
5. drug use
6. crime
7. riots ("Ghetto Riots")
8. environment ("Effects of the Urban Environment")

VII. Books (continued)

6. Urban Politics and Public Policy: The City in Crisis (1973)

Introductory comments in this publication include the following from co-editors Stephen M. David and Paul E. Peterson:

The study of urban public policy can...make an important contribution to our understanding of power relations in American cities. By looking at how specific urban policies are made and the consequences these policies have for the lives of different groups living in a metropolitan area, we can see whether government responds to the needs and aspirations of unorganized and poorer groups in our society, or whether it listens primarily to the demands of the affluent and/or narrowly focused special interests. . . Government seems incapable of responding to widely recognized problems, and citizens feel they are unable to influence its direction. These dual but interrelated problems of urban governance and citizen participation lie at the political heart of the urban crisis. (p. xii)

The Table of Contents identifies the following problem areas discussed in this book:

1. urban governance ("Can Cities Be Governed?")
2. citizen participation ("Can Citizens Be Represented?")
3. housing ("The Politics of Housing")
4. transportation ("The Politics of Transportation")
5. education ("The Politics of Urban Education")
6. police ("Urban Politics and the Police")
7. race ("Black Power and Coalition Politics")
8. political power ("Black Power and Coalition Politics")

VII. Books (continued)

7. The Urban Prospect: Planning, Policy, and Strategies for Change (1977)

Melvin R. Levin writes in the Preface, "This book identifies problems and suggests programs which promise genuine relief for some of the distress of this urban nation in the mid-1970s." (p. x)

In the Introduction, Levin goes on to say:

This volume appears at a time of crucial change. . . In the mid-1970s our problems are a serious business recession, the deteriorating environment, decaying cities, and tense race relations. But there is no obvious indication of a national consensus coalescing around a program, a leadership, or a powerful thrust to meet desperate situations. . . Perhaps the most vexing problem confronting the nation as we lurch toward the 1980s is the prospect of enormous regional decay, as the balance shifts toward the Southwest and against the older industrial areas in the northeast quadrant of the country. It is one thing to write off Newark, and quite another to face the prospect of deepening economic and urban obsolescence in all of New Jersey--and New York and New England and, indeed, much of the Midwest. There is little hope of a massive national effort solely to save the central cities, especially with dubious prospects of success. But when tens of millions of voters are involved, including legions of respectable suburban conservatives, abandoning areas to regional decay seems less likely. Nevertheless the prospect of a convulsive national effort to tilt substantial growth away from the Sunbelt states is one that staggers the imagination. On the other hand, the idea of benign neglect of a sizable chunk of the middle class is equally frightening to the practicing politician. (p. 19)

Problem areas discussed in this book, as revealed by the Table of Contents, are the following:

1. population ("Population Trends: Opportunities for the 1980s")
2. land use ("Land Uses: Room for Improvement")
3. employment ("Manpower: Is Full Employment Feasible?")
4. race and ethnicity ("Navigating the Race and Ethnic Minefield")
5. education ("The Public School System: Broken Escalator for Minorities?")
6. crime ("Crime: Everybody's Issue")
7. urban governance ("Governing Urban Areas: Managing the Unmanageable?")

VII. Books (continued)

8. The Urban Challenge: Poverty and Race (1977)

Author Robert L. Green writes in the Introduction:

It is important to keep in mind that poverty and racism are not exclusively black problems. Unemployment, crime, welfare, and other problems of urban life affect all citizens, of whatever race or national origin and regardless of whether or not they happen to be living in the cities. The problems are broad ones that even the affluent in suburban areas cannot escape. Welfare, for example, is a statewide and a national problem. No matter where we live, we participate in supporting a welfare system. We all share in paying the price to maintain prisons, where we incarcerate fellow human beings who become enmeshed in the criminal "justice" system. We are all part of the fabric of this society. (p. 11)

This book...reflects my belief that social scientists must attempt to bridge the gap between academic life and the struggle to upgrade the quality of life for all poor people irrespective of race, religion, or ethnic origin. (p. 11)

Problems discussed in this book, as revealed by the Table of Contents, are the following:

1. poverty
2. unemployment
3. welfare
4. law enforcement
5. urban finance
6. housing
7. education
8. health care
9. political power ("Prospects for Change")
10. race (title: "Poverty and Race")

A composite list of all problems cited by the authors and editors of the eight books researched is as follows:

1. citizen participation
2. crime
3. drug use
4. education
5. employment
6. environment
7. finance
8. health
9. housing
10. income
11. land use
12. law enforcement
13. police
14. political power
15. population
16. poverty
17. race
18. riots
19. transportation
20. unemployment
21. urban governance
22. welfare

It is probable that in most of the books at least passing reference was made to all or most of the 22 items listed. However, using the procedures outlined above, these 22 items have emerged as a set of critical urban social problems identified by one or more of the authors of the eight books researched.

Combining terms in this list in order to avoid duplication provides the following list of thirteen items. Table 2.1 on the following page indicates the frequency with which the various problem areas were cited by the authors of the eight books consulted for this project.

TABLE 2.1
FREQUENCY OF TREATMENT OF PROBLEM AREAS IN EIGHT BOOKS
ON URBAN AND RACIAL PROBLEMS WRITTEN SINCE 1970

Problem	1	2	3	4	5	6	7	8
1. crime (police, riots, law enf.)	x	x	x	x	x	x	x	x
2. education	x	x	x	x	x	x	x	x
3. employment/unempl./income	x	x	x				x	x
4. environment	x	x			x			
5. finance				x				x
6. health (drug use)	x				x			x
7. housing/land use	x	x	x	x	x	x	x	x
8. political power/citiz. partic.			x			x		x
9. population							x	
10. poverty/welfare	x	x	x		x			x
11. race	x	x	x	x	x	x	x	x
12. transportation	x			x		x		
13. governance		x				x	x	

Key:

1. Problems in Political Economy--Gordon
2. Political Power and the Urban Crisis--Shank
3. Racism and Inequality--Rodgers
4. The Urban Predicament--Gorham and Glazer
5. Urban Problems: Psychological Inquiries--Kalt and Zalkind
6. Urban Politics and Public Policy--David and Peterson
7. The Urban Prospect--Levin
8. The Urban Challenge: Poverty and Race--Green

A composite list of (1) all terms mentioned by the six sources representing group efforts, plus (2) all terms mentioned by the authors of the eight books researched is as follows:

- | | |
|------------------------------|---------------------------------|
| 1. air pollution | 38. minorities |
| 2. air quality | 39. Model Cities |
| 3. business | 40. planning |
| 4. citizen participation | 41. police |
| 5. city management | 42. police-community relations |
| 6. community concern | 43. political power |
| 7. community development | 44. pollution |
| 8. community organization | 45. preparation of students for |
| 9. community participation | urban organizations and for |
| 10. community studies | urban living |
| 11. crime | 46. population |
| 12. criminal justice | 47. poverty |
| 13. desegregation | 48. public order |
| 14. disadvantaged | 49. race |
| 15. drug use | 50. race relations |
| 16. ecology | 51. racial equality |
| 17. economics | 52. riots |
| 18. education | 53. role of state and federal |
| 19. employment | governments |
| 20. energy | 54. sanitation |
| 21. environment | 55. social disintegration |
| 22. ethnicity | 56. social welfare |
| 23. finance | 57. socio-economic conditions |
| 24. government | 58. taxation |
| 25. government organization | 59. transportation |
| 26. grant programs | 60. unemployment |
| 27. health | 61. urban aid |
| 28. housing | 62. urban design |
| 29. income | 63. urban development |
| 30. inner-city decay | 64. urban governance |
| 31. inner-city deterioration | 65. urban planning |
| 32. insecurity | 66. urban renewal |
| 33. juvenile delinquency | 67. urban sprawl |
| 34. land use | 68. violence |
| 35. law enforcement | 69. water pollution |
| 36. legal services | 70. welfare |
| 37. mental health | |

In the following, the total list of 170 terms is organized into 13 subject areas:

1. community organization
 - citizen participation
 - community concern
 - community development
 - community participation
 - community studies
 - political power
2. education
 - desegregation
 - preparation of students
3. employment
 - income
 - unemployment
4. environment
 - air pollution
 - air quality
 - ecology
 - energy
 - pollution
 - sanitation
 - water pollution
5. health
 - drug use
 - mental health
6. housing
 - inner-city decay
 - inner-city deterioration
 - land use
 - Model Cities
 - planning
 - urban design
 - urban development
 - urban planning
 - urban renewal
7. population
8. poverty
 - disadvantaged
 - social welfare
 - welfare
9. public order
 - crime
 - criminal justice
 - insecurity
 - juvenile delinquency
 - law enforcement
 - legal services
 - police
 - police-community relations
 - riots
 - social disintegration
 - violence
10. race
 - ethnicity
 - minorities
 - race relations
 - racial equality
11. transportation
12. urban economics
 - business
 - finance
 - grant programs
 - socio-economic conditions
 - taxation
 - urban aid
13. urban governance
 - city management
 - government
 - government organization
 - role of federal and state governments

Categories of Problem Areas

The organization of the various subject areas into categories of emphasis is adapted from the organization employed in Policy Studies Review Annual, Volume I, 1977, edited by Stuart S. Nagel (Beverly Hills: Sage Publications, 1977). In the Introduction to this anthology, Nagel writes, "There was a high consensus among the responding members of the editorial board* concerning...the general categories in the table of contents." (p. 12)

The Table of Contents is organized into two major parts. Part I is called "General Approaches to Policy Studies," and Part II is called "Specific Policy Problems." The organization is based on Part II.

The "Specific Policy Problems" were divided into four categories:

- A. Problems with a Political Science Emphasis
- B. Problems with an Economics Emphasis
- C. Problems with a Sociology-Psychology Emphasis
- D. Problems with a Natural Science or Engineering Emphasis

Under these general categories, sub-categories are listed. Under "Problems with a Political Science Emphasis," for example, the sub-categories are Foreign Policy, Defense and Arms Policy, Electoral Policy, Legislative Reform, and Civil Liberties.

* Editorial Advisory Board listed on following page

Editorial Advisory Board, Policy Studies Review Annual,
Volume 1, 1977 (Beverly Hills: Sage Publications)

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 Stuart S. Nagel, Dept. of Polit. Science, Univ. of Ill., Urbana-Cham.
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 Mancur Olson, Department of Economics, University of Maryland
 Albert Pepitone, Dept. of Psychology, University of Pennsylvania
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 Edward S. Quade, Int. Inst. for Applied Systems Analysis, Laxenburg, Austria
 Bertram H. Raven, Dept. of Psychology, Univ. of Calif., Los Angeles
 Rodney J. Reed, School of Education, University of Calif., Berkeley
 Richard Rose, Dept. of Politics, Univ. of Strathclyde, Glasgow, Scotl.
 Peter H. Rossi, Department of Sociology, University of Massachusetts
 Lawrence Seidman, Dept. Economics, University of Pennsylvania
 Gordon Tullock, Center for Study of Public Choice, Va. Polytech. Inst.
 Carol H. Weiss, Bureau of Applied Social Research, Columbia Univ.
 David A. Wise, Kennedy School of Government, Harvard University
 Charles Wolf, The Rand Corporation, Santa Monica, California

Based on the Table of Contents of the Policy Studies Review Annual, and the explanatory notes provided at the beginning of each chapter, the following categorization of problem areas is derived:

A. Problems with a Political Science Emphasis

1. Foreign Policy
2. Defense and Arms Policy
3. Electoral Policy
4. Legislative Reform
5. Civil Liberties

B. Problems with an Economic Emphasis

1. Regulation*
 - Unemployment
 - Inflation
2. Housing and Land Use
3. Transportation and Communication
4. Taxing and Spending

C. Problems with a Sociology-Psychology Emphasis

1. Poverty and Welfare
2. Blacks, Women, and Other Minorities
3. Crime and Criminal Justice
4. Education
5. Population Policy

D. Problems with a Natural Science or Engineering Emphasis

1. Science and Technology
2. Health Policy
3. Environmental Protection
4. Energy Policy
5. Agricultural Policy

* "The policy field of economic regulation mainly covers the problems involved in governmental efforts to reduce unemployment and inflation and thereby keep the economy prosperous." (p. 263)

Using this framework of categorization, the thirteen problem areas thus far identified would be arranged as follows:

A. Political Science Emphasis

1. community organization/political power
2. urban governance

B. Economic Emphasis

3. housing/land
4. transportation
5. unemployment/income
6. urban economics/finance

C. Sociology-Psychology Emphasis

7. education
8. population
9. poverty/welfare
10. public order/crime
11. race/ethnicity/minorities

D. Natural Science or Engineering Emphasis

12. environment/energy
13. health

Finally, by collapsing certain items listed in the Policy Studies Review Annual and combining them with the list of problem areas derived from the review of the literature as detailed, a framework is obtained which will be used as the screening device in this study. This framework is as follows:

A. Political Science Emphasis

1. civil liberties
2. community organization/political process
(subsuming "electoral policy")
3. foreign policy (subsuming "defense and arms policy")
4. governance (subsuming "legislative reform")

B. Economics Emphasis

5. economics/finance (subsuming "taxing and spending")
6. housing/land
7. transportation/communication
8. unemployment/income/inflation

C. Sociology-Psychology Emphasis

9. education
10. population
11. poverty/welfare
12. public order/crime/criminal justice
13. race/ethnicity/minorities/women

D. Natural Science Emphasis

14. agriculture
15. environment/energy
16. health
17. science/technology

Table 2.2, which follows, indicates the frequency of citation of urban problems by the various categories of authorities researched in the development of the screening device.

TABLE 2.2
FREQUENCY OF CITATION OF URBAN PROBLEM AREAS
BY AUTHORITIES RESEARCHED

Problem	1	2	3	4	5	6	7	Total	Top 10
A. Polit. Science Emphasis									
1. civil liberties								0	
2. comm. org./polit.		x			x	x	x	4	
3. foreign policy								0	
4. governance	x		x		x	x	x	5	x
B. Economics Emphasis									
5. econ./finance			x		x	x		3	
6. housing/land	x	x	x	x	x	x	x	7	x
7. transp./communic.	x	x	x	x	x	x	x	7	x
8. unempl./income/infl.	x	x	x	x	x		x	6	x
C. Sociology-Psychology									
9. education	x	x	x		x	x	x	6	x
10. population				x	x	x		3	
11. poverty/welfare	x	x	x		x	x	x	6	x
12. public order/crime	x	x	x	x	x	x	x	7	x
13. race/eth./min.	x	x	x		x	x	x	6	x
D. Natural Science Emph.									
14. agriculture								0	
15. environ./energy	x	x	x	x	x	x	x	7	x
16. health	x	x	x		x	x	x	6	x
17. science/tech.								0	

Key:

1. Report of Four Regional Conferences, 1974
2. Urban Institute Research, 1972 to present
3. Advisory Committee on Intergovernmental Relations, 1976
4. National League of Cities Report, 1976
5. Urban Affairs Centers Directory, 1970
6. Bibliography of CUIUA, 1976
7. Composite Judgment of Eight Books on Urban and Racial Problems Published since 1970

It is likely that the groups and individuals responsible for the reports and other materials cited in this review would agree that all of the problem areas mentioned on the final list were of some importance in the urban scene. They might also be able to indicate ways in which their particular studies addressed, either directly or indirectly, the majority of items on the list.

However, using the procedures outlined in this chapter, the writer has derived this particular listing of social problems and has noted the frequency with which the problems were identified by the authorities researched.

Four of the problems were not mentioned by any of the other sources consulted but are on the chart by virtue of being included in the listing of policy problems in the Policy Studies Review Annual. These items (civil liberties, foreign policy, agriculture, and science/technology) are listed in order to provide a more comprehensive range of problem areas through which to screen the curricular programs of the educational institution being studied.

As indicated in Table 2.2, there were ten problems referred to with greater frequency than the others. These "top ten" will be referred to in the findings of the study. Arranged alphabetically, they are as follows:

1. Education
2. Environment/Energy
3. Governance
4. Health
5. Housing/Land
6. Poverty/Welfare
7. Public Order/Crime/Criminal Justice
8. Race/Ethnicity/Minorities/Women
9. Transportation/Communication
10. Unemployment/Income/Inflation

The entire seventeen problems and the list of top ten problems will both be used in examining the programs of instruction, research, and service of the College of Urban Development at Michigan State University.

Summary

In this chapter, a literature review has been combined with an account of the way in which the screening device was developed.

In the following chapter, the procedures by which the screen was used to analyze the data are described.

CHAPTER III

PROCEDURES

In this chapter, an account will be given of the way in which the screening device will be applied to the data. Sources of data will be described and categorized, and an explanation will be given of the ways in which the data were collected. Finally, the procedures used for analyzing and presenting the data will be explained.

Development of the Screening Device

As a means of examining the curricular offerings of the College of Urban Development at Michigan State University, a screening device was developed as set forth in Chapter II. From a review of selected writings on urban and racial problems, a master list was compiled which included 70 terms used by the authorities consulted in referring to urban societal problem areas. This list of 70 was first organized into 13 subject areas which were then further organized into four emphasis areas.

The organization of the emphasis areas made use of the framework developed for the Policy Studies Review Annual (PSRA) for 1977. The four emphasis areas were Political Science, Economics, Sociology-Psychology, and Natural Science. Grouped into these four categories were the items shown in the PSRA outline, with the addition of certain items from the list of 13 subject areas--items which the author

judged not specifically included in the PSRA analysis of policy problems.

This framework is presented as being inclusive of the major societal issues currently considered to be critical by the authorities cited. As suggested earlier, urban problems are inter-related, and their effects are not confined to city boundaries.

The framework thus developed will be used as a screening device in examining the curricular programs of instruction, research, and service offered by the College of Urban Development at Michigan State University. ("Top Ten" problem areas are marked by asterisk.)

Framework for Screening Curricular Offerings of the College of
Urban Development at Michigan State University

A. Political Science Emphasis

- 1. civil liberties
- 2. community organization/political process
- 3. foreign policy
- * 4. governance

B. Economics Emphasis

- 5. economics/finance
- * 6. housing/
- * 7. transportation/communication
- * 8. unemployment/income/inflation

C. Sociology-Psychology Emphasis

- * 9. education
- 10. population
- *11. poverty/welfare
- *12. public order/crime/criminal justice
- *13. race/ethnicity/minorities/women

D. Natural Science Emphasis

- 14. agriculture
- *15. environment/energy
- *16. health
- 17. science/technology

Sources of Data

The data used for this study were printed materials of Michigan State University and of the College of Urban Development.

For one item of information, the author consulted persons associated with the College. This was in connection with compiling the list of speakers brought by the College to address societal problems in gatherings ranging from community-wide audiences to college seminars. Two categories of speakers are described: (1) those participating in the Urban Forum series, and (2) other guest speakers. In the case of Urban Forum speakers, their subjects and reviews of their messages are contained in special publications devoted to this purpose. For the names and subject emphases of other speakers, the author consulted College personnel.

All other data are described below and are available for reference.

Categories of Sources of Evidence

1. Documents relating to the formation of the College.
2. Documents relating to the organizational structure and operation of the College.
3. Reports of various committees of Michigan State University and of the College of Urban Development.
4. Course syllabi and other materials related to the instructional program of the College.

5. The College Prospectus for 1978, listing the research activities of the College.
6. Five documents providing evidence concerning the service activities of the College.

Procedures for Data Collection

The writer was allowed access to information in the files of the Office of Student Services and was permitted to examine the official Annual Reports of the College for two of the years of the College's existence. Other documents required no special arrangements, being published in multiple copies for distribution.

More detailed information concerning data collection and processing will be provided in the following discussion of the three aspects under review.

1. Instruction:

In examining the instructional activities of the College of Urban Development, the writer used the following sources of data: official Michigan State University catalogues of courses, special listings and announcements by the College, master lists of approved courses, and course syllabi. The syllabi provided the major source of data.

Instructional courses of the College were analyzed through the use of a syllabus analysis form devised for this study. Information recorded on the syllabus analysis sheet included the following items:

1. course title and number
2. name of instructor
3. year and quarter offered (for 485 courses)*
4. course objectives
5. announced topics to be covered
6. text(s)
7. assigned and suggested readings
8. suggested research topics

(Not all syllabi provided every item of information.)

Instructional courses have been taught by different professors; therefore, alternate course syllabi may vary as to exact content and emphasis. At least one course description for each course offered by the College was analyzed. When alternate syllabi were on file, they were each analyzed to make a composite assessment.

Whenever reference was made to one of the problem areas on the screening list, the direct quotation was excerpted and recorded on the form used for the analysis.

The presentation of evidence is organized to show whether a particular course offering appears to be addressing a societal problem with primary or secondary attention. An estimate of primary attention was based on the course title or the statement of course objective. An estimate of secondary attention was based on mention of the problem area in any of the other items analyzed. No attempt was made to

*Courses numbered 485 are "Selected Topics" courses, usually offered only on a one-time basis.

differentiate beyond the degrees of primary and secondary.

The data is further organized to indicate which courses were being offered by the different components of the College, as follows:

- (a) College of Urban Development Courses (UD or CUD)
- (b) Urban and Metropolitan Studies Courses (UMS)
- (c) Urban and Metropolitan Studies 485 Courses (UMS 485)
- (d) Racial and Ethnic Studies Courses (RES)
- (e) Racial and Ethnic Studies 485 Courses (RES 485)

Following the presentation of supporting data for each emphasis area, a short summary is given, along with presentations showing the distribution and frequency of course offerings with respect to the problem areas in the screening device.

The author's listing of courses in the various categories will be found in Appendix A.

2. Research:

The source of information with respect to the research activities of the faculty of the College of Urban Development (research which has frequently also involved students) was the 1978 College Prospectus. Although the Prospectus lists research and publications dating from the 1950s and 1960s, this study will review only those activities dating from the fall of 1973, when the College of Urban Development officially began operations.

Research evidence is organized to indicate the contributions of the departments and components of the College: the Department of

Urban and Metropolitan Studies, the Department of Racial and Ethnic Studies, the Center for Urban Affairs, the Dean of the College, and the National Institute of Mental Health Project.

Following the provision of supporting data for each emphasis area, a short summary will be given, along with presentations showing the distribution and frequency of research with respect to the problem areas in the screening device.

The author's listing of the research in the various categories will be found in Appendix B.

3. Service:

The sources of information with respect to the service activities of the College of Urban Development were the following:

1. A Report of Programs and Activities, College of Urban Development, 1974
2. A Report of the 1975-76 Academic Year, Center for Urban Affairs
3. The Annual Evaluation and Report (prepared for the University) of the College of Urban Development for 1975-76
4. The Annual Evaluation and Report (prepared for the University) of the College of Urban Development for 1976-77
5. The 1978 College of Urban Development Prospectus (which lists research, publications, and selected service activities)

As noted earlier, information concerning guest speakers brought to the campus by the College of Urban Development was collected by referring to the two published reports of the Urban Forum Series (1973-74 and 1974-75) and by consulting faculty personnel regarding names of guest speakers and the problem areas they addressed in their presentations.

Because this portion of the investigation is based on a review of the five documents listed, it does not purport to be a complete summarization of the service and outreach activities of the College. Nevertheless, these publications and lists of guest speakers are likely to be indicative of the thrust of the curricular activities of the College of Urban Development in the area of service.

One of the problems in this presentation of data is the fact that activities under the various headings are often disparate in terms of apparent concentration of effort. For example, a three-day conference on Metropolitan Agricultural Systems is obviously addressing a problem with greater intensity than an afternoon seminar on desegregation. However, because of inadequate information on which to base estimates regarding primary and secondary attention (as was done in the case of instructional activities), the data is presented simply on the basis of listing under the categories selected. These are as follows:

- a. Guest Speakers (Urban Forum and "Other")
- b. Conferences and Workshops
- c. Special Projects and Outreach Activities

The data on service and outreach activities will be presented as summaries, with the lists of speakers and other categories of activities supplied in Appendix C. Following the provision of supporting data for each emphasis area, a short summary will be given.

At the conclusion of Chapter IV, a summary will be offered, presenting the findings of the investigation of the programs of instruction, research, and service. In Chapter V, these findings will be related to the various aspects set forth in Chapter I as being part of the purpose of the study: an examination of the focus, scope, emphasis, mode, and consistency of the curricular offerings of the College of Urban Development at Michigan State University.

Procedures for Analysis of Data

The data were analyzed through the use of the screening device --a framework of societal problems organized into categories, as explained. Each problem on the list was focused on separately, in each of the three areas of curricular offerings being investigated, and the data were scrutinized for evidence relating to each of the criteria.

As evidence was assembled, it was recorded and later organized for presentation. As stated earlier, this study does not purport to measure the quality or impact of any specific curricular offering, or of the overall curricular offerings of the College of Urban Development. The analysis offered is confined to assessing the apparent (based on available written materials) intentions of the College in its curricular offerings in instruction, research, and service.

Summary

In Chapter III, an explanation has been given of the procedures to be used in analyzing and presenting the data. The sources of the data were described and categorized, and an explanation was given of the ways in which the data were collected and analyzed.

In Chapter IV, data will be presented as evidence for each of the problem areas as organized on the list to be used as the screening device. The three areas of curricular offerings--instruction, research, and service--will all be examined with reference to apparent relevance of intention in addressing critical societal problems.

CHAPTER IV

PRESENTATION OF DATA

The curricular programs of an educational institution, the College of Urban Development at Michigan State University, were examined in light of a screening device, a framework of seventeen contemporary societal problems organized around four major emphasis areas: political science, economics, sociology-psychology, and natural science.

The presentation of the data is in three parts, corresponding to the three aspects of the College's curricular activities: (1) instruction, (2) research, and (3) service.

Summaries will be presented for each of the three areas, indicating which of the identified social problems appear to have been addressed by the College during the years 1973-78. Supporting data for the summaries will be found in Appendices A, B, and C. These supporting data will include categorized lists of courses of instruction, categorized lists of research topics and publications, and categorized lists of various activities in the area of service.

Evidence Relating to Instructional Activities

In examining the instruction activities, the writer used the following sources of data: official Michigan State University catalogues of courses, special listings and announcements by the College

of Urban Development, master lists of approved courses, and course syllabi. The syllabi provided the major source of data.

A Report of Programs and Activities, published by the College in 1974, after one year as a degree-granting institution, gives the following information on the instructional program:

TRAINING PROBLEM SOLVERS

THE CUD ACADEMIC PROGRAM

Because the range of urban concerns is broad and the effects of urban problems so far reaching, a comprehensive, multi-disciplinary academic program emerged for the college. Student majors are required to take courses in urban development and related courses in other university disciplines to give them a well-rounded perspective of urban social science.

Each major's program is built on a 12-credit required core sequence comprised of the following courses: Human Perspectives on Urbanization, Historical Roots of Racism and Ethnocentrism, and Minorities in American Cities. These courses are also available to non-majors in all parts of the university and in many cases may be substituted for University College courses in Social Science and other curricula where authorized.

Urban development majors are also required to complete from four to eight credits in research methods to give them the basic research skills essential for studying urban problems. In addition, majors are required to complete a 12-30 credit cognate concentration outside the college. These credits may come from one or several areas including agriculture and cooperative extension, communications, human and osteopathic medicine, social science, and arts and letters.

Faculty advisors and personnel in the Office of Student Affairs provide guidance and advice about courses relevant to students' individual interests. A bachelor's degree is offered by the college's two departments--the Department of Urban and Metropolitan Studies and the Department of Racial and Ethnic Studies.

THE DEPARTMENT OF URBAN AND METROPOLITAN STUDIES

This department trains students to address health, education, and other problems facing American cities. Three specific program emphases are offered:

- (1) The Urban Health Science curriculum provides the research training necessary for identifying the health problems of urban residents and measuring the effectiveness of health service delivery systems in urban areas.
- (2) The Urban Education Systems curriculum focuses on problem areas--racism, sexism and social class discrimination--in urban education. Students learn to analyze policy and procedure and to recommend changes which could help alleviate some of the problems of urban school systems.
- (3) The Urban Community Development curriculum provides students with a variety of skills and methodologies needed to address a wide range of urban problems. Emphasis is on the policy-making process rather than on specific solutions.

THE DEPARTMENT OF RACIAL AND ETHNIC STUDIES

Jointly administered by the College of Social Science and the College of Urban Development, this department trains students to solve problems of inequality resulting from racial and ethnic discrimination. Courses such as "The Development of American Indians as an Ethnic Minority" and "The Black Diaspora" attempt to give an understanding of the interrelated histories of racial and ethnic groups in the U.S., and their cultural and psychological problems.

The Racial and Ethnic Studies department offers two program emphases:

- (1) The Racial and Ethnic Studies program focuses on creating understanding of racism and ethnocentrism as it is reflected in the daily lives of urban Americans.
- (2) Conflict Intervention and Change emphasizes majority-minority group conflict and inter- and intra-minority group interaction. It teaches students to press for changes in those conditions which cause inter-group conflict.

FIELD EXPERIENCE

The field experience program was designed to provide the urban development student with practical experience in urban problem solving and the opportunity to develop skills in a particular area. Required of all majors, it includes a one-credit Pre-Field Experience Seminar and a 12-24 credit internship. The field experience coordinator in the Center for Urban Affairs helps students plan their programs and advises them during their internships.

During the field experience, each student works with an agency or organization whose mission is related to his/her overall academic goal. Each student is required to keep a journal and write a technical paper after completing the work experience.

CUD OPPORTUNITIES FOR NON-MAJORS

The CUD experience can be beneficial to students entering fields not specifically related to urban development. As the American way of life becomes more urban, knowledge of urban problems, urban culture and urban people will be invaluable to those entering more traditional careers such as education, medicine, law or business.

This year CUD and the College of Education developed an option that allows education majors to combine teaching skills with a study of urban social and educational problems.

Students may also work out other double majors with CUD or choose urban development electives to supplement their programs. For example, one student has combined training in urban development with a degree in parks and recreation so that he can set up recreation programs for inner-city youth.

In both of the College's two divisions, the Department of Urban and Metropolitan Studies and the Department of Racial and Ethnic Studies, the instructional offerings are divided into two categories: (1) regular courses, and (2) "selected topics" courses, usually offered on a one-time basis. These selected topics courses are listed as UMS 485 and RES 485.

In this study, both the regular courses and the 485 series of courses were analyzed. The "core sequence" of Urban Development courses (UD or CUD) was also included.

The analysis was made through the use of a syllabus analysis form which was applied to each course offered by the College. Information recorded on the syllabus analysis sheet included the following items:

1. course title and number
2. name of instructor
3. year and quarter offered (for 485 courses)
4. course objectives
5. announced topics to be covered
6. text(s)
7. assigned and suggested readings
8. suggested research topics

(Not all syllabi provided every item of information.)

The presentation of evidence is organized to show whether a particular course offering appears to be addressing a societal problem with primary or secondary attention. An estimate of primary attention was based on the course title or the statement of course objective. An estimate of secondary attention was based on mention of the problem area in any of the other items analyzed. No attempt was made to differentiate beyond the degrees of primary and secondary.

Use of the evidence in support of more than one criterion is apparent. If a course title suggests that two areas will receive primary attention (for example, UMS 412 Economics of Poverty, or RES 485 Native American Education), the presentation will reflect this estimate. Some courses will show five or six secondary emphasis problem areas, based on the information in the syllabi.

The data are further organized to indicate which courses were being offered by the different components of the College, as follows:

- (a) College of Urban Development Courses (UD or CUD)
- (b) Urban and Metropolitan Studies Courses (UMS)
- (c) Urban and Metropolitan Studies 485 Courses (UMS 485)
- (d) Racial and Ethnic Studies Courses (RES)
- (e) Racial and Ethnic Studies 485 Courses (RES 485)

Lists of the courses, organized according to the author's estimate of their emphasis areas, are provided in Appendix A.

On the basis of the analysis of the data, as outlined, summaries will be presented, purporting to describe the apparent intentions of the instructional activities of the College of Urban Development.

Altogether, 107 courses are analyzed, distributed as follows:

a. College of Urban Development (UD or CUD)	5*
b. Department of Urban and Metropolitan Studies (UMS)	24**
c. Department of Urban and Metropolitan Studies Selected Topics (UMS 485)	30
d. Department of Racial and Ethnic Studies (RES)	11**
e. Department of Racial and Ethnic Studies Selected Topics (RES 485)	37

Following are lists of all courses offered by the College of Urban Development under the five categories listed above:

*Three CUD courses are required basic courses with classifiable content amenable to the present study's form of analysis. Two CUD courses (CUD 498 and 499), however, are related to field work experience for which classifiable content is unspecified. An arbitrary decision was made to count them only once, as relating to community organization/political process. Thus only three courses offered by CUD are really subject to the present analysis.

**RES 498 and 499 and UMS 498 and 499 are not counted at all, being the same courses in actuality as CUD 498 and 499. Independent Study and Senior Seminar courses are also not counted.

COURSE OFFERINGS OF COLLEGE OF URBAN DEVELOPMENT

A. Urban Development Courses (UD or CUD)

1. CUD 200 Human Perspectives on Urbanization
2. CUD 201 Historical Roots of Racism and Ethnocentrism
3. CUD 202 Minorities in American Cities
- *4. CUD 498 Prefield Experience Seminar (UMS/RES)
- *5. CUD 499 Field Experience (UMS/RES)

B. Department of Urban and Metropolitan Studies Courses (UMS)

- *1. UMS 221 The Role of the Helping Professions and Organizations in Community Services (Family Ecology)
2. UMS 290 Urban Research Methods
3. UMS 321 Urban Community Self-Development
4. UMS 323 Strategies for Change of Urban Systems
5. UMS 341 Organization of Health Services
6. UMS 345 Critical Problems in Urban Health
7. UMS 347 Impact of Culture on Health
8. UMS 349 Social Resources in the Management of Health Problems
9. UMS 361 Education and Urban Social Structure
10. UMS 363 Compensatory Education in Urban America
- **11. UMS 385 Housing Problems of Minorities in Urban Areas (RES)
12. UMS 400 Community Financial Resource Development
- *13. UMS 401 The Ghetto (Geography)
- *14. UMS 402 Geography of the City (Geography)
- *15. UMS 410 Medical Economics (Economics)
- *16. UMS 412 The Economics of Poverty (Economics)
- *17. UMS 413 Urban Economics (Economics)
18. UMS 422 Behavioral Analysis of Urban Organizations
19. UMS 430 Urban Policy Analysis
20. UMS 441 Health and Environmental Quality
21. UMS 447 Aging in Contemporary (Urban) America
- *22. UMS 450 Law and Social Change (Public Affairs Management)
23. UMS 461 Educational Segregation, Desegregation, Integration and Busing
- *24. UMS 463 Economics of Urban Education (Economics)
25. UMS 480 Independent Study
26. UMS 485 Special Topics in Urban and Metropolitan Studies
- *27. UMS 498 Prefield Experience Seminar (RES/CUD)
- *28. UMS 499 Field Experience (RES/CUD)

*Joint offering with college or department noted.

**In all tabulations, UMS 385 is counted as RES 385.

C. Department of Urban and Metropolitan Studies Selected Topics
Courses (UMS 485)

1. UMS 485 Aging
2. UMS 485 Aging in Contemporary America
3. UMS 485 Applied Urban Research Problems
4. UMS 485 (The) Barrio
5. UMS 485 Behavioral Change Strategies
6. UMS 485 (The) Black Child
7. UMS 485 Citizen's Guide to Urban Policy
8. UMS 485 Community Involvement
9. UMS 485 Criminal Justice: Goals and Standards
10. UMS 485 Cultural Factors in the Education of Mexican-Americans
11. UMS 485 Current Issues in Urban Affairs
12. UMS 485 Documenting the Urban Environment
13. UMS 485 Educational Policy Analysis
14. UMS 485 Educational Policies and Educational Improvement
15. UMS 485 Effects of Energy Crisis on Cities
16. UMS 485 Federal and State Legislation on Discrimination in Employment and Education
17. UMS 485 Political Foundations of Urban Policy
18. UMS 485 Recent Federal and State Legislation on Discrimination in Employment and Education
19. UMS 485 Residential Segregation Practices
20. UMS 485 School Environment and Learning
21. UMS 485 Statistical Analysis of Urban Research
22. UMS 485 Urban Change
23. UMS 485 Urban Juvenile Behavior
24. UMS 485 Urban Political Economy
25. UMS 485 Urban Political Dynamics
26. UMS 485 Urban Program Planning and Evaluation
27. UMS 485 Urban Research Methods
28. UMS 485 Urban Resource Problems
29. UMS 485 Urban School Climate
30. UMS 485 Urban Social Indicators

D. Department of Racial and Ethnic Studies Courses (RES)

1. RES 240 Comparative Theories of Racism and Ethnocentrism
2. RES 250 Racial and Ethnic Studies in American Society
3. RES 313 Development of American Indians as an Ethnic Minority
4. RES 333 Contemporary Problems of American Indians
5. RES 363 (The) Formation of the Black Urban Working Class
- *6. RES 385 Housing Problems of Minorities in Urban Areas (UMS)
7. RES 393 Political Affairs of Native Americans
8. RES 401 Black (African) Diaspora
9. RES 402 Chicano Dramatic Expression
- *10. RES 417 Minorities and Women in the World of Work
(Management and Social Work)
11. RES 450 Mechanisms of Racial Dominance and Conflict
Resolution
12. RES 480 Independent Study
13. RES 485 Selected Topics in Racial and Ethnic Studies
14. RES 495 Senior Seminar
- *15. RES 498 Prefield Experience Seminar (CUD/UMS)
- *16. RES 499 Field Experience (CUD/UMS)

*Joint offering with college or department noted.

**E. Department of Racial and Ethnic Studies Selected Topics
Courses (RES 485)**

1. RES 485 (The) American Indian Experience
2. RES 485 (The) Black Experience
3. RES 485 Black Studies and Racial Dominance
4. RES 485 Building Curriculum for Native American Studies
5. RES 485 Chicanos and the Law
6. RES 485 Chicano Poetry
7. RES 485 Chicano Studies
8. RES 485 Civil Rights Strategies 1960 - Present
9. RES 485 Conflict Resolution in a Multi-Ethnic Society
10. RES 485 Consumer Law and Minorities
11. RES 485 Contemporary Issues and Problems of Chicanos
12. RES 485 Dependency, Development, and Inequality in Africa and Other Third World Communities
13. RES 485 Development of Ethnic Studies in Elementary and Secondary Schools
14. RES 485 Development of Mexican-American Culture
15. RES 485 Dynamics of Contemporary Race Relations
16. RES 485 Effects of Race and Ethnicity in the Classroom
17. RES 485 Ethnic Groups in Michigan
18. RES 485 Ethnocentrism and Racism in Contemporary Africa
19. RES 485 Formation of the Black Working Class
20. RES 485 Growth of Chicanos as an Ethnic Minority
21. RES 485 Housing Problems of Minorities in Urban Areas
22. RES 485 Indian Education and Curriculum Development
23. RES 485 Injustice and Genocide
24. RES 485 Introduction to Human Rights Concerns
25. RES 485 Legal Analysis of Bilingual Education
26. RES 485 Legal Consequences of a Multi-Racial Society
27. RES 485 Native American Education
28. RES 485 Native American Myths as Reflected in Their Self-Expression
29. RES 485 Native Peoples of the Upper Great Lakes
30. RES 485 Racial and Ethnic Studies in American Society
31. RES 485 Selected Historical and Contemporary Problems of the Black Working Class
32. RES 485 Selected Topics Relating to Modern Indian Concerns
33. RES 485 Social, Political, and Economic State of the Black Community in Recent Times (1960-1975)
34. RES 485 Teaching Racial and Ethnic Studies to Elementary and Secondary Schools
35. RES 485 Toward a Multiracial Society
36. RES 485 Twentieth Century Civil Rights Trials
37. RES 485 Welfare Law

Summary of Supporting Evidence Relating to the Political
Science Emphasis.

<u>1. Civil Liberties - Primary Attention:</u>	<u>No. of Courses</u>
(a) College of Urban Development	0
(b) Urban and Metropolitan Studies	0
(c) Urban and Metropolitan Studies 485	1
(d) Racial and Ethnic Studies	1
(e) Racial and Ethnic Studies 485	5
 Total regular courses	 1
Total 485 courses	6

Civil Liberties - Secondary Attention:

(a) CUD	0
(b) UMS	3
(c) UMS 485	1
(d) RES	2
(e) RES 485	7
 Total regular courses	 5
Total 485 courses	8

It appears that the problem area of civil liberties is receiving primary attention chiefly from the 485 Selected Topics courses in the Department of Racial and Ethnic Studies. The same is true at the secondary attention level, although there are also three courses in the regular UMS offerings.

Political Science Emphasis (continued)

<u>2. Community Organization/ Political Process - Primary Attention:</u>		<u>No. of Courses</u>
(a) CUD		3
(b) UMS		7
(c) UMS 485		6
(d) RES		3
(e) RES 485		2
Total regular courses		13
Total 485 courses		8

<u>Community Organization/ Political Process - Secondary Attention:</u>	
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(a) CUD	1
(b) UMS	8
(c) UMS 485	8
(d) RES	6
(e) RES 485	15

Total regular courses	15
Total 485 courses	23

It appears that the problem area of community organization/political process receives both primary and secondary attention over a wide range of courses. The Department of Urban and Metropolitan Studies offers seven regular courses and six 485 courses which are primarily related to this area. At the secondary level, the Department of Racial and Ethnic Studies offers six regular courses and 15 selected topics courses, while UMS offers eight of each. This area appears to be a major concern for the College instructional offerings.

Political Science Emphasis (continued)3. Foreign Policy - Primary Attention: No. of Courses

(a) CUD	0
(b) UMS	0
(c) UMS 485	0
(d) RES	0
(e) RES 485	0

Total regular courses	0
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Total 485 courses	0
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Foreign Policy - Secondary Attention:

(a) CUD	1
(b) UMS	0
(c) UMS 485	1
(d) RES	3
(e) RES 485	7

Total regular courses	4
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Total 485 courses	8
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It appears that the problem area of foreign policy is not the subject of primary attention by any of the categories of course offerings. At the level of secondary attention, there are three regular courses in the Department of Racial and Ethnic Studies and seven selected topics courses in the same department, along with one in the UMS 485 offerings and one from the regular CUD courses. Of the regular courses offered by the Department of Urban and Metropolitan Studies, there are none with either primary or secondary attention being given to foreign policy.

Political Science Emphasis (continued)

<u>4. Governance - Primary Attention:</u>		<u>No. of Courses</u>
(a) CUD		0
(b) UMS		1
(c) UMS 485		4
(d) RES		1
(e) RES 485		0
Total regular courses		2
Total 485 courses		4
 <u>Governance - Secondary Attention:</u>		
(a) CUD		1
(b) UMS		5
(c) UMS 485		4
(d) RES		2
(e) RES 485		5
Total regular courses		8
Total 485 courses		9

It appears that the problem area of governance receives primary attention chiefly through 485 selected topics courses in the Department of Urban and Metropolitan Studies. At the level of secondary attention, all categories of courses address problems in the area of governance, with five regular courses and four 485 courses being offered by UMS. The Department of Racial and Ethnic Studies offers two regular and five selected topics courses in the area of governance.

Table 4.1, which follows, shows the frequency and distribution of course offerings in the political science emphasis.

TABLE 4.1
FREQUENCY AND DISTRIBUTION OF COURSE OFFERINGS
IN THE POLITICAL SCIENCE EMPHASIS

<u>Problem Area</u>	<u>Course Type</u>	<u>Prim. Att'n.</u>	<u>Sec. Att'n.</u>	<u>Total Courses in Problem Area</u>	<u>Total of all Courses Offered by CUD</u>
1. Civil Libs.	CUD	0	0	0	3
	UMS	0	3	3	24
	UMS 485	1	1	2	30
	RES	1	2	3	11
	RES 485	5	7	12	37
	Total			20	105
2. Comm. Org./ Polit. Proc.	CUD	3	1	4	5*
	UMS	7	8	15	24
	UMS 485	6	8	14	30
	RES	3	6	9	11
	RES 485	2	15	17	37
	Total			59	107
3. Foreign Policy	CUD	0	1	1	3
	UMS	0	0	0	24
	UMS 485	0	1	1	30
	RES	0	3	3	11
	RES 485	0	7	7	37
	Total			12	105
4. Govern- ance	CUD	0	1	1	3
	UMS	1	5	6	24
	UMS 485	4	4	8	30
	RES	1	2	3	11
	RES 485	0	5	5	37
	Total			23	105

*This is the only instance where CUD courses 498 and 499 are included in the analysis, thus making a total of 5 CUD courses instead of 3, and an overall total of 107 instead of 105.

Summary of Data in Political Science Emphasis

The major thrust of instruction in the area of political science would appear to be in the problem area identified as community organization/political process. This is true at both primary and secondary levels of attention.

Problems related to foreign policy appear to receive the least attention, particularly at the primary level. All four problem areas receive some attention, although in foreign policy, all attention is secondary.

The largest number of courses with primary focus is in the area of community organization/political process, with three courses listed from CUD, thirteen from UMS, and five from RES. The largest single category giving secondary attention in the area of community organization/political process is RES 485, with fifteen courses listed.

In terms of total courses offered, the problem areas would rank as follows: (1) community organization/political process - 59; (2) governance - 23; (3) civil liberties - 20; (4) foreign policy - 12. These totals include both primary and secondary levels of attention.

Summary of Supporting Evidence Relating to the Economics

Emphasis.

5. Economics/Finance - Primary Attention: No. of Courses

(a) College of Urban Development	0
(b) Urban and Metropolitan Studies	5
(c) Urban and Metropolitan Studies 485	1
(d) Racial and Ethnic Studies	0
(e) Racial and Ethnic Studies 485	1

Total regular courses 5

Total 485 courses 2

Economics/Finance - Secondary Attention:

(a) CUD	2
(b) UMS	4
(c) UMS 485	4
(d) RES	2
(e) RES 485	6

Total regular courses 8

Total 485 courses 10

It appears that the problem area of economics/finance receives primary attention chiefly from regular courses in the Department of Urban and Metropolitan Studies, with all five of the primary emphasis regular courses in that department. At the level of secondary attention, UMS offers four regular and four 485 courses, while RES offers two regular and six 485 courses. It appears that each instructional component addresses the problem of economics/finance at the secondary level, with a total of eight regular courses and ten 485 courses.

Economics Emphasis (continued)

<u>6. Housing/Land - Primary Attention:</u>		<u>No. of Courses</u>
(a) CUD		0
(b) UMS		3
(c) UMS 485		1
(d) RES		1
(e) RES 485		0
Total regular courses		4
Total 485 courses		1
 <u>Housing/Land - Secondary Attention:</u>		
(a) CUD		2
(b) UMS		6
(c) UMS 485		7
(d) RES		2
(e) RES 485		4
Total regular courses		10
Total 485 courses		11

It appears that the problem area of housing/land receives primary attention in three regular courses and one 485 course from the Department of Urban and Metropolitan Studies. The Department of Racial and Ethnic Studies offers one regular course (385, offered jointly with UMS, but credited to RES) and no 485 courses. At the level of secondary attention, all categories of instructional offerings show that housing/land is among the problem areas considered, with ten regular courses and eleven 485 courses.

Economics Emphasis (continued)7. Transportation/Communication - Primary Attention:No. of Courses

(a) CUD	0
(b) UMS	0
(c) UMS 485	0
(d) RES	0
(e) RES 485	0

Total regular courses	0
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Total 485 courses	0
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Transportation/Communication - Secondary Attention:

(a) CUD	0
(b) UMS	5
(c) UMS 485	5
(d) RES	2
(e) RES 485	1

Total regular courses	7
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Total 485 courses	6
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It appears that the problem area of transportation/communication is not the subject of primary attention by any of the courses in the College, either regular or 485 selected topics. At the level of secondary attention, the Department of Urban and Metropolitan Studies offers five regular and five selected topics courses, while the Department of Racial and Ethnic Studies offers two regular and one 485 course, making a total of seven regular courses and six 485 courses addressing this problem area.

Economics Emphasis (continued)

8. <u>Unemployment/</u> <u>Income/Inflation - Primary Attention:</u>		<u>No. of Courses</u>
(a) CUD		0
(b) UMS		1
(c) UMS 485		2
(d) RES		1
(e) RES 485		2
Total regular courses		2
Total 485 courses		4

<u>Unemployment/</u> <u>Income/Inflation - Secondary Attention:</u>		
(a) CUD		2
(b) UMS		4
(c) UMS 485		5
(d) RES		3
(e) RES 485		3
Total regular courses		9
Total 485 courses		8

It appears that the problem area of unemployment/income/inflation receives primary attention in one regular course and one 485 course in each of the two departments of the College. At the level of secondary attention, all categories of course offerings are represented, with a total of nine regular courses and eight from the 485 selected topics series.

Table 4.2, which follows, shows the frequency and distribution of course offerings in the economics emphasis.

TABLE 4.2
FREQUENCY AND DISTRIBUTION OF COURSE OFFERINGS
IN THE ECONOMICS EMPHASIS

<u>Problem Area</u>	<u>Course Type</u>	<u>Prim. Att'n.</u>	<u>Sec. Att'n.</u>	<u>Total Courses in Problem Area</u>	<u>Total of all Courses Offered by CUD</u>
5. Economics/ Finance	CUD	0	2	2	3
	UMS	5	4	9	24
	UMS 485	1	4	5	30
	RES	0	2	2	11
	RES 485	1	6	7	37
	Total			25	105
6. Housing/ Land	CUD	0	2	2	3
	UMS	3	6	9	24
	UMS 485	1	7	8	30
	RES	1	2	3	11
	RES 485	0	4	4	37
	Total			26	105
7. Transp./ Communic.	CUD	0	0	0	3
	UMS	0	5	5	24
	UMS 485	0	5	5	30
	RES	0	2	2	11
	RES 485	0	1	1	37
	Total			13	105
8. Unempl./ Income/ Inflation	CUD	0	2	2	3
	UMS	1	4	5	24
	UMS 485	2	5	7	30
	RES	1	3	4	11
	RES 485	2	3	5	37
	Total			23	105

Summary of Data in Economics Emphasis

In the area of economics, the instruction appears to cover all areas at the level of secondary attention in both regular courses and 485 courses.

At the level of primary attention, the problem area of transportation/communication receives no attention. This is true in both regular courses and in selected topics 485 courses.

The largest number of courses with primary focus is in the area of economics/finance, with six courses in the Department of Urban and Metropolitan Studies and one in Racial and Ethnic Studies.

The largest number of courses with secondary attention is in the area of housing, with eight regular courses and eleven 485 courses.

In terms of total courses offered, the problem areas do not show marked differences. The rank order would be as follows:

(1) housing/land - 26; (2) economics/finance - 25; (3) unemployment/income/inflation - 23; (4) transportation/communication - 13.

Summary of Supporting Evidence Relating to the Sociology-
Psychology Emphasis.

<u>9. Education - Primary Attention:</u>		<u>No. of Courses</u>
(a) College of Urban Development		0
(b) Urban and Metropolitan Studies		4
(c) Urban and Metropolitan Studies 485		6
(d) Racial and Ethnic Studies		1
(e) Racial and Ethnic Studies 485		9
Total regular courses		5
Total 485 courses		15

Education - Secondary Attention:

(a) CUD	2
(b) UMS	5
(c) UMS 485	7
(d) RES	0
(e) RES 485	7
Total regular courses	7
Total 485 courses	14

It appears that the problem area of education receives primary attention chiefly from the Department of Urban and Metropolitan Studies in terms of regular course offerings; but in the 485 series, Racial and Ethnic Studies is represented by nine courses and Urban and Metropolitan Studies by six. At the level of secondary attention, all categories of course offerings are represented except regular RES courses.

Sociology-Psychology Emphasis (continued)

<u>10. Population - Primary Attention:</u>	<u>No. of Courses</u>
(a) CUD	0
(b) UMS	0
(c) UMS 485	0
(d) RES	0
(e) RES 485	0
Total regular courses	0
Total 485 courses	0

Population - Secondary Attention:

(a) CUD	1
(b) UMS	8
(c) UMS 485	2
(d) RES	2
(e) RES 485	2
Total regular courses	11
Total 485 courses	4

It appears that the problem area of population is not the subject of primary attention by any of the categories of course offerings. At the level of secondary attention, the Department of Urban and Metropolitan Studies offers eight regular courses which touch on the problem of population. The Department of Racial and Ethnic Studies offers two regular courses, and each department offers two 485 courses giving secondary attention to the problem area of population.

Sociology-Psychology Emphasis (continued)

<u>11. Poverty/Welfare - Primary Attention:</u>		<u>No. of Courses</u>
(a) CUD		0
(b) UMS		1
(c) UMS 485		0
(d) RES		0
(e) RES 485		1
Total regular courses		1
Total 485 courses		1

Poverty/Welfare - Secondary Attention:

(a) CUD	2
(b) UMS	7
(c) UMS 485	4
(d) RES	3
(e) RES 485	1
Total regular courses	12
Total 485 courses	5

It appears that the problem area of poverty/welfare is the subject of primary attention by only one regular course, and that in the Department of Urban and Metropolitan Studies. The Department of Racial and Ethnic Studies has offered one 485 course giving this area primary attention. At the level of secondary attention, all categories of courses are represented, with the largest number in the Department of Urban and Metropolitan Studies, with seven regular and four 485 courses addressing the problem area of poverty/welfare. (It is likely that the problem of poverty is addressed in a variety of other courses, without being so noted on course syllabi.)

Sociology-Psychology Emphasis (continued)

12. <u>Public Order/Crime/</u> <u>Criminal Justice - Primary Attention:</u>		<u>No. of Courses</u>
(a) CUD		0
(b) UMS		2
(c) UMS 485		2
(d) RES		0
(e) RES 485		1
Total regular courses		2
Total 485 courses		3

<u>Public Order/Crime/</u> <u>Criminal Justice - Secondary Attention:</u>		
(a) CUD		1
(b) UMS		2
(c) UMS 485		2
(d) RES		0
(e) RES 485		3
Total regular courses		3
Total 485 courses		5

It appears that the problem area of public order/crime/criminal justice has received no attention in regular RES courses at either the primary or secondary levels of attention. The Department of Urban and Metropolitan Studies has offered two regular courses in each level of attention. In the 485 series, UMS has offered two at the primary level and two at the secondary level, while RES has offered one at the primary level and three at the secondary level.

Sociology-Psychology Emphasis (continued)

13. <u>Race/Ethnicity/</u> <u>Minorities/Women - Primary Attention:</u>		<u>No. of Courses</u>
(a) CUD		2
(b) UMS		7
(c) UMS 485		7
(d) RES		11
(e) RES 485		36
Total regular courses		20
Total 485 courses		43

<u>Race/Ethnicity/</u> <u>Minorities/Women - Secondary Attention:</u>		
(a) CUD		1
(b) UMS		9
(c) UMS 485		8
(d) RES		0
(e) RES 485		1
Total regular courses		10
Total 485 courses		9

It appears that the problem area of race/ethnicity/minorities/women receives primary attention in all eleven of the regular course offerings in the Department of Racial and Ethnic Studies and in all of the department's 485 offerings except one, where it receives secondary attention. The Department of Urban and Metropolitan Studies is also well represented in this problem area, with seven regular and seven 485 courses at the primary level of attention, and nine regular and eight 485 courses at the secondary level.

Table 4.3, which follows, shows the frequency and distribution of course offerings in the sociology-psychology emphasis.

TABLE 4.3
FREQUENCY AND DISTRIBUTION OF COURSE OFFERINGS
IN THE SOCIOLOGY-PSYCHOLOGY EMPHASIS

<u>Problem Area</u>	<u>Course Type</u>	<u>Prim. Att'n.</u>	<u>Sec. Att'n.</u>	<u>Total Courses in Problem Area</u>	<u>Total of all Courses Offered by CUD</u>
9. Education	CUD	0	2	2	3
	UMS	4	5	9	24
	UMS 485	6	7	13	30
	RES	1	0	1	11
	RES 485	9	7	16	37
	Total			41	105
10. Population	CUD	0	1	1	3
	UMS	0	8	8	24
	UMS 485	0	2	2	30
	RES	0	2	2	11
	RES 485	0	2	2	37
	Total			15	105
11. Poverty/ Welfare	CUD	0	2	2	3
	UMS	1	7	8	24
	UMS 485	0	4	4	30
	RES	0	3	3	11
	RES 485	1	1	2	37
	Total			19	105
12. Public Order/ Crime/ Crim. Justice	CUD	0	1	1	3
	UMS	2	2	4	24
	UMS 485	2	2	4	30
	RES	0	0	0	11
	RES 485	1	3	4	37
	Total			13	105
13. Race/ Ethnic./ Minor./ Women	CUD	2	1	3	3
	UMS	7	9	16	24
	UMS 485	7	8	15	30
	RES	11	0	11	11
	RES 485	36	1	37	37
	Total			82	105

Summary of Data in Sociology-Psychology Emphasis

The major thrust of instruction in the area of sociology-psychology would appear to be in the problem area identified as race/ethnicity/minorities/women. This is true at the primary level in both regular and 485 courses. A total of 43 courses in the 485 series have been related to this issue at the primary level and nine more at the secondary level. In all, 82 courses are related to race, etc.

The problem area of education also ranks high, with a total of 41 courses, both primary and secondary. Although this is only half of the total for race, it still represents a much greater number than the other problems in this emphasis area.

Problems related to population receive least attention at the primary level (0), although there are 15 at the secondary level. The problem areas of poverty/welfare and public order/crime/criminal justice appear to receive a low level of attention in both regular and 485 courses.

In terms of total courses offered, the problem areas would rank as follows: (1) race/ethnicity/minorities/women - 82; (2) education - 41; (3) poverty/welfare - 19; (4) population - 15; (5) public order/crime/criminal justice - 13.

Summary of Supporting Evidence Relating to the Natural
Science Emphasis.

<u>14. Agriculture - Primary Attention:</u>	<u>No. of Courses</u>
(a) College of Urban Development	0
(b) Urban and Metropolitan Studies	0
(c) Urban and Metropolitan Studies 485	0
(d) Racial and Ethnic Studies	0
(e) Racial and Ethnic Studies 485	0
Total regular courses	0
Total 485 courses	0

Agriculture - Secondary Attention:

(a) CUD	1
(b) UMS	2
(c) UMS 485	0
(d) RES	3
(e) RES 485	3
Total regular courses	6
Total 485 courses	3

It appears that the problem area of agriculture is not the subject of primary attention by any of the categories of course offerings. At the level of secondary attention, all categories are represented except the 485 series offered by the Department of Urban and Metropolitan Studies. The Department of Racial and Ethnic Studies has offered three regular courses and three 485 courses touching on agriculture.

Natural Science Emphasis (continued)15. Environment/Energy - Primary Attention: No. of Courses

(a) CUD	0
(b) UMS	1
(c) UMS 485	2
(d) RES	0
(e) RES 485	1

Total regular courses	1
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Total 485 courses (one course joint offering)	2
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Environment/Energy - Secondary Attention:

(a) CUD	0
(b) UMS	4
(c) UMS 485	0
(d) RES	0
(e) RES 485	3

Total regular courses	4
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Total 485 courses	3
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It appears that the problem area of environment/energy receives no attention from the Department of Racial and Ethnic Studies in regular course offerings at the primary level. One regular course is offered at this level by the Department of Urban and Metropolitan Studies. In the 485 series, there have been a total of two at the primary level from UMS, with one of them being a joint offering with RES, which also offered one other. At the secondary level, UMS offered four regular courses, and RES offered three 485 courses.

Natural Science Emphasis (continued)

<u>16. Health - Primary Attention:</u>	<u>No. of Courses</u>
(a) CUD	0
(b) UMS	6
(c) UMS 485	0
(d) RES	0
(e) RES 485	0
Total regular courses	6
Total 485 courses	0

Health - Secondary Attention:

(a) CUD	1
(b) UMS	5
(c) UMS 485	7
(d) RES	2
(e) RES 485	2
Total regular courses	8
Total 485 courses	9

It appears that the problem area of health is the subject of primary attention only in the regular courses offered by the Department of Urban and Metropolitan Studies. A total of six regular course offerings are focused on problems related to health care. The other categories of courses are not represented at the primary level. At the secondary level of attention, UMS offers five regular courses and seven in the 485 series, while the Department of Racial and Ethnic Studies has offered two regular and two 485 courses related to health.

Natural Science Emphasis (continued)17. Science/Technology - Primary Attention: No. of Courses

(a) CUD	0
(b) UMS	0
(c) UMS 485	0
(d) RES	0
(e) RES 485	0

Total regular courses	0
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Total 485 courses	0
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Science/Technology - Secondary Attention:

(a) CUD	1
(b) UMS	1
(c) UMS 485	0
(d) RES	0
(e) RES 485	2

Total regular courses	2
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Total 485 courses	2
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It appears that the problem area of science/technology is not the subject of primary attention by any of the categories of course offerings. At the level of secondary attention, the Department of Urban and Metropolitan Studies offers one regular course and no 485 courses, while the Department of Racial and Ethnic Studies offers no regular courses and two 485 courses. With one course from CUD giving secondary attention to science/technology, this makes a total of two regular and two 485 courses at the secondary level of attention.

Table 4.4, which follows, shows the frequency and distribution of course offerings in the natural science emphasis.

TABLE 4.4
FREQUENCY AND DISTRIBUTION OF COURSE OFFERINGS
IN THE NATURAL SCIENCE EMPHASIS

<u>Problem Area</u>	<u>Course Type</u>	<u>Prim. Att'n.</u>	<u>Sec. Att'n.</u>	<u>Total Courses in Problem Area</u>	<u>Total of all Courses Offered by CUD</u>
14. Agri-culture	CUD	0	1	1	3
	UMS	0	2	2	24
	UMS 485	0	0	0	30
	RES	0	3	3	11
	RES 485	0	3	3	37
	Total			9	105
15. Environ./Energy	CUD	0	0	0	3
	UMS	1	4	5	24
	UMS 485	2	0	2	30
	RES	0	0	0	11
	RES 485	1	3	4	37
	Total			11	105
16. Health	CUD	0	1	1	3
	UMS	6	5	11	24
	UMS 485	0	7	7	30
	RES	0	2	2	11
	RES 485	0	2	2	37
	Total			23	105
17. Science/Technol.	CUD	0	1	1	3
	UMS	0	1	1	24
	UMS 485	0	0	0	30
	RES	0	0	0	11
	RES 485	0	2	2	37
	Total			4	105

Summary of Data in Natural Science Emphasis

The major thrust of instruction in the area of natural science would appear to be in the problem area identified as health. This is true at the primary level in regular courses, but not in 485 courses. Only three courses in the 485 series give primary attention to any problem in the natural science area, and these are in the problem area of environment/energy.

The total course offerings addressing the problem of health, at both primary and secondary levels, is 23, just over twice the number addressing the problem of environment/energy (11).

With the exception of the six UMS regular courses in health and four courses in environment/energy, three of which are 485 courses, there are no courses at the primary level addressing any of the problem areas in the natural science emphasis. The area of health has the most courses at the secondary level, with a total of 17.

In terms of total courses offered, the problem areas would rank as follows: (1) health - 23; (2) environment/energy - 11; (3) agriculture - 9; (4) science/technology - 4.

Table 4.5, which follows, shows the frequency and distribution of all course offerings, in all categories of instruction, at both primary and secondary levels of attention.

Figure 4.1 shows the frequency and distribution of CUD instructional activities.

TABLE 4.5 FREQUENCY AND DISTRIBUTION OF ALL COURSE OFFERINGS, PRIMARY AND SECONDARY

	CUD		UMS		UMS 485		RES		RES 485		Total	
	Prim.	Sec.	Prim.	Sec.	Prim.	Sec.	Prim.	Sec.	Prim.	Sec.	Prim.	Sec.
POLITICAL SCI. EMPHASIS												
1. Civil Liberties	0	0	0	3	1	1	1	2	5	7	7	13
2. Comm. Org./Polit.	3	1	7	8	6	8	3	6	2	15	21	38
3. Foreign Policy	0	1	0	0	0	1	0	3	0	7	0	12
4. Governance	0	1	1	5	4	4	1	2	0	5	6	17
Totals	<u>3</u>	<u>3</u>	<u>8</u>	<u>16</u>	<u>11</u>	<u>14</u>	<u>5</u>	<u>13</u>	<u>7</u>	<u>34</u>	<u>34</u>	<u>80</u>
ECONOMICS EMPHASIS												
5. Econ./Finance	0	2	5	4	1	4	0	2	1	6	7	18
6. Housing/Land	0	2	3	6	1	7	1	2	0	4	5	21
7. Transp./Commun.	0	0	0	5	0	5	0	2	0	1	0	13
8. Unempl./Inc./Infl.	0	2	1	4	2	5	1	3	2	3	6	17
	<u>0</u>	<u>6</u>	<u>9</u>	<u>19</u>	<u>4</u>	<u>21</u>	<u>2</u>	<u>9</u>	<u>3</u>	<u>14</u>	<u>18</u>	<u>69</u>
SOCIOLOGY-PSYCHOLOGY EMPH.												
9. Education	0	2	4	5	6	7	1	0	9	7	20	21
10. Population	0	1	0	8	0	2	0	2	0	2	0	15
11. Poverty/Welfare	0	2	1	7	0	4	0	3	1	1	2	17
12. Public Order/Crime/CJ	0	1	2	2	2	2	0	0	1	3	5	8
13. Race/Ethn./Minorities	2	1	7	9	7	8	11	0	36	1	63	19
	<u>2</u>	<u>7</u>	<u>14</u>	<u>31</u>	<u>15</u>	<u>23</u>	<u>12</u>	<u>5</u>	<u>47</u>	<u>14</u>	<u>90</u>	<u>80</u>
NATURAL SCIENCE EMPHASIS												
14. Agriculture	0	1	0	2	0	0	0	3	0	3	0	9
15. Environment/Energy	0	0	1	4	2	0	0	0	1	3	4	7
16. Health	0	1	6	5	0	7	0	2	0	2	6	17
17. Science/Technology	0	1	0	1	0	0	0	0	0	2	0	4
	<u>0</u>	<u>3</u>	<u>7</u>	<u>12</u>	<u>2</u>	<u>7</u>	<u>0</u>	<u>5</u>	<u>1</u>	<u>10</u>	<u>10</u>	<u>37</u>

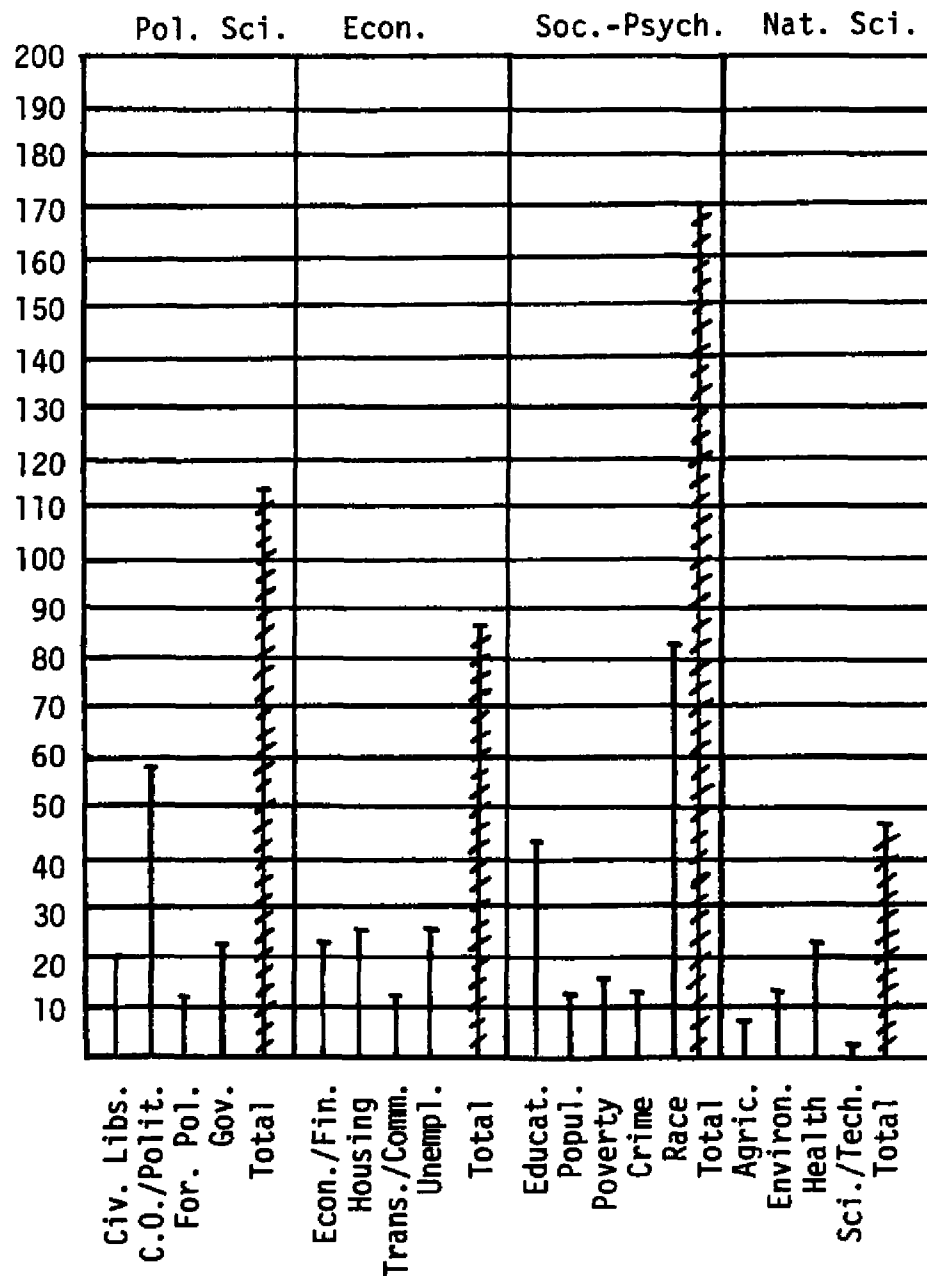


FIGURE 4.1

FREQUENCY AND DISTRIBUTION OF INSTRUCTIONAL ACTIVITIES
(All courses, both primary and secondary attention)

The following list shows the apparent distribution of the instructional activities of the College of Urban Development, as revealed by an analysis of the syllabi of the various courses. The numbers represent combined tabulations of all regular and selected topics courses, including both primary and secondary attention categories.

1. Race/Ethnicity/Minorities/Women	82
* 2. Community Organization/Political Process	59
3. Education	41
4. Housing/Land	26
* 5. Economics/Finance	25
{ 6. Governance	23
{ 7. Health	23
{ 8. Unemployment/Income/Inflation	23
* 9. Civil Liberties	20
10. Poverty/Welfare	19
11. Population	15
** { 12. Public Order/Crime/Criminal Justice	13
** { 13. Transportation/Communication	13
14. Foreign Policy	12
** 15. Environment/Energy	11
16. Agriculture	9
17. Science/Technology	4

* not included in authorities' "top ten."

** included in authorities' "top ten."

In the following, a comparison will be made between (1) the list of the ten priority societal problems identified through the literature search and (2) the list of the ten priority issues appearing to receive attention through the instructional activities of the College of Urban Development, as revealed by an analysis of the syllabi of the various courses. The ranking is based on the combined tabulations of all regular and selected topics courses, including both primary and secondary levels-of-attention categories.

<u>Alphabetical Listing of Identified Societal Problems (Top Ten)</u>	<u>Problems Addressed by CUD Instructional Courses (Top Ten)</u>	<u>As Ranked in CUD Listing</u>
1. Education	Education	3
2. Environment/Energy		15
3. Governance	Governance	6-7-8
4. Health	Health	6-7-8
5. Housing/Land	Housing/Land	4
6. Poverty/Welfare	Poverty/Welfare	10
7. Public Order/Crime/C.J.		12-13
8. Race/Ethnicity/etc.	Race/Ethnicity/etc.	1
9. Transportation/Communic.		12-13
10. Unemployment/Income/Infl.	Unemployment/Income/Infl.	6-7-8
	Civil Liberties	9
	Comm. Org./Polit. Proc.	2
	Economics/Finance	5

Summary of Data on Instructional Activities

On the basis of the analysis undertaken in the present study, using the data sources listed, it appears that the major thrust of the College of Urban Development's curricular program of instruction is in the sociology-psychology emphasis area. The other areas rank as follows: (2) political science, (3) economics, and (4) natural science.

The specific problem receiving most attention is that of race/ethnicity/minorities/women, with a total of 82 course offerings, including both regular and selected topics courses, giving either primary or secondary attention to this topic.

The problem ranking second is that identified as community organization/political process, with 59 course offerings. This problem is classified in this study as being in the political science emphasis area.

The problem ranking third is education, with 41 course offerings. This problem is classified in this study as being in the sociology-psychology emphasis area.

The first three problem areas seem clearly to represent the leading concerns of the instructional program.

The problems ranked from 4 - 10 show a distinct drop in the number of courses, and also show less variance from one another, ranging from housing/land with 26 to poverty/welfare with 19 .

The next five problems are also comparable in numbers, ranging from population with 15 to environment/energy with 11.

Agriculture and science-technology are last on the list, with totals of 9 and 4 respectively.

Three of the problem areas among the first ten being addressed by the instructional program are not among the "top ten" identified by the literature search. These three are: (1) community organization/political process, (2) economics/finance, and (3) civil liberties.

Conversely, three items listed by the authorities as being among the "top ten" but not so listed by the College are as follows: (1) public order/crime/criminal justice, (2) transportation/communication, and (3) environment/energy.

Evidence Relating to Research Activities

In examining the research activities, the writer used as the source of data the 1978 Prospectus of the College of Urban Development. This publication lists research conducted by faculty members presently affiliated with the College. From the research and publications listed in the Prospectus, only those items have been included which were completed between the fall of 1973, when the College officially began operations, and the spring of 1978.

The evidence is presented to indicate the contributions of the departments and components of the College, as follows:

- (a) Department of Urban and Metropolitan Studies (UMS)
- (b) Department of Racial and Ethnic Studies (RES)
- (c) Center for Urban Affairs (CUA)
- (d) Dean, College of Urban Development (Dean)
- (e) National Institute of Mental Health Project (NIMH)

The Prospectus lists thirteen members of the faculty of the Department of Urban and Metropolitan Studies as contributors and ten members of the Department of Racial and Ethnic Studies. Five persons associated with the Center for Urban Affairs, and two from the National Institute of Mental Health Project are also represented, in addition to the Dean of the College. These numbers represent a preponderance of all the faculty of the College.

According to information in the MSU News-Bulletin Supplement for February 9, 1978, the College of Urban Development ranked second in 1976-77 in terms of grants received by all MSU Colleges. The ranking was based on value per full-time-equivalent faculty of grants received for research and for education. Heading the list was the

College of Agriculture and Natural Resources, showing \$33.1 thousand value per FTE faculty. The College of Urban Development was second, with \$31.7 thousand per FTE, followed by the College of Natural Science, \$20.8; the College of Human Medicine, \$19.3; and the College of Education, \$14.5 thousand.

The other small colleges of the University were listed showing the following amounts: Lyman Briggs, \$1.0; James Madison, \$0.0; and Justin Morrill, \$0.0.

The Department of Urban and Metropolitan Studies ranked 11th of all academic departments of the University with \$10,000 or more per FTE in grants received during the fiscal year 1976-77. Seven of the first ten departments are classed as "biomedical sciences," an area currently favored by federal research and education funding policy. The Department of Packaging, which ranked 10th, ahead of the Department of Urban and Metropolitan Studies, did so by only a slight margin: \$27,581 (grant amount per FTE) compared with \$27,527 for UMS.

The present study is concerned with the frequency and distribution of the research effort when the adopted screening device is applied to the total list of research projects undertaken by members of the faculty of the College.

Use of the evidence in support of more than one criterion is apparent. When a particular piece of research has been undertaken by several authors, reference to this fact is made in the listing for the various departments. The totals for the various categories of problems reflect this co-authorship. One person holds a joint appointment with the Department of Urban and Metropolitan Studies and with the Department of Racial and Ethnic Studies. His research will be listed with the Department of Racial and Ethnic Studies in this study.

Considerable research dating earlier than 1973 is omitted from this analysis. The writer has no knowledge of how much research may be missing because persons are no longer affiliated with the College. In spite of these qualifying factors, this partial record of the research effort of the College of Urban Development during the years from 1973 to 1978 will indicate the general focus of the interests of the current faculty.

The lists of topics, arranged in categories as described above, are provided in Appendix B. Using this information, the following summaries are presented as describing the research activities of the College of Urban Development.

Summary of Supporting Evidence Relating to the Political
Science Emphasis.

	<u>Titles Listed</u>	<u>Total</u>
1. <u>Civil Liberties:</u>	0	0
2. <u>Community Organization/ Political Process:</u>		
(a) UMS	7	
(b) RES	1 (co-auth. w/CUA)	
(c) CUA	5	
(d) Dean	2 (1 co-auth. w/UMS)	
		13
3. <u>Foreign Policy:</u>		
(b) RES	1	1
4. <u>Governance:</u>		
(b) RES	1 (co-auth. w/CUA)	
(c) CUA	2	
		<u>2</u>
		16

It appears that the major research interest of the current faculty of the College of Urban Development in the political science emphasis is in relation to the problem area referred to as community organization/political process. The area of civil liberties has received no attention as a focus of research, and foreign policy has been the subject of only one research effort. Two studies were concerned with governance.

Summary of Supporting Evidence Relating to the Economics
Emphasis.

	<u>Titles Listed</u>	<u>Total</u>
5. <u>Economics/Finance:</u>		
(a) UMS	2	
(b) RES	2	
		4
6. <u>Housing/Land:</u>		
(a) UMS	11	
(b) RES	4	
(c) CUA	1 (co-auth. w/RES)	
		15
7. <u>Transportation/Communication:</u>		
(b) RES	1	1
8. <u>Unemployment/Income/ Inflation:</u>		
(a) UMS	2	
(b) RES	1 (co-auth. w/UMS)	
(c) CUA	2	
		<u>4</u>
		24

It appears that the major research interest of the current faculty of the College of Urban Development in the economics emphasis is in relation to the problem area referred to as housing/land. The area of transportation/communication has received the least attention, with only one study. The other two problem areas were each the subject of four research efforts.

Summary of Supporting Evidence Relating to the Sociology-
Psychology Emphasis.

	<u>Titles Listed</u>	<u>Total</u>
9. <u>Education:</u>		
(a) UMS	36 (2 co-authored, 1, CUA; 1, Dean)	
(b) RES	4 (1 co-auth. w/UMS)	
(c) CUA	10 (1 co-auth. w/UMS)	
(d) Dean	27 (9 co-authored, 8, UMS; 1, CUA)	
(e) NIMH	6 (1 co-auth. w/UMS and Dean)	
		69
10. <u>Population:</u>		
(a) UMS	5	
(b) RES	3	
(c) Dean	3 (1 co-auth. w/UMS)	
		10
11. <u>Poverty/Welfare:</u>		
(d) Dean	2	2
12. <u>Public Order/Crime/C.J.:</u>		
(a) UMS	2	
(c) CUA	3 (2 co-auth. w/UMS)	
		3
13. <u>Race/Ethnicity/Min./Women:</u>		
(a) UMS	21 (1 co-auth. w/Dean)	
(b) RES	8 (1 co-auth. w/UMS)	
(c) CUA	5 (1 co-auth. w/RES)	
(d) Dean	20 (5 co-auth. w/UMS)	
(e) NIMH	5 (1 co-auth. w/Dean)	
		50

It appears that the major research interests of the current faculty of the College of Urban Development in the sociology-psychology emphasis are in relation to the problem area referred to as education, with 69 studies, and race/ethnicity/minorities/women, with 50 studies. The area of poverty/welfare has received the least attention as a focus of research, with only two studies, both by the Dean. Public order/crime/criminal justice has been the subject of only three research efforts. The fifth problem area in the sociology-psychology emphasis, population, was the subject of 10 studies. All five of the components of the College, as designated in describing the research effort, were contributors in both education and race/ethnicity/minorities/women problem areas, thus indicating a wide spread of faculty interest in these particular issues.

Although the research in the problem area of poverty/welfare appears to be minimal, it is likely that considerations of poverty were taken into account in research problems involving many other areas being investigated.

Summary of Supporting Evidence Relating to the Natural
Science Emphasis.

	<u>Titles Listed</u>	<u>Total</u>
14. <u>Agriculture:</u>		
(c) CUA	1	1
15. <u>Environment/Energy:</u>		
(a) UMS	4	4
16. <u>Health:</u>		
(a) UMS	17	
(b) CUA	2	
(c) Dean	1	
		20
17. <u>Science/Technology:</u>		
	0	0
		25

It appears that the major research interest of the current faculty of the College of Urban Development in the natural science emphasis is in relation to the problem area referred to as health, with a total of 20 studies, 17 of which were conducted by UMS faculty members. The area of science-technology has received no attention as a focus of research, and agriculture has been the subject of only one study. The problem area of environment/energy received attention in four research efforts.

Figure 4.2, which follows, shows the frequency and distribution of CUD research activities.

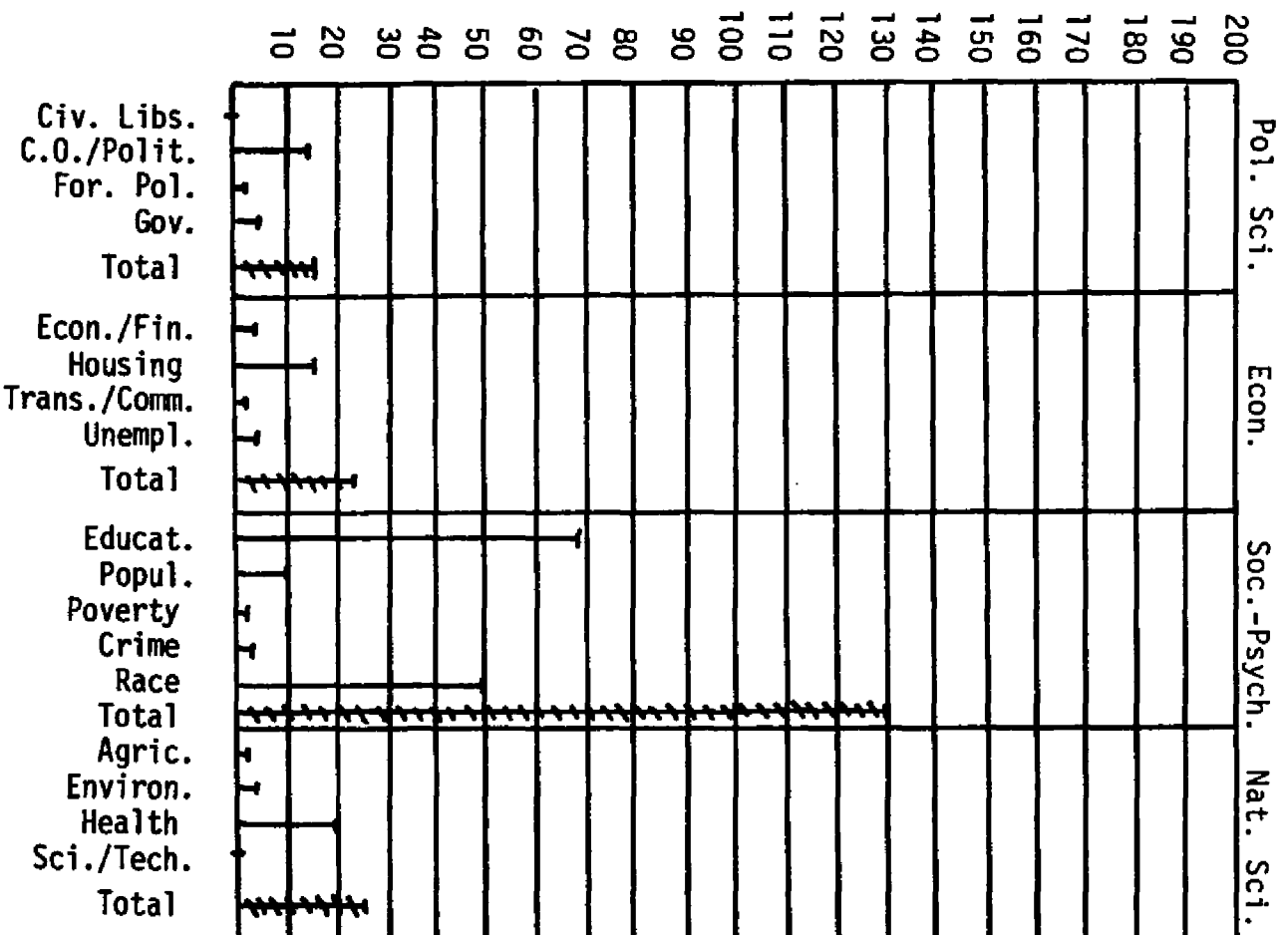


FIGURE 4.2

FREQUENCY AND DISTRIBUTION
OF RESEARCH ACTIVITIES

The following list shows the apparent distribution of the research activities of the College of Urban Development, as revealed by an analysis of the Prospectus for 1978. The numbers represent total research projects and publications completed during the years 1973-78.

1. Education	69
2. Race/Ethnicity/Minorities/Women	50
3. Health	20
4. Housing/Land	15
* 5. Community Organization/Political Process	13
* 6. Population	10
* { 7. Economics/Finance	4
{ 8. Environment/Energy	4
{ 9. Unemployment/Income/Inflation	4
10. Public Order/Crime/Criminal Justice	3
** { 11. Governance	2
** { 12. Poverty/Welfare	2
{ 13. Agriculture	1
{ 14. Foreign Policy	1
** { 15. Transportation/Communication	1
{ 16. Civil Liberties	0
{ 17. Science/Technology	0

* not included in authorities' "top ten."

** included in authorities' "top ten."

In the following, a comparison will be made between (1) the list of the ten priority societal problems identified through the literature search and (2) the list of the ten priority issues appearing to receive attention through the research activities of the College of Urban Development, as revealed by an analysis of the College Prospectus for 1978.

<u>Alphabetical Listing of Identified Societal Problems (Top Ten)</u>	<u>Problems Addressed by CUD Research Activities (Top Ten)</u>	<u>As Ranked in CUD Listing</u>
1. Education	Education	1
2. Environment/Energy	Environment/Energy	7-8-9
3. Governance		11-12
4. Health	Health	3
5. Housing/Land	Housing/Land	4
6. Poverty/Welfare		11-12
7. Public Order/Crime/C.J.	Public Order/Crime/C.J.	10
8. Race/Ethnicity/etc.	Race/Ethnicity/etc.	2
9. Transportation/Communic.		13-14-15
10. Unemployment/Income/Infl.	Unemployment/Income/Infl.	7-8-9
	Comm. Org./Polit. Process	5
	Economics/Finance	7-8-9
	Population	6

Summary of Data on Research Activities

On the basis of the analysis undertaken in the present study, using the data source indicated, it appears that the major thrust of the College of Urban Development's curricular program of research is in the sociology-psychology emphasis area. The other areas rank as follows: (2) natural science, (3) economics, and (4) political science.

The specific problem receiving most attention is that of education, with a total of 69 studies completed between the fall of 1973 and the spring of 1978, as listed in the College Prospectus.

The problem ranking second is that identified as race/ethnicity/minorities/women, with a total of 50 research projects. Both education and race/ethnicity/minorities/women are classified in this study as being in the sociology-psychology emphasis area.

The problem ranking third is health, with 20 studies. This problem is classified in this study as being in the natural science emphasis area.

The first two problem areas seem clearly to represent the leading concerns of the research activities, with the third problem receiving moderate attention.

Problems 4, 5, and 6 represent a cluster, with housing/land - 15 studies; community organization/political process - 13 studies; and population - 10 studies.

The remainder of the problem areas on the screening device have been the subject of investigation with little or no frequency,

ranging from 4 (environment/energy, economics/finance, and unemployment/income/inflation) to 0 (civil liberties and science/technology). The five remaining problem areas were studied from 1 to 3 times during the period under investigation.

Three of the problem areas among the first ten being addressed by the research activities are not among the "top ten" identified by the literature search. These three are: (1) community organization/political process, (2) population, and (3) economics/finance.

Conversely, three items listed by the authorities as being among the "top ten" but not so listed by the College are as follows: (1) governance, (2) poverty/welfare, and (3) transportation/communication.

Evidence Relating to Service Activities

In examining the service activities of the College of Urban Development, the writer used the following sources of data:

1. A Report of the Programs and Activities, College of Urban Development, 1974
2. A Report of the 1975-76 Academic Year, Center for Urban Affairs
3. The Annual Evaluation and Report (prepared for the University) of the College of Urban Development for 1975-76
4. The Annual Evaluation and Report (prepared for the University) of the College of Urban Development for 1976-77
5. The 1978 College of Urban Development Prospectus (which lists research, publications, and selected service activities)

Information concerning guest speakers was collected as described previously, using written reports for the Urban Forum Series, and both written and verbal reports for other speakers.

The data is categorized as follows:

- a. Guest Speakers (Urban Forum and "Other")
- b. Conferences and Workshops
- c. Special Projects and Outreach Activities

Lists of speakers and activities, arranged in categories as described above, are provided in Appendix C.

Summary of Supporting Evidence Relating to the Political
Science Emphasis.

1. Civil Liberties:

a. Speakers	6
b. Conferences and Workshops	0
c. Special Projects and Outreach Activities	3

2. Community Organization/Political Process:

a. Speakers	11
b. Conferences and Workshops	6
c. Special Projects and Outreach Activities	12

3. Foreign Policy:

a. Speakers	3
b. Conferences and Workshops	0
c. Special Projects and Outreach Activities	3

4. Governance:

a. Speakers	6
b. Conferences and Workshops	0
c. Special Projects and Outreach Activities	2

The major thrust of service activities in the area of political science would appear to be in the problem area identified as community organization/political process. This is the only area around which conferences and workshops were scheduled. This problem was also more often addressed by speakers and featured in special projects and outreach activities. The problem area identified as foreign policy appears to have received the least attention in the political science emphasis.

Summary of Supporting Evidence Relating to the Economics

Emphasis.

5. Economics/Finance:

a. Speakers	4
b. Conferences and Workshops	2
c. Special Projects and Outreach Activities	1

6. Housing/Land:

a. Speakers	4
b. Conferences and Workshops	1
c. Special Projects and Outreach Activities	4

7. Transportation/Communication:

a. Speakers	6
b. Conferences and Workshops	0
c. Special Projects and Outreach Activities	6

8. Unemployment/Income/Inflation:

a. Speakers	2
b. Conferences and Workshops	2
c. Special Projects and Outreach Activities	0

The major thrust of service activities in the area of economics would appear to be in the problem area identified as transportation/communication, with six speakers and six special projects and outreach activities. However, there are no conferences and workshops around this problem, and all of the special projects are media presentations related to other problem areas. Of the six transportation/communication speakers, only two addressed problems related to transportation. The problem area of housing/land ranked high in special project activities.

Summary of Supporting Evidence Relating to the Sociology-
Psychology Emphasis.

9. Education:

a. Speakers	12
b. Conferences and Workshops	7
c. Special Projects and Outreach Activities	19

10. Population:

a. Speakers	0
b. Conferences and Workshops	0
c. Special Projects and Outreach Activities	0

11. Poverty/Welfare:

a. Speakers	2
b. Conferences and Workshops	0
c. Special Projects and Outreach Activities	1

12. Public Order/Crime/Criminal Justice:

a. Speakers	2
b. Conferences and Workshops	2
c. Special Projects and Outreach Activities	9

13. Race/Ethnicity/Minorities/Women:

a. Speakers	27
b. Conferences and Workshops	5
c. Special Projects and Outreach Activities	17

The major thrust of service activities in the area of sociology-psychology would appear to be in two problem areas: education and race/ethnicity/minorities/women. No activities are recorded around the area of population and very little in the area of poverty/welfare. As has been noted in the discussion of instruction and research, it is likely that poverty is one of the undergirding assumptions of many other service projects.

Summary of Supporting Evidence Relating to the Natural
Science Emphasis.

14. Agriculture:

a. Speakers	1
b. Conferences and Workshops	1
c. Special Projects and Outreach Activities	0

15. Environment/Energy:

a. Speakers	0
b. Conferences and Workshops	1
c. Special Projects and Outreach Activities	3

16. Health:

a. Speakers	1
b. Conferences and Workshops	1
c. Special Projects and Outreach Activities	6

17. Science/Technology:

a. Speakers	0
b. Conferences and Workshops	0
c. Special Projects and Outreach Activities	1

The major thrust of service activities in the area of natural science would appear to be in the problem area identified as health.

The area of environment/energy ranks second, with one major conference and three special projects. The area of science/technology appears to receive the least attention in this emphasis group.

Figure 4.3 shows the frequency and distribution of problem areas addressed by guest speakers. Figure 4.4 shows the frequency and distribution of service activities, excluding guest speakers.

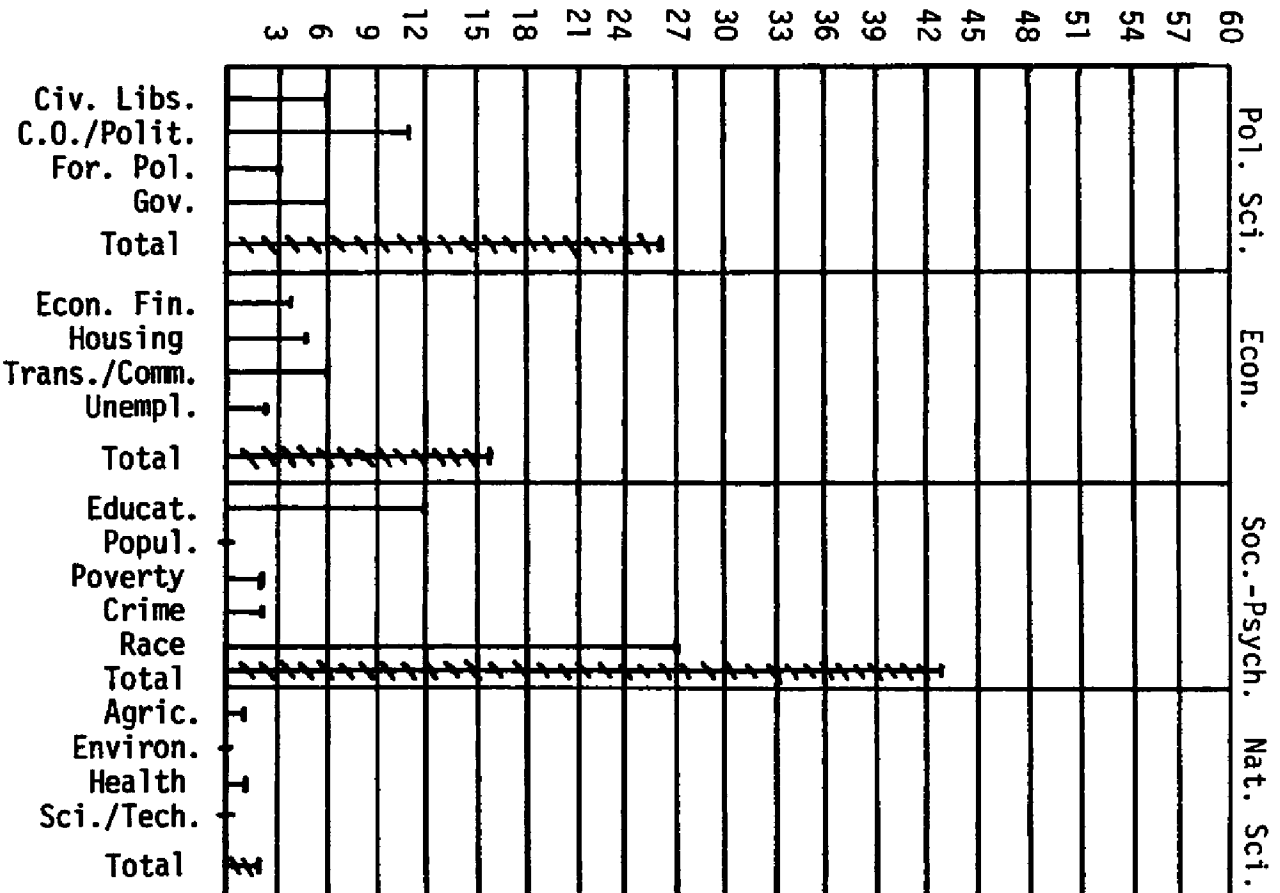


FIGURE 4.3

FREQUENCY AND DISTRIBUTION OF PROBLEM AREAS
ADDRESSED BY GUEST SPEAKERS

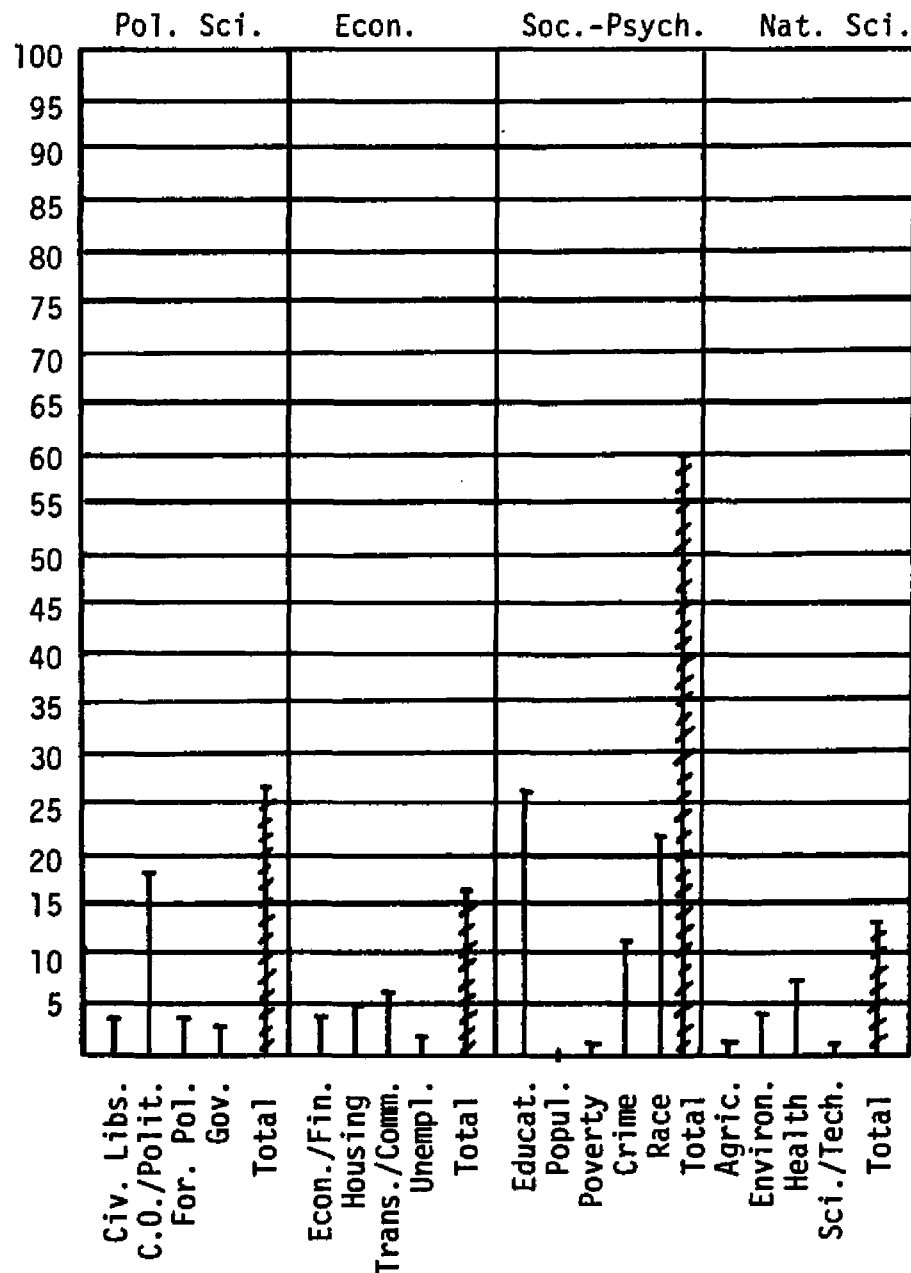


FIGURE 4.4

FREQUENCY AND DISTRIBUTION
OF SERVICE ACTIVITIES

(Guest Speakers not included)

The following list shows the apparent distribution of the problem areas addressed by guest speakers brought to the campus by the College of Urban Development, as recorded in the documents summarizing the Urban Forum series, and as reported by college personnel queried in this regard. The numbers represent the frequency with which specific problems were addressed by any of the various speakers under review.

1. Race/Ethnicity/Minorities/Women	27
2. Education	12
* 3. Community Organization/Political Process	11
* { 4. Civil Liberties	6
{ 5. Governance	6
{ 6. Transportation/Communication	6
* { 7. Economics/Finance	4
{ 8. Housing/Land	4
* 9. Foreign Policy	3
{ 10. Unemployment/Income/Inflation	2
{ 10. Unemployment/Income/Inflation	2
** { 11. Poverty/Welfare	2
** { 12. Public Order/Crime/Criminal Justice	1
{ 13. Agriculture	1
** { 14. Health	1
{ 15. Population	0
** { 16. Environment/Energy	0
{ 17. Science/Technology	0

* not included in authorities' "top ten."

** included in authorities' "top ten."

The following list shows the apparent distribution of the service activities of the College of Urban Development, as revealed by an analysis of five documents used as sources of data. The numbers represent combined conferences, workshops, special projects, and out-reach activities. Guest speakers are not included.

1. Education	26
2. Race/Ethnicity/Minorities/Women	22
* 3. Community Organization/Political Process	18
4. Public Order/Crime/Criminal Justice	11
5. Health	7
6. Transportation/Communication	6
7. Housing/Land	5
8. Environment/Energy	4
* 9. Civil Liberties	3
* 10. Economics/Finance	3
* 11. Foreign Policy	3
** 12. Governance	2
** 13. Unemployment/Income/Inflation	2
14. Agriculture	1
** 15. Poverty/Welfare	1
16. Science/Technology	1
17. Population	0

* not included in authorities' "top ten."

** included in authorities' "top ten."

In the following, a comparison will be made between (1) the list of the ten priority societal problems identified through the literature search and (2) the list of the ten priority issues appearing to receive attention through the service activities of the College of Urban Development, as revealed by an analysis of five selected documents. (Guest speakers are not included in this tabulation.)

<u>Alphabetical Listing of Identified Societal Problems (Top Ten)</u>	<u>Problems Addressed by CUD Service Activities (Top Ten)</u>	<u>As Ranked in CUD Listing</u>
1. Education	Education	1
2. Environment/Energy	Environment/Energy	8
3. Governance		12-13
4. Health	Health	5
5. Housing/Land	Housing/Land	7
6. Poverty/Welfare		14-15-16
7. Public Order/Crime/C.J.	Public Order/Crime/C.J.	4
8. Race/Ethnicity/etc.	Race/Ethnicity/etc.	2
9. Transportation/Communic.	Transportation/Communic.	6
10. Unemployment/Income/Infl.		12-13
	Civil Liberties	9-10-11
	Comm. Org./Polit. Proc.	3
	Economics/Finance	9-10-11
	Foreign Policy	9-10-11

Summary of Data on Service Activities

On the basis of the analysis undertaken in the present study, using the data sources listed, it appears that the major thrust of the College of Urban Development's curricular program of service is in the sociology-psychology emphasis area. The other areas rank as follows: (2) political science, (3) economics, and (4) natural science.

The specific problem receiving most attention is that of education, with a total of 26 projects.

The problem ranking second is that identified as race/ethnicity/minorities/women, with a total of 22 projects. Both education and race, etc. are classified in this study as being in the sociology-psychology emphasis area.

The problem ranking third is community organization/political process, with 18 projects. This problem is classified in this study as being in the political science emphasis area.

The first three problem areas seem clearly to represent the leading concerns of the service program.

Problem 4, public order/crime/criminal justice, is somewhat isolated from the first three and from the remainder of those in the first ten. It is represented by 11 projects followed by health - 7; transportation/communication - 6; housing/land - 5; and environment/energy - 4. Three problem areas are tied for the remaining two places: (1) civil liberties, (2) economics/finance, and (3) foreign policy. Each of these areas is the subject of 3 projects.

The remainder of the problem areas on the screening device have been the subject of service projects with little or no frequency, ranging from governance and unemployment/income/inflation with 2 each to population with 0.

Four of the problem areas among the first ten being addressed by the service activities are not among the "top ten" identified by the literature search. These are (1) community organization/political process, and three items tied for rank order 9-10-11: civil liberties, economics/finance, and foreign policy.

Conversely, three items listed by the authorities as being among the "top ten" but not so listed by the College are as follows: (1) governance, (2) poverty/welfare, and (3) unemployment/income/inflation.

The above tabulations do not include guest speakers brought to the campus. The writer made an arbitrary decision to tabulate only items which could be described as projects, even though speakers are listed in the data assembled for this part of the investigation.

The following comments on the problems which appear to have been addressed by guest speakers are added to this summary of the service activities of the College of Urban Development.

The number of speakers who directed their attention to matters related to the problem of race-ethnicity/minorities/women was over twice that of the number who discussed questions related to education, the second most-considered topic (27 and 12 respectively). Ranking third was community organization/political process, with 11.

Four of the problem areas among the first ten being addressed by guest speakers are not among the top ten identified by the literature search. These four are: (1) community organization/political process, (2) civil liberties, (3) economics/finance, and (4) foreign policy. Conversely, four items listed by the authorities as being among the top ten but not so listed as receiving attention from the guest speakers are as follows: (1) poverty/welfare, (2) public order/crime/criminal justice, (3) health, and (4) environment/energy.

Table 4.6, which follows, presents a rank order of all problem areas, based on the separate rankings in instruction, research, and service. Service ranking does not include speakers. The writer made an arbitrary decision to assign double weight to the aspect of instruction, based on an estimate of relative time and resources invested in the three components.

Table 4.7 indicates the frequency of matching of top ten problems when the top ten, as identified by the literature search, are compared with the top ten problems being addressed by the programs of the College. Table 4.8 shows the frequency of agreement on priority issues among the various curricular components of the College, without reference to the authorities' top ten.

Figure 4.5 shows the frequency and distribution of all curricular programs, combining instruction, research, and service.

TABLE 4.6

RANK ORDER OF ISSUES ADDRESSED BY CUD PROGRAMS

(Overall rank is based on research rank + service rank + $\frac{1}{2}$ instruction rank, thus assigning double weight to area of instruction.)

<u>Problem Area</u>	<u>Instruction</u>	<u>Research</u>	<u>Service</u>	<u>Total Points</u>
* 1. Education	3	1	1	3.5
* 2. Race/Ethn./etc.	1	2	2	4.5
3. Comm. Org./Polit.	2	5	3	9
* 4. Health	6-7-8	3	5	11.5
* 5. Housing/Land	4	4	7	13
* 6. Publ. Order/Crime	12-13	10	4	20.25
7. Econ./Finance	5	7-8-9	9-10-11	20.5
* 8. Envir./Energy	15	7-8-9	8	23.5
* 9. Unempl./Income	6-7-8	7-8-9	12-13	24
* 10. Transp./Communic.	12-13	13-14-15	6	26.25
* 11. Governance	6-7-8	11-12	12-13	27.5
12. Population	11	6	17	28.5
13. Civil Liberties	9	16	9-10-11	30.5
14. Foreign Policy	14	13-14-15	9-10-11	31
* 15. Poverty/Welfare	10	11-12	14-15-16	31.5
16. Agriculture	16	13-14-15	14-15-16	37
17. Science/Tech.	17	17	14-15-16	40.5

*"Top Ten" Problems Identified through Literature Review

TABLE 4.7
FREQUENCY OF MATCHING OF TOP TEN PROBLEMS

<u>Alphabetical Listing of Identified Top Ten Social Problems</u>	<u>CUD Curricular Programs</u>			
	<u>Instruction</u>	<u>Research</u>	<u>Service</u>	<u>All Three* as ranked</u>
1. Education	x	x	x	x (1)
2. Environment/Energy		x	x	x (8)
3. Governance	x			(11)
4. Health	x	x	x	x (4)
5. Housing/Land	x	x	x	x (5)
6. Poverty/Welfare	x			(15)
7. Public Order/Crime/C.J.		x	x	x (6)
8. Race/Ethnicity/etc.	x	x	x	x (2)
9. Transp./Communic.			x	x (10)
10. Unempl./Income/Infl.	x	x		x (9)
	civ. lib. comm.org. econ./fin.	comm.org. econ./fin. population	civ.lib. comm.org. econ./fin. for. pol.	comm.org.** econ./fin.

* Based on assigning double weight to instructional activities

** Community organization/political process is the missing (3),
while economics/finance is the missing (7).

TABLE 4.8
FREQUENCY OF AGREEMENT ON PRIORITY ISSUES
AMONG CUD CURRICULAR COMPONENTS

<u>Problems</u>	<u>Inst.</u>	<u>Res.</u>	<u>Service</u>
<u>I. Problems on Which All Three Agree:</u>			
1. Community Org./Polit. Process	x	x	x
2. Housing/Land	x	x	x
3. Economics/Finance	x	x	x
4. Health	x	x	x
5. Race	x	x	x
6. Education	x	x	x
<u>II. Problems on Which Two Agree:</u>			
1. Unemployment/Income/Inflation	x	x	
2. Civil Liberties	x		x
3. Public Order/Crime/C.J.		x	x
4. Environment/Energy		x	x
<u>III. Top Ten Priority by Only One:</u>			
1. Population		x	
2. Transportation/Communication			x
3. Poverty/Welfare	x		
4. Governance	x		

(Agriculture, foreign policy, and science/technology did not rank among the first ten problems addressed by any of the three components.)

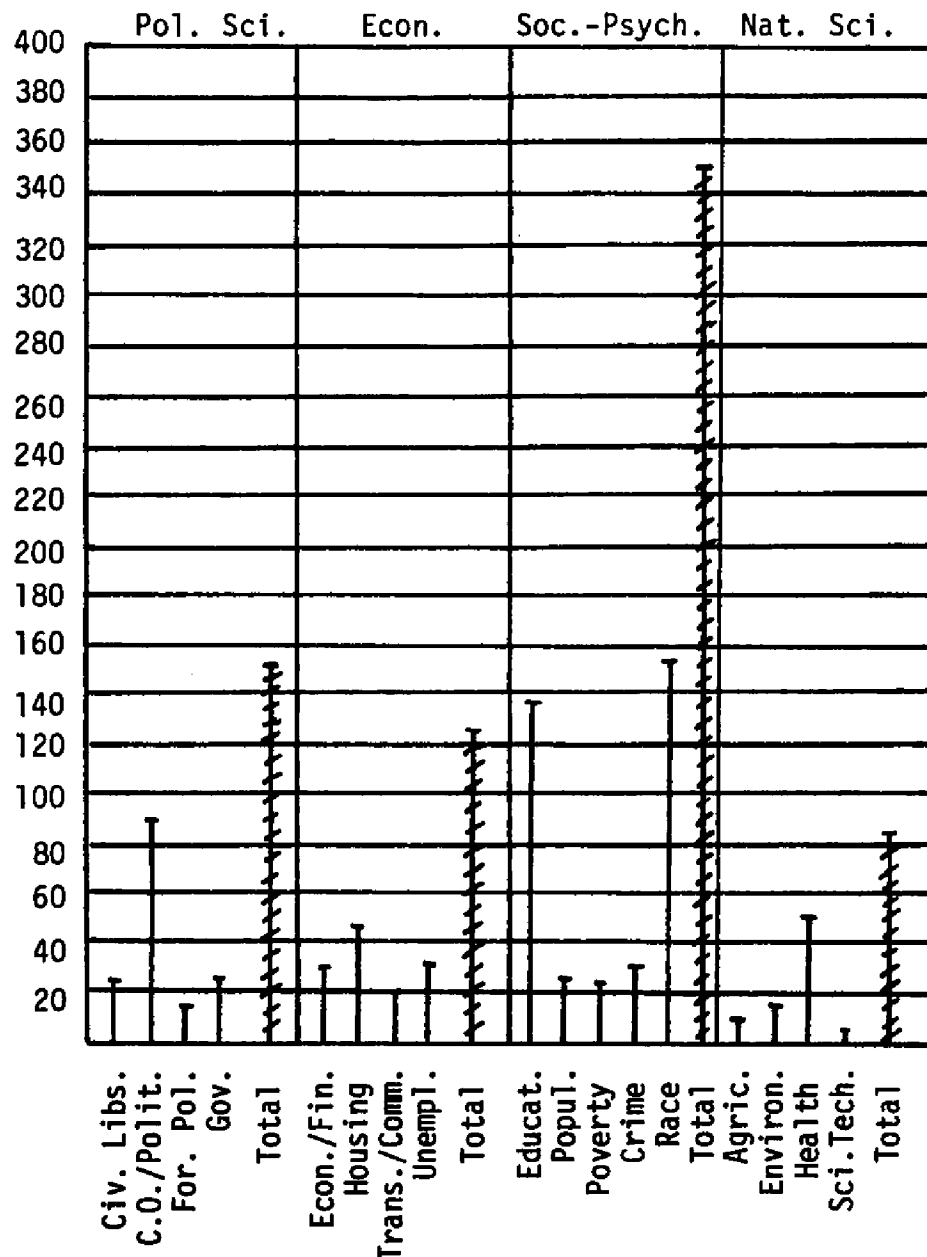


FIGURE 4.5

FREQUENCY AND DISTRIBUTION OF ALL CURRICULAR OFFERINGS
(Instruction, Research, and Service Tallies Combined)

Summary of the Chapter

The curricular programs of an educational institution, the College of Urban Development at Michigan State University, have been examined in the light of a screening device with the purpose of seeking evidence of relevance in addressing critical societal problems.

An estimate of relevance was based on written materials expressing apparent intention of addressing various societal problems. No attempt was made to assess relevancy in terms of quality or impact of the various programs scrutinized.

The screening device was a list of seventeen critical societal problems as identified by a roster of authorities. The problems were organized into emphasis areas, as follows: political science, economics, sociology-psychology, and natural science.

Curricular programs of instruction, research, and service were all examined in the light of the screening device. Supporting evidence relating to each problem area on the list has been provided by referring to various written materials, all available for scrutiny.

When viewed as a whole, the data presented suggest the following statements:

1. Supporting evidence is found to indicate that every problem on the list comprising the screening device has received at least some attention through the curricular offerings of the College--either through instruction, research, or service, or some combination of the three.

2. The major thrust of the College of Urban Development's curricular offerings in all three components of instruction, research, and service would appear to be in the sociology-psychology emphasis area. The other areas rank as follows: (2) political science, (3) economics, and (4) natural science.
3. Problems relating to education and to race/ethnicity/minorities/women appear to be the prime targets of the curricular programs of the College. Race, etc. ranks first in instruction and second in both research and service. Education ranks first in both research and service and third in instruction.
4. The area of community organization/political process ranks second in instructional offerings, fifth in research activities, and third in service activities. Although not identified as one of the "top ten" societal problems on the list drawn from the literature review, this emphasis in the College programs may perhaps be expected since community development and social change are of significant importance in the educational philosophy of the College. Community organization/political process ranks #11 on the authorities' list of problems.
5. The problem area of economics/finance ranks fifth in instructional offerings, is tied for 7-8-9 in research activities, and is tied for 9-10-11 in service activities.

This problem area is also not among the top ten problems identified by the authorities cited; it is tied with population for #12 on that list.

6. The problem of health is tied for 6-7-8 in the area of instruction, ranks third in research, and fifth in service. A different perspective in assessing the instructional offerings might result in assigning greater prominence to this problem area, since it is one of the program emphases offered in the instructional activities of the Department of Urban and Metropolitan Studies--namely, Urban Health Science. (In terms of numbers of students served, for example, or in terms of graduates finding careers, the relevance of instructional course offerings to this problem area might appear to be of greater significance than that which appears using the procedures of the present study.)
7. All three program emphases of the Department of Urban and Metropolitan Studies appear to be relevant to the problem areas on the screening device. Urban Health Science has been commented on above, under point 6. Urban Education Systems appears to be receiving priority attention. The third emphasis, Urban Community Development, has been commented on in point 3.
8. Both program emphases of the Department of Racial and Ethnic Studies are related to the problem area of race/ethnicity/minorities/women. The Racial and Ethnic Studies

program is paired with the Conflict Intervention and Change program which "emphasizes majority-minority group conflict and inter- and intra-minority group interaction."* Thus it appears that the program emphases in both departments of the College are relevant to societal problems, as identified by the procedures described in this study.

9. There were four items on the screening device derived from the list of policy issues presented in the Policy Studies Review Annual. These problem areas are (1) civil liberties, (2) foreign policy, (3) agriculture, and (4) science/technology. Although not identified as priority societal (urban) problems by the authorities cited, the writer elected to include these items in the screening device used for the study, in order to provide the widest possible range of issues. Also, as noted earlier, the societal problems found in urban areas are not confined to city boundaries; and the societal problems found in rural areas impinge upon conditions of life in the cities. As suggested in point #1 of this discussion, all four of these items have received attention in the curricular offerings of the College of Urban Development. In short, the entire

*College of Urban Development Report of Programs and Activities, 1974, page 4.

range of human social problems presented on the screening device has received attention, leading to the conclusion that the curricular offerings of the College of Urban Development have shown evidence of being relevant in terms of intention to address critical societal problems.

10. When the ten problem areas most frequently cited by the authorities reviewed are compared with the ten problems receiving priority attention in the combined curricular programs of the College, there appears to be major agreement but also some variation. The first five problems addressed by the College programs are:

1. education
2. race/ethnicity/minorities/women
3. community organization/political process
4. health
5. housing

Of these five, only community organization/political process is not among the top ten of the list derived from the authorities.

The next five problem areas receiving attention in College programs are:

6. public order/crime/criminal justice
7. economics/finance
8. environment/energy
9. unemployment/income/inflation
10. transportation/communication

Of these, only economics/finance is not among the authorities' top ten. The two areas listed by the authorities but not among the College top ten are (1) governance (ranked #11 in CUD programs), and (2) poverty/welfare (ranked #15 in CUD programs).

The apparent lack of priority being assigned to the problem of poverty may need interpretation. Although the procedures used in this study bring the result noted above, it is likely that poverty is in reality an underlying but unstated assumption of many more curricular offerings than those listed. As has been stressed, societal problems are interrelated, and this fact must be kept in mind when considering them separately. Perhaps more than any other factor, poverty permeates consideration of such problems as health, housing, crime, unemployment, etc.

In Chapter IV, the curricular programs of instruction, research, and service have been examined in the light of a screening device. In Chapter V, a summary of the study is given, conclusions from the data are offered with reference to the statement of purpose set forth in Chapter I, recommendations for the curricular offerings of the College of Urban Development are made, suggestions are given for further study, and the author's reflections are offered--descriptions and opinions which are not necessarily confined to the design and data of the study but which have bearing on the question of relevance of curriculum to societal problems.

CHAPTER V
SUMMARY, CONCLUSIONS, RECOMMENDATIONS,
SUGGESTIONS FOR FURTHER STUDY,
AND REFLECTIONS

In this chapter are conclusions drawn from the data analysis, recommendations for the curricular programs of the College of Urban Development at Michigan State University, and suggestions for further study. A section entitled "Reflections" will provide opportunity for the author to offer comments related to the study but not necessarily confined only to its data.

Summary of the Study

The purpose of this project was to study the curricular programs of an educational institution, the College of Urban Development at Michigan State University, in order to assess evidence of relevance in addressing critical societal problems.

Questions regarding the focus, scope, and emphasis of the curricular offerings were posed in the effort to illuminate the extent to which the three aspects of instruction, research, and service might be described as being relevant to critical societal problems. Related aspects of mode of instruction and consistency of priorities were also set forth for examination.

Literature on urban and racial problems was reviewed. From this, a list of 17 critical societal problems was drawn and organized into four emphasis areas: political science, economics, sociology-psychology, and natural science. Using these seventeen problems as a screening device, the curricular programs of instruction, research, and service of the College of Urban Development at Michigan State University were examined.

The screening device used for this study is the following:

Framework of Critical Societal Problems

- A. Political Science Emphasis
 - 1. civil liberties
 - 2. community organization/political process
 - 3. foreign policy
 - * 4. governance
- B. Economics Emphasis
 - 5. economics/finance
 - * 6. housing/land
 - * 7. transportation/communication
 - * 8. unemployment/income/inflation
- C. Sociology-Psychology Emphasis
 - * 9. education
 - 10. population
 - *11. poverty/welfare
 - *12. public order/crime/criminal justice
 - *13. race/ethnicity/minorities/women
- D. Natural Science Emphasis
 - 14. agriculture
 - *15. environment/energy
 - *16. health
 - 17. science/technology

*Identified in this study as comprising the "top ten" societal problems most frequently mentioned by the authorities cited and therefore presumed to be of critical contemporary importance.

An in-depth analysis was made of various documents relating to the College of Urban Development. Course syllabi were the principal source of data for evidence concerning the instructional activities of the College. The 1978 Prospectus was the source of information concerning the research activities. Five documents encompassing the years 1973-78 were researched for the record of service activities. The data were scrutinized for evidence related to each of the seventeen criteria comprising the screening device.

Supporting evidence was given for each of the seventeen problem areas being examined. A summary of the supporting data for each criterion was made, reflecting curricular activities in each of the three aspects of the College programs: instruction, research, and service.

Conclusions

In presenting the conclusions, reference will be made to the questions posed in the statement of purpose for the study. Reference will also be made to college and university documents previously quoted which have a particular bearing on the aspect being considered.

The questions of focus, scope, emphasis, mode, and consistency will be considered with respect to each of the three areas of curricular offerings. In the process of considering these aspects, an assessment will be offered concerning the apparent relevance of the curricular programs of the College of Urban Development. In all summarizing statements, the working definition of relevance adopted for

this study is to be applied--particularly the stipulation that neither quality nor impact of the programs is being described. When there is evidence of apparent intention to address societal problems, this will be considered evidence of relevancy of curricular programs.

1. Focus. To what extent do the curricular programs of the College of Urban Development appear to be problem-centered?

In Chapter I, the mission of the College of Urban Development is set forth in an excerpt which includes the following statement:

The College of Urban Development will seek to realize its objective through teaching, research, and service activities in an academic environment characteristically multi-disciplinary and problem-focused.*

Additionally, in separate references regarding instruction, research, and service, the mission of problem-solving is mentioned. Clearly, this is the focus which the College purports to maintain. In order to assess relevancy, the first task undertaken was to address the question of focus. To what extent do the programs of the College present evidence of being problem-centered?

As the result of the data analysis, using the procedures outlined in this study, the evidence indicates that the curricular offerings of the College of Urban Development do appear to be problem-focused. In the area of instruction, the analysis of the course syllabi reveals that each instructional offering is based in content which focuses on one or more of the societal problems listed on the screening device. In the area of research, the analysis of the titles of projects and publications reveals that each research effort is based in content which appears to relate to one or more of the

*College of Urban Development, Statement of Mission, 1972.

societal problems on the screening device. In the area of service, the analysis of the activities indicates that each project is directed toward the alleviation of one or more of the identified societal problems.

In all three aspects of the curricular offerings of the College of Urban Development, the evidence gathered in this study appears to indicate that the curricular programs are problem-focused.

2. Scope. To what extent do the curricular programs of the College of Urban Development appear to address a wide spectrum of societal problems?

In Chapter I, the Educational Policies Committee of the University is quoted in several excerpts from statements made prior to the establishment of the College. Included are the following:

Since the major mission of a college would be to train students in a multidisciplinary manner in the techniques to solve a broad range of urban problems, the curriculum should address itself to many topics of urban concern. Therefore, the curriculum must be broad based and cover topics related to a wide range of major urban-human problems.

While the problems are so extensive and resources so limited that some priorities must be established, the Committee recommends that the program of any proposed unit encompass the study of a wide range of urban-human problems as they impact on the many segments of the urban community, and that the success of the proposed college be evaluated on that basis.*

In order to assess relevancy, the next task undertaken was to address the question of scope. To what extent do the programs of the College present evidence of addressing a "wide range of major

*Report of the Michigan State University Educational Policies Committee, March 16, 1972.

urban-human problems?"

As the result of the data analysis, using the procedures outlined in this study, the evidence indicates that the curricular offerings of the College of Urban Development do appear to address a wide range of societal problems. In the area of instruction, the analysis of the course syllabi indicates that the content of the various courses is related to the full spectrum of 17 societal problems identified in the adopted screening device. In the area of research, the analysis of the titles of projects and publications reveals that the research efforts are based in content which appears to relate to every item on the screening device except two. In the area of service, the analysis of the activities indicates that attention was given to all 17 items on the screening device except one.

In all three aspects of the curricular offerings of the College of Urban Development, the evidence gathered in this study appears to indicate that the curricular programs do address a wide spectrum of societal problems.

3. Emphasis. To what extent do the curricular programs of the College of Urban Development appear to place priority on those societal problems deemed to be of critical contemporary importance?

In Chapter I, the Report of the Michigan State University Educational Policies Committee contains the following excerpt:

The Committee was in early agreement that a primary social concern in the 1970s is the complex urban-human problems of our population centers; it agreed that the University needs to further develop its commitment to these problems--difficult questions (such as) transportation, health care, employment, crime, social groups, income distribution, housing, public services, education, etc.

Also in Chapter I, former President of Michigan State University Clifton R. Wharton is quoted as follows:

Certainly there has been no shortage of urban conditions crying for study such as employment, poverty, disease, illiteracy, malnutrition, crime, racial hostility and discrimination, and more...

In order to assess relevancy, it is necessary to address the question of emphasis. Are the problems cited by the Educational Policies Committee the priority problems? Are those mentioned by Dr. Wharton the priority problems? Or are there others which should receive primary emphasis by the College? In its effort to address human social problems, is the College of Urban Development providing curricular offerings which focus on problems of marginal importance rather than on those of major concern? To what extent do the programs of the College present evidence of placing priority on those societal problems deemed to be of critical contemporary importance?

As the result of the data analysis, using the procedures outlined in this study, the evidence indicates that the curricular offerings of the College do appear to emphasize the majority of societal problems identified as being among the "top ten" on the screening device.

In the area of instruction, the analysis of the course syllabi indicates that the content thrust of the College instructional programs appears to place emphasis on seven of the "top ten" societal problems identified by the authorities cited.

In the area of research, the analysis of the titles of projects

and publications indicates that the research efforts are based in content which appears to place emphasis on seven of the "top ten" societal problems identified by the authorities cited.

In the area of service, the analysis of the activities indicates that the projects undertaken by College personnel appear to be directed toward seven of the "top ten" societal problems identified by the authorities cited.

(In each of the three areas, emphasis is on seven out of ten, but these are not the same seven in each case. The variation will be explained in the discussion of consistency which follows later in this chapter.)

When all three aspects of the curricular offerings are considered together, assigning double weight to the instructional component, the analysis of the activities indicates that the curricular programs appear to be directed toward eight of the top ten societal problems identified by the authorities cited.

In each of the three components individually, and in the composite of the three components of instruction, research, and service, the evidence gathered in this study appears to indicate that the curricular programs of the College of Urban Development do address the majority of those societal problems deemed to be of critical contemporary importance.

In this discussion of the College of Urban Development curriculum, two other aspects will be reviewed: mode and consistency. These considerations do not bear so directly on the question of

relevancy but nevertheless further illuminate the curricular offerings being described.

1. Mode. To what extent do the curricular programs of the College of Urban Development appear to address problems in a multidisciplinary fashion?

In Chapter I, reference is made to the multidisciplinary nature of the College in the document titled "College of Urban Development: Statement of Mission," excerpts from which follow:

The College of Urban Development will seek to realize its objective through teaching, research, and service activities in an academic environment characteristically multidisciplinary and problem-focused.

The College will participate in undergraduate instruction through inter-disciplinary courses and programs which cut across departmental and college lines by applying the fundamental disciplines to specific urban social-human problems.

The College will undertake, in a multidisciplinary fashion, significant urban and ethnic research projects aimed at solving human-social problems and/or adding to the general storehouse of knowledge.

The Report of the Educational Policies Committee (March 16, 1972) also refers to the matter of multidisciplinary curricular offerings:

...the major mission of a college would be to train students in a multidisciplinary manner in the techniques to solve a broad range of urban problems. . . Furthermore, the faculty should be drawn from a variety of disciplines to insure a fully multidisciplinary effort. . . There should be substantial effort by the faculty in multidisciplinary research.

In order to illuminate further the matter of relevancy, it may be useful to consider the question of mode. Are the problems being addressed in a multidisciplinary fashion? Is the college environment

"characteristically multidisciplinary?" Is the faculty drawn from a variety of disciplines? Does the faculty engage in multidisciplinary research? To what extent do the curricular programs of the College present evidence of addressing problems in a multidisciplinary fashion?

As the result of the data analysis, using the procedures outlined in this study, the evidence indicates that problems are being addressed in a multidisciplinary fashion. In the area of instruction, the analysis of the data shows that some courses address five or six different but related problems, cutting across the several disciplines around which the problems are organized on the screening device. Problems with primary emphasis in the area of political science are found to be receiving attention through related considerations in other of the three major discipline-emphasis categories. Course UMS 412, Economics of Poverty, for example, appears to address problems of economics and poverty (economics emphasis) with primary attention; but also addresses problems of governance (political science emphasis), education, population, and race, etc. (sociology-psychology emphasis), and agriculture (natural science emphasis) with secondary attention.

In the area of research, the analysis of the titles of projects and publications indicates that the research endeavors are spread across the range of problems and hence presumably represent efforts which could be described as multidisciplinary. Whether or not the individual projects are the product of multidisciplinary efforts is not subject to analysis by the procedures used in this study.

In the area of service, the project titles indicate that the activities are spread across the range of problems and hence presumably interdisciplinary. Whether or not the individual activities are carried on in a manner which could be described as multidisciplinary is not subject to analysis by the procedures used in this study.

The recommendation of the Educational Policies Committee that the faculty be drawn from a variety of disciplines appears to have been followed, as indicated in the section in Chapter I entitled "A Brief Description of the College of Urban Development." On the current faculty of the College, at least fifteen different disciplines are represented, enabling the College to "provide an environment characteristically multidisciplinary..."

In all three aspects of the curricular programs of the College of Urban Development, the evidence gathered in this study appears to indicate that the programs do address problems in a multidisciplinary fashion.

2. Consistency. To what extent do the curricular programs of the College of Urban Development appear to show relative internal agreement in terms of priority of issues being addressed?

The three components of university life are referred to in numerous documents as being instruction, research, and service. If curricular programs are to be assessed for evidence of relevance, and if curriculum is taken to include all three aspects as representing the "operational statement of a school's goals," then an appraisal of the extent to which these three components show internal agreement on

priorities should contribute to enlarged understanding of the curricular thrust of a particular institution.

As pointed out earlier, in each of the three components of curricular offerings, seven of the top ten problems were matched. The exact seven varied among the three components. Four problems were among the top ten in each component:

- (1) education
- (2) health
- (3) housing/land
- (4) race/ethnicity/minorities/women

The other problems were not consistently addressed by all three components, but each of the top ten problems received attention from at least one of the three curricular components.

The following summarization reviews this distribution:

<u>Problem</u>	<u>Inst.</u>	<u>Res.</u>	<u>Serv.</u>
(5) environment/energy		x	x
(6) governance	x		
(7) public order/crime/c.j.		x	x
(8) poverty/welfare	x		
(9) unemployment/income/inflation	x	x	
(10) transportation/communication			x

Another way of viewing the extent of internal consistency is to examine the top ten problems addressed by each component without reference to the top ten identified by the authorities consulted.

From this perspective, the three components were in agreement on six problem areas (here listed alphabetically):

- (1) community organization/political process
- (2) economics/finance
- (3) education
- (4) health
- (5) housing/land
- (6) race/ethnicity/minorities/women

Of these, community organization/political process and economics/finance are not included in the "top ten" list derived from the literature search.

Two (but not always the same two) components were in agreement on four problem areas (here listed alphabetically):

- (1) civil liberties
- (2) environment/energy
- (3) public order/crime/criminal justice
- (4) unemployment/income/inflation

Of these, civil liberties is not among the authorities' "top ten."

The evidence gathered in this study appears to indicate that the curricular programs of the College of Urban Development do show internal consistency in the majority of the problem areas being addressed. A pattern of variation is evident after the first six of the College's own "top ten" issues receiving attention from all three components of the curricular offerings of the College. Without information regarding the quality and impact of these curricular offerings, it is only guesswork as to whether variation in the assignment of priorities among the three components might be considered an asset or a liability. Absolute parallelism in all three components might indicate a lack of freedom and imagination on the part of instructors, researchers, activists, or administrators. On the other hand, wide divergence would probably indicate reduced effectiveness in the total impact of the College programs. Since the three curricular components are so closely related to each other, it is important at least to be aware of similarities and differences.

In terms of focus, scope, and emphasis, the curricular programs of instruction, research, and service of the College of Urban Development appear to present evidence of relevance. With respect to mode, the evidence indicates that the college programs are multidisciplinary, and with respect to internal consistency, the patterns of priorities show major agreement but also noticeable variation. The educational significance of the variation can only be surmised, but it seems likely that the flexibility presently evident is desirable.

Problems relating to education and to race/ethnicity/minorities/women appear to be the prime targets of the curricular programs. Education ranks first in both research and service, and third in instruction. Race, etc. ranks first in instruction and second in both research and service.

Four items on the screening device were drawn from the list of critical policy problems presented in the Policy Studies Review Annual for 1977. Although not ordinarily considered "urban" problems, these four issues were included in order to reveal the range of problems being addressed by the College and to illustrate the way in which human-social problems are interrelated and not bound by definitions of urban and rural, foreign and domestic. The four items were (1) civil liberties, (2) foreign policy, (3) agriculture, and (4) science/technology. All four items received at least some attention in the College's curricular offerings. Agriculture, for example, was the subject of a major three-day conference sponsored by the College, held in February of 1978.

The multidisciplinary aspect of the screening device makes possible the indication of the multidisciplinary curricular offerings of the College. With the seventeen problems distributed among four emphasis areas--political science, economics, sociology-psychology, and natural science--the curricular offerings display relevancy to problems in the entire range of issues. The emphasis area receiving the greatest amount of attention is that of sociology-psychology.

Recommendations

Recommendations for consideration by the College of Urban Development with respect to its curricular offerings include the following, based on the findings of the study:

1. Problem areas not listed among the top ten by the College but among the top ten cited by the authorities should be monitored. Questions should be asked as to whether these problems are being addressed in ways not brought to light in the present study; whether these areas are being addressed adequately in other colleges or departments of the University; whether these problems are really less urgent than the ones which appear to be receiving more attention. The problem area of poverty/welfare is one such issue. At present, it ranks #10 in instruction, #11 in research, and #15 in service.* Another area is transportation/communication which receives an overall rank of 10 on the basis of the numerous communications projects sponsored by CUA. The area of transportation receives little attention in both instruction and research programs.

*See comments on pages 98, 121, 131, and 150 re poverty.

2. Further consideration may be warranted of the question of internal consistency among the three components--instruction, research, and service--with respect to priorities. A balanced program would seem a desirable goal, but the ingredients comprising the optimal balance may require study and discussion. Awareness of which problems the College is addressing, and by what means, should assist in developing curricular offerings which are responsive to societal needs as well as to other curricular considerations such as student interest, career requirements, and preparation for graduate study.

3. Since both instructional offerings and efforts in research and service often reflect the interests and concerns of faculty members, it is essential that the College insure a faculty roster which is multidisciplinary and which includes expertise in all of the areas considered by the College to be of priority concern. As noted under point 1. of this discussion, the area of transportation is currently touched upon very little in any of the three components. CUD students should either be offered a course which addresses this problem, or CUD advisers should make sure that students are aware of course offerings in other colleges and departments. The same is true of the area of public order/crime/criminal justice. This is a critical problem in urban life. If university constraints make it not feasible for the College of Urban Development to provide more curricular offerings in this problem area, students should be advised regarding course offerings in other colleges or departments which address this issue. If courses can be offered by CUD, instructors must be procured who have expertise in these areas.

Suggestions for Further Study

1. In order to collect further information on instructional course offerings, other procedures could be used.

- a. Instructors could be queried concerning their assessment of course content, focus, scope, and emphasis. Since what happens in the classroom is often different from what might be expected from reading the syllabus, the instructor's perceptions could be a source of information.
- b. Students could be queried concerning their assessment of course content, focus, scope, and emphasis. On the basis of lectures, discussions, special presentations, field trips, and other experiences, students could describe courses in ways which would illuminate possible relevance to societal problems.
- c. Graduates of the College could also be queried. Their assessments would reflect the result of their experiences following graduation and would therefore provide an additional dimension to an assessment of relevance--both with respect to individual courses and experiences and with respect to the curriculum as a whole.
- d. Attention could be given to the relation between Selected Topics 485 courses and the regular courses. Which 485 courses have become regular courses? How are they selected? Do they duplicate, supplement, reinforce, or fragment with respect to the total curricular offering?

2. In order to collect further information on research activities, other procedures could be used.

- a. Researchers could be queried concerning their assessment of project content, focus, scope, and emphasis. When research is the product of several faculty members and students, individual assessments would be instructive to supplement the kind of assessment made possible by this study.
- b. Research reports and summaries could be analyzed to determine more precisely what problems are being addressed. Problems not specifically mentioned in project titles are not brought into consideration using the procedures outlined in the present study. Opinions offered by a panel of readers would provide useful data in describing relevance of research.

3. In order to collect further information on service activities, other procedures could be used.

- a. Persons who either initiated or participated in college-sponsored projects could be queried concerning their assessment of content, focus, scope, and emphasis. Activities which appear to be focused on the problem of housing may in actuality be primarily concerned with education. Persons involved in such projects could provide useful assessments concerning relevance.

b. Recipients of services or any community persons in a position to observe the effects of College-sponsored outreach activities could be queried for their assessment of the relevance of a particular project. The Community Council of the Center for Urban Affairs provides an on-going source of useful commentary regarding the relevance of CUA-sponsored service programs.

4. Studies concerned with quality and impact of curricular offerings could add to knowledge about relevance in addressing critical societal problems. Although this study has specifically not assumed the task of assessing these factors, their effect is important, and information concerning them would be useful.

5. Comparative studies of similar educational institutions would reveal similarities or differences in the range of problems addressed and in the priority assigned them in the various aspects of the curricular offerings. How do other institutions determine which problems shall receive primary attention? Do other institutions have programs of instruction, research, and service which address the same or different societal problems from the ones presently receiving attention in the programs of the College of Urban Development at Michigan State? Is there any consensus among urban institutions regarding the content of the curricular thrust?

6. Studies of other colleges and departments in this or other universities, using a screening device appropriate for the objectives of the particular institution, would indicate whether this method

of curricular assessment has a wider applicability.

Institutions of higher education have been, and continue to be, faced with the question of relevance. What do colleges and universities have to contribute to society? How can education have a significant impact on conditions which threaten the life chances of men, women, and children, nearly three-fourths of whom find themselves living in our urban areas? Further studies using this process model of curriculum evaluation could assist institutions of higher education assess certain aspects of their curricular thrust which may not presently be receiving adequate attention.

Questions of duplication of effort across departments and colleges in a particular university could be addressed using a screening device similar to the one devised for this study. Questions regarding thoroughness of instruction in any particular content area could be addressed using this model.

In short, relevance of intention in a variety of institutions could be studied by developing a screen appropriate for the particular mission of the institution being studied and applying it to the programs of instruction, research, and service operating in support of that mission. Further application of the model would indicate whether it is context-free and capable of providing useful information for curriculum professionals.

Reflections

As suggested in Chapter I, many educators are in agreement that educational curriculum should be relevant. Yet assessing curriculum with respect to relevance is not an easy task. As Paul Dressel has written: *

The ultimate and most difficult task in evaluation of the curriculum is determining the extent to which individuals have become aware of the problems of society, have internalized some values involved in the solution of these problems, and have seen their education as providing resources for coping with these problems.

Dressel comments further on curriculum thrust:

In the present day, interdisciplinary efforts have taken a somewhat different direction. They are focused more on intercultural concerns, regional policy, or specific problems. . . . These efforts arise primarily out of recognition that major problems besetting our society are dealt with in an inadequate fashion within the separate disciplines. As the disciplines have become structured and have narrowed their focus and methods of inquiry, they have become less relevant to understanding the major problems of individuals in complex societies. Thus the problem approach is essentially supradisciplinary. . . . Education rightly conceived should help individuals become aware of the problems of humanity and aware of the accumulated knowledge and experience of mankind in attempting to deal with them. . . . Viewed in this way, not only multidisciplinary efforts but all education should be evaluated in reference to the extent that it produces understanding of man's present state and commitment to improving it through creating a better social order.

The College of Urban Development at Michigan State University has set forth purposes which are clearly in line with the objective of creating a better social order. In its programs of instruction, research, and service, what particular aspects may be worthy of

* Paul L. Dressel, Handbook of Academic Evaluation (San Francisco: Jossey-Bass, 1976), pp. 312-317.

attention and perhaps emulation?

The curricular offerings of any institution may be thought of as both what the institution does and what it is. If what the institution does is not compatible with what it is, the effectiveness of its activities will be diminished. Thus, if a college or university exhorts others to act with reference to racial inequities existing in our society, its own performance must be viewed in this light. Educational institutions which practice discrimination cannot educate effectively for participation in a democratic society.

One aspect of the College of Urban Development which sets it apart from other components of the University is the composition of its faculty. As pointed out in the description of the College in Chapter I, members of the faculty represent both sexes, several races and nationalities, a variety of disciplines, and a range of ages. This diversity is enriching and worthy of emulation. Educational units which present this array of background, expertise, and perspective are ipso facto making a curricular statement: "What we offer is what we are; what we are is what we offer." The learning environment cannot be separated from the content of the learning experience. More educational institutions need to explore creative ways to move in the direction of greater wholeness of curricular offerings.

The presence of a minority person as Dean of the College of Urban Development is both appropriate for the College and desirable for the University. Students from both minority and majority groups

need role models of persons who are competent, creative, committed, but not always white. The presence of a black dean is important beyond consideration of image and role model. A voice is needed to remind the university community of its responsibilities in a democratic society. The press of academic procedures may sometimes cause administrators and faculty members to forget these considerations. Issues may certainly be raised by concerned persons who are not necessarily black, but the black person has behind him/her a lifetime of experiences which do not allow forgetfulness. Some black persons may ignore these memories and choose to go along with obvious injustice for reasons of expediency. But the presence of a black person in a position of influence can make possible the kind of conscience-prodding most institutions of higher education need.

The support provided by the College of Urban Development for minority graduate students is also of critical importance in the life of the university. Just as diversity in the composition of an academic faculty can be a source of enrichment in the educational experience, so can diversity in the population of the student body be a significant factor in the learning environment. This is important at the undergraduate level but perhaps is even more crucial at the graduate level. Graduate students are presumably the nation's pool of future professionals--persons who have received the best training available for careers of leadership in the coming years. Graduate students who have pursued this training in classrooms filled almost exclusively by persons who look and think almost exactly like

themselves will have been short-changed in their preparation for the 21st Century.

The presence of minority graduate students in numbers commensurate with the size of their population can help to demonstrate the commitment of a land-grant university to serve its constituents in both immediate and future-oriented ways. The immediate aspect is providing educational opportunities in a manner designed to help correct long years of gross inequities. The future-oriented aspect is helping to insure the preparation of citizens, both black and white, capable of contributing to the task of building a more just social order.

If America's future does, in fact, depend upon its ability to adapt to a world of constant change, our future leaders must be provided with the opportunity for educational experiences which bring them in touch with diversity of perspective, culture, background, and lifestyle. The curricular statement of the College of Urban Development--that diversity of personnel is both desirable and beneficial in an educational setting--is basic to an assessment of relevance in addressing critical societal problems.

Related to this discussion is the concept of "education for community." This concept suggests that a primary task of education is helping to push back the boundaries that separate human beings. It means the kind of education which helps mankind moved toward ever-widening circles of identification. It means broadening the understanding of "community" to encompass at least all life on this

planet. Assisting persons to grow toward world consciousness, toward expanding loyalties to fellow creatures, may be the most challenging task education has ever faced--and the most critical. What does an institution such as the College of Urban Development have to offer in the search for ways to advance in this direction?

The College offers, first of all, a demonstration of intention to practice the goal of community while moving toward it. The example of a group of persons representing diversity of background yet unity of purpose would seem to be a powerful educative force in any academic environment. The unity of purpose lies in the commitment to address those societal problems which prolong inequity and separation--the range of critical issues considered in this study. Until the life chances of individuals and groups are brought more nearly in line with the ethical principle of the Golden Rule, the concept of community will remain an abstraction. The curricular programs of the College of Urban Development are, as we have seen, relevant in terms of intention to address critical societal problems, and the curricular milieu offers consistent undergirding in this effort.

In terms of developing world consciousness, the College offers several opportunities. Certain instructional courses, the Black Diaspora, for example, are world-oriented. The presence of African students sponsored by CUD is evidence of global concern. Campus visitors invited by the College have included speakers who regard the world as their neighborhood. Ambassador Andrew Young, a frequent

guest of the College, has been an educative influence in widening the perspectives of his listeners. Although CUD emphasis has been on what may be regarded as "urban problems," the College of Urban Development does offer educational experiences designed to place these problems in the context of world relatedness. Without stating its mission in these terms, the College is putting into practice the concept of "education for community."

Also supportive of this concept has been the service of the College in the area of desegregation. Beginning in 1968, the Dean of the College has served as expert witness in desegregation cases in Michigan, Tennessee, Virginia, Ohio, Delaware, and Missouri--a total of thirteen different cases. He has also written extensively about school desegregation in books and scholarly journals. The senior member of the College of Urban Development, Dr. Wilbur Brookover (a 1978 recipient of MSU's Distinguished Faculty Award), served as expert witness in the case of Brown vs. Topeka Board of Education, the desegregation case which resulted in the landmark Supreme Court decision in 1954. Dr. Brookover has also written extensively on educational issues related to desegregation and school learning climate.

Under a grant from the Rockefeller Foundation, the College of Urban Development sponsored a national conference in the summer of 1976 entitled School Desegregation: Making It Work. Conference participants included leading educators, lawyers, journalists, government officials, research specialists, community organizers, and

school board members from across the nation. The proceedings of this weekend conference were incorporated into a book under the same title, published by Michigan State University.

In January of 1977, the Rockefeller Foundation awarded a major grant to the College of Urban Development to support a three-year research project studying desegregation in New Castle County, Delaware. Various persons from the College of Urban Development academic community are involved in this project of national importance.

The relationship of the College with the Martin Luther King, Jr. Center for Social Change in Atlanta provides another avenue for service on a national scale. The programs of the King Center, which are made possible in part through the cooperative effort of the College of Urban Development, have a national impact on many of the societal problems facing the nation: unemployment, particularly, but also education, health, poverty/welfare, public order, civil liberties, foreign policy, and others. A relationship such as the one between the King Center and the College of Urban Development may be unique in higher education. The King Center provides an unusually stimulating and rewarding internship experience for CUD and other MSU students, and CUD expertise is put to constructive use in outreach programs sponsored by the Center. In many ways the relationship between an institution of higher education and a social action organization can be productive and valuable when a common sense of purpose is present, as it is in the case of these two units. Both are committed to the principle of nonviolence in pursuit of justice

for all men and women, of whatever color, social class, or national origin. This kind of cooperative educational effort may be worthy of emulation by similar institutions.

The Experiential Education Program of the College (of which the King Center internships are a part) is a method by which students may seek to relate classroom learning to community problems. Required of all majors, the Experiential Education Program provides learning experiences organized into four field study options: (1) agency internships, (2) social political experience, (3) community field research, and (4) cross-cultural experience. As of the winter of 1977, a total of 212 students had participated in EEP. Of these, 186 were CUD majors and 26 were non-majors. Through this educational program, the College is providing a relevant learning experience for Michigan State University students.

Examples of other programs which have helped to make the College of Urban Development unique in its contribution to Michigan State University's land-grant tradition of service would include: (1) a doctor mobility study in Detroit, (2) treaty research for Native Americans, (3) fair housing research and action projects, (4) evaluation studies of police programs and of extension programs, (5) research in innovation diffusion, and (6) a wide variety of community-related projects sponsored by the Center for Urban Affairs. CUA has also made possible various media presentations for black and other minority groups.

These final comments have touched upon various aspects of the College of Urban Development programs which may deserve fuller attention than was possible using the procedures of the present study. The question of relevance has many dimensions, and it is the intention of these reflections to offer further comments in this regard. Programs such as the Experiential Education Program, the relationship with the King Center, the activities of the Center for Urban Affairs, and the nationwide desegregation outreach activities, while not adequately illuminated by the assessment of written materials used as the basis for this study, nevertheless are of critical importance in the "operational statement of the school's goals" and therefore deserve to be taken into account when assessing evidence of relevance in terms of intent to address critical contemporary societal problems.

Concluding Statement

Institutions of higher education have been, and will continue to be, faced with the question of relevance. As we move toward the 21st Century, this challenge will become even greater. This study provides a process model which, in the case of the College of Urban Development, has made possible an assessment of curricular programs in terms of relevancy to critical societal problems.

It is hoped that the model may have wider applicability and that the findings of the study will add to the knowledge concerning problem-oriented educational institutions which purport to offer curricular programs relevant to the pressing issues of the day.

APPENDICES

APPENDIX A

**DATA REGARDING THE INSTRUCTIONAL ACTIVITIES
OF THE COLLEGE OF URBAN DEVELOPMENT**

APPENDIX A

DATA REGARDING THE INSTRUCTIONAL ACTIVITIES
OF THE COLLEGE OF URBAN DEVELOPMENT

Introductory Note:

Following are lists of College of Urban Development course offerings, organized in accordance with the author's estimate of content, based on an examination of course syllabi.

The courses are listed in the four major emphasis areas adopted for the screening device (political science, economics, sociology-psychology, and natural science) and with respect to each of the 17 problems listed on the screening device. They are also organized to indicate whether they appear to give primary or secondary attention to the problem under consideration.

Finally, they are grouped according to the following scheme:

- (a) College of Urban Development Courses (CUD or UD)
- (b) Department of Urban and Metropolitan Studies Courses (UMS)
- (c) Department of Urban and Metropolitan Studies Selected Topics Courses (UMS 485)
- (d) Department of Racial and Ethnic Studies Courses (RES)
- (e) Department of Racial and Ethnic Studies Selected Topics Courses (RES 485)

COLLEGE OF URBAN DEVELOPMENT
COURSE OFFERINGS

Political Science Emphasis

1. Civil Liberties:

In the following courses, the syllabi provide evidence that problems related to civil liberties appear to receive primary attention:

- (a) College of Urban Development Courses:
none
- (b) Urban and Metropolitan Studies Courses:
none
- (c) Urban and Metropolitan Studies 485 Courses:
 - (1) UMS 485 Federal and State Legislation on Discrimination in Employment and Education
- (d) Racial and Ethnic Studies Courses:
 - (1) RES 417 Minorities and Women in the World of Work
- (e) Racial and Ethnic Studies 485 Courses:
 - (1) RES 485 Legal Consequences of a Multi-Racial Society
 - (2) RES 485 Twentieth Century Civil Rights Trials
 - (3) RES 485 Introduction to Human Rights Concerns in the Modern World
 - (4) RES 485 Civil Rights Strategies 1960-present
 - (5) RES 485 Legal Analysis of Bilingual Education

1. Civil Liberties (continued):

In the following courses, the syllabi provide evidence that problems related to civil liberties appear to receive secondary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 321 Urban Community Self Development
- (2) UMS 361 Education and Urban Social Structure
- (3) UMS 450 Law and Social Change

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Urban Resource Problems

(d) Racial and Ethnic Studies Courses:

- (1) RES 250 Racial and Ethnic Studies in American Society
- (2) RES 333 Contemporary Problems of the American Indian

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Welfare Law
- (2) RES 485 Chicanos and the Law: Implications for American Culture
- (3) RES 485 Dynamics of Comparative Race Relations
- (4) RES 485 Chicano Studies
- (5) RES 485 Formation of Black Working Class
- (6) RES 485 Injustice and Genocide
- (7) RES 485 Contemporary Issues and Problems of Chicano People

2. Community Organization/Political Process:

In the following courses, the syllabi provide evidence that problems related to community organization/political process appear to receive primary attention:

2. Community Organization/Political Process (continued):

(a) College of Urban Development Courses:

- (1) CUD 202 Minorities in American Cities
- (2) CUD 498 Pre-Field Experience Seminar
- (3) CUD 499 Field Experience

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 221 Role of the Helping Professions in Community Services
- (2) UMS 321 Urban Community Self-Development
- (3) UMS 323 Strategies for Change of Urban Systems
- (4) UMS 349 Social Resources in the Management of Health Problems
- (5) UMS 400 Community Financial Resource Development
- (6) UMS 422 Behavioral Analysis of Urban Organizations
- (7) UMS 430 Urban Policy Analysis

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Citizens' Guide to Urban Policy
- (2) UMS 485 Behavioral Change Strategies
- (3) UMS 485 Urban Change
- (4) UMS 485 Urban Political Economy
- (5) UMS 485 Urban Political Dynamics
- (6) UMS 485 The Barrio: A Social-Political View
- (7) UMS 485 Community Involvement

(d) Racial and Ethnic Studies Courses:

- (1) RES 333 Contemporary Problems of the American Indian
- (2) RES 363 Historical Formation of Black Urban Communities
- (3) RES 393 Political Affairs of Native Americans in Michigan

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Conflict Resolution in a Multi-Ethnic Society
- (2) RES 485 Chicano Studies

2. Community Organization/Political Process (continued):

In the following courses, the syllabi provide evidence that problems related to community organization/political process appear to receive secondary attention:

(a) College of Urban Development Courses:

- (1) CUD 200 Human Perspectives on Urbanization

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 341 Current Organization of Health Services
- (2) UMS 345 Critical Problems and Issues in Urban Health
- (3) UMS 363 Compensatory Education in Urban America
- (4) UMS 401 The Ghetto
- (5) UMS 402 Geography of the City
- (6) UMS 413 Urban Economics
- (7) UMS 447 Aging in Urban America
- (8) UMS 450 Law and Social Change

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Recent Federal and State Legislation on Discrimination in Employment and Education
- (2) UMS 485 Residential Segregation Practices
- (3) UMS 485 Applied Urban Research Problems
- (4) UMS 485 Effects of the Energy Crisis on the Cities
- (5) UMS 485 Documenting the Urban Environment
- (6) UMS 485 Aging in Contemporary America
- (7) UMS 485 Criminal Justice: Goals and Standards
- (8) UMS 485 Urban Resource Problems

(d) Racial and Ethnic Studies Courses:

- (1) RES 240 Theories of Racism and Ethnocentrism
- (2) RES 313 Development of the American Indian as an Ethnic Minority
- (3) RES 385 Housing Problems of Minorities in Urban Areas
- (4) RES 401 The African (Black) Diaspora
- (5) RES 402 Chicano Dramatic Expression
- (6) RES 450 Racial Conflict Intervention

2. Community Organization/Political Process (continued):

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 An Analysis of the Social, Political, and Economic State of the Black Community in Recent Times, 1960-75
- (2) RES 485 Welfare Law
- (3) RES 485 Ethnocentrism and Racism in Contemporary Africa
- (4) RES 485 Housing Problems of Minorities in Urban America
- (5) RES 485 Dynamics of Contemporary Race Relations
- (6) RES 485 Dependency, Development and Inequity in Africa and Other Third World Countries
- (7) RES 485 Growth of Chicanos as an Ethnic Minority
- (8) RES 485 Chicano Poetry
- (9) RES 485 Formation of the Black Working Class
- (10) RES 485 Native American Myths as Reflected in Their Self-Expression
- (11) RES 485 Consumer Law and Minorities
- (12) RES 485 Introduction to Human Rights Concerns in the Modern World
- (13) RES 485 Building Curriculum for Native American Studies
- (14) RES 485 Civil Rights Strategies 1960-present
- (15) RES 485 Contemporary Issues and Problems of Chicano People

3. Foreign Policy:

In the following courses, the syllabi provide evidence that problems related to foreign policy appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

none

(c) Urban and Metropolitan Studies 485 Courses:

none

3. Foreign Policy (continued):

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

none

In the following courses, the syllabi provide evidence that problems related to foreign policy appear to receive secondary attention:

(a) College of Urban Development Courses:

- (1) CUD 201 Racism and Ethnocentrism

(b) Urban and Metropolitan Studies Courses:

none

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 The Barrio: A Social-Political View

(d) Racial and Ethnic Studies Courses:

- (1) RES 250 Racial and Ethnic Studies in American Society
 (2) RES 401 The African (Black) Diaspora
 (3) RES 450 Mechanisms of Racial Dominance and Conflict Resolution

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Ethnocentrism and Racism in Contemporary Africa
 (2) RES 485 Growth of Chicanos as an Ethnic Minority
 (3) RES 485 Toward a Multi-Racial Society: Problems and Prospects
 (4) RES 485 Formation of the Black Working Class
 (5) RES 485 Dynamics of Contemporary Race Relations
 (6) RES 485 Dependency, Development, and Inequality in Africa and Other Third World Countries
 (7) RES 485 Introduction to Human Rights Concerns in the Modern World

4. Governance

In the following courses, the syllabi provide evidence that problems related to governance appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

(1) UMS 430 Urban Policy Analysis

(c) Urban and Metropolitan Studies 485 Courses:

(1) UMS 485 Recent Federal and State Legislation on Discrimination in Employment and Education

(2) UMS 485 Urban Political Economy

(3) UMS 485 Urban Political Dynamics

(4) UMS 485 Political Foundations of Urban Policy

(d) Racial and Ethnic Studies Courses:

(1) RES 393 Political Affairs of Native Americans in Michigan

(e) Racial and Ethnic Studies 485 Courses:

none

In the following courses, the syllabi provide evidence that problems related to governance appear to receive secondary attention:

(a) College of Urban Development Courses:

(1) CUD 200 Human Perspectives on Urbanization

(b) Urban and Metropolitan Studies Courses:

(1) UMS 341 Current Organization of Health Services

(2) UMS 402 Geography of the City

(3) UMS 412 Economics of Poverty

(4) UMS 413 Urban Economics

(5) UMS 441 Health and Environmental Quality

4. Governance (continued):

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Behavioral Change Strategies
- (2) UMS 485 Applied Research Problems
- (3) UMS 485 Documenting the Urban Environment
- (4) UMS 485 Current Issues in Urban Affairs

(d) Racial and Ethnic Studies Courses:

- (1) RES 313 Development of the American Indian as an Ethnic Minority
- (2) RES 363 Historical Formation of Black Urban Communities

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Indian Education and Curriculum Development
- (2) RES 485 Native American Education
- (3) RES 485 Introduction to Human Rights Concerns in the Modern World
- (4) RES 485 Civil Rights Strategies, 1960-present
- (5) RES 485 Legal Analysis of Bilingual Education

Economics Emphasis

5. Economics/Finance

In the following courses, the syllabi provide evidence that problems related to economics/finance appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 400 Community Financial Resource Development
- (2) UMS 410 Medical Economics
- (3) UMS 412 Economics of Poverty
- (4) UMS 413 Urban Economics
- (5) UMS 463 Economics of Urban Education

5. Economics/Finance (continued):

(c) Urban and Metropolitan Studies 485 Courses:

(1) UMS 485 Urban Political Economy

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

(1) RES 485 Consumer Law and Minorities

In the following courses, the syllabi provide evidence that problems related to economics/finance appear to receive secondary attention:

(a) College of Urban Development Courses:

(1) CUD 200 Human Perspectives on Urbanization

(2) CUD 202 Minorities in American Cities

(b) Urban and Metropolitan Studies Courses:

(1) UMS 363 Compensatory Education in Urban America

(2) UMS 401 The Ghetto

(3) UMS 430 Urban Policy Analysis

(4) UMS 447 Aging in Urban America

(c) Urban and Metropolitan Studies 485 Courses:

(1) UMS 485 Aging

(2) UMS 485 Political Foundations of Urban Policy

(3) UMS 485 Aging in Contemporary America

(4) UMS 485 Current Issues in Urban Affairs

(d) Racial and Ethnic Studies Courses:

(1) RES 363 Historical Formation of Black Urban Communities

(2) RES 401 The African (Black) Diaspora

(e) Racial and Ethnic Studies 485 Courses:

(1) RES 485 Chicano Poetry

(2) RES 485 Social, Political, and Economic State of the Black Community in Recent Times 1960-75

5. Economics/Finance (continued):

(e) Racial and Ethnic Studies 485 Courses (continued):

- (3) RES 485 Selected Historical and Contemporary Problems of the Black Working Class
- (4) RES 485 Dynamics of Contemporary Race Relations
- (5) RES 485 Formation of the Black Working Class
- (6) RES 485 Contemporary Issues and Problems of Chicano People

6. Housing/Land

In the following courses, the syllabi provide evidence that problems related to housing/land appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 385 Housing Problems of Minorities
- (2) UMS 401 The Ghetto
- (3) UMS 402 Geography of the City

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Residential Segregation Practices

(d) Racial and Ethnic Studies Courses:

- (1) RES 385 Housing Problems of Minorities

(e) Racial and Ethnic Studies 485 Courses:

none

In the following courses, the syllabi provide evidence that problems related to housing/land appear to receive secondary attention:

(a) College of Urban Development Courses:

- (1) CUD 200 Human Perspectives on Urbanization
- (2) CUD 202 Minorities in American Cities

6. Housing/Land (continued):

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 290 Urban Research Methods
- (2) UMS 349 Social Resources in the Management of Health Problems
- (3) UMS 413 Urban Economics
- (4) UMS 441 Health and Environmental Qualities
- (5) UMS 447 Aging in Urban America
- (6) UMS 450 Law and Social Change

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Urban Change
- (2) UMS 485 Current Issues in Urban Affairs
- (3) UMS 485 Aging
- (4) UMS 485 Aging in Contemporary America
- (5) UMS 485 Community Involvement
- (6) UMS 485 Political Foundations of Urban Policy
- (7) UMS 485 Urban Research Methods

(d) Racial and Ethnic Studies Courses:

- (1) RES 333 Contemporary Problems of the American Indian
- (2) RES 363 Historical Formation of Black Urban Communities

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Consumer Law and Minorities
- (2) RES 485 Chicanos and the Law
- (3) RES 485 Native American Education
- (4) RES 485 Contemporary Issues and Problems of Chicano People

7. Transportation/Communication:

In the following courses, the syllabi provide evidence that problems related to transportation/communication appear to receive primary attention:

(a) College of Urban Development Courses:

none

7. Transportation/Communication (continued):

(b) Urban and Metropolitan Studies Courses:

none

(c) Urban and Metropolitan Studies 485 Courses:

none

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

none

In the following courses, the syllabi provide evidence that problems related to transportation/communication appear to receive secondary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 401 The Ghetto
- (2) UMS 402 Geography of the City
- (3) UMS 413 Urban Economics
- (4) UMS 441 Health and Environmental Qualities
- (5) UMS 450 Law and Social Change

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Effects of the Energy Crisis on the Cities
- (2) UMS 485 Aging
- (3) UMS 485 Current Issues in Urban Affairs
- (4) UMS 485 Urban Research Methods
- (5) UMS 485 Residential Segregation Practices

(d) Racial and Ethnic Studies Courses:

- (1) RES 363 Historical Formation of Black Urban Communities
- (2) RES 450 Racial Conflict Intervention

7. Transportation/Communication (continued):

(e) Racial and Ethnic Studies 485 Courses:

RES 485 Formation of the Black Working Class

8. Unemployment/Income/Inflation

In the following courses, the syllabi provide evidence that problems related to unemployment/income/inflation appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

(1) UMS 412 Economics of Poverty

(c) Urban and Metropolitan Studies 485 Courses:

(1) UMS 485 Federal and State Legislation on Discrimination in Employment and Education

(2) UMS 485 Recent Federal and State Legislation on Discrimination in Employment and Education

(d) Racial and Ethnic Studies Courses:

(1) RES 417 Minorities and Women in the World of Work

(e) Racial and Ethnic Studies 485 Courses:

(1) RES 485 Selected Historical and Contemporary Problems of the Black Working Class

(2) RES 485 Formation of the Black Working Class

In the following courses, the syllabi provide evidence that problems related to unemployment/income/inflation appear to receive secondary attention:

(a) College of Urban Development Courses:

(1) CUD 200 Human Perspectives on Urbanization

(2) CUD 202 Minorities in American Cities

8. Unemployment/Income/Inflation (continued):

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 290 Urban Research Methods
- (2) UMS 321 Urban Community Self-Development
- (3) UMS 401 The Ghetto
- (4) UMS 463 Economics of Urban Education

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Urban Political Economy
- (2) UMS 485 Urban Research Methods
- (3) UMS 485 Criminal Justice: Goals and Standards
- (4) UMS 485 Current Issues in Urban Affairs
- (5) UMS 485 The Barrio: A Social-Political View

(d) Racial and Ethnic Studies Courses:

- (1) RES 363 Historical Formation of Black Urban Communities
- (2) RES 401 The African (Black) Diaspora
- (3) RES 450 Mechanisms of Racial Dominance

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Chicanos and the Law
- (2) RES 485 Ethnocentrism and Racism in Contemporary America
- (e) RES 485 Contemporary Issues and Problems of Chicano People

Sociology-Psychology Emphasis

9. Education

In the following courses, the syllabi provide evidence that problems related to education appear to receive primary attention:

(a) College of Urban Development Courses:

none

9. Education (continued):

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 361 Education and Urban Social Structure
- (2) UMS 363 Compensatory Education in Urban America
- (3) UMS 461 Educational Segregation, Desegregation, Integration, and Busing
- (4) UMS 463 Economics of Urban Education

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Federal and State Legislation in Discrimination in Employment and Education
- (2) UMS 485 Educational Policy Analysis
- (3) UMS 485 Educational Policy and Educational Improvement
- (4) UMS 485 School Environment and Learning
- (5) UMS 485 Cultural Factors in the Education of Mexican Americans
- (6) UMS 485 Urban School Climate

(d) Racial and Ethnic Studies Courses:

- (1) RES 250 Racial and Ethnic Studies in American Society

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Indian Education and Curriculum Improvement
- (2) RES 485 Native American Education
- (3) RES 485 Teaching Racial and Ethnic Studies to Elementary and Secondary Schools
- (4) RES 485 Black Studies and Racial Dominance
- (5) RES 485 Development of Ethnic Studies in Elementary and Secondary Schools
- (6) RES 485 Effects of Race and Ethnicity in the Classroom
- (7) RES 485 Chicano Studies
- (8) RES 485 Building Curriculum for Native American Studies
- (9) RES 485 Legal Analysis of Bilingual Education

In the following courses, the syllabi provide evidence that problems related to education appear to receive secondary attention:

(a) College of Urban Development Courses:

- (1) CUD 200 Human Perspectives on Urbanization
- (2) CUD 202 Minorities in American Cities

9. Education (continued):

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 290 Urban Research Methods
- (2) UMS 321 Urban Community Self-Development
- (3) UMS 323 Strategies for Change of Urban Systems
- (4) UMS 347 Cultural Impact on Health
- (5) UMS 412 Economics of Poverty

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Urban Social Indicators
- (2) UMS 485 Urban Research Methods
- (3) UMS 485 Urban Change
- (4) UMS 485 Documenting the Urban Environment
- (5) UMS 485 Criminal Justice, Goals, and Standards
- (6) UMS 485 Statistical Analysis of Urban Research Data
- (7) UMS 485 Current Issues in Urban Affairs

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Chicanos and the Law: Implications for American Culture
- (2) RES 485 Selected Topics Relating to Modern American Indians
- (3) RES 485 Ethnocentrism and Racism in Contemporary America
- (4) RES 485 Legal Consequences of a Multi-Racial Society
- (5) RES 485 Conflict Resolution in a Multi-Ethnic Society
- (6) RES 485 Chicano Poetry
- (7) RES 485 Contemporary Issues and Problems of Chicano People

10. Population:

In the following courses, the syllabi provide evidence that problems related to population appear to receive primary attention:

(a) College of Urban Development Courses:

none

10. Population (continued):

(b) Urban and Metropolitan Studies Courses:

none

(c) Urban and Metropolitan Studies 485 Courses:

none

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

none

In the following courses, the syllabi provide evidence that problems related to population appear to receive secondary attention:

(a) College of Urban Development Courses:

(1) CUD 202 Minorities in American Cities

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 321 Urban Community Self Development
- (2) UMS 345 Critical Urban Health Problems
- (3) UMS 401 The Ghetto
- (4) UMS 402 Geography of the City
- (5) UMS 412 Economics of Poverty
- (6) UMS 430 Urban Policy Analysis
- (7) UMS 441 Health and Environmental Qualities
- (8) UMS 450 Law and Social Change

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Urban Social Indicators
- (2) UMS 485 Urban Resource Problems

(d) Racial and Ethnic Studies Courses:

- (1) RES 363 Historical Formation of Black Urban Communities
- (2) RES 401 The African (Black) Diaspora

10. Population (continued):

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Growth of Chicanos as an Ethnic Minority
- (2) RES 485 Injustice and Genocide

11. Poverty/Welfare:

In the following courses, the syllabi provide evidence that problems related to poverty/welfare appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 412 Economics of Poverty

(c) Urban and Metropolitan Studies 485 Courses:

none

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Welfare Law

In the following courses, the syllabi provide evidence that problems related to poverty/welfare appear to receive secondary attention:

(a) College of Urban Development Courses:

- (1) CUD 200 Human Perspectives on Urbanization
- (2) CUD 202 Minorities in American Cities

11. Poverty/Welfare (continued):

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 321 Urban Community Self Development
- (2) UMS 345 Critical Urban Health Problems
- (3) UMS 347 Cultural Impact on Health
- (4) UMS 363 Compensatory Education in Urban America
- (5) UMS 385 Housing Problems of Minorities in Urban America
- (6) UMS 413 Urban Economics
- (7) UMS 450 Law and Social Change

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 The Black Child
- (2) UMS 485 Behavioral Change Strategies
- (3) UMS 485 Effects of the Energy Crisis on the Cities
- (4) UMS 485 Statistical Analysis of Urban Research Data

(d) Racial and Ethnic Studies Courses:

- (1) RES 363 Historical Formation of Black Urban Communities
- (2) RES 385 Housing Problems of Minorities in Urban Areas
- (3) RES 401 The African (Black) Diaspora

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Social, Political and Economic State of the Black Community in Recent Times, 1960-1975

12. Public Order/Crime/Criminal Justice:

In the following courses, the syllabi provide evidence that problems related to public order/crime/criminal justice appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 221 (winter quarter) Juvenile Justice System
- (2) UMS 450 Law and Social Change

12. Public Order/Crime/Criminal Justice (continued):

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Criminal Justice: Goals and Standards
- (2) UMS 485 Urban Juvenile Behavior

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Twentieth Century Civil Rights Trials

In the following courses, the syllabi provide evidence that problems related to public order/crime/criminal justice appear to receive secondary attention:

(a) College of Urban Development Courses:

- (1) CUD 200 Human Perspectives on Urbanization

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 321 Urban Community Self Development
- (2) UMS 441 Health and Environmental Qualities

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Federal and State Legislation on Discrimination in Employment and Education
- (2) UMS 485 Current Issues in Urban Affairs

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Consumer Law and Minorities
- (2) RES 485 Formation of the Black Working Class
- (3) RES 485 Contemporary Issues and Problems of Chicano People

13. Race/Ethnicity/Minorities/Women:

In the following courses, the syllabi provide evidence that problems related to race/ethnicity/minorities/women appear to receive primary attention:

(a) College of Urban Development Courses:

- (1) CUD 201 Racism and Ethnocentrism
- (2) CUD 202 Minorities in American Cities

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 347 Impact of Culture on Health
- (2) UMS 361 Education and Urban Social Structure
- (3) UMS 363 Compensatory Education in Urban America
- (4) UMS 385 Housing Problems of Minorities in Urban Areas
- (5) UMS 401 The Ghetto
- (6) UMS 447 Aging in Urban America
- (7) UMS 461 Educational Segregation, Desegregation, Integration and Busing

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Federal and State Legislation on Discrimination in Employment and Education
- (2) UMS 485 Residential Segregation Practices
- (3) UMS 485 The Black Child
- (4) UMS 485 Aging
- (5) UMS 485 Aging in Contemporary America
- (6) UMS 485 Cultural Factors in the Education of Mexican Americans
- (7) UMS 485 The Barrio: A Social-Political View

(d) Racial and Ethnic Studies Courses:

- (1) RES 240 Theories of Racism and Ethnocentrism
- (2) RES 250 Racial and Ethnic Studies in American Society
- (3) RES 313 Development of the American Indian as an Ethnic Minority
- (4) RES 333 Contemporary Problems of the American Indian
- (5) RES 363 Historical Formation of Black Urban Communities
- (6) RES 385 Housing Problems of Minorities in Urban Areas

13. Race/Ethnicity/Minorities/Women (continued):

(d) Racial and Ethnic Studies Courses (continued):

- (7) RES 393 Political Affairs of Native Americans in Michigan
- (8) RES 401 The African (Black) Diaspora
- (9) RES 402 Chicano Dramatic Expression
- (10) RES 417 Minorities and Women in the World of Work
- (11) RES 450 Mechanisms of Racial Dominance and Conflict Intervention

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Social, Political, and Economic State of the Black Community in Recent Times, 1960-1975
- (2) RES 485 The American Indian Experience
- (3) RES 485 The Black Experience
- (4) RES 485 Black Studies and Racial Dominance
- (5) RES 485 Building Curriculum for Native American Studies
- (6) RES 485 Chicanos and the Law: Implications for American Culture
- (7) RES 485 Chicano Poetry
- (8) RES 485 Chicano Studies
- (9) RES 485 Civil Rights Strategies 1960-present
- (10) RES 485 Conflict Resolution in a Multi-ethnic Society
- (11) RES 485 Contemporary Issues and Problems of Chicano People
- (12) RES 485 Consumer Law and Minorities
- (13) RES 485 Dependency, Development, and Inequality in Africa and other Third World Communities
- (14) RES 485 Development of Ethnic Studies in Elementary and Secondary Schools
- (15) RES 485 Development of Mexican-American Culture
- (16) RES 485 Dynamics of Comparative Race Relations
- (17) RES 485 Effects of Race and Ethnicity in the Classroom
- (18) RES 485 Ethnic Groups in Michigan
- (19) RES 485 Ethnocentrism and Racism in Contemporary Africa
- (20) RES 485 Formation of the Black Working Class
- (21) RES 485 Growth of Chicanos as an Ethnic Minority
- (22) RES 485 Housing Problems of Minorities in Urban Areas
- (23) RES 485 Indian Education and Curriculum Development
- (24) RES 485 Injustice and Genocide
- (25) RES 485 Introduction to Human Rights Concerns in the Modern World

13. Race/Ethnicity/Minorities/Women (continued):

(e) Racial and Ethnic Studies 485 Courses (continued):

- (26) RES 485 Legal Analysis of Bilingual Education
- (27) RES 485 Legal Consequences of a Multi-Racial Society
- (28) RES 485 Native American Education
- (29) RES 485 Native American Myths as Reflected in Their Self-Expression
- (30) RES 485 Native Peoples of the Upper Great Lakes
- (31) RES 485 Selected Historical and Contemporary Problems of the Black Working Class
- (32) RES 485 Selected Topics Relating to Modern Indian Concerns
- (33) RES 485 Racial and Ethnic Studies in American Society
- (34) RES 485 Teaching Racial and Ethnic Studies to Elementary and Secondary Schools
- (35) RES 485 Toward a Multi-Racial Society: Problems and Prospects
- (36) RES 485 Twentieth Century Civil Rights Trials

In the following courses, the syllabi provide evidence that problems related to race/ethnicity/minorities/women appear to receive secondary attention:

(a) College of Urban Development Courses:

- (1) CUD 200 Human Perspectives on Urbanization

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 221 Role of Helping Professions in Community Services
- (2) UMS 321 Urban Community Self Development
- (3) UMS 345 Critical Urban Health Problems
- (4) UMS 349 Social Resources in the Management of Health Problems
- (5) UMS 402 Geography of the City
- (6) UMS 412 Economics of Poverty
- (7) UMS 441 Health and Environmental Qualities
- (8) UMS 450 Law and Social Change
- (9) UMS 463 Economics of Urban Education

13. Race/Ethnicity/Minorities/Women (continued):

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Urban Social Indicators
- (2) UMS 485 Urban Juvenile Behavior
- (3) UMS 485 Educational Policy Analysis
- (4) UMS 485 Community Involvement
- (5) UMS 485 Urban Political Economy
- (6) UMS 485 Urban Political Dynamics
- (7) UMS 485 Urban Research Methods
- (8) UMS 485 Political Foundations of Urban Policy

(d) Racial and Ethnic Studies Courses:

none (all primary attention)

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Welfare Law

Natural Science Emphasis14. Agriculture:

In the following courses, the syllabi provide evidence that problems related to agriculture appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

none

(c) Urban and Metropolitan Studies 485 Courses:

none

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

none

14. Agriculture (continued):

In the following courses, the syllabi provide evidence that problems related to agriculture appear to receive secondary attention:

(a) College of Urban Development Courses:

(1) CUD 202 Minorities in American Cities

(b) Urban and Metropolitan Studies Courses:

(1) UMS 321 Urban Community Self Development

(2) UMS 412 Economics of Poverty

(c) Urban and Metropolitan Studies 485 Courses:

none

(d) Racial and Ethnic Studies Courses:

(1) RES 333 Contemporary Problems of the American Indians

(2) RES 363 Historical Formation of Black Urban Communities

(3) RES 401 The African (Black) Diaspora

(e) Racial and Ethnic Studies 485 Courses:

(1) RES 485 Dependency, Development, and Inequality in African and Other Third World Countries

(2) RES 485 Formation of the Black Working Class

(3) RES 485 Contemporary Issues and Problems of Chicano People

15. Environment/Energy:

In the following courses, the syllabi provide evidence that problems related to environment/energy appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

(1) UMS 441 Health and Environmental Qualities

15. Environment/Energy (continued):

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Effects of the Energy Crisis on the Cities
- (2) UMS 485 Documenting the Urban Environment

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Effects of the Energy Crisis on the Cities (joint offering; see (c) (1) above)

In the following courses, the syllabi provide evidence that problems related to environment/energy appear to receive secondary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 321 Urban Community Self-Development
- (2) UMS 347 Impact of Culture on Health
- (3) UMS 402 Geography of the City
- (4) UMS 450 Law and Social Change

(c) Urban and Metropolitan Studies 485 Courses:

none

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Chicanos and the Law: Implications for American Culture
- (2) RES 485 Selected Topics Relating to Modern American Indian Concerns
- (3) RES 485 Ethnocentrism and Racism in Contemporary Africa

16. Health:

In the following courses, the syllabi provide evidence that problems related to health appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 341 Current Organization of Health Services
- (2) UMS 345 Critical Urban Health Problems
- (3) UMS 347 Impact of Culture on Health
- (4) UMS 349 Social Resources in the Management of Health Problems
- (5) UMS 410 Medical Economics
- (6) UMS 441 Health and Environmental Qualities

(c) Urban and Metropolitan Studies 485 Courses:

none

(d) Racial and Ethnic Studies Courses:

none

(e) Racial and Ethnic Studies 485 Courses:

none

In the following courses, the syllabi provide evidence that problems related to health appear to receive secondary attention:

(a) College of Urban Development Courses:

- (1) CUD 200 Human Perspectives on Urbanization

(b) Urban and Metropolitan Studies Courses:

- (1) UMS 221 Role of Helping Professions in Community Services
- (2) UMS 290 Urban Research Methods
- (3) UMS 323 Strategies for Change of Urban Systems
- (4) UMS 447 Aging in Urban America
- (5) UMS 450 Law and Social Change

16. Health (continued):

(c) Urban and Metropolitan Studies 485 Courses:

- (1) UMS 485 Urban Social Indicators
- (2) UMS 485 Behavioral Change Strategies
- (3) UMS 485 Urban Change
- (4) UMS 485 Aging in Contemporary America
- (5) UMS 485 Urban Research Methods
- (6) UMS 485 The Barrio: A Social-Political View
- (7) UMS 485 Statistical Analysis of Urban Research Data

(d) Racial and Ethnic Studies Courses:

- (1) RES 333 Contemporary Problems of American Indians
- (2) RES 393 Political Affairs of Native Americans in Michigan

(e) Racial and Ethnic Studies 485 Courses:

- (1) RES 485 Conflict Resolution in a Multi-Ethnic Society
- (2) RES 485 Contemporary Issues and Problems of Chicano People

17. Science/Technology:

In the following courses, the syllabi provide evidence that problems related to science/technology appear to receive primary attention:

(a) College of Urban Development Courses:

none

(b) Urban and Metropolitan Studies Courses:

none

(c) Urban and Metropolitan Studies 485 Courses:

none

(d) Racial and Ethnic Studies Courses:

none

17. Science/Technology (continued):

(e) Racial and Ethnic Studies 485 Courses:

none

In the following courses, the syllabi provide evidence that problems related to science/technology appear to receive secondary attention:

(a) College of Urban Development Courses:

(1) CUD 200 Human Perspectives on Urbanization

(b) Urban and Metropolitan Studies Courses:

(1) UMS 463 Economics of Urban Education

(c) Urban and Metropolitan Studies 485 Courses:

none

(d) Racial and Ethnic Studies Courses:

(1) RES 401 The African (Black) Diaspora

(e) Racial and Ethnic Studies 485 Courses:

(1) RES 485 Teaching Racial and Ethnic Studies to
Elementary and Secondary Schools

(2) RES 485 Formation of the Black Working Class

APPENDIX B

DATA REGARDING THE RESEARCH ACTIVITIES OF THE COLLEGE OF URBAN DEVELOPMENT

APPENDIX B

DATA REGARDING THE RESEARCH ACTIVITIES
OF THE COLLEGE OF URBAN DEVELOPMENT

Introductory Note:

Following are lists of College of Urban Development research activities, organized in accordance with the author's estimate of content, based on an examination of the titles as listed in the 1978 Prospectus of the College of Urban Development.

The research activities are listed in the four major emphasis areas adopted for the screening device (political science, economics, sociology-psychology, and natural science) and with respect to each of the 17 problems listed on the screening device.

Finally, they are grouped according to the following scheme:

- (a) Department of Urban and Metropolitan Studies
- (b) Department of Racial and Ethnic Studies
- (c) Center for Urban Affairs
- (d) Dean, College of Urban Development
- (e) National Institute of Mental Health Project

Political Science Emphasis

1. Civil Liberties

The Prospectus contains no titles indicating that the subject of the research is in the area of civil liberties.

2. Community Organization/Political Process

(a) Department of Urban and Metropolitan Studies:

- (1) Manual for a Community Treatment Program, National Institute of Mental Health, 1976 (Tornatzky).
- (2) "The Strength of the Aged: A Resource in the Black Community," Psychology of the Black Community, Washington, D.C.: University Press of America, 1978 (Barnes-McConnell).
- (3) "Unresolved Issues in Community Based Research," Journal of Non-White Concerns in Personnel and Guidance, Vol. 1, No. 3, April 1973 (Lezotte and Green).
- (4) "Organizational Perspectives in Community Mental Health Center," Administration in Mental Health, Fall 1975 (Tornatzky).
- (5) "Politics and Urban Health," Politics: The Magic Ointment of Health, Richmond, Virginia: BCHW/APHA, 1975 (Barnes-McConnell).
- (6) "Experimental Social Innovation in Social Work," Social Work and Public Social Services, Perlmutter, (ed.), New York: Columbia University Press, 1974 (Tornatzky).
- (7) Creating Change in Mental Health Organizations, Elmsford, New York: Pergamon Press, 1974 (Fairweather and Tornatzky).

(b) Department of Racial and Ethnic Studies:

See (c) (1) below (Hawkins).

2. Community Organization/Political Process (continued)

(c) Center for Urban Affairs:

- (1) "Neighborhood and Statewide Strategies Impacting State Legislation to Reduce Mortgage Redlining: The Case of Michigan," People, Neighborhoods, and Appropriate Technologies, Milwaukee: University of Wisconsin Extension Service, 1978 (Persell and Hawkins).
- (2) "Meeting Mutual Needs: Community Development Staffing through Student Interns," Journal of the Community Development Society, Vol. 8, Spring 1978 (Persell).
- (3) "Researchers: Social Analysts or Social Technicians--Implications for Urban Community Development," Journal of Social Commentary, March 1977 (Logan).
- (4) "A Recent History of Citizen Participation," Journal of Michigan History, September 1977 (Logan).
- (5) "The Scheme for Leadership Training," Journal of The Community Development Society, Vol. 7, Issue 2, 1976 (Persell).

(d) Dean, College of Urban Development

- (1) "Community Mental Health Planning in an Urban Environment," Journal of Non-White Concerns in Personnel and Guidance, December 1976 (Green).
- (2) See (a) (3) above (Green).

3. Foreign Policy

(a) Department of Urban and Metropolitan Studies:

none

(b) Department of Racial and Ethnic Studies:

- (1) "Migratory Patterns and Opportunity Zones in Southern Ghana: A Comparative Study of the Inter-Relationship between Socio-Economic Development and Migration," Midwest Universities Consortium for International Activities, Inc. 1975-76 (Hamilton).

4. Governance

- (a) Department of Urban and Metropolitan Studies:
none
- (b) Department of Racial and Ethnic Studies:
See (c) (1) below (Hawkins)
- (c) Center for Urban Affairs:
 - (1) "Neighborhood and Statewide Strategies Impacting State Legislation to Reduce Mortgage Redlining: The Case of Michigan," People, Neighborhoods, and Appropriate Technologies, Milwaukee: University of Wisconsin Extension Service, 1978 (Persell and Hawkins).
 - (2) "Researchers: Social Analysts or Social Technicians--Implications for Urban Community Development," Journal of Social Commentary, March 1977 (Logan).

Economics Emphasis

5. Economics/Finance

- (a) Department of Urban and Metropolitan Studies:
 - (1) "Economic Theory and Practice: Its Effects on Black Family Stability," The Rebirth of the American City, Hearings before the Committee on Banking, Currency, and Housing, U.S. House of Representatives, 94th Congress, 2nd Ed., September 27-30, October 1, 1976 (Pettigrew).
 - (2) "Socio-Economic Impact Study: Resort Development and the Sea Islands," Durham, North Carolina: Duke University Institute of Policy Sciences and Public Affairs, 1976 (J. Thomas).
- (b) Department of Racial and Ethnic Studies:
 - (1) "Migratory Patterns and Opportunity Zones in Southern Ghana: A Comparative Study of the Inter-Relationship between Socio-Economic Development and Migration," Midwest Universities Consortium for International Activities, Inc., 1975-76 (Hamilton).

5. Economics/Finance (continued)

(b) Department of Racial and Ethnic Studies (continued)

- (2) "Fish Stick Production for Bay Mills Indian Reservation," Upper Great Lakes Regional Commission, 1974-present (Cross).

6. Housing/Land

(a) Department of Urban and Metropolitan Studies:

- (1) "Redlining: A Concept for Study by Urban Social Geographers," Applications of Geographic Research, Winters and Winters (eds.), East Lansing: Michigan State University Department of Geography, 1977 (Darden).
- (2) "Blacks in the Suburbs: Their Number is Rising but Patterns of Segregation Persist," Vital Issues, December 1977 (Darden).
- (3) "Residential Segregation of Blacks in Flint, Michigan, 1950-1970," Resources in Education, ERIC Document No. ED 12596, November 1976 (Darden).
- (4) The Ghetto: A Bibliography, Monticello: Council of Planning Librarians, Exchange Bibliography Number 1310, July 1977 (Darden).
- (5) "Residential Segregation of Blacks in Detroit, 1960-1970," International Journal of Comparative Sociology, 17 March-June 1976 (Darden).
- (6) "Residential Segregation of Blacks in the Suburbs: The Michigan Example," Geographical Survey 5 (3), 1976 (Darden).
- (7) "The Residential Segregation of Blacks in Medium Size Cities of Michigan," Journal of Social and Behavioral Science, Vol. 22, Spring 1976 (Darden).
- (8) "Residential Segregation of Afro-Americans in Pittsburgh, 1960-1970," Journal of Social and Behavioral Science, 20, No. 1, Winter 1974 (Darden).

6. Housing/Land (continued)(a) Department of Urban and Metropolitan Studies
(continued):

- (9) "The Quality of Life in a Black Ghetto: A Geographic View," The Pennsylvania Geographer, XII November 1974 (Darden).
- (10) Afro-Americans in Pittsburgh: The Residential Segregation of a People, Lexington: D. C. Heath & Co., 1973 (Darden).
- (11) "Survey on Proposed Development of Logan Corridor in Lansing, Michigan," City of Lansing Planning Department, 1976 (Schweitzer).

(b) Department of Racial and Ethnic Studies:

- (1) "The Urban Housing Dilemma of Blacks in Michigan: 1960-70," (Hawkins) Minorities in Urban Michigan, (Hawkins and R. Thomas, eds.), Lansing: Michigan Historical Society, 1978.
- (2) "Neighborhood and Statewide Strategies Impacting State Legislation to Reduce Mortgage Redlining: The Case of Michigan," People, Neighborhoods, and Appropriate Technologies, Milwaukee: University of Wisconsin Extension Service, 1978 (Hawkins and Persell).
- (3) "The Housing Plight of the Chicano," Journal of Social and Behavioral Science, 1976 (Hawkins).
- (4) "Urban Housing and the Black Family," Phylon, Vol. 37, No. 1, Winter 1976 (Hawkins).

(c) Center for Urban Affairs

See (b) (2) above (Persell).

7. Transportation/Communication

(a) Department of Urban and Metropolitan Studies

none

7. Transportation/Communication (continued)

(b) Department of Racial and Ethnic Studies:

- (1) "Communication Support for Development: Implications for Policies, Planning and Curriculum Development in Ghana, 1976-77," Midwest University Consortium for International Activities, Inc. (Bain).

8. Unemployment/Income/Inflation

(a) Department of Urban and Metropolitan Studies:

- (1) "The Effects of a Job-Interview Skills Workshop on Drug Abuse Clients," Journal of Employment Counseling, Vol. 13, No. 4, December 1976 (Tornatzky).
- (2) "Sex Discrimination and the American Labor Market: A Perspective," Sociological Focus, Vol. 7, No. 2, Winter 1974 (Pettigrew and Hawkins).

(b) Department of Racial and Ethnic Studies:

See (a) (2) above (Hawkins).

(c) Center for Urban Affairs:

- (1) Report on Full Employment Conference, 1977, Atlanta: Martin Luther King, Jr. Center for Social Change, 1977 (Jackson).
- (2) "Evaluation of Work Experience Programs for Detroit Youth, 1977-78," East Lansing: Michigan Cooperative Extension Service (Abbott).

Sociology-Psychology Emphasis9. Education:

(a) Department of Urban and Metropolitan Studies:

- (1) School Desegregation Project in New Castle County, Delaware, Rockefeller Foundation, 1976-79, (Darden, Griffiore, Schweitzer, Green).

9. Education (continued)(a) Department of Urban and Metropolitan Studies
(continued):

- (2) Improvement of Achievement in Pontiac School System, 1977-78 (Brookover, Abbott, Lezotte, Tornatzky).
- (3) "Schools Can Make a Difference: A Study of Elementary School Social Systems and School Outcomes," National Institute of Education, 1977 (Brookover and Schweitzer).
- (4) "Changes in School Characteristics Coincident with Changes in Achievement," Michigan Department of Education, 1977 (Brookover and Lezotte).
- (5) "Project S.P.I.R.I.T.: Evaluation Report," Lansing Public Schools and Michigan Department of Education, 1975-76 (Lezotte).
- (6) "Comprehensive Evaluation of the Model Neighborhood Elementary School Individualized Learning Program," Model Cities, 1972-73 (Lezotte).
- (7) "School Desegregation, Testing and the Urgent Need for Equity in Education," Education, 1978 (Griffore and Green).
- (8) "School Desegregation in Lansing, Michigan: Contrast to Boston," Integrated Education, November-December 1977 (Griffore).
- (9) "School Desegregation and White Flight: A Response to Professor Coleman," School Desegregation, The Courts and Suburban Migration, Washington, D.C.: The U.S. Commission on Civil Rights, 1977 (Griffore, Schweitzer, Green).
- (10) "Black Athletes: Educational, Economic, and Political Considerations," Special Issue of The Journal of Non-White Concerns in Personnel and Guidance, October 1974 (Schweitzer, Green, Smith, Gunnings).

9. Education (continued)

(a) Department of Urban and Metropolitan Studies
(continued):

- (11) "Conducting Successful Classroom Discussions,"
in Details of Contemporary College Teaching,
(Milton), San Francisco: Jossey-Bass, 1978
(Barnes-McConnell).
- (12) "A Commentary on the Contribution of Faculty
Development to Humanistic Teaching," Liberal
Education, December 1977 (Barnes-McConnell).
- (13) "The Learning Environment: A Comparison of High
and Low Achieving Elementary Schools," Urban
Education, Vol. 10, No. 3, October 1975
(Brookover).
- (14) Sociology of Education, Homewood, Illinois:
Dorsey Press, 1975 (Brookover, ed.).
- (15) "Academic Environments and Elementary School
Achievement," Journal of Research and Development
in Education, Vol. 9, No. 1, Fall 1975 (Brookover).
- (16) "Competency-Based Teacher Education: Teacher
Training for Multi-Cultural Education," AACTE,
Chapter 3, 1975 (Pettigrew).
- (17) "Home Based Infant Education and the Black Child,"
paper presented at the Annual Meeting of the Black
Child Development Institute, San Francisco, 1975,
proceedings published (Barnes-McConnell).
- (18) "An Analysis of Verbal and Non-Verbal Teaching
Behaviors," Journal of Experimental Education,
Vol. 42, No. 4, 1974 (Pettigrew and Tornatzky).
- (19) "Characterizations of Self and Student Decision
Making," Review of Educational Research, Vol. 42,
No. 4, 1973 (Brookover).
- (20) "Why Can't You Teach Inner-City Children?"
Journal of Non-White Concerns, Vol. 2, No. 1,
October 1973 (Pettigrew and Hawkins).

9. Education (continued)(a) Department of Urban and Metropolitan Studies
(continued):

- (21) "The Relationship Between Maternal Anxiety and Self-Esteem of Preschool-Aged Children," Child Study Journal, 1978 (Griffore).
- (22) Child Development: An Outline, Ft. Lauderdale, Florida: Nova University, 1978 (Griffore).
- (23) "Standardized Achievement Tests: Implications for the Lives of Children," Achievement Test Bias, Washington, D.C.: National Institute of Education, 1978 (Griffore and Green).
- (24) "A Comparison of Factor Structures of the WISC and WISC-R for a Group of Children Referred to School Psychologists Because of Concern About Their Intellectual Ability," Psychology and the Schools, April 1978 (Schweitzer).
- (25) "Fear of Success and Task Difficulty: Effects on Graduate Students' Final Exam Performance," Journal of Educational Psychology, Vol. 69, pp. 556-563, 1977 (Griffore).
- (26) "Correlation Between Performance on Final Examination and Debilitating Anxiety Among Professional Educators," Psychological Reports, Vol. 40, 1977 (Griffore).
- (27) "Correlation Between Preschoolers' Self-Esteem and Mothers' Educational Attainment," Psychological Reports, Vol. 40, 1977 (Griffore).
- (28) "Validation of Three Measures of Fear of Success," Journal of Personality Assessment, Vol. 40, 1977 (Griffore).
- (29) "School Desegregation, Testing and the Urgent Need for Equity in Education," Education, 1977 (Griffore and Green).
- (30) Review of Research in Education IV, Ithaca, Illinois: Peacock Press, 1976 (Griffore).

9. Education (continued)

(a) Department of Urban and Metropolitan Studies (continued):

- (31) "A Restatement of the IQ-Culture Issue," Phi Delta Kappan, June 1976 (Griffore and Green).
- (32) "Comments on Ebel's Defense of Tests and Testing," Phi Delta Kappan, October 1975 (Griffore and Green).
- (33) "Equality, Differentiation, Testing, Assessment and Accountability in Education," Chapter VIII in 73rd Yearbook of the Society for Study of Education, 1974 (Brookover).
- (34) "An Examination of Buildings as the Unit of Analysis in Determining the Equitable Delivery of Basic School Skills," Research Report by the Carnegie Corporation, 1974 (Lezotte).
- (35) See (c) (4) below (Schweitzer).
- (36) See (d) (8) below (Griffore).

(b) Department of Racial and Ethnic Studies:

- (1) "Communication Support for Development: Implications for Policies, Planning and Curriculum Development in Ghana," Midwest Universities Consortium for International Activities, Inc., 1976-77 (Bain).
- (2) "Title VII Proposal Team on Bilingual Education," United States Office of Education, 1974-76 (Gomez).
- (3) A Bridge Between Two Worlds: Educational Opportunities for Native Americans, Lansing, Michigan: State of Michigan, 1976 (Cornell, Contributing Editor).
- (4) See (a) (20) above (Hawkins).

9. Education (continued)

(c) Center for Urban Affairs:

- (1) "To Provide Technical Assistance to the Federal Right to Read Project for 51 ESSA Designated Reading Project Sites," National Right to Read Program, 1974 (Jackson, Green).
- (2) See (a) (2) above (Abbott).
- (3) "Parent Awareness," Greater Lansing Urban League and NAACP Education Committee, 1975 (Jackson).
- (4) "Survey of Urban Academic Programs," Center for Urban Affairs, College of Urban Development, 1974-75 (Jackson, Schweitzer).
- (5) "Educational Needs Survey of Directors/Coordinators of Volunteer Programs in Michigan," Center for Urban Affairs, College of Urban Development, 1976 (Jackson).
- (6) "Meeting Mutual Needs: Community Development Staffing Through Student Interns," Journal of Community Development Society, Vol. 8, Spring 1978 (Persell).
- (7) "Researchers: Social Analysts or Social Technicians--Implications for Urban Community Development," Journal of Social Commentary, March 1977 (Logan).
- (8) "Experiential Education and the Survival of Black Students at Predominantly White Colleges and Universities," presented at the First National Think Tank on Blacks in Predominantly White Colleges and Universities, University of Maryland, 1976 (Jackson).
- (9) "Community Service: An Adjustment Motif for Minority Students," Journal of Non-White Concerns in Personnel and Guidance, Vol. 2, No. 2, 1974 (Jackson).
- (10) "Productive and Nonproductive Approaches in the Establishment of Undergraduate Urban Affairs Programs," in Curriculum Adaptation in Urban Affairs, Southern Regional Education Board, 1973 (Jackson).

9. Education (continued)

(d) Dean, College of Urban Development:

- (1) "Evaluation of Desegregation Plan for Kalamazoo Public Schools," 1978 (Green).
- (2) See (a) (1) above (Green, Project Director).
- (3) "Educational Needs and Priorities for Disadvantaged Youngsters," National Institute of Education, 1975 (Green).
- (4) See (c) (1) above (Green).
- (5) "Evaluation of Pupil Assessment, St. Lucie County School System," Florida School Desegregation Consulting Center, 1976 (Green).
- (6) See (a) (7) above (Green).
- (7) See (a) (9) above (Green).
- (8) School Desegregation: Making It Work, East Lansing, Michigan: Michigan State University, 1976 (Green, Griffore).
- (9) "Urban Desegregation and White Flight: A Reply to Professor Coleman," Phi Delta Kappan, February 1976 (Green).
- (10) "The Legitimization of Racial Segregation," New Society, London, England, January 1976 (Green).
- (11) "School Desegregation in Large Cities: A Critique of the Coleman 'White Flight' Thesis," Harvard Educational Review, Vol. 46, No. 1, February 1976 (Green).
- (12) "A Reply to Professor Coleman," Harvard Educational Review, May 1976 (Green).
- (13) "Education: A Nonviolent Path to Equality," Rand Daily Mail, Johannesburg, South Africa, 1975 (Green).
- (14) "Minority Admissions and Support," The Journal of Student Financial Aid, Vol. 5, No. 1, March 1975 (Green).

9. Education (continued)

(d) Dean, College of Urban Development (continued):

- (15) "Public Schools and Equal Educational Opportunity," Journal of Non-White Concerns in Personnel and Guidance, Vol. 2, No. 1, July 1974 (Green).
- (16) "Northern School Desegregation," Uses of the Sociology of Education, 73rd Yearbook of the National Society for the Study of Education, Chicago: University of Chicago Press, 1974 (Green).
- (17) "Psychology Training Programs: Implications for the Nation's Poor," Journal of Black Studies, 1977 (Green).
- (18) "Toward Realizing the Potential of Social Science Research," Special edition Journal of Black Psychology, August 1977 (Green).
- (19) "Self Concept, Self Determination and Minority Group Identity," Desegregation and Beyond...The Educational and Legal Issues, Moody, Vergon and Davis (eds.), Ann Arbor: University of Michigan, School of Education, 1976 (Green).
- (20) "Conflicting Views of Research and Racial Justice," Phi Delta Kappan, April 1976 (Green).
- (21) "Investing in Youth--An Approach to Discipline in Urban Schools," Discipline and Learning, Washington, D.C.: National Education Association, 1975 (Green).
- (22) See (a) (23) above (Green).
- (23) See (a) (29) above (Green).
- (24) See (a) (31) above (Green).
- (25) See (a) (32) above (Green).
- (26) "Tips on Educational Testing: What Parents and Teachers Should Know," Phi Delta Kappan, October 1975 (Green).
- (27) "The Awesome Danger of Intelligence Tests," Ebony, August 1974 (Green).

9. Education (continued)

(d) Dean, College of Urban Development (continued):

(28) See (a) (10) above (Green).

(e) National Institute of Mental Health Project:

- (1) "Counseling Black Youth: A Quest for Legitimacy," Journal of Non-White Concerns in Personnel and Guidance, Vol. 2, No. 4, 1974 (Gunnings).
- (2) "Counseling the Black Child," Elementary School Guidance and Counseling, May 1974 (Smith).
- (3) See (a) (10) above (Gunnings and Smith).
- (4) "The One-Parent Family and the Classroom Teacher," Today's Education, November 1975 (Smith).
- (5) "Teacher Attitudes Affect Their Work with Minorities," Educational Leadership, No. 32, 1974 (Smith).
- (6) "Strategies for Humanizing the Testing of Minorities," The Negro Educational Review, No. 25, 1974 (Smith).

10. Population:

(a) Department of Urban and Metropolitan Studies:

- (1) "Blacks in the Suburbs: Their Number is Rising but Patterns of Segregation Persist," Vital Issues, December 1977 (Darden).
- (2) "School Desegregation and White Flight: A Response to Professor Coleman," School Desegregation, The Courts and Suburban Migration, Washington, D.C.: The U.S. Commission on Civil Rights, 1977 (Griffore, Schweitzer, and Green).
- (3) "Measuring the Health of Populations," Health Status Index, Chicago: Hospital Research and Educational Trust, 1973 (Akpom).

10. Population (continued)(a) Department of Urban and Metropolitan Studies
(continued):

- (4) "Population Control or a Redistribution of Wealth: A Dilemma of Class and Race," Antipode: A Radical Journal of Geography, September 1975 (Darden).
- (5) "Detroit Mobility Study," New Detroit, 1977 (Tenbrunsel).

(b) Department of Racial and Ethnic Studies

- (1) "Trends in Black Migration from 1863 to 1960," Phylon, Vol. 34, No. 2, June 1973 (Hawkins).
- (2) "Black Migration," Encyclopedia of Southern History (Roller and Twyman, eds.) New Orleans: Louisiana State University Press, 1976 (Hawkins).
- (3) "Migratory Patterns and Opportunity Zones in Southern Ghana: A Comparative Study of the Inter-relationship between Socio-Economic Development and Migration," Midwest Universities Consortium for International Activities, Inc., 1975-76 (Hamilton).

(c) Center for Urban Affairs:

none

(d) Dean, College of Urban Development:

- (1) See (a) (2) above (Green).
- (2) "Urban Desegregation and White Flight: A Reply to Professor Coleman," Phi Delta Kappan, February 1976 (Green).
- (3) "School Desegregation in Large Cities: A Critique of the Coleman 'White Flight' Thesis," Harvard Educational Review, Vol. 46, No. 1, February 1976 (Green).

11. Poverty/Welfare

(d) Dean, College of Urban Development

- (1) "Psychology Training Programs: Implications for the Nation's Poor," Journal of Black Studies, 1977 (Green).
- (2) The Urban Challenge: Poverty and Race, Chicago: Follett, 1977 (Green).

12. Public Order/Crime/Criminal Justice:

(a) Department of Urban and Metropolitan Studies:

- (1) "Highland Park Community Oriented Police Station Project," Highland Park Police Department, 1977 (Schweitzer, Tenbrunsel, Logan).
- (2) "Mini-Police Station Evaluation Project," City of Detroit and Detroit Police Department, 1975 (Schweitzer, Tenbrunsel, Tornatzky, Logan).

(b) Department of Racial and Ethnic Studies:

none

(c) Center for Urban Affairs:

- (1) "Improving the Criminal Justice System via a Community Crime Prevention Program," testimony presented to the National Minority Advisory Council on Criminal Justice to the Law Enforcement Assistance Administration, 1977 (Jackson).
- (2) See (a) (1) above (Logan).
- (3) See (a) (2) above (Logan).

13. Race/Ethnicity/Minorities/Women

(a) Department of Urban and Metropolitan Studies:

- (1) "Economic Theory and Practice: Its Effects on Black Family Stability," The Rebirth of the American City, Hearings before the Committee on Banking, Currency and Housing, U.S. House of Representatives, 94th Congress, 2nd Ed., September 27-30, October 1, 1976 (Pettigrew).

13. Race, Ethnicity/Minorities/Women (continued)(a) Department of Urban and Metropolitan Studies
(continued):

- (2) "The Strength of the Aged: A Resource in the Black Community," Psychology of the Black Community, Washington, D.C.: University Press of America, 1978 (Barnes-McConnell).
- (3) "Redlining: A Concept for Study by Urban Social Geographers," Applications of Geographic Research, Winters and Winters, (eds.), East Lansing: Michigan State University Department of Geography, 1977 (Darden).
- (4) "Blacks in the Suburbs: Their Number is Rising but Patterns of Segregation Persist," Vital Issues, December 1977 (Darden).
- (5) "Residential Segregation of Blacks in Flint, Michigan, 1950-1970," Resources in Education, ERIC Document No. ED 12596, November 1976 (Darden).
- (6) "Residential Segregation of Blacks in Detroit, 1960-1970," International Journal of Comparative Sociology, 17 March - June, 1976 (Darden).
- (7) "Residential Segregation of Blacks in the Suburbs: The Michigan Example," Geographical Survey 5 (3), 1976 (Darden).
- (8) "The Residential Segregation of Blacks in Medium Size Cities of Michigan," Journal of Social and Behavioral Science, Vol. 22, Spring 1976 (Darden).
- (9) "Residential Segregation of Afro-Americans in Pittsburgh, 1960-1970," Journal of Social and Behavioral Sciences, 20, No. 1, Winter 1974 (Darden).
- (10) "The Quality of Life in a Black Ghetto: A Geographic View," The Pennsylvania Geographer, XII November 1974 (Darden).
- (11) Afro-Americans in Pittsburgh: The Residential Segregation of a People, Lexington: D.C. Heath & Co., 1973 (Darden).

13. Race/Ethnicity/Minorities/Women (continued)(a) Department of Urban and Metropolitan Studies
(continued):

- (12) "School Desegregation, Testing, and the Urgent Need for Equity in Education," Education, 1978 (Griffore and Green).
- (13) "School Desegregation in Lansing, Michigan: Contrast to Boston," Integrated Education, November-December 1977 (Griffore).
- (14) "School Desegregation and White Flight: A Response to Professor Coleman," School Desegregation, The Courts and Suburban Migration, Washington, D.C.: The U.S. Commission on Civil Rights, 1977 (Griffore, Schweitzer, and Green).
- (15) "Why Can't You Teach Inner-City Children?" Journal of Non-White Concerns, Vol. 2, No. 1, October 1973 (Pettigrew and Hawkins).
- (16) "Home Based Infant Education and the Black Child," paper presented at the annual meeting of the Black Child Development Institute, San Francisco, 1975 (Barnes-McConnell).
- (17) "Equality, Differentiation, Testing, Assessment and Accountability in Education," Chapter VIII in 73rd Yearbook of the Society for Study of Education, 1974, pp. 161-191 (Brookover).
- (18) "A Restatement of the IQ-Culture Issue," Phi Delta Kappan, June 1976 (Griffore and Green).
- (19) "Comments on Ebel's Defense of Tests and Testing," Phi Delta Kappan, October 1975 (Griffore and Green).
- (20) School Desegregation: Making It Work, East Lansing: Michigan State University, 1976. (Griffore and Green).
- (21) See (d) (20) below (Schweitzer).

13. Race/Ethnicity/Minorities/Women (continued)

(b) Department of Racial and Ethnic Studies:

- (1) "Migratory Patterns and Opportunity Zones in Southern Ghana: A Comparative Study of the Inter-Relationships between Socio-Economic Development and Migration," Midwest Universities Consortium for International Activities, Inc., 1975-76 (Hamilton).
- (2) "Neighborhood and Statewide Strategies Impacting State Legislation to Reduce Mortgage Redlining: The Case of Michigan," People, Neighborhoods, and Appropriate Technologies, Milwaukee: University of Wisconsin Extension Service, 1978 (Hawkins and Persell).
- (3) "A Bridge Between Two Worlds: Educational Opportunities for Native Americans," Lansing, Michigan: State of Michigan, 1976 (Cornell).
- (4) "The Urban Housing Dilemma of Blacks in Michigan: 1960-1970," (Hawkins) in Minorities in Urban Michigan, Lansing, Michigan: Michigan Historical Society, 1978, (Hawkins and Thomas, eds.)
- (5) "The Housing Plight of the Chicano," Journal of Social and Behavioral Science, 1976 (Hawkins).
- (6) "Urban Housing and the Black Family," Phylon, Vol. 37, No. 1, Winter 1976 (Hawkins).
- (7) "The Critical Need for Minority Researchers," Counseling and Human Development, American Educational Research Association, Vol. 2, No. 1, 1974 (Hawkins).
- (8) See (a) (15) above (Hawkins).

(c) Center for Urban Affairs:

- (1) "A Recent History of Citizen Participation: A Vehicle for Black Community Development," Journal of Social Commentary, March 1977 (Logan).
- (2) See (b) (2) above (Persell).

13. Race/Ethnicity/Minorities/Women (continued)

(c) Center for Urban Affairs (continued):

- (3) "Community Service: An Adjustment Motif for Minority Students," Journal of Non-White Concerns in Personnel and Guidance, January 1974, Vol. 2, No. 2 (Jackson).
- (4) Redlining and Reinvestment Research to Document the Nature and Extent of Redlining in the Greater Lansing Area, 1976 (Persell and LaMore).
- (5) "Experiential Education and the Survival of Black Students at Predominantly White Colleges and Universities," presented at the First National Think Tank on Blacks in Predominantly White Colleges and Universities, University of Maryland, 1976 (Jackson).

(d) Dean, College of Urban Development:

- (1) "Educational Needs and Priorities for Disadvantaged Youngsters," National Institute of Education, 1975 (Green).
- (2) See (a) (12) above (Green).
- (3) See (a) (14) above (Green).
- (4) See (a) (20) above (Green).
- (5) "Urban Desegregation and White Flight: A Reply to Professor Coleman," Phi Delta Kappan, February 1976 (Green).
- (6) "The Legitimization of Racial Segregation," New Society, London, England, January 1976 (Green).
- (7) "Social Desegregation in Large Cities: A Critique of the Coleman 'White Flight' Thesis," Harvard Educational Review, Vol. 46, No. 1, February 1976 (Green).
- (8) "A Reply to Professor Coleman," Harvard Educational Review, May 1976 (Green).
- (9) "Education: A Nonviolent Path to Equality," Rand Daily Mail, Johannesburg, South Africa, 1975 (Green).

13. Race/Ethnicity/Minorities/Women (continued)

(d) Dean, College of Urban Development (continued):

- (10) "Minority Admissions and Support," The Journal of Student Financial Aid, Vol. 5, No. 1, March 1975 (Green).
- (11) "Public Schools and Equal Educational Opportunity," Journal of Non-White Concerns in Personnel and Guidance, Vol. 2, No. 1, July 1974 (Green).
- (12) "Northern School Desegregation," Uses of Sociology of Education, 73rd Yearbook of the National Society for the Study of Education, Chicago: University of Chicago Press, 1974 (Green).
- (13) "Self Concept, Self Determination and Minority Group Identity," Desegregation and Beyond...The Educational and Legal Issues, Moody, Vergon, and Davis (eds.), Ann Arbor: University of Michigan School of Education, 1976 (Green).
- (14) "Conflicting Views of Research and Racial Justice," Phi Delta Kappan, April 1976 (Green).
- (15) "The Awesome Danger of Intelligence Tests," Ebony, August 1974 (Green).
- (16) "Tips on Educational Testing: What Parents and Teachers Should Know," Phi Delta Kappan, October 1975 (Green).
- (17) See (a) (18) above (Green).
- (18) See (a) (19) above (Green).
- (19) "Evaluation of Desegregation Plan for Kalamazoo Public Schools," Kalamazoo Public Schools, 1978 (Green).
- (20) "Black Athletes: Educational, Economic, and Political Considerations," Special Issue of the Journal of Non-White Concerns in Personnel and Guidance, October 1974 (Green, Smith, Gunnings, Schweitzer).

13. Race/Ethnicity/Minorities/Women (continued):

(e) National Institute of Mental Health Project:

- (1) "Counseling Black Youth: A Quest for Legitimacy," Journal of Non-White Concerns in Personnel and Guidance, Vol. 2, No. 4, 1974 (Gunnings).
- (2) "Counseling the Black Child," Elementary School Guidance and Counseling, May 1974 (Smith).
- (3) "Teacher Attitudes Affect Their Work with Minorities," Educational Leadership, No. 32, 1974 (Smith).
- (4) "Strategies for Humanizing the Testing of Minorities," The Negro Educational Review, No. 25, 1974 (Smith).
- (5) See (d) (20)* above (Gunnings, Smith).

Natural Science Emphasis14. Agriculture

(a) Department of Urban and Metropolitan Studies:

none

(b) Department of Racial and Ethnic Studies:

none

(c) Center for Urban Affairs:

- (1) Evaluation of Detroit Urban Gardening Program, Michigan Cooperative Extension Service, 1977-78 (Abbott).

15. Environment/Energy

(a) Department of Urban and Metropolitan Studies:

- (1) "Socio-Economic Impact Study: Resort Development and the Sea Islands," Durham, North Carolina: Duke University Institute of Policy Sciences and Public Affairs, 1976 (J. Thomas).

15. Environment/Energy (continued)(a) Department of Urban and Metropolitan Studies
(continued):

- (2) "The Quality of Life in a Black Ghetto: A Geographic View," The Pennsylvania Geographer, XII November, 1974 (Darden).
- (3) "A Scale for Assessing Attitudes Toward Environmental Quality," Journal of Social Psychology, 1977, 101 (Tornatzky).
- (4) "An Experiment on Recipient Involvement in Planning and Environmental Change Project," Man-Environment Systems, Vol. 5, 1975 (Tornatzky).

(b) Department of Racial and Ethnic Studies:

none

(c) Center for Urban Affairs:

none

16. Health

(a) Department of Urban and Metropolitan Studies:

- (1) "Chronic Disease Module Project," United States Public Health Service, 1975 (Akpom).
- (2) "Patient Status Instrument Project," United States Public Health Service, 1975 (Akpom).
- (3) "Review Procedure for Lansing Nurses Association," United States Public Health Service, 1976 (Akpom).
- (4) "Detroit Doctor Mobility Study," New Detroit, 1977 (Tenbrunsel).
- (5) "Manual for a Community Treatment Program," National Institute of Mental Health, 1976 (Tornatzky).
- (6) "MSU-NIMH Innovation Diffusion Project," National Institute of Mental Health, 1975-present (Tornatzky).

16. Health (continued)(a) Department of Urban and Metropolitan Studies
(continued):

- (7) "Organizational Perspectives in Community Mental Health Centers," Administration in Mental Health, Fall 1975 (Tornatzky).
- (8) Creating Change in Mental Health Organizations, Elmsford, New York: Pergamon Press, 1974 (Tornatzky and Fairweather).
- (9) "Measuring the Health of Populations," Health Status Index, Chicago: Hospital Research and Educational Trust, 1973 (Akpom).
- (10) "Politics and Urban Health," Politics: The Magic Ointment of Health, Richmond, Virginia: ACHW/APHA, 1974 (Barnes-McConnell).
- (11) "The MSU-NIMH Innovation Diffusion Project," Division 13 Newsletter, Division of Consulting Psychology of the American Psychological Association, Spring 1977 (Tornatzky).
- (12) "An Experimental Comparison of Two Community-Based Drug Abuse Treatment Programs," Journal of Community Psychology, 1976 (Tornatzky).
- (13) "The Effects of a Job Interviewing Skills Workshop on Drug Abuse Clients," Journal of Employment Counseling, December 1976 (Tornatzky).
- (14) "An Experimental Comparison of Two Community-Based Drug Abuse Treatment Programs," Journal of Community Psychology, 1976, 4 (Tornatzky).
- (15) "Urban Health: Have We Come Any Way at All?" Urban Health--The Journal of Health Care in the Cities, Fourth Anniversary Issue, April 1976 (Barnes-McConnell).
- (16) "An Analysis of the Similarities and Differences in Education and Experience, Knowledge Base, Duties and Responsibilities between Wayne County, Michigan, Public Health Nurses and Public Health Sanitarians," Wayne County Professional Nurses Council, April 1976 (Pettigrew).

16. Health (continued)(a) Department of Urban and Metropolitan Studies
(continued):

- (17) "New Learning by Geriatrics," Journal of Language and Speech, University College, London, Vol. 18, July-September, 1975 (Pettigrew).

(b) Department of Racial and Ethnic Studies:

none

(c) Center for Urban Affairs:

- (1) "The Evaluation of Stress Models for Drug Offenders," Michigan 4-H, 1977 (Abbott).
- (2) "Student Participation in Health Facilities," Michigan State Legislature, 1975 (Jackson).

(d) Dean, College of Urban Development:

- (1) "Community Mental Health Planning in an Urban Environment," Journal of Non-White Concerns, December 1976 (Green).

17. Science/Technology

(a) Department of Urban and Metropolitan Studies:

none

(b) Department of Racial and Ethnic Studies:

none

(c) Center for Urban Affairs:

none

(d) Dean, College of Urban Development:

none

APPENDIX C

**DATA REGARDING THE SERVICE ACTIVITIES
OF THE COLLEGE OF URBAN DEVELOPMENT**

APPENDIX C

DATA REGARDING THE SERVICE ACTIVITIES OF THE COLLEGE OF URBAN DEVELOPMENT

Introductory Note:

Following are lists of College of Urban Development service activities, organized in accordance with the author's estimate of content, based on descriptions and titles listed in the five documents used as sources of data.

The service activities are listed in the four major emphasis areas adopted for the screening device (political science, economics, sociology-psychology, and natural science) and with respect to each of the 17 problems listed on the screening device.

They are grouped as follows:

- a. Guest Speakers
- b. Conferences and Workshops
- c. Special Projects and Outreach Activities

The five sources of data for this section were the following:

1. A Report of Programs and Activities, 1974, College of Urban Development
2. A Report of the 1975-76 Academic Year, Center for Urban Affairs
3. The Annual Report for 1975-76, College of Urban Development
4. The Annual Report for 1976-77, College of Urban Development
5. The 1978 Prospectus, College of Urban Development

Notations at the end of the various items refer to the above numbers and the page on which each reference is found.

Summary of Supporting Evidence Relating to the Political Science Emphasis

1. Civil Liberties:

a. Guest Speakers:

Urban Forum

- (1) Arthur Ashe
- (2) Marian Wright Edelman
- (3) Benjamin Pogrund
- (4) Cruz Reynoso

Other

- (5) Tom Atkins
- (6) Coretta Scott King

b. Conferences and Workshops:

none

c. Special Projects and Outreach Activities:

- (1) Mediation service in public school civil rights complaint case, 1975-76, RES (3, p. 11)
- (2) Work with school districts, civil rights organizations, and community groups, 1975-76, RES (3, p. 90)
- (3) Expert witness in school desegregation cases in Delaware, 1975; Ohio, 1976; Missouri, 1977, (many others prior to 1973-74), Dean (5, p. 19)

2. Community Organization/Political Process:

a. Guest Speakers:

Urban Forum

- (1) Arthur Ashe
- (2) Marian Wright Edelman
- (3) Jack Forbes
- (4) Maynard Jackson
- (5) Benjamin Pogrund
- (6) Chuck Stone
- (7) Andrew Young
- (8) Coleman Young

2. Community Organization/Political Process (continued):

a. Guest Speakers (continued):

Other

- (9) Julian Bond
- (10) Charles Hamilton
- (11) Coretta Scott King

b. Conferences and Workshops:

- (1) Community Services Education Program, Career Education Section of Lansing School District, Lansing Volunteer Action Center, 1977, 1978, CUA (5, p. 16)
- (2) Young Adult Leadership Program, Ingham County League of Women Voters, 1977-78, CUA (5, p. 16)
- (3) Volunteer Action Committee Board Training, Lansing Junior League, 1976, CUA (5, p. 16)
- (4) Improving Leadership Development, Michigan Coalition, 1976, CUA (2, p. 9)
- (5) Development conference for fifteen newly-developed Indian centers in state, 1976-77, CUA (4, p. 34)
- (6) Benton Harbor, Michigan, Home Services Workshop, Institute of Para-Professional Studies of the Lake Michigan Community College, 1974, CUA (1, p. 10)

c. Special Projects and Outreach Activities:

- (1) "The Broader Scope of Volunteerism" produced for WKAR-TV during National Volunteer Recognition Week, 1974, CUA (5, p. 5)
- (2) Evaluation of Models on Low-Income Volunteer Recruitment, United States Department of Agriculture, 1977, CUA (5, p. 15)
- (3) Voter Education Survey, A. Phillip Randolph Institute, 1975-76 CUA (2, p. 15)
- (4) Logan Corridor Project, City of Lansing Planning Department (survey of citizens' attitudes), 1975-76, CUA (2, p. 15)
- (5) Community Placement Study, Joint Legislative Committee to Study Community Placement in Michigan, 1975-76, CUA (2, p. 16)
- (6) Voting Pattern Study, Lansing, 1974, UMS (1, pp. 15-16)

2. Community Organization/Political Process (continued):

c. Special Projects and Outreach Activities (continued):

- (7) LeJon Building programs serving more than 40 community groups, Community Development Unit, 1974-present, CUA (2, p. 8)
- (8) Evaluation of the Michigan Cooperative Extension Service's Ten County Urban Expansion Programs, Michigan Cooperative Extension Service, 1977-78, CUA (5, p. 6)
- (9) Evaluation of Detroit Urban 4-H Program, Michigan Cooperative Extension Service, 1976, CUA (5, p. 6)
- (10) American Indian Elderly: Programs and Services, Michigan State Office on Aging, 1975-76, RES (5, p. 6)
- (11) East Lansing/Michigan State University Clearing House to Facilitate University Support of the City's Applied Research and Service Needs, 1976-on, CUA/UMS (5, p. 15)
- (12) CUA Community Council, 1974-present (2, p. 8)

3. Foreign Policy:

a. Guest Speakers:

Urban Forum

- (1) Arthur Ashe
- (2) Benjamin Pogrund
- (3) Andrew Young

Other

- (4) Jean Young

b. Conferences and Workshops:

none

c. Special Projects and Outreach Activities:

- (1) Preparation of courses for Defense Department School System in Europe and Okinawa, with Office of International Extension, 1976-77, RES (4, p. 34)

3. Foreign Policy (continued):

c. Special Projects and Outreach Activities (continued):

- (2) Study Tour to Africa with Andrew Young and Arthur Ashe, 1975 (Dean)
- (3) Sponsorship of students from South Africa, 1976-78 (Dean)

4. Governance:

a. Guest Speakers:

Urban Forum

- (1) Jack Forbes
- (2) Maynard Jackson
- (3) William G. Milliken
- (4) Andrew Young
- (5) Coleman Young

Other

- (6) Julian Bond

b. Conferences and Workshops:

none

c. Special Projects and Outreach Activities:

- (1) "The staff is involved on local, state, and national commissions, task forces, etc...", 1975-76, CUA (3, p. 54)
- (2) "UMS, RES, and CUA have all received numerous requests to assist local, state, and national agencies in developing strategies and approaches related to improving the quality of life in urban America," 1975-76, CUD (3, p. 90)

Summary of Supporting Evidence Relating to the Economics Emphasis5. Economics/Finance:

a. Guest Speakers:

Urban Forum

- (1) Arthur Ashe
- (2) John Kenneth Galbraith
- (3) Chuck Stone
- (4) Andrew Young

b. Conferences and Workshops:

- (1) Small Business Entrepreneur Program, Greater Lansing Urban League, Michigan Department of Commerce, Office of Economic Expansion, Division of Minority Business Enterprise, 1977 and 1978, CUA (5, p. 16)
- (2) Consumer Service Program Conference, 1974
CUA (2, p. 8)

c. Special Projects and Outreach Activities:

- (1) Consumer Service Program, 1974, CUA (2, p. 8)

6. Housing/Land:

a. Guest Speakers:

Urban Forum

- (1) John Kenneth Galbraith
- (2) William G. Milliken
- (3) Chuck Stone
- (4) Coleman Young

b. Conferences and Workshops:

- (1) "Homeownership: A Practical Program for the Consumer," Housing Assistance Foundation, 1977 and 1978, CUA (5, p. 16)

c. Special Projects and Outreach Activities:

- (1) Redlining and Reinvestment Research to Document the Nature and Extent of Redlining in the Greater Lansing Area, Michigan State University, 1976
CUA (5, p. 8)

6. Housing/Land (continued):

c. Special Projects and Outreach Activities:

- (2) East Lansing Housing Study, East Lansing/MSU Clearinghouse Committee program, 1975-76, CUA (2, p. 16)
- (3) Segment of "Perspectives in Black" TV Series on tenant-landlord relations, 1974, CUA (1, p. 8)
- (4) Ottawa and Chippewa Indian Treaty Research Project, 1976, RES/CUA (2, p. 17)

7. Transportation/Communication:

a. Guest Speakers:

Urban Forum

- (1) William G. Milliken
- (2) Benjamin Pogrud
- (3) Andrew Young

Other

- (4) Charlene Hunter Gault
- (5) Susan Jacoby
- (6) Flip Wilson

b. Conferences and Workshops:

none

c. Special Projects and Outreach Activities:

- (1) WKAR Educational Television "Perspectives in Black" Series, 1971 to present, CUA (2, p. 10) (33 half-hour programs, 1975-76)
- (2) Bilingual Puppet Play for PBS ("Rationeito Saltante"), 1974-76, RES (5, p. 5)
- (3) "The Fine Arts in Education: Chicano Perspectives" for PBS, 1974-76, RES (5, p. 5)
- (4) "After High School: What Next?" WKAR-TV, Michigan Department of Education, 1974 CUA (5, p. 5)
- (5) "The Broader Scope of Volunteerism," WKAR-TV, 1974, CUA (5, p. 5)
- (6) "66 one-half hour programs produced: 36 regular 'Perspectives in Black' and 30 specials," 1975 CUA (3, p. 51)

8. Unemployment/Income/Inflation:

a. Guest Speakers:

Urban Forum

none

Other

- (1) Vernon Jordan
- (2) Coretta Scott King

b. Conferences and Workshops:

- (1) Urban Counseling Workshops, one dealing with job placement and career counseling, 1974, CUA (1, p. 10)
- (2) Full Employment Conference, Martin Luther King, Jr. Center for Social Change, January 15, 1977, Dean (5, p. 103)

c. Special Projects and Outreach Activities:

none

Summary of Supporting Evidence Relating to the Sociology-Psychology Emphasis

9. Education:

a. Guest Speakers:

Urban Forum

- (1) Marian Wright Edelman
- (2) Cruz Reynoso
- (3) Andrew Young

Other

- (4) Thomas Atkins
- (5) E. L. Bing
- (6) Allen Calvin
- (7) Wendell Howell
- (8) Nathaniel Jones
- (9) Thomas Minter

9. Education (continued):

a. Guest Speakers (continued):

Other (continued)

- (10) Thomas Pettigrew
- (11) Charles Smith
- (12) Jean Young

b. Conferences and Workshops:

- (1) Urban Counseling Workshops, summer 1974, CUD (1, p. 9)
- (2) "Right-to-Read" Summer Conferences in participating schools, U.S. Office of Education, 1973-74 (1, p. 10)
- (3) Racial and Ethnic Studies summer workshop for teachers, 1975-76, RES (3, p. 10)
- (4) Workshop for College of Education students, experimental program with Secondary Education, 1975-76, RES (3, p. 10)
- (5) Three workshops in Ethnic Heritage Program for Lansing School System and other school systems in state of Michigan, 1976-77, RES (4, p. 34)
- (6) Faculty Seminar on Concept of Ethnicity, 1976-77, RES (4, p. 33)
- (7) Community Services Education Workshop, 1977-78 CUA (5, p. 16)

c. Special Projects and Outreach Activities:

- (1) WKAR Educational Television series "Perspectives in Black," 1971-present, CUA (5, p. 5)
- (2) Bilingual Puppet Play for PBS ("Rationeito Saltante"), 1974-76 RES (5, p. 5)
- (3) "The Fine Arts in Education: Chicano Perspectives" for PBS, 1974-76, RES (5, p. 5)
- (4) "After High School: What Next?" WKAR-TV, Michigan Department of Education, 1974, CUA (5, p. 5)
- (5) Training for Counselor Supervision and Management Skills, Detroit Public Schools, 1977-78, NIMH (4, p. 9)
- (6) Lansing Schools' Volunteer Teacher Corps, U.S. Office of Education, 1974, CUA (5, p. 15)
- (7) PROJECT ENTROPY, with Center for Environmental Quality, 1975-76, CUA (2, p. 7)
- (8) Students' Summer Research Project re: CUA Extension Center, 1975, CUA (2, p. 15)

9. Education (continued):

c. Special Projects and Outreach Activities (continued):

- (9) Detroit Public School System Research Committee, with University of Michigan, Wayne State, and Western Michigan, 1974 (1, p. 15)
- (10) "Right to Read" program grant from U.S. Office of Education to provide technical assistance to 51 schools participating in program, 1973-74, CUA (1, p. 10)
- (11) Elementary School Climate Study, 24 Michigan schools, 1973-74, UMS (1, p. 14)
- (12) CUD Mini University for Delta Sigma Theta Service Sorority (approximately 4,000 members from throughout the nation attending the annual convention), 1975, CUA (4, p. 51)
- (13) Search and Selection procedures for urban school superintendents, 1973-present, Dean (4, p. 102)
- (14) Conflict resolution in schools and organizations, 1975-76, RES (3, p. 90)
- (15) Expert witness in school desegregation cases in Delaware, 1975; Ohio, 1976; Missouri, 1977, (many others prior to 1973-74), Dean (5, p. 19)
- (16) Conference on Educational Development in the Urban Community, cooperation in sponsorship with Martin Luther King, Jr. Center for Social Change (4, p. 104)
- (17) National invitational conference on "Successful Implementation of School Desegregation," funded by Rockefeller Foundation, July, 1976, CUD (5, p. 17)
(Follow-up book publication of proceedings: School Desegregation: Making It Work, MSU, 1976 5, p. 24)
- (18) School Desegregation Research Project funded by Rockefeller Foundation, 1976-79, CUD/UMS (New Castle County, Delaware, Schools) (5, p. 8)
- (19) Preparation of courses for Defense Department School System in Europe and Okinawa, with Office of International Extension, 1976-77, RES (4, p. 34)

10. Population:

a. Guest Speakers:

none

10. Population (continued):

b. Conferences and Workshops:

none

c. Special Projects and Outreach Activities:

none

11. Poverty/Welfare:

a. Guest Speakers:

Urban Forum

none

Other

- (1) Julian Bond
- (2) Vernon Jordan

b. Conferences and Workshops:

none

c. Special Projects and Outreach Activities:

- (1) "Evaluation of Models on Low-Income Volunteer Recruitment," United States Department of Agriculture, 1977, CUA (5, p. 15)

12. Public Order/Crime/Criminal Justice:

a. Guest Speakers:

Urban Forum

- (1) Marian Wright Edelman
- (2) Coleman Young

b. Conferences and Workshops:

- (1) "Nature and Causes of Crime and Violence in Urban Society," co-sponsored with Martin Luther King, Jr. Center for Social Change, held at Michigan State University, 1975, CUD (5, p. 16)

12. Public Order/Crime/Criminal Justice (continued):

b. Conferences and Workshops (continued):

- (2) Urban Counseling Workshops, dealing with educational programs for juvenile offenders and wards of the court, and dealing with the problems of women ex-offenders, 1974

c. Special Projects and Outreach Activities:

- (1) "Perspectives in Black" public television program on the use of the small claims court, 1974, CUA (1, p. 8)
- (2) Project Reach-Out, to help ex-offenders, 1974, CUA (1, p. 9)
- (3) Project Reach-Out art program in correctional institutions, 1974, CUA (1, p. 9)
- (4) Minority Police Applicants, in cooperation with New Detroit, Inc., the recruitment division of the Detroit Police Department, and the Concerned Police Officers Wives' Association, 1974, CUA (1, p. 10)
- (5) Jury Bias Study, Shiawassee County, Michigan, 1974, UMS (1, p. 13)
- (6) Peer Group Control Facilities, with Detroit Department of Corrections, establishment of community correctional facility for first-time felons, 1974, UMS (1, p. 16)
- (7) Pinto Project for ex-offenders, 1975-76, CUA (s, p. 14)
- (8) Community Oriented Police Stations (COPS) evaluation, Highland Park, Michigan, 1975-76, CUA (s, p. 15)
- (9) Career Opportunity Prison Extension (COPE) 1976-77, RES (4, p. 35)

13. Race/Ethnicity/Minorities/Women:

a. Guest Speakers:

Urban Forum

- (1) Arthur Ashe
- (2) Marian Wright Edelman
- (3) Jack Forbes
- (4) Maynard Jackson
- (5) William Milliken

13. Race/Ethnicity/Minorities/Women (continued):

a. Guest Speakers (continued):

Urban Forum (continued)

- (6) Benjamin Pogrund
- (7) Cruz Reynoso
- (8) Chuck Stone
- (9) Andrew Young
- (10) Coleman Young

Other

- (11) Tom Atkins
- (12) E. L. Bing
- (13) Julian Bond
- (14) Vine Deloria
- (15) Charlene Hunter Gault
- (16) Wendell Howell
- (17) Susan Jacoby
- (18) Nathaniel Jones
- (19) Vernon Jordan
- (20) Coretta Scott King
- (21) Thomas Minter
- (22) June Noble
- (23) Thomas Pettigrew
- (24) Charles Smith
- (25) Gloria Steinem
- (26) Flip Wilson
- (27) Jean Young

b. Conferences and Workshops:

- (1) Counseling Minorities and Disadvantaged workshops with NIMH, 1976-77, CUD (4, p. 102)
- (2) Three workshops in Ethnic Heritage Program for Lansing School System and other school systems in state of Michigan, 1976-77, RES (4, p. 34)
- (3) Racial and Ethnic Studies summer workshop for teachers, 1975-76 RES (3, p. 10)
- (4) Indian Community Health Workers Training, with Michigan Indian Health Board, 1976-77, CUA/RES (5, p. 17)
- (5) Development Conference for fifteen newly-developed Indian Centers in state, 1976-77, RES (4, p. 34)

13. Race/Ethnicity/Minorities/Women (continued):

c. Special Projects and Outreach Activities:

- (1) WKAR Educational Television Series "Perspectives in Black," 1971-present, CUA (5, p. 5)
- (2) Bilingual Puppet Play for PBS ("Rationeito Saltante"), 1974-76, RES (5, p. 5)
- (3) "The Fine Arts in Education: Chicano Perspectives" for PBS, 1974-76, RES (5, p. 5)
- (4) Minority Police Applicants, in cooperation with New Detroit, Inc., the recruitment division of the Detroit Police Department, and the Concerned Police Officers Wives' Association, 1974, CUA (1, p. 10)
- (5) Jury Bias Study, Shiawassee County, Michigan, 1974, CUA (1, p. 10)
- (6) American Indian Elderly: Programs and Services, Michigan State Office on Aging, 1974-75, RES (5, p. 6)
- (7) Redlining and Reinvestment Research to Document the Nature and Extent of Redlining in the Greater Lansing Area, Michigan State University, 1976, CUA (5, p. 8)
- (8) Sickie Cell Counseling, co-sponsored with the Lansing Sickie Cell Anemia Foundation, 1976, CUA (2, p. 9)
- (9) Black Music Bicentennial, 1976, CUA (2, p. 12)
- (10) Chicano Poetry Anthology, 1975-76, RES (2, p. 13)
- (11) Mackinaw Indian Agency Document Microfilm Project, 1975-76, RES (2, p. 14)
- (12) Ottawa and Chippewa Indian Treaty Research Project, 1976 RES/CUA (2, p. 17)
- (13) North American Indian Center program development, 1975-78, RES/CUA (2, p. 17)
- (14) Latino and American Indian Demonstration Project for Elderly, 1974-76, RES (2, p. 17)
- (15) Cristo Rey Counseling and Guidance Center, 1975-76, RES/CUA (2, p. 17)
- (16) Assist in development of Lansing Indian Center, with Michigan Indian Benefit Association, 1975-76, RES (3, p. 11)
- (17) Voting Pattern Study, Lansing, 1974, UMS (1, pp. 15-16)

Summary of Supporting Evidence Relating to the Natural Science Emphasis

14. Agriculture:

a. Guest Speakers:

Urban Forum

(1) John Kenneth Galbraith

b. Conferences and Workshops:

(1) "Metropolitan Agriculture Systems," co-sponsored with Minorities in Michigan Project, and New Detroit, Inc., February 24-26, 1978, UMS (brochure)

c. Special Projects and Outreach Activities:

none

15. Environment/Energy:

a. Guest Speakers:

none

b. Conferences and Workshops:

(1) "The Energy Problem Continues: Impact and Implications for Urban and Industrial Centers," with Michigan Public Service Commission, in cooperation with MSU College of Business, College of Human Ecology, School of Labor and Industrial Relations, Center for Environmental Quality, American Studies Program, 1975, CUA (5, p. 17)

c. Special Projects and Outreach Activities:

- (1) Project ENTROPY, with Center for Environmental Quality, educational activities for young people, 1975-76 (2, p. 7)
- (2) Publication of Energy: A Small Dictionary, 1976, CUA (4, p. 77)
- (3) Publication of Eneractics: A Book of Things to Do, 1975-76, CUA (4, p. 78)

16. Health:

a. Guest Speakers:

Urban Forum

- (1) Marian Wright Edelman

b. Conferences and Workshops:

- (1) Sickle Cell Workshop, 1975-76, CUA (2, p. 9)

c. Special Projects and Outreach Activities:

- (1) Indian Community Health Workers Training, Michigan Indian Health Board, 1976-77, CUA/RES (5, p. 17)
- (2) Lansing Doctor's Directory, co-sponsored by PIRGIM, 1976, UMS (5, p. 14)
- (3) Transitional Living House for former mental hospital inmates, in cooperation with Department of Mental Health, 1974, UMS (1, p. 16)
- (4) Community Placement Study, for the Joint Legislative Committee to Study Community Placement in Michigan, 1975, CUA (2, p. 16)
- (5) Cristo Rey Counseling and Guidance Center, 1975-76, CUA (2, p. 17)
- (6) Development of mental health programs in Chicano communities, 1976-77, RES (4, p. 35)

17. Science/Technology:

a. Guest Speakers:

none

b. Conferences and Workshops:

none

c. Special Projects and Outreach Activities:

- (1) Provided technical assistance to Indian centers--made possible the use of computerized reporting systems, 1976-77, RES, (4, p. 34)

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