


THE NEW **shawplan**



1973 - 1975 ACADEMIC YEAR

Official Catalog of Shaw University / Raleigh, North Carolina



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1973 - 1974 ACADEMIC YEAR

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UNIVERSITY CALENDAR  
1973 - 1974

FIRST TRIMESTER

AUGUST

- 23 - 25 Student Leadership and Personnel  
Services Workshop
- 25 Residence Halls Open for New Students
- 26 Orientation for New Students Begins
- 27 Faculty Report
- 31 Registration for New Students and Payment of Fees

SEPTEMBER

- 3 Holiday - LABOR DAY
- 4 Residence Halls Open for Returning Students
- 4 Faculty and Staff Conference
- 5 Registration for Returning Students and Payment of Fees
- 5 Last Day to Register for Interinstitution Program
- 6 First Trimester Classes Begin
- 6 Late Registration Begins
- 10 Last Day for Pre-registered Students to  
Pick up Packets
- 12 Late Registration Ends-Last Day to Register  
for First Trimester
- 12 Last Day to Add a Course
- 13 Last Day to File for Graduation for First Trimester
- 21 Opening Convocation
- 27 Last Day to Withdraw and Apply for Partial  
Tuition Refund

OCTOBER

- 1 First Installment Payment Due
- 11 Last Day to Drop a Course Without Academic  
Penalty
- 30 Mid-Trimester Reports of Academic Difficulty Due
- 30 All Incomplete Grades Must be Removed

## NOVEMBER

- 1 Second Installment Payment Due
- 2 Coronation - MISS SHAW
- 9 Founder's Day
- 10 Homecoming
- 22 - 25 Thanksgiving Recess
- 26 Classes Resume
- 29 - Dec. 5 Pre-registration for Second Trimester

## DECEMBER

- 1 Final Installment Payment Due
- 13 First Trimester Classes End
- 14 Reading Day
- 15 - 19 Final Examinations
- 20 First Trimester Ends
- 21 - Jan. 5 Christmas Recess

## SECOND TRIMESTER

### JANUARY 1974

- 6 Residence Halls Open for New Students and Returning Students
- 6 Orientation for New Students
- 7 Registration for Second Trimester and Payment of Fees
- 8 Second Trimester Classes Begin
- 8 Late Registration Begins
- 9 Last Day for Pre-registered Students to Pick up Packets
- 11 Late Registration Ends-Last Day to Register for Second Trimester
- 11 Last Day to Add a Course
- 15 Last Day to File for Graduation for Second Trimester
- 15 Special Day for Memorials
- 25 Last Day to Withdraw and Apply for Partial Tuition Refund

## FEBRUARY

- 1 First Installment Payment Due
- 8 Last Day to Drop a Course Without Academic Penalty

- 24 - 27 Religious Emphasis Period
- 28 Mid-Trimester Reports of Academic Difficulty Due
- 28 All Incomplete Grades Must be Removed

MARCH

- 1 Second Installment Payment Due

APRIL

- 1 Final Installment Payment Due
- 1 - 5 Pre-registration for Third Trimester
- 8 - 15 Easter Recess
- 16 Classes Resume
- 24 - 26 Examination for Prospective Graduates
- 29 - May 1 Final Examinations

MAY

- 2 Second Trimester Ends
- 4 Senior Banquet
- 5 Graduation

**\*THIRD TRIMESTER—FIRST SESSION**

MAY

- 7 Registration and Payment of Fees
- 8 Classes Begin
- 8 Late Registration Begins
- 13 Late Registration Ends-Last Day to Register for First Session
- 13 Last Day to Add a Course
- 24 Last Day to Drop a Course Without Academic Penalty

JUNE

- 1 First Installment Payment Due
- 20 Last Day of Classes
- 21 - 24 Final Examinations
- 25 End of First Session



## SECOND SESSION

### JUNE

- 26 Registration for Second Session and Payment of Fees
- 27 Classes Begin
- 27 Late Registration Begins

### JULY

- 1 Second Installment Payment Due
- 3 Late Registration Ends - Last Day to Register for Second Session
- 3 Last Day to Add a Course
- 4 Holiday-INDEPENDENCE DAY
- 15 Last Day to Drop a Course Without Academic Penalty

### AUGUST

- 1 Final Installment Payment Due
- 15 Last Day of Classes
- 16 - 19 Final Examinations
- 20 End of Second Session
- 20 Third Trimester Ends

**\*Students registering for the Third Trimester may complete a full trimester of work from May 7 - August 20. Those expecting a full trimester's credit must register for a regular course load at the beginning of the trimester.**



## STUDENTS, OLD AND NEW, AS WELL AS THOSE STILL TO CHOOSE A COLLEGE

I wish to commend to you the new Shaw University. We welcome your participation in making it a relevant and an interesting place in which three-way communication about important “pieces” of life is to be shared among students, teachers, and the community. We are about the development of a new breed of men and women in kind, consciousness, potential, power, role and skill; able thereby to create, and to help others create, a qualitatively different context for living.

We visualize Shaw then as the center of a learning network in which all are about learning new languages of mind, body and spirit, facing new cultures, and developing new capacities.

We see your stay as one of great joy and continuous celebration of the countless opportunities for:

- (1) Engaging with peers and elders in salient tasks;
- (2) lauding the heritage which enables us to deal critically and constructively with the needs these existing times require;
- (3) exploring each one and each other in the company of competent guides; and exploring your pasts, present and futures in the company of competent guides unhampered by constraints of time, ethnicity and geography;
- (4) disciplining each other in mastery of clearly-delineated fields of knowledge;
- (5) specifying clear goals and objectives as to how such mastery is to be used and in behalf of whom;
- (6) systematically applying this mastery to a process involving growth and change in each one, each other, and the context in which all live and work and expect to live and work, and
- (7) intentionally blurring old and existing lines between school and community and town and gown.

More practitioners will be invited to teach and more teachers will get involved in practice.

We welcome your participation in this adventure whether old or young, and invite parents to enroll their sons and daughters. Especially to be emphasized are new ways for more mature students to attend Shaw while remaining at their jobs or staying at home. We plan to go beyond teacher-oriented units of study, develop flexibility as to classroom hours, and new understandings of the place and role of the classroom in the over-all scheme of education.

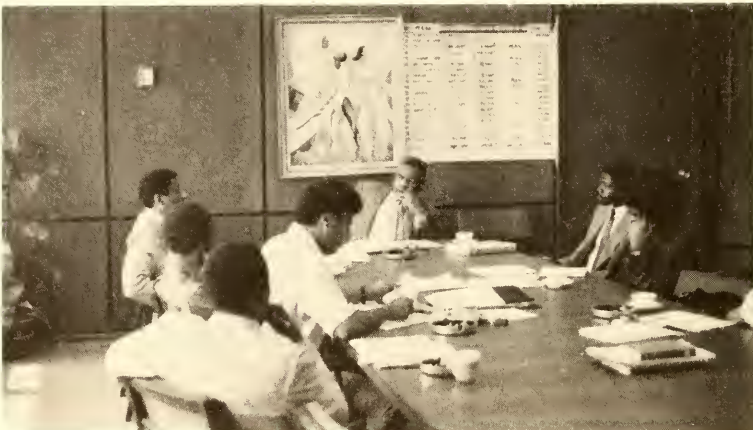
In this vein, we aim to enunciate new freedom to test out social roles and to explore new, independent and interdependent learning styles, as well as increased responsibility on the part of each student for his own behavior.

College is where the new action is. An important piece of the action is rigorous reflection about its meanings and possibilities while involved at its very center.

We welcome you to Shaw, an opportunity to be "where it's happening," and to effect the future course of that happening by describing it, analyzing it, interpreting it, acting upon it, and creating new futures as a result of it. I welcome you to join us in this exciting and exacting task.

Cordially,

*J. Archie Hargraves*  
J. Archie Hargraves  
President





## HISTORY OF SHAW

## THE HISTORY OF SHAW

On December 1, 1865, Henry Martin Tupper, of Monson, Massachusetts, assembled a class of freedmen in a room of the old Guion Hotel, located in the Capital Square area of Raleigh, North Carolina.

Tupper's announced purpose for the class was to provide instruction in the Bible in order that these freedmen might become leaders and establish churches, conventions, and associations to carry on the work of the Baptist church. As this class grew in size it formed the basis for the organization of a school, the RALEIGH INSTITUTE, which became a part of the church-school complex erected in 1866 out of funds provided by the New England Freedman's Aid Society and Tupper's savings from his Civil War service.

In 1870, the school was relocated on the Daniel Barringer estate facing East South Street, and purchased for \$13,000. The purchase was made possible through Elijah Shaw, a woolen goods manufacturer of Wales, Massachusetts who contributed \$5,000, the Freedman's Bureau which gave \$4,000, and solicitations made by Tupper himself in the amount of \$4,000. The school erected on this site became known as the SHAW COLLEGIATE INSTITUTE.

In 1875, it was incorporated as THE SHAW UNIVERSITY, named for its principal benefactor, Elijah Shaw. The character of the school indicates its establishment without respect to race, creed, or sex. It has been church-related and coeducational from its inception. The first college class was graduated in 1878.

In 1881, the University established the Leonard Medical School, the first four-year medical school in the nation. This medical school was followed by the establishment of a law school in 1886, and a school of pharmacy in 1891.

In March 1894, four months after the demise of Tupper, Charles Francis Meserve became president and remained at the helm until 1919.

In 1918, as a result of inadequate financial resources, the schools of medicine, law, and pharmacy were closed.

When Joseph Leishman Peacock became president in 1920, the major emphases of the University were expressed through the school of Theology and the College of Arts and Sciences. These emphases continued under the successive administrations of William Stuart Nelson, 1931-1936; Robert Prentiss Daniel, 1936-1950; William Russell Strassner, 1951-1961; James Edward Cheek, 1963-1969; and King Vergil Cheek, 1969-1971.

In January, 1971, J. Archie Hargraves was elected president and in July, 1971, he began his office.

From its inception to the present, the University has taken an innovative approach to education, a most recent one being the introduction of cooperative education coupled with broadened objectives and curriculum development.

The academic structure is encompassed within two schools—the School of Arts and Sciences, and the School of Urban Science. The areal structure remains relatively unchanged, but the physical facilities of which the institution is comprised have changed from one building in 1871 to the present twenty-three. Nine of these facilities, including two residence halls, a student union, administration building, learning-resource center, communication and urban science complex were erected since 1964.

Located within the learning resource center are the library, electronics laboratory, and WSHA Radio Station. The campus is thus a mixture of new and old structures. But the old structures have been renovated, and many educational uses are being made of both old and new facilities.

## PHILOSOPHY AND GOALS

Shaw University is an independent, privately-endowed college, whose founder established it for the purpose of teaching freedmen to read and interpret the Bible. This led to the formal training of ministers and teachers, followed by the preparation of doctors, lawyers, and pharmacists. Through the decades the university has continued to adjust its goals and objectives within the general framework of its motto, "Pro Christo et Humanitate".

While modifications have brought the deletion of the professional schools on the one hand, and separation of the Divinity School on the other, the original purpose of training teachers remains an expressed goal of the institution. Existent goals of the university, however, embrace more than the training of teachers, for the institution trains large numbers of students for a variety of fields.

## THE SHAW PLAN

The Shaw Plan of Education, inaugurated in the Fall of 1965, was the result of an in-depth study of educational and social needs of the contemporary student; taking cognizance of the resources and facilities of a rapidly developing college; and a re-evaluation of the vital role and purposes of the university as an institution of higher learning in twentieth century America.

Although the Shaw Plan continues to be modified and refined, it remains firmly committed to its original philosophy of education. More recently the plan was affirmed with the decision to make Shaw a center for research and community services, in addition to providing leaders, in order to assist students in becoming qualified participants in the systems and affairs of the nation.

Conceived principally as a program to discover and develop untapped talent, the Shaw Plan is designed to provide an unparalleled opportunity for a student to seek a college education and proceed toward the accomplishment of his educational and behavioral objectives within a period of time commensurate with his background, previous academic preparation, and achievement progress. By combining flexible admission requirements with



rigorous graduation requirements, the Shaw Plan contributes to the continuing process of discovering new ways to teach and new ways to learn. Through these media the university seeks to accomplish the following:

### SPECIFIC OBJECTIVES

To develop innovative educational programs for varied categories of students, among whom are the academically superior, academically deficient, foreign student, et al.

To maintain a high level of intellectual excitement among faculty, students, and administrators.

To ensure that students become proficient in their selected vocations by giving special attention to helping students develop the ability to speak and write effectively; apply critical thought to all areas of life; acquire a basic knowledge in the humanities, natural and social sciences; and develop the skills required for a chosen professional area.

To develop and implement new curricula and educational training programs in the areas of health and child development.

To plan and provide out-of-class experiences that will assist the maturing young man and woman to develop personally, socially, and culturally.

To provide academic, personal, and career counseling for students.

To provide the necessary environment for Shaw's learners to develop their intellectual abilities and relate in a positive social context to a poly-ethnic society.

To serve as a base, forum and resource for Raleigh and the surrounding community.

## ADMISSION

Any student seeking admission to Shaw University must secure an application from the Office of Admissions and return the completed form, along with a nonrefundable application fee of \$10.00 to the Director of Admissions.

The application materials which the student is required to submit include a questionnaire on personal, family, and educational background; a high school transcript, where applicable; two personal references, completed by persons other than the student's relatives; a health form completed by a physician, and a blood test report. The student should also have Scholastic Aptitude Test or ACE scores on file with the Office of Records and Registration at Shaw University.

Official transcripts must be sent by the originating school directly to the Office of Records and Registration.

High school graduates who apply for admission must have acquired the following units of credit: English - 4; Mathematics - 2; Science - 1; Electives - 8. Non-high school graduates may be admitted when their pre-college preparation has been equated to that of high school graduates.

## TRANSFER STUDENTS

A student must submit an official transcript from each school previously attended, along with letters of recommendation requested in support of the application. He is also expected to have a C average in previous college work; otherwise, he may become eligible for admission by taking and passing certain prescribed examinations.

**INTERINSTITUTIONAL PROGRAM.** Students who desire to take courses at other Raleigh College campuses may secure Interinstitutional Forms from the Office of Records and Registration. Students are encouraged to enroll in courses at these institutions only when the desired courses are not offered at the home institution. This form of five copies must be approved by advisor, dean and Director of Records.

**TRANSFER OF CREDIT.** Shaw University accepts transfer credits from all accredited institutions of higher education. Students

must have received grades of "C" and above in the courses to be accepted. When a student decides to transfer to Shaw an official transcript from the institution previously attended should be sent to the Office of Admissions.

## STUDENT SERVICES

### HOUSING:

Two residence halls with accomodation for approximately 400 male and female students respectively exist on campus. Students not residents of Raleigh or vicinity are required to live in university residence facilities. In unusual circumstances and upon written request by parent or guardian to the director of student life, this regulation is waived; however, off-campus housing is not to be acquired before the student receives written authorization from the director of student life.



### DINING:

Students living on campus must take their meals in the university dining facilities provided for in the University Union. Light meals, snacks, and beverages may be purchased in the snack bar area.

## HEALTH:

Under a special "Student Health Plan," a limited degree of medical services is provided, which include scheduled clinic hours at the university health center by the school physician who is also available for emergency consultation and medical assistance, and consultation with the university psychiatrist. Students are sent to the hospitals in the city in case of serious illness.

## STUDENT FEES

### FIRST TRIMESTER

	On Campus	Off Campus
Tuition	\$ 760.00	\$ 760.00
Fees	80.00	80.00
Room	165.00	----
Board	270.00	----
Insurance	15.25	15.25
* Orientation	----*	----*
Total	\$1,290.25	\$ 855.25

**\*NEW STUDENTS ONLY:** Add Orientation Fee of \$10.00 payable at registration.

### SECOND TRIMESTER

	On Campus	Off Campus
Tuition	\$ 760.00	\$ 760.00
Fees	80.00	80.00
Room	165.00	----
Board	270.00	----
Insurance	----+	----+
* Orientation	----*	----*
Total	\$1,275.00	\$ 840.00

**+Add Insurance Fee of \$7.63 for New Students and Readmitted Students entering for the Second Trimester.**

**\*NEW STUDENTS ONLY:** Add Orientation Fee of \$10.00 payable at registration.

THIRD TRIMESTER  
(Summer)

	Full Trimester (16 weeks)		First Session or Second (8 weeks each session)	
	On Campus	Off Campus	On Campus	Off Campus
Tuition	\$ 760.00	\$ 760.00	\$ 380.00**	\$ 380.00**
Fees	62.50	62.50	31.25	31.25
Room	165.00	-----	82.50	-----
Board	270.00	-----	135.00	-----
Insurance	-----++	-----++	-----++	-----++
Total	\$1,257.50	\$ 822.50	\$ 628.75	\$ 411.25

\*\* \$192.00 per 3 hour credit; \$380.00 for 4-9 hour credit.

++ The Insurance Fee will be assessed by the Cashier.

FINANCIAL AID

Financial assistance is designed to supplement what the student and his family are able to contribute toward the student's educational expenses. Assistance is provided through any one, or a combination of several, of the following:

**DIRECT STUDENT LOAN.** A student may borrow up to \$2,500 the first two years, with a maximum of \$5,000 for undergraduate study, and repay it quarterly at 3.0 percent interest after he completes or terminates his education. The repayment and interest period begins nine months after separation. Borrowers in this program are required to have an exit interview with the Director of Financial Aid preceding graduation or other separation in order to establish a repayment schedule.

**SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS.** These grants in amounts up to \$1,000 are available on a limited basis to full-time students who are in exceptional financial need according to guidelines established by the Higher Education Act of 1965.

**ON AND OFF-CAMPUS STUDENT EMPLOYMENT.** The University maintains the Federal College Work-Study Program and the University Work-Aid Program to assist students in paying part of

their expenses through employment on and off campus. Under the College Work-Study Program, the employment may be part-time while a student is enrolled in classes or full-time during the summer or through certification as a Cooperative Education work-study experience. The student must assume full responsibility for applying funds earned through these programs to meet his university educational expenses.

**STATE GUARANTEED LOANS.** These loans may be secured through the bank in one's hometown in amounts ranging from \$1,000 to \$1,500 per year. In North Carolina, this program is under the College Foundation.

**INSURED TUITION PAYMENT PLAN.** The Richard C. Knight Insurance Agency offers the Insured Tuition Payment Plan, an interest-free plan which divides the university charges into monthly installments before the first tuition bill is due and ends a few months before the student graduates. The plan also carries provisions for extended repayment. Low-cost term insurance is included so that, in the event of death or disability of the parent who pays the expenses, the student's educational expenses will be completed by the insurance.

**SCHOLARSHIPS AND GRANTS-IN-AID.** Merit scholarships are awarded to students who are recommended by their high schools and who achieve satisfactory SAT scores. The scholarships vary in amount up to full tuition, and they are renewable each year provided high scholastic achievement is maintained. The University also provides a limited number of grants-in-aid for students whose circumstances indicate special consideration should be given. Other scholarships are awarded according to criteria set for each by the donor.

## **ACADEMIC SCHOLARSHIPS AND AWARDS**

**INCENTIVE SCHOLARSHIPS.** Awarded annually to two high-ranking students in the first, second, and third-year classes. In order to be eligible to receive these awards, the student must have demonstrated academic excellence, be loyal to the University life and spirit, and show evidence of need.

**THE RENAISSANCE SCHOLARSHIPS.** In commemoration of the One Hundredth Anniversary of the University, full tuition scholarships for four years are awarded to outstanding high school graduates on the basis of rank in graduating class, special talents, and academic promise.

**THE CATHERINE HUGHES WADDEL SCHOLARSHIP.** A full tuition scholarship awarded annually to a student who is outstanding in scholarship, personal qualities, student activities and citizenship in the University community. Each recipient is designated the "Catherine Hughes Waddell Scholar."

**THE A. M. MOORE MEMORIAL PRIZE.** Given annually by Dr. A. T. Spaulding to the student who through his efforts at self-help merits commendation for faithfulness in application to work responsibly, and for earnestness in the endeavor to secure a college education.

**THE WENDELL C. SOMERVILLE SCHOLARSHIP.** Awarded to the student who is most deserving, taking into consideration financial need, scholarship, conduct, and manifestation of a helpful influence in the development of a spirit of loyalty and service to the University.

**THE BROOKS DICKENS MEMORIAL AWARD IN EDUCATION.** Given by Mrs. Alma West to the senior who excels in the field of education.

**THE CLIFFEIOUS BROCK SCHOLARSHIP.** Awarded to students from designated counties in North Carolina on the basis of academic achievement, financial need, and contribution to the University community.

**THE JOHN W. WINTERS ACADEMIC EXCELLENCE AWARDS.** Given annually to the students who have achieved the highest academic distinction in their fields of major study.

**THE F. C. WEST AND R. A. WYCHE MEMORIAL SCHOLARSHIP AWARD.** A partial tuition scholarship given annually to the student who best exemplifies the Christian principles of the Founder of Shaw University, Dr. Henry Martin Tupper. The recipient must be a rising junior and have an above-average academic record. Given in honor of the parents of Dr. and Mrs. G. L. West.

THE W. C. LAWRENCE SCHOLARSHIP. Awarded annually in memory of the late W. C. Lawrence to a deserving student who possesses academic promise.

THE J. MILTON NEWMAN SCHOLARSHIP. Awarded annually in memory of the late J. Milton Newman on the basis of financial need and scholarship.

THE READER'S DIGEST FOUNDATION SCHOLARSHIP. Awarded on the basis of demonstrated continued scholastic growth, participation in civic and cultural affairs, and overall contribution and service to the University community.

THE CARY D. JACOBS FELLOWSHIP. Awarded annually to a graduating senior for advanced study in the field of law.

THE OSCAR S. BULLOCK MEMORIAL SCHOLARSHIP. Awarded annually to a student enrolled in the Urban Sciences or the Humanities and Arts who has demonstrated a serious commitment to a career in social, community, and human services. The recipient must have demonstrated the ability to perform on an above average academic level. The scholarship is provided from funds received from the Oscar S. Bullock Memorial Fund established by Dr. Nancy Bullock McGhee in memory of her father.

THE I. L. JOHNS SCHOLARSHIP. Awarded to young men of academic promise who are making a significant contribution to the University community, taking into consideration character, leadership ability, social conscience, personal initiative, and potential professional competency.

THE GULF OIL CORPORATION HONORS SCHOLARSHIP. Renewable scholarships awarded to a Freshman, Sophomore, Junior, and Senior. Each recipient must be a full-time student of proven scholastic ability and a United States citizen, must have demonstrated a potential for leadership, and must have selected a curriculum that will prepare him for a career in business.

THE GEORGE W. CODRINGTON FOUNDATION SCHOLARSHIP. Awarded to a student from the greater Cleveland, Ohio area, taking into consideration academic promise, service to the community, character, and personal initiative.



THE ALPHA THETA OMEGA CHAPTER OF ALPHA KAPPA ALPHA SORORITY SCHOLARSHIP. Awarded to a worthy young woman who ranks high in scholarship and is a wholesome participant in the civic, cultural, religious, and social life of the University community.

THE IOTA IOTA CHAPTER OF OMEGA PSI PHI FRATERNITY AWARD. A scholarship awarded annually to the young man who best exemplifies manhood, scholarship, perseverance and uplift.

THE PHI LAMBDA CHAPTER OF ALPHA PHI ALPHA FRATERNITY AWARD. A scholarship awarded to a young man in the Sophomore or Junior class who exemplifies outstanding traits of character and unselfish service to the University, taking into consideration financial need and academic promise.

THE BETA LAMBDA SIGMA CHAPTER OF SIGMA GAMMA RHO SORORITY. An annual scholarship to the member of the Aurora Club who has the highest average.

THE DR. GEORGE A. AND MRS. ROSE W. NEWTON FUND. Provided to the student who has demonstrated exemplary concern for University development and is in need of financial assistance to complete his education, taking into consideration character and academic performance.

## PROCEDURES

The factors of need and good citizenship are considered for all forms of financial assistance. The financial-aid program is designed to provide financial assistance to qualified and deserving students who without it would be unable to attend or remain in school. All financial aid awards are renewable on an annual basis, and a new application must be filed each year. The amount of the stipend and form of aid may be modified according to changes in the recipient's need or academic status.

Any student who operates a motor vehicle on campus may be ineligible to receive any form of financial assistance from the University.

In order to be considered for financial assistance, a student must apply for admission to the university and complete all of the

forms connected with his application. In addition, the student must also file the Parents' Confidential Statement with the College Scholarship Service. A separate application for financial aid is required for students seeking assistance for the summer session.

By one application, the student receives consideration for all the available types of financial assistance for which he is eligible, including scholarships, loans, and work assignments.

Applications for financial assistance and information concerning the overall program of Financial Aid at Shaw University may be secured from the Director of Financial Aid.

## SCHOLARSHIPS

Merit scholarships, awarded to students of outstanding ability who are recommended by their high school and have achieved satisfactory SAT scores, vary in amounts up to full tuition and are renewable each year provided high scholastic achievement is maintained.

Renaissance scholarships are awarded annually to two high-ranking students in the first, second and third year classes.

Other scholarships are awarded according to criteria set for each by the donor.

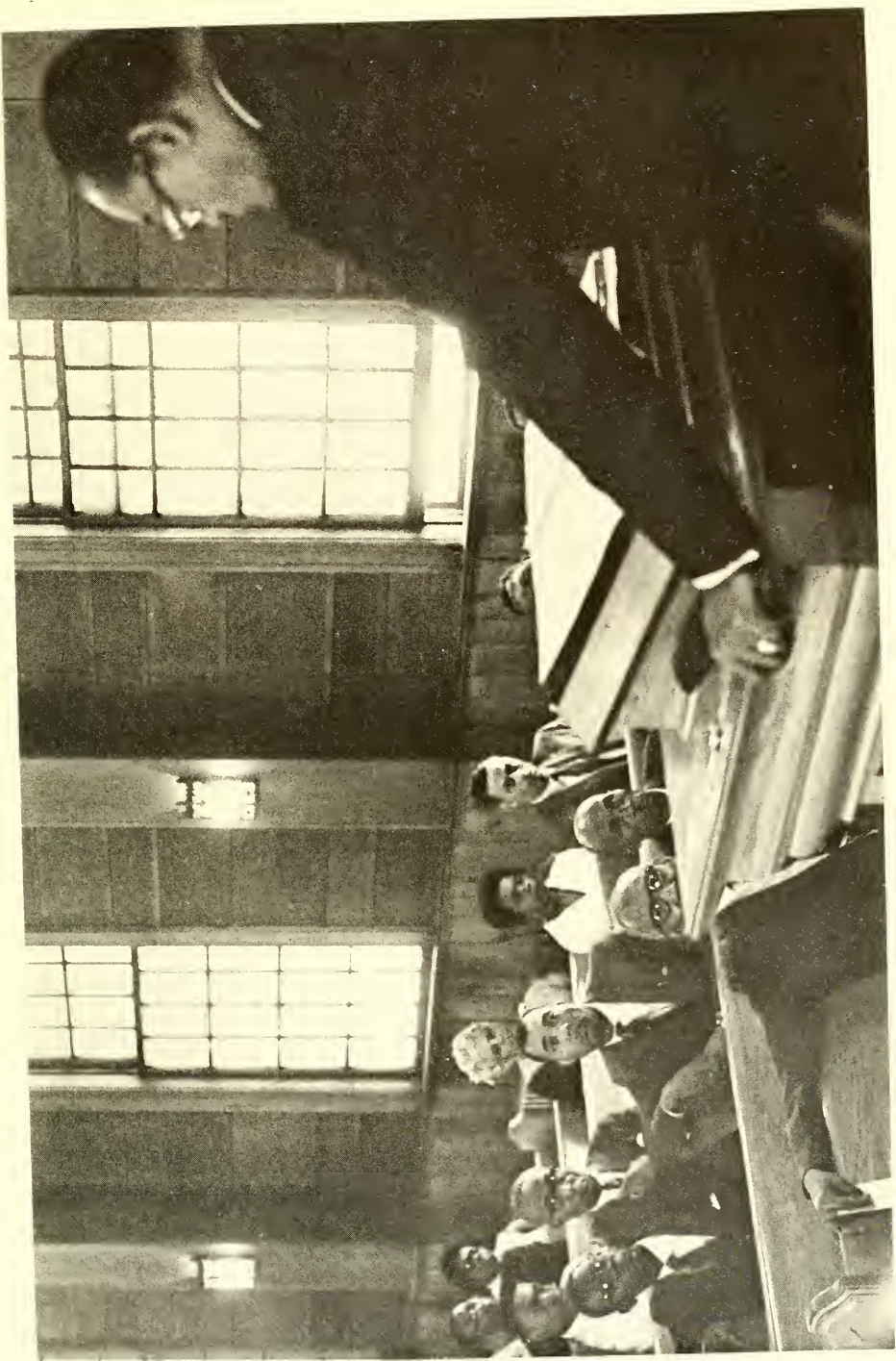
## UNIVERSITY SERVICES

### GUIDANCE:

Through testing, tutoring, career planning and placement, counseling and guidance services are provided by varied personnel areas, such as tutor-counselors in the basic skills, those in the "special services" area, and those in cooperative education and career placement. All first year and transfer students participate in an orientation program consisting of interviews, conferences, planned gatherings, and tours of learning-resource facilities.

### RELIGIOUS SERVICES:

Students are encouraged to attend the University worship services, held each Sunday morning in the University Chapel. They may also attend the church of their choice in the community.



## CO-CURRICULAR ACTIVITIES:

Included among the activities designed to meet the needs and interests of the students are drama, dance, debating, journalism, choral and instrumental music, and creative writing. Students may also participate in such formal organizations as the Shaw Players and Company, the University Chorale Society, the Forensics Society, the University Band and the Gospel Choir.

## ATHLETICS AND INTRAMURAL ACTIVITIES:

The university provides a well-rounded athletic program which includes instruction in physical education, an intramural program to provide an opportunity for students to participate in athletic and recreational activities, and intercollegiate sports for males which include football, basketball, baseball, track, tennis, golf, and volleyball.



**THE UNIVERSITY  
UNION:**

The Union is the campus community center in which students, faculty, and staff may meet informally and enjoy the recreational facilities.

**SECRETARIAL  
SERVICES:**

A secretarial pool provides basic secretarial services and printing for faculty and administrative officers.

**SPECIAL PROGRAMS**

Commensurate with the philosophy of Shaw University and its mission to help the disadvantaged are two programs specifically designed to achieve such a mission.

**SPECIAL SERVICES:**

Special Services is designed to help students who have academic difficulties and/or are handicapped physically to complete their college work. It provides special counseling, tutoring and other services for students with academic potentials who for many reasons are in need of such services. It is also concerned with part-and full-time students who require services and innovative curriculums to insure their academic success. Students participating in the program may be recommended by Vocational Rehabilitation, Model Cities, College Careers, Talent Search, Upward Bound, or other such programs.

**UPWARD BOUND:**

Upward Bound, a program for young people of low socio-economic backgrounds and inadequate secondary school preparation, provides a curriculum designed to develop creative thinking, effective expression, and positive attitudes toward learning needed for success in college, and provides necessary health services, counseling services, and recreational and cultural group activities. Students spend from six to eight weeks on Shaw's campus during the summer with a follow-up

during the academic year which includes-Saturday classes, and special tutorial sessions during the week. All graduates of the program are assured admission to the university.



## COOPERATIVE EDUCATION:

The cooperative education program is an approach to learning that emphasizes the integration of theory and practice in the developmental process. Its applicability permeates the whole spectrum of majors offered at the University. While the basic model for implementation is that of alternating periods of study and work in an orderly sequence, modifications are not precluded where flexibility is essential to the mission. Consequently, the trimester plan (three four-months sessions) constitutes the basic Shaw implementation strategy, and modified mini-plans will be utilized as needed to accomplish objectives set forth.

The purpose of the cooperative education program is to strengthen and to enrich the education received by the students. It exposes them to situations that are educationally, socially, culturally, and, in many instances, geographically different from life as experienced at Shaw or at their previous locations. It is hoped that one of the results of the cooperative education program will be to give Shaw students a broader understanding of the world in which they live.

The type of placement that the students will receive will be determined by their interests and needs. Cooperative Education, among other things, will help to orient the students to the world of the professions. It will provide opportunities for them to explore their own abilities in connection with real jobs. They will be exposed to a direct means of gaining information and guidance not only about the area in which they are employed but also about a number of related fields.

Faculty members in all disciplines are encouraged to participate in planning and implementing cooperative education experiences. Faculty-Initiated Projects (FIP) for some students may reflect more creativity and educational soundness than those available via business and industry, governmental agencies, or social service. However, FIPs must be subject to the general criteria established for cooperative

education, and faculty and students are encouraged to consult with the cooperative education faculty as needed.

Student input in the cooperative education process is recognized as invaluable and is encouraged. Students finding the cooperative education offerings too restrictive in terms of their own special needs and interests may elect to design their own cooperative learning projects in collaboration with the cooperative education faculty. Student Initiated Projects (SIP), however, must be in compliance with established criteria, and students electing this alternative must agree to assume certain responsibilities stipulated by the cooperative education faculty.

Students considering a Shaw education understand that their decision to enroll means a commitment to the cooperative education requirements. Students will be required to earn 27 credits in cooperative education in partial fulfillment for the A.B. or B.S. degree in whatever major chosen. These credits are awarded in denominations of 3, 6, and 9, depending upon the nature and extent of involvement and demonstration of excellence.

Criteria for successful participation in the cooperative education program follow:

- . Registration with, and approval of, cooperative education faculty before the experience begins.
- . Participation in a pre-co-op workshop or a series of conferences with co-op educator preceding the experience.
- . Participation in a practicum related to area of study and approved by the Co-op Department.
- . Participation in de-briefing session conducted by the Co-op Faculty.
- . Development of a written critical analysis of the Co-op experience and related factors or other approved project demonstrating excellence.



**COOPERATIVE EDUCATION 101:** This initial learning experience aims to assist the learner with career explorations and the development of professional competencies through the process of relating theory to practice. Businesses, governmental agencies and social service institutions constitute a few of the life learning laboratories open to students in all majors offered at the University. After a practicum, the student has an opportunity to employ his formal learning, experiential encounters, and creativity in the production of a project that communicates to his evaluators what his competencies are.

**COOPERATIVE EDUCATION 202:** The second level of integrated learning experience builds upon the initial one (101). However, the learner is expected to demonstrate more sophistication in terms of self-direction, quality and quantity of production, skills of critical analysis, and the ability to cope with the complexities of the world external to the University. Institutions marginal to academia will continue to provide much of the content from which competencies will be derived.

**COOPERATIVE EDUCATION 303:** The third level of integrated learning experiences requires of the participant a level of competence commensurate with that of the practicing professional. He is measured by professional standards in an area that requires a thorough knowledge of theories, principles and familiarity with sophisticated systems and subsystems in his specialty. It is during this encounter that the participant brings to bear all of his competencies in conceptualizing and solving problems required of him.

Career planning and permanent placement activities, natural extensions of the educational process, are subsumed under the overall umbrella of cooperative education. Students, alumni and others feeling a need to avail themselves of the services offered are encouraged to register with the office and to keep their personal data files current.

## COMMUNITY SERVICES

Students may participate in several programs that are related to certain areas of specialization but at the same time provide services for the community. Chief among these are the following:

### WSHA:

An educational, non-commercial radio station whose programming permits students to reach varying audiences by using three different formats: 4-6 P.M. - cultural and informational emphasis; 6-8 P.M. - news, public affairs, and minority viewpoint emphasis; 8-10 P.M. contemporary sound, mainly music.



### ESAP:

(Emergency Assistance School Project). A series of workshop-type programs, designed to provide inner-city youngsters with remedial and developmental exposure to speech pathology and audiology, and a crash type course in broadcasting for high school students.

## SPEECH AND HEARING CLINIC:

Provides individual and group therapy and offers three-pronged services: diagnosis, treatment, and referral. Current clients are primarily pre-schoolers from the local community.



## URBAN SERVICES CENTER:

The Urban Services Center is a developing component in the school of Urban Sciences whose principal purpose is to offer students, faculty, and the urban community at large functionalized approaches to urban problems.

## CONTINUING EDUCATION IN ENVIRONMENTAL SCIENCES:

As a community services project, the university through its continuing education programs offers environmental education to citizen groups, community organizations and local agencies. The program is offered to disseminate the facts of environmental pollution and protection to the public.

## ACADEMIC REGULATIONS

CLASSIFICATION. Shaw University students are classified as “Lowerclassman” and “Upperclassmen”. This classification is based on the following credit requirements:

### Lowerclassmen

Freshmen: Those who have earned less than 30 credits.

Sophomores: Those who have earned 30-59 credits.

### Upperclassmen

Juniors: Those who have 60-89 credits.

Seniors: Those who have earned 90 or more credits.

## GRADING SYSTEM.

Effective with the 1972-73 school year, the grading system is as follows:

A = 93 - 100

I = Incomplete

B = 84 - 92

W = Withdrew

C = 75 - 83

S - Satisfactory

F = 74 - and below

U = Unsatisfactory

The grade point average is obtained by dividing the total number of quality points by the number of hours carried. Grades of A, B, C, or F carry grade-point equivalencies as follows: A=3, B=2, C=1, F=0. A minimum of 1.0 is necessary for graduation.

An “I” grade is given in case of extreme emergency or withdrawal, in which case a student has not completed requirements for that course of instruction.

When an instructor awards an I, it is the student’s responsibility to complete the required work for that course no later than mid-term of the next trimester. At the time of the awarding of the I the instructor must state in detail the work the student must perform to remove the I.

If the student does not perform the work required in the time allotted, the I grade is automatically changed to F at mid-trimester. If a student who has incurred an I is not enrolled in the following trimester, he must remove the I in the first trimester thereafter in which he is enrolled.

Once an "F" grade has been assigned to a student and recorded in the Registrar's Office, said grade may not be changed without approval of the Academic Standards Committee.

### ACADEMIC PROBATION AND DISQUALIFICATION

A student is placed on probation when the quality of his work falls below the minimum grade-point average established by the university. The table below indicates the minimum average to be maintained in order to avoid disqualification at the university.

NUMBER OF TRIMESTERS ENROLLED	MINIMUM GRADE POINT AVERAGE	ACTION
1	Below 0.50	Warning & Counseling
2	Below 0.50	Probation
3	Below 0.65	Probation
4	Below 0.75	Probation
5	Below 0.85	Probation
6	Below 0.95	Probation
7	Below 1.00	Probation
8	Below 1.00	Probation

If the performance of a student is below the set standard at the end of the first trimester, the student will be officially notified of his status with a warning note. If, at the end of the second trimester, the student fails to improve his scholarship he is placed on probation. A student on probation will have the third trimester in which to rectify his status.

Failure to improve one's academic standing at the end of the first probationary period results in the student's being disqualified for continuation and he is thereby severed from the university.

A student who has been severed from the university may not apply for re-admission for at least one trimester. The application of re-admission must be approved by the Academic Standards Committee. Any student severed from the university for a second time may not reapply to Shaw University.

No student with probationary status is eligible for the Cooperative Education program without consultation with the Cooperative Education Counselor and the academic advisor. No course taken by the student at another institution during the period of severance for probationary reasons can be transferred to Shaw University.

**CLASS ATTENDANCE.** The number of unexcused absences allowed a student is equal to the number of times the class is scheduled to meet for one week. The maximum number of absences, including unexcused and excused, shall not exceed one-third the number of class sessions per trimester. Excessive absences may result in academic penalty.

**COURSE LOAD.** The maximum number of course credits for which a full time upperclass student may register is 19 credit hours, one credit hour of which will be for University Band, or University Chorale, or the Shaw Players. However, any student enrolled in 12 or more credit hours is considered a full-time student.

No freshman may take more than 16 credits per trimester and one credit hour for University Band, or Chorale or Shaw Players.

**DROPPING AND ADDING COURSES.** One is permitted to add a course up to the tenth day after official registration date. A course may be dropped without penalty according to the dates set forth in the current academic calendar. All courses dropped or added must have the approval of one's advisor. In order to be valid, a drop and/or add slip must be filed with the Office of Records and Registration within 48 hours of the time of approval by one's advisor.

**CREDIT BY EXEMPTION.** In order to enable a student to proceed educationally at his own pace and to relate academically to his acquired knowledge, skills and experiences related to his field of

study, a student may receive credit by taking exemption examinations. To qualify for exemption the student must meet eligibility requirements as follows:

**ELIGIBILITY:** A student has to be enrolled and seeking a degree from Shaw University at the time the application for exemption is made and approved; a transfer student from a non-accredited institution who wishes to receive credit for work completed in his major field at the previous institution may apply for exemption examination for course credit to be honored by Shaw University or a first-year student who needs a prerequisite for placement in a course sequence. However, this student's total exemptions may not exceed 24 units of credit (8 courses).

**INELIGIBILITY:**

A student with an unsatisfactory academic status, or one who has received official warning that he is subject to be dropped from the university for academic reasons, is not eligible for an exemption examination during the period in which such notice or warning is in effect. Unless needed as a prerequisite in a course sequence, first-year students are not eligible for exemption examinations. A student is not eligible for exemption examinations in the semester in which he completes requirements for graduation.

A student may not take an exemption examination in a course in which he has received a grade of "I" or "F". A student may not take an exemption examination for a course that is being substituted for a previous course failure.

**EXEMPTIBLE COURSES:**

No exemptions shall be granted for courses listed as Honors, Seminars, Internships, Independent Studies, Practicum, or Liberal Studies.

Exemption examinations are to be limited to required and cognate courses in the applicant's major field of study. Exemptions may be taken in no more than two free electives.

During the Pre-School Conference, the deans of schools and directors of programs, in consultation with the faculty concerned, will determine the exemptible courses and submit a list of these to the appropriate authority for approval and adoption.

#### NUMBER EXEMPTIBLE:

A student cannot exempt more than 24 units of credit. A full-time student cannot exempt more than six units or two courses of credit in a trimester.

Under no circumstances can a full-time student's total academic load, including exemptions, exceed twenty-one (21) units of credit in a trimester.

A part-time student may not exempt more than three units of credit in a trimester.

#### ADMINISTRATION:

All exemption examinations are to be administered by the University Testing Committee. Exemption examinations will be administered only while the university is in session in the Fall and Spring trimesters.

Each examination shall have at least three readers, each of whom submits his evaluation of the examination to the committee.

When the examination is administered the student taking the examination is not to be identified by name but is assigned an identification number or symbol.

Each of the three readers should receive the examination and evaluate the same only with the identification given by the committee. Each reader's evaluation should be submitted to the committee only with this identification.

A student may take the same exemption examination only twice. The examination fee is applicable to both administrations.

Evaluations of "F" (failure) are not to be recorded on the student's transcript but must be on file with the Testing committee.

#### PROCEDURE:

The approved list of exemptible courses should be made available to advisors and students during the registration period.



Exemption examinations are to be scheduled no later than one month prior to final examinations.

Exemption examinations must be submitted to the chairman of the testing committee at least six weeks prior to the scheduled date for final examinations.

#### HOW TO APPLY:

A student desiring to take an exemption examination must file for the same within two weeks after the scheduled closing date for registration.

Application for an exemption examination must be signed by the student's advisor. Along with the application, the student should submit in writing verified credentials of previous experiences, etc. related to the course in which he seeks exemption.

The advisor examines the application, credentials and academic record of the student, approves or rejects the application and sends same to the Testing Committee.

Results of action taken by the Testing Committee-approval or rejection-must be sent to the advisor, dean of the school and the student within one month following the close of registration.

#### INTERNSHIP CREDIT:

An internship is considered to be appropriate experience in the student's major area designed to apply the skills, concepts, and principles developed in the classroom. To be eligible for an internship program a student must have already achieved academic and skill proficiency in the judgment of his major advisor.

The student must apply one trimester in advance. The faculty in the student's major area must certify in writing that the student is ready for such an experience.

Each internship requires the submission of an interim report to the major advisor by the student and the field supervisor, on-site visitation by the major advisor; and the final assessment of the internship experience.

The faculty designates the specific number of units of credit which may be earned, with a maximum of six (6) credits applicable toward graduation.

Only in cases where there is a clear relationship between a specific course and the internship and where objectives and content of the specific course match those of the internship, can the internship result in credit for a specific course. However, in no case can both internship and course credit be awarded for the same experience.

#### GRADUATION REQUIREMENTS:

Students are subject to graduation requirements as stipulated at their entrance. Students who entered in the fall of 1968 and 1969 are subject to the forty course requirement. Students who entered subsequent to these dates will graduate under the 127 hour requirements. However, students who entered in the Fall Semester of 1971-72 must have 27 Co-op experience credit hours as a part of the 127 total hours required for graduation.

With either system, all core courses must be passed in addition to the particular requirements of the major area.

Graduate Record scores (Common and advanced areas) must be on file in the Office of Records.

Degrees will be conferred only at the annual commencement which is held at the end of the second trimester.

#### GRADUATION WITH HONORS:

Students whose cumulative averages 2.0 or better shall be graduated with honors as follows: Cum Laude 2.0; Magna Cum Laude - 2.5; Summa Cum Laude - 2.75.

#### HONOR'S LIST:

An honor's list shall be published at the end of each trimester. Students eligible to be named on this list must have a trimester grade-point average of 2.0 or better, be full-time students, and have no "I" grades or grades below "C" reported for the trimester in which they are named to the honor's list.

#### HONOR SOCIETIES:

Eligibility for membership in national honor societies with chapters at the university shall be in accordance with the regulations set by the national bodies.

## RESIDENCY REQUIREMENT:

Each student is required to complete at least two trimesters on the Shaw University campus.

## THE UNIVERSITY WITHOUT WALLS

Shaw's University Without Walls (UWW) has developed in response to the fact that for many competent students, existing undergraduate programs are too limited, too prescribed and too inflexible, and are not responsively adapted to the urgent needs of contemporary society. The program, therefore, emphasizes a flexible curriculum, combinations in which students work and study, free exchange of students between institutions, and the development of innovative advances in teaching with unique opportunity to learn and earn the baccalaureate degree.

The program at Shaw is designed to be student-centered and functionally-oriented. Although consciously tailored to be self-directed, it offers the opportunity for students to work with special advisors, sensitive educators, recognized resource personnel, selected consultants, creative educational innovators, and other carefully chosen personnel who will assist the students in attaining their educational objectives. As such, the UWW Program focuses on: (1) flexible scheduling, which permits the student to spend as much time as he needs or wants on any phase of his studies; (2) the benefit of resident instructors and the opportunity to learn from "adjunct" or off-campus faculty, composed of persons actively employed as business executives, scientists, educators, artists, writers, public officials, etc., with strong emphasis on the student setting his own pace.

Because of its educational relevancy and practical flexibility, the University Without Walls Program at Shaw offers an extremely unique opportunity for members of the Armed Forces, veterans, state and local employees, graduates of community colleges or technical institutes, American-Indians, policemen, in-service teachers, inmates, and other persons wherever they are and whatever their academic and life experiences happen to be. The program recognizes and awards academic credits toward the baccalaureate degree for life experiences that may include military training, leadership training, on-the-job training, correspondence and extension courses, credits

taken through the United States Armed Forces Institute, credits accumulated from accredited institutions of higher learning, credits accumulated from shops, service schools, as well as many other forms of educational development. By translating achievements and recognizing them as credits toward a college degree, the UWW Program not only facilitates a new approach to quality education, but it also reduces the amount of time and cost required to earn the bachelor's degree.

For more information about UWW's enrollment, curriculum, policies, aids, tuition, etc., please contact:

Director, University Without Walls  
Shaw University  
Raleigh, North Carolina 27602

### THE UNIVERSITY CORE

The University Core is designed to provide students with basic knowledge, understanding, and sensitivity in the various areas of the program. In addition, it seeks to encourage the individual to assume responsibility for his own development in establishing values as bases for making sound decisions.

While each component of the Core is independently constructed and separately taught, intensive effort will be made toward integrating the areas so that students may appreciate their interrelationships and understand the impact of each area's contribution to an understanding of the complexities of the contemporary world.

Built into the Core will be provision for the development of basic skills in reading, writing, mathematics, and science for those who need such training. All new students are required to complete the University Core, except where alternate courses are indicated for certain specific majors.

### THE CORE

English 151, 152	6 credits
Mathematics 151	3 credits
Natural Sciences 151, 152	6 credits

Urban Sciences 151, 152	6 credits
Humanities 151, 152	6 credits
Health & Phys. Ed. 141, 151 or 152	2 credits
Reading or Elective	0 - 3 credits

## THE SCHOOL OF ARTS AND SCIENCES

### General Statement

Arts and Sciences represent the core of all higher education. The Chief concern here is the offering of a program of liberal studies that will develop the kind of critical thought and responsible individual exploration of facts, ideas, and issues which is the principal end of a liberal education. To this end the program insists on evaluation of ideas and actions according to their impact on society. Intellectual inquiry is emphasized as a preparation for more competent living and the development of human leadership.

The School seeks to provide students with the tools and the impetus for continued intellectual growth, whether inside the academic community or elsewhere, and seeks to expose the student to those continuing values which enable him to choose wisely from among the options available to him.

### DIVISION OF COMMUNICATIONS

The Division of Communications offers a comprehensive program for developing professional competence in communication theory and skills. Curricula leading to a degree in communications are offered in the following major areas: (1) communicology; (2) radio-television-film; (3) speech pathology and audiology; (4) journalism.

### THE DIVISION OF TEACHER EDUCATION

The Division of Teacher Education is geared to prepare students for professional work in public school systems and to give them the kind of liberal education that will enable them to function competently in the classroom.

In addition to the university core, students seeking certification in intermediate elementary education must have at least one academic concentration, two are preferred, in one of the following areas:

Language Arts, Mathematics, the Arts, Science, Social Studies or Health and Physical Education.

Minimum requirements for area concentration in courses are 18 credits, except in Language Arts and Social Studies where minimum requirements are 24 credits.

#### MAJOR FIELDS OF SPECIALIZATION FOR SECONDARY EDUCATION

Art	Mathematics
Biology	Music
Business Education	Spanish
Chemistry	Social Sciences
English	Speech Education
French	Theatre
Health and Physical Education	

#### DIVISION OF NATURAL AND PHYSICAL SCIENCES

The Division of Natural and Physical Sciences is composed of five departments: Biology, Chemistry, Physics, Mathematics, and Health and Physical Education. All of the departments in the Division, except physics, offer degree programs and at the same time are responsible for service courses for science majors and science for non-science majors.

Besides the above named basic science programs, the Division has also created a new department in Environmental Sciences to train students in the field of pollution control. The development of a major in Environmental Sciences is currently underway and a full curriculum offering is planned for the 1973-74 academic year. At present the department offers courses which are open to science and non-science majors as well.

## COOPERATIVE PROGRAM IN ENGINEERING AND TECHNOLOGY

Through a cooperative program between Shaw and North Carolina State University, any regular Shaw student is eligible to major in any engineering area at North Carolina State University. A host of engineering disciplines is available. In addition, a student may also major in any area of Forestry like Wood Technology, Pulp & Paper Technology, etc. Arrangement provides for a dual degree: B.S. from N.C.S.U. and B.A. from Shaw University. The length of this program is usually five years. Besides Engineering and Technology areas, cooperative programs are also available in computer science and certain physical and life science; but in these areas the B.S. degree is given by Shaw University. Details of these programs are available when requested of the Chairman of the Division of Natural and Physical Sciences.

## PREMEDICAL PROGRAM

The division of sciences also offers premedical and pre-dental curricular programs to prepare students for admission to medical and dental schools. Identified premedical students are counselled and advised for proper courses, placed in summer premedical programs at other institutions and given stipends for biomedical research activities on campus. This program is new, established to meet the needs of student placement in these areas where enormous opportunities are currently emerging. Students intending to pursue health careers are advised to contact the premedical advisor as soon as they enroll in the university.

Note : Mathematics 151 and 152 must be replaced by Mathematics 211 and 222 for science and engineering students.

## THE DIVISION OF HUMANITIES

The Division of Humanities is integrative in its emphasis and presupposes a broad, interdisciplinary context of studies in the areas of Art, English, Foreign Language, History, Music, Philosophy and Religion, and Theater.

The concern of the Division of Humanities arises out of the concept of "humanitas," that is, the concept of what it means to be a human being as viewed from the perspective of the imaginative, creative and innovative impulses of the human spirit. The problems and questions which define the humanities are those which arise in the formulation of judgments which are concerned with the understanding and appreciation of the arts of painting, sculpturing, writing, the sounds of music and the forms of language, the great ideas of the past and present, and the beauty and variety of cultural traditions. Shaw has ample room for the thinker, poet, actor, musician and sculptor. In fact, such creative talent is welcome--welcome to engage in the Shaw dialogue of what it means to be "humanitas."

## DIVISION OF COMMUNICATIONS

### MAJOR REQUIREMENTS

All students must successfully complete the university-wide core curriculum before they may officially declare a major in communications.

COMMUNICOLOGY MAJORS are required to take Communications 151, 152, 153, 161, 311, 481, 251, and 253, and at least eight courses from the following: Communications 201, 275, 277, 303, 305, 321, 327, 325, 376, 377, 401, 433, 435, and 475.

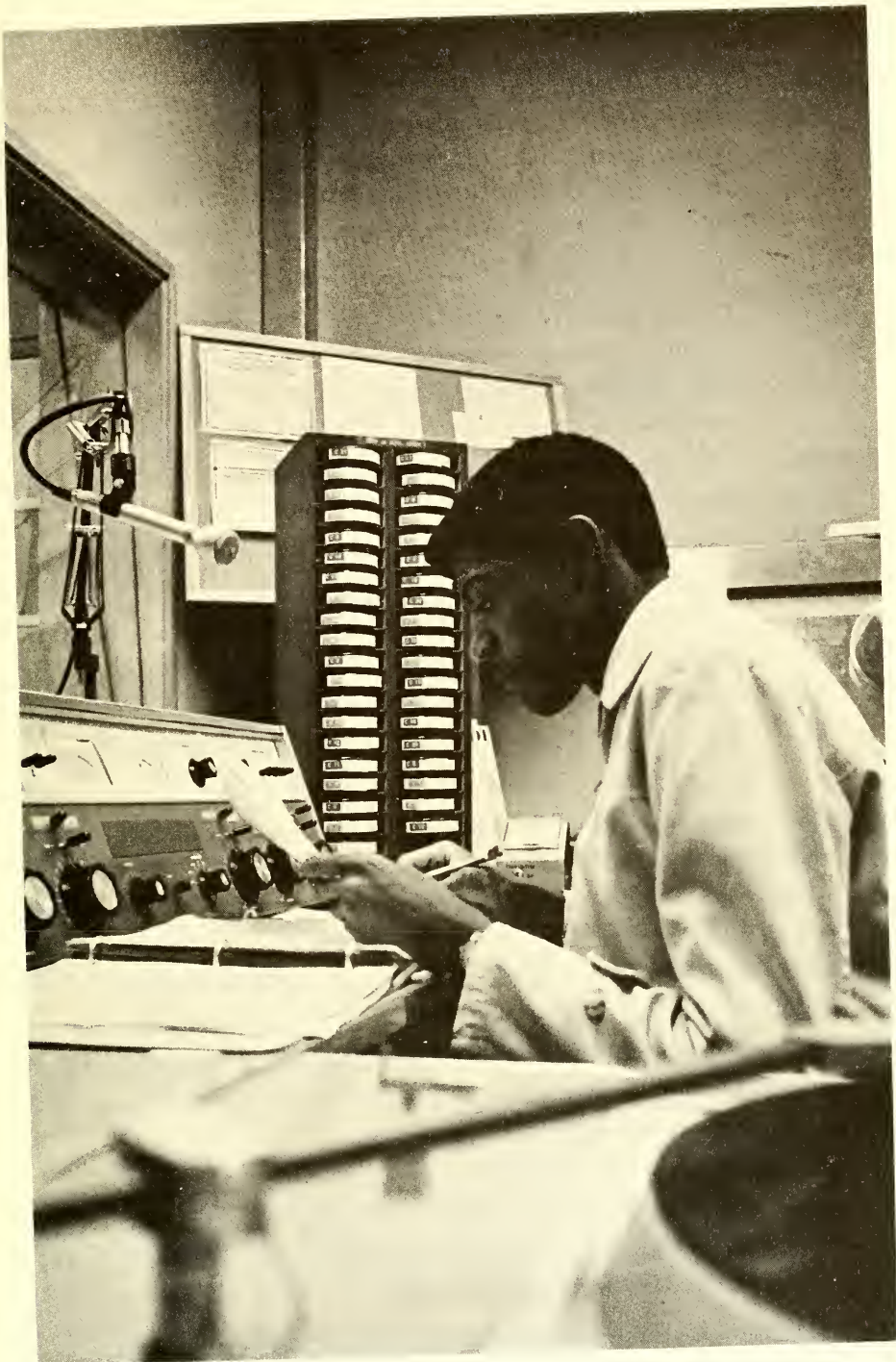
RADIO-TELEVISION-FILM MAJORS are required to take Communications 153, 155, 156, 161, 277, 321, 325 and 328, and at least eight courses from the following: Communications 271, 274, 275, 277, 303, 323, 327, 377, 412, 435, 485 and 491. Typing proficiency of 50 WPM is required by the beginning of the third year or must be taken as a course during first semester, third year.

SPEECH PATHOLOGY AND AUDIOLOGY MAJORS are required to take Communications 161, 251, 351, 352, 355, 361-362, 451, 481, and at least three courses from the following: Communications 255, 311, 353, 363, 412, 452, 453, Urban Science 261, Education 211.

### JOURNALISM MAJORS

Courses leading to a major in Journalism are to be developed during the 1973-74 academic year.





## Course Descriptions

### 151 THE DYNAMICS OF COMMUNICATION

The study of communication as it facilitates learning, causes social impact, and functions as an instrument of change in self, others and the world in which we live. Major emphasis upon interpersonal and small-group communication. (CR-3).

### 152 THE DYNAMICS OF COMMUNICATION

Continuation of 151 with study of components by which communications are related to the masses and fit into social and political systems. Major emphasis upon public and professional communication. (CR-3).

### 153 THE RHETORIC OF CHANGE IN CONTEMPORARY SOCIETY

Theoretical and practical study of the potential for change in modern society with analysis and evaluation of means of effecting change such as learning, persuading, social force, authority, revolution. Special emphasis on understanding and measuring the effects of persuasion. (CR-3).

### 155 BROADCAST COMMUNICATION FUNDAMENTALS

Introduction to broadcasting, including history and structure of broadcasting systems, programming, codes, basic performing and writing skills, FCC rules and regulations, copyrights, fairness doctrine, social responsibilities, management and job opportunities. (CR-3).

### 156 RADIO, TELEVISION AND FILM PERFORMANCE

The role, responsibility and skills of the performer in announcing, interviewing, narrating and acting for aural and visual media. Analysis and evaluation of broadcast and film performance. (CR-3)

### 161 VOICE AND DICTION

Modification of speech behavior based upon an understanding of the systems producing speech and the elements of oral language. (CR-2).

- 165      **BASES OF SPEECH BEHAVIOR**  
Study of the social, physical, neurological, phonetic, linguistic and genetic bases for the production and perception of speech. (CR-3).
- 201      **INTERPERSONAL AND GROUP COMMUNICATION**  
Perception of persons; the self and the other, empathy and involvement; norms of social encounter; dimensions of human interaction; group structure and process; intergroup communication. (CR-3).
- 202      **COMMUNICATION BEHAVIOR IN COMPLEX ORGANIZATIONS**  
The functioning of complex organizations and social groupings with emphasis upon the communication systems involved; the significance of communication to goals, structure and function of organizations. (CR-3).
- 211      **INTERPRETATIVE COMMUNICATION**  
Oral interpretation of various forms of literature; determination of the dimensions of aesthetic meaning for various audiences. (Cr-3).
- 231      **MASS MEDIA AND THE SOCIETY**  
History, development, structure and impact of mass media, especially radio and television, upon modern society. Role of broadcasting as an influence on urban issues, especially as related to community interest groups, class-related and minority needs, and study of how media can serve the community and help resolve urban problems. Study of issues and cases, past and present. (CR-3).
- 277      **THE ROLE OF PRINT MEDIA IN MODERN SOCIETY**  
An analysis of the social responsibilities of the print media in relation to community interest groups, class and minority needs; business and government; and a study of how media can serve the needs of people in a modern society. (CR-3).
- 301      **COMMUNICATION THEORIES AND MODELS**  
Introduction to current multidisciplinary communication theory. The course includes an analysis of models of

communication as related to various social systems with the goal of developing an integrative theory of communication for man. (CR-3).

302      **INFORMATIVE COMMUNICATION**

The major forms, variables, and processes of informative communication; concepts of innovation, diffusion, and gate-keeping; media and message analysis; levels of knowledge; processes of perception, learning, and cognition in communication. (CR-3).

303      **FUNCTIONS OF COMMUNICATION IN DECISION MAKING**

Analysis of how decisions are made; examines the relationship between various communication systems and decision making on an individual, group and intergroup basis. (CR-3).

305      **ARGUMENTATION AND DEBATE**

Principles and techniques of competitive debate; emphasis on logical thinking, organization of ideas, research techniques, evidence, analysis and refutation. Students may be assigned to compete in intercollegiate debate tournaments. (CR-3).

311      **INTERCULTURAL COMMUNICATION AND SOCIAL CHANGE**

The role of communication in social change, its strategies and dilemmas. Study of variables related to communications achievements; types of communication; cultural and sub-cultural interaction; media; personal, organizational, and audience change. Special attention to analysis of effects of these variables on the formulation and resolution of social issues. Students will work on individual interest topic. (CR-3).

321      **NEWS AND PUBLIC AFFAIRS IN BROADCASTING**

Principles, techniques and forms of broadcast journalism. Practical work in news preparation, editing and delivery for

radio and television. Planning and production of public affairs programs. Prerequisites: 155 & 156 or permission of instructor. (CR-3).

322 MODERN AUDIO PRODUCTION AND DIRECTION

Planning and production of audio in the mass media. Innovative uses of sound in radio, television and film. Planning, scripting, rehearsing and directing sound experiences under professional conditions. Prerequisite: Ability to operate WSHA electronic equipment. (May sign up for one month of private, non-credit instruction.) (CR-3).

323 TELEVISION PRODUCTION AND DIRECTION

Elements of production in television, including cameras, audio, staging, lighting, graphics, recording, special effects. Experience in creating, producing and directing full-length programs for television. Evaluation of program forms. Prerequisite: permission of instructor. (CR-3).

324 PRINCIPLES AND TECHNIQUES OF CINEMATOGRAPHY

The theory and principles of film making for the theatre and television. Experience in planning, writing, directing, editing and sound recording of films. Prerequisite: permission of instructor.(CR-3).

325 REGULATION AND FREEDOM IN BROADCAST COMMUNICATION

Laws, rules and regulations governing radio and television. Relationship of government, general public and professional critic to the media. Responsibility of the broadcaster. Freedom of speech vs. censorship in radio and television. (CR-3).

326 AMERICAN SYSTEM OF RADIO AND TELEVISION

A study of the structure and problems of the American system of broadcasting as compared to the other three basic world types. Emphasis on inter-media relationships, role and structure of advertising, commercial and non-commercial

stations, research organization, selling and merchandising time, regulation of advertising. Standards of evaluation. (Cr-3).

327 EDUCATIONAL AND PUBLIC BROADCASTING

Origin and organization of non-commercial broadcasting. Values and potential of educational and public broadcasting for diversification of viewpoints. Analysis of non-commercial broadcasting's purpose, ethics, policy, staffing, income sources, programming, freedom, utilization in the culture. Opportunities for minority programming. (CR-3).

328 RADIO-TELEVISION-FILM WRITING

Writing developed as cognitive process and skill to create understanding of audio-visual forms in scripts. Study of media functions, differential characteristics, critical standards, aural and visual psychology, communicative potential of each and interrelationships with others. (CR-3).

351 ANATOMY AND PHYSIOLOGY OF THE EAR AND VOCAL MECHANISMS

Study of the organs and systems of the body related to the processes of hearing and speech. Prerequisite: Permission of instructor. (CR-3).

352 DISORDERS OF ARTICULATION

Consideration of theories, principles and procedures for appraisal and treatment of deviant articulation. Observation therapy procedures. Prerequisite: 253. (CR-3).

353 DISORDERS OF VOICE

Consideration of theories, principles and procedures for appraisal and treatment of the deviant voice. Observation of therapy procedures. Prerequisite: 253. (CR-3).

355 INTRODUCTION TO STUTTERING

A study of theories, principles and procedures for the appraisal and treatment of persons with dysfluencies in speech. Prerequisite: 253. (CR-3).

- 361 **INTRODUCTION TO AUDIOLOGY**  
 Study of hearing, both normal and abnormal. Information on the nature, causes, incidence of hearing disorders. Rehabilitative treatment of individuals with hearing disorders. Prerequisite: 253. (CR-3).
- 362 **AUDIOMETRY: PRINCIPLES AND PRACTICE**  
 Study of the methods of hearing assessment in clinical, educational, industrial and medical settings. Prerequisite: 361. (CR-3).
- 363 **AURAL REHABILITATION**  
 Study of the major theories of speech reading and procedures for teaching visual communication skills to hearing-impaired persons. Prerequisite: 361, 362. (CR-3).
- 371 **ADVANCED REPORTING AND EDITING**  
 Advanced studies in news gathering and reporting, with special emphasis on interpretive, investigative and in-depth stories; advanced problems in the study of news selection and use. Prerequisite: 271 and consent of instructor. (CR-3).
- 377 **PUBLIC RELATIONS**  
 A survey of public relations in America today, including its origins, development and practice; case studies and individual projects. (CR-3).
- 378 **PUBLIC OPINION AND PROPAGANDA**  
 The opinion-shaping role and function of the mass media; study of the theories and application of public opinion and propaganda; pressure groups and the media. (CR-3).
- 401 **GREAT SPOKESMEN FOR FREEDOM**  
 Reading and application of historical, critical and psychological rhetorical analysis to outstanding black speakers and writers who used their powers of communication to advance the cause of freedom for black Americans. (CR-3).

- 452      **SPEECH PATHOLOGY: PHYSIOGENIC DISORDERS**  
A study of theories, principles and procedures for appraisals and treatment of deviant voice and articulation that accompany cerebral palsy, cleft palate, maxillofacial injuries, and other physical anomalies. Four classes. Prerequisites: 253, 351. (CR-3).
- 453      **DISORDERS OF LANGUAGE**  
Study of the theories of communicative processes including symbolization, meaning, and syntax as they pertain to individuals with language impairment. Specific attention given to rehabilitation procedures. Prerequisites: 253, 351. (CR-3).
- 471      **THE EDITORIAL PAGE**  
The editorial page, its authors and its readers; the analysis and writing of editorials. Prerequisite: 371. (CR-3).
- 472      **MAGAZINE JOURNALISM**  
Study of and practice in the preparation of articles for publication in magazines and newspapers. (CR-3).
- 475      **INTERNATIONAL JOURNALISM**  
A survey of the scope, role and function of the mass media of the world today. (CR-3).
- 481      **SEMINAR IN COMMUNICATION**  
In-depth study of special interest areas, including research in communicology, radio-television-film, journalism or speech pathology and audiology. Replaces 421, 441 and 461. Topics alternate. Repeatable. Prerequisites: minimum at six courses completed in major and third year standing, or permission instructor. (CR-3).
- 485      **INTERNSHIP IN COMMUNICATION**  
Field and laboratory experience in a professional program under the joint supervision of area faculty and practicing professional personnel. Provides study with integration of theoretical and practical aspects of major. (Arr.)



- 491 INDEPENDENT STUDY, RESEARCH AND PRACTICUM  
Advanced study and/or laboratory experience for majors.  
Prerequisite: consent of area faculty. (CR-3).
- 411 NON-VERBAL COMMUNICATION  
Communication as a multisymbolic achievement. Forms and  
functions of non-linguistic symbols. Cultural variations and  
development. Measurement and evaluation. Creativity and  
new forms of communication. Recommended for television  
and film majors. (CR-3).
- 412 RESEARCH METHODS IN COMMUNICATION  
Methods, techniques, variables, measuring instruments  
currently used in the study of communication behavior. (CR-  
3).
- 422 THE AUDIENCE FOR RADIO AND TELEVISION  
The study of radio and television audiences and their impact  
on the creation of program forms. Techniques of audience  
measurement. Practical construction and application of a  
research instrument. How ratings are derived and how they  
affect programming. Programming for the specialized  
audience. Prerequisite: Urban Science 261. (Arr).
- 423 ADVANCED TELEVISION PRODUCTION AND  
DIRECTION  
Continuation of Communications 323, with more  
independent responsibilities for script writing, creating,  
directing, and producing programs. (CR-3).
- 433 NATIONAL AND INTERNATIONAL BROADCASTING  
SYSTEMS  
Study of comparative systems around the world, their  
economic, regulatory, administrative, cultural and social  
interaction with their own and other cultures. (CR-3).
- 435 BROADCAST MANAGEMENT  
Principles of radio and television station management.  
Study of administrative organization and procedures in

broadcasting; responsibilities to the FCC; forms of regulation; general management skills and practical application to management of WSHA. Prerequisites: 155, 325, or permission of instructor. (CR-3).

451     **DIAGNOSTIC METHODS IN SPEECH PATHOLOGY**

Methods of evaluation of persons with speech and hearing disorders. Procedures for testing, case reporting and recommendations for treatment. Four classes. Prerequisites: 253, 351. (CR-4).

**DIVISION OF TEACHER EDUCATION**

**SECONDARY EDUCATION** majors are required to complete the core curriculum plus: Education 211, 212, 322, 323, 480, 490, 491. Required courses in at least one academic major must be completed. (See academic majors.)

**INTERMEDIATE EDUCATION** majors are required to take the core curriculum plus: Education 211, 212, 322, 323, 316, 317, 416, 408, 480, 491, 471-Music, Art 312, Phys. Ed. 211, Urban Politics 223, Geog. 211 or 313, and a Concentration in at least one academic area (18 to 24 credits).

**EARLY CHILDHOOD EDUCATION** majors are required to take the core curriculum plus: Education 305, 310, 312, 313, 315, 316, 317, 416, 408, 480, 491, 471-Music Art 312, 413, Urban Politics 223, Phys. Ed. 211, Geog. 211 or 313.

**Course Descriptions:**

211     **THE AMERICAN SCHOOL SYSTEM**

A general survey of the outstanding trends, problems and issues, and developments in education, including their historical significance. Designed to serve as an introductory course in education. (CR-3).

212     **EDUCATIONAL PSYCHOLOGY**

An introduction to the study of the principles governing learning, drives, and psychological mechanisms related to

educational situations and individual differences. Students are expected to spend some time studying children in actual school conditions and to record their findings. (CR-3).

305 **SOCIOLOGICAL FOUNDATIONS OF EARLY CHILDHOOD EDUCATION**

A study of selected sociological problems in modern education leading to a systematic analysis of social structure and stratification with emphasis upon the education process and the role of the school as a complex social institution. (CR-3).

310 **THE EARLY CHILDHOOD EDUCATION CURRICULUM**

Consideration is given to philosophies, principles, methods, and materials underlying curricular provisions for the young child, including pre-school education. Opportunities are provided students to see at first hand educational facilities and school organizations which are offering early childhood education experiences. Also, students have opportunities to develop and present creative materials for use with children in a K-3 program. (CR-3).

312 **CHILD PSYCHOLOGY (The Child from Birth to 6 Years)**

A study of the psychology of the growing and developing young child from birth through infancy and the pre-school years. Primary emphasis is upon depicting and explaining the young child as he develops within the physical, personal, and cultural contexts of his early life. (CR-3).

313 **CHILD PSYCHOLOGY (The Child from 6 to 12 Years)**

The purpose of this course is to provide students with a practical and functional knowledge of the physical, social, emotional and mental processes and natures of children. Students are given many opportunities to observe children under school and out-of-school conditions. Opportunities are also given students to use informal child study techniques.(CR-3).

315 INNOVATION, EXPERIMENTATION, AND RESEARCH IN  
TEACHING YOUNG CHILDREN

A survey is made of some of the recent innovations and experimentations in providing educational experiences for young children. (i.e., Piaget's work and Sesame Street). Also, a review and study is made of a number of selected research reports and papers dealing with early childhood education. (CR-3).

316 (A) -316 (B), 317 (A) - 317 (B) and 416(B)  
FIELD LABORATORY EXPERIENCES

Opportunities are provided students during the last three years of their undergraduate study to engage in a number of field visitations and observations related to professional education courses. Such clinical experiences provide a lead-up to full-time student teaching assignment during the last semester of the student's last year (CR-1).

322 ADOLESCENT PSYCHOLOGY

A comprehensive study of the mental, emotional, social, and physical characteristics of adolescents with emphasis on the implications of these characteristics on personality development and adjustments. Students observe adolescents both in and out of school situations. (CR-3).

323 THE ROLE OF THE TEACHER

This course is designed to interpret the organizational and administrative structure of the American public school and the role of the teacher in the process. Attention is given to the philosophical and cultural influences upon organization and the administrative responsibilities involved in the development of the program. Emphasis is placed on the function of the teacher in (1) curriculum and change; (2) organization of instruction and scheduling; (3) extra-class activities and duties; (4) faculty-staff-pupil relationships, (5) teacher-administration relationships, and (6) pupil-personnel services. (CR-3).

331A, CHILDREN'S LITERATURE  
331B -

Children's literature, including myths, folklore, legends, fairy tales, realistic stories and poetry, and their place in the modern elementary school curriculum are discussed. Also, the various media and techniques of story-telling are presented and their uses studied in real situations. (CR-3).

340 MULTI-MEDIA RESOURCES AND THEIR USE IN EDUCATION

This course is designed to survey a wide range of multi-media audio and visual resources in education and acquaint the students with their use in the classroom. Here the student is introduced to such media as the overhead projector, micro-teaching equipment, 15mm movie projector, tape recorder, 8mm projector, film strip projector, transparencies, etc. (CR-3).

408 CONCEPTS AND STRATEGIES FOR TEACHING READING IN THE PUBLIC ELEMENTARY SCHOOL

Theory and practice in the principles and methods of teaching reading. (CR-3).

409 CONCEPTS AND STRATEGIES FOR TEACHING READING IN THE PUBLIC SECONDARY SCHOOL

Theory and practice in the principles and methods of teaching reading.(CR-3)

411A, TEACHING MATHEMATICS IN THE ELEMENTARY  
411B - SCHOOL

Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in mathematics., including a study of those elements which currently constitute a modern mathematics program in the elementary school. (CR-2).

412A, TEACHING SCIENCE IN THE ELEMENTARY  
412B - SCHOOL

Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences and

understanding, stressing teaching, via a conceptual approach of behavior objectives in the areas of the biological, physical and earth sciences. (CR-2).

**413A, 413B - TEACHING THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOL**

Designed to acquaint the elementary classroom teacher with techniques, resources, and materials dealing with skills of reading, listening, speaking, and writing. (CR-2).

**414A, 414B - TEACHING THE SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

Designed to prepare prospective elementary classroom teachers to provide meaningful learning experiences in the social studies and to familiarize students with materials and resources dealing with all the social studies areas commonly found in the modern elementary school social studies curriculum. (CR-2).

**480EST - STUDENT TEACHING IN THE ELEMENTARY SCHOOL**  
(9 credits)

**480SST - STUDENT TEACHING IN THE SECONDARY SCHOOL**  
(9 credits)

A full-time student teaching experience at the appropriate grade level: for 480 EST, either Early Childhood K-3 or Intermediate 4-6 for elementary education majors.

At the secondary school level for 480 SST in the student's major subject area of specialization. This student teaching experience is of 9 weeks duration; however, the first part of this experience is spent on campus where students are engaged in seminar with their college student teacher supervisor at which time problems of orientation, including lesson planning, are studied.

After the student reports to his student teaching placement, he spends a portion of his first days in direct observation and conferences preparatory to actual teaching in the

classroom. To receive an “A” type teacher’s certificate in North Carolina (which has reciprocal licensure agreements with a number of other states), 90 to 150 clock hours of actual teaching are required.

**490 METHODS AND MATERIALS FOR TEACHING IN THE SECONDARY SCHOOL**

This course is required in the student’s appropriate major area of subject specialization. In addition to a study of the methods and materials employed in the teaching of the subject in the modern secondary school, attention is devoted to the matter of lesson planning and preparation: the student has the opportunity to study representative lesson plans and to engage in the construction of lesson plans. (CR-3).

**491A, B, C - STUDENT TEACHING SEMINAR**

**Note: Symbols Beside Course Numbers**

(A) refers to the Early Childhood (K-3) major in Elementary Education; (B) refers to the Intermediate (4-6) major in Elementary Education.

**DIVISION OF NATURAL AND PHYSICAL SCIENCES**

**BIOLOGY MAJORS** must complete the core curriculum plus Biology 211, 212, 223, 312, 323, 331, 332, 432, 481, 482, Chemistry 212, 214, 341, 342, 311 and Physics 212 and 214, including electives to make up 127 credit hours.

**Course Descriptions**

**151 - 152 SCIENCE: “SCIENCE AND SOCIETY”**

This two-trimester course is designed to develop basic competencies in Natural, Physical, Life and Environmental Sciences, through an integrated approach. Some special societal problems are studied from scientific viewpoints showing their relationship to social sciences and other areas.

The course emphasizes problem solving approaches to deal with current issues, at the same time provoking scientific thought and imagination in the physical and life sciences. (CR-6).

## BIOLOGY

### 161 LIFE SCIENCE

A survey of the biological sciences for non-science majors with special emphasis on genetics, evolution, disease, nutrition, viruses and the concept of "what is life". Three hours of lecture. (CR-3).

### 211 GENERAL BIOLOGY

A course designed to emphasize the unity of biology through study of the following concepts: (1) Protoplasmic and cellular organization, (2) Growth and differentiation, (3) Genetic and ecological control, and (4) Current and past evolution. Three hours of lecture and two hours of lab. (CR-4).

### 212 GENERAL ZOOLOGY

The biology of the major groups of animals, with emphasis on general structural plans and diversity, reproduction, ecology, behavior and evolution. Three hours of lecture and two hours of lab. Prerequisite: 211 (CR-4).

### 223 BOTANY

A study of morphology, structure, classification, and physiology of the plant groups. Prerequisite: Biology 211. (Three hours of lecture and two hours of lab.) (CR-4).

### 311 EMBRYOLOGY

A study of the early embryological development of amphibian, fish, frog, bird, and mammal. Prerequisite: Biology 212. (Three hours of lecture and two hours lab.) (CR-4).



312 ANATOMY

A study of anatomy of the mammals with particular reference to human anatomy and major emphasis on the structure of the muscular, skeletal, circulatory, nervous, digestive and uro-genital systems. Prerequisite, Biology 211. (Three hours of lecture and two hours of lab.) (CR-4).

323 PHYSIOLOGY

A survey of human physiology with reference to other vertebrates. The central theme is the changes in the human body accompanying physical activity. The nature and mechanisms of these changes. Three hours of lecture and two hours lab. Prerequisite: 312.(CR-4).

331 GENETICS

The physical basis of inheritance; genes as units of heredity and development, qualitative and quantitative aspects of genetic variation; physical and chemical properties of genetic material. Prerequisite: Biology 211. (Three hours of lecture and two hours of lab.) (CR-4).

332 BACTERIOLOGY

Fundamental life processes using bacteria as the prototype of living things; principles and techniques of handling and identifying various micro-organisms; a survey of applied fields (medic, food, agriculture, etc.) Prerequisite: Biology 211; Chemistry 233; 3 hours of lecture and two hours of lab.) (CR-4).

342 PARASITOLOGY

The study of the morphology, biology and control of the parasitic protozoa, arthropods and helminths of man and domestic animals. Three hours of lecture and two hours lab. Prerequisite: Biology 212. (CR-4).

423      ECOLOGY

Relationships between organisms and their environments. "Applied ecology" and the modern viewpoint of the science, as well as man's dependence upon biota and his need to learn to live in adjustment with his fellow man and the natural environment. Prerequisite: Biology 212, 223, (Three lectures and arranged field periods) (CR-3).

432      BIOCHEMISTRY

A one-term course designed for chemistry and biology majors. Biochemistry is a multidisciplinary subject, applying chemistry, biology, and physics to living systems. Included are the chemical properties of biologically active compounds, enzymology and metabolism of carbohydrates, lipids, proteins and other nitrogen compounds. The interrelations among the carbon, nitrogen and energy cycles, and the special control mechanisms of metabolism will be explored. Prerequisites: Biology 211, Chemistry 341. (Three hours of lecture and two hours lab.) (CR-4).

481 - 482 SEMINAR

Science Seminar. One meeting per week. (CR-2).

491 - 492 INDEPENDENT STUDY AND RESEARCH

An introduction to the practice and methodology of biological and biochemical research under the supervision of staff. Survey of abstracts and pertinent literature on the problem, execution of a research program and submission in the form of a term paper or a small technical paper; can only be taken in senior year by an excellent student and only with the permission of the academic advisor. (CR-2).

## 171 PHYSICAL SCIENCES

A survey of physics, chemistry, geology and astronomy for nonscience majors, including topics of modern interest such as atomic energy, rockets and jets, environment, air and water pollution. (CR-3).

## CHEMISTRY

Chemistry Majors: Core curriculum plus Chemistry 212, 214, 341, 342, 311, 428, 431, 433; Biology 211, 223, 222; Physics 212, 214, and two electives from chemistry area courses.

### Course Descriptions

#### 212 GENERAL CHEMISTRY I

Fundamental concepts in chemistry, atomic and molecular structure, chemical reaction and stoichiometry; mole concept; simple gas laws; periodic classification of elements and descriptive inorganic chemistry. Three hours of lecture and one three hour lab. Prerequisite: Mathematics 211. (CR-4).

#### 214 GENERAL CHEMISTRY II

Continuation of Chemistry 212 and terminal course in general chemistry. Includes physical principles of chemical equilibrium; energy and chemical change; electrochemistry; solutions; acidbase concept; nomenclature and outlines of Organic Chemistry. Three hours lecture and one two-hour lab. Prerequisite: Chemistry 212.(CR-4).

#### 311 QUANTITATIVE ANALYSIS

Theory and practice of gravimetric analysis, volumetric analysis, oxidation-reduction titrations, complexometric titrations, iodimetry, ion-exchange and chromatography. Specific topics of absorption spectroscopy and potentiometric titrations are also included. Three hours lecture and one three hour lab. Prerequisite: Chemistry 212 and 214. (CR-4).

- 341      **ORGANIC CHEMISTRY I**  
A fundamental course in Organic Chemistry dealing with the chemistry of aliphatic hydrocarbons including their reactions and mechanisms; aromatic hydrocarbons, resonance theory and electrophilic substitution reaction with lab illustrations of the lecture material. Three hours of lecture and three-hour lab. Prerequisite: Chemistry 212, 214, (CR-4).
- 342      **ORGANIC CHEMISTRY II**  
A study of nucleophilic substitution reactions, nucleophilic addition reaction, heterocyclic compounds, organic medicinal compounds and photo-chemistry with lab illustrations of the lecture material with emphasis on recent advances and techniques. Three hours of lecture and three hours of lab. Prerequisite: Chemistry 341. (CR-4).
- 411      **SPECIAL TOPICS IN CHEMISTRY:**  
Topics of special interest will be chosen from the various areas of chemistry and discussed. Students will play a large role in the selection of materials. Three hours of lectures. Prerequisite: Consent of Advisor. (CR-3).
- 412      **ADVANCED INORGANIC CHEMISTRY:**  
A historical development of atomic structure, chemical periodicity, the ionic bond and electronegativity, crystal structure and a variety of reactions will be presented. Three hours of lecture. Prerequisite: Chemistry 214, (CR-3).
- 431      **PHYSICAL CHEMISTRY I**  
Physical chemical principles emphasizing the first and second laws of thermodynamics, kinetic theory of gases; phase equilibria; solubility of electrolytes and non-electrolytes; solid and liquid states of matter. Three hours of lecture and one three hour lab. Prerequisite: Chemistry 311, 342. (CR-4).
- 433      **PHYSICAL CHEMISTRY II**  
Surface properties: theories and application; kinetics and chemical equilibrium; electro-chemistry; survey of physical

chemistry and industrial processes. Three hours of lecture and one three hour lab. Prerequisite: Chemistry 431. (CR-4).

432      **BIOCHEMISTRY**

A one-semester course designed for chemistry and biology majors. Biochemistry is a multidisciplinary subject, applying chemistry, biology, and physics to living systems. Included are the chemical properties of biologically active compounds; enzymology; and metabolism of carbohydrates, lipids, proteins, and other nitrogen and energy cycles and the special control mechanisms of metabolism will be explored. Prerequisite: Biology 211, Chemistry 341. (CR-4).

481,  
483      **READING IN HONORS CHEMISTRY**

An extensive reading and in-depth study on a particular topic of advanced chemistry and presentation in the form of a review paper. Can be taken only in senior year. Prerequisite: Three years of chemistry. (CR-2).

491,  
492      **INDEPENDENT STUDY AND RESEARCH**

An introduction to the practice and methodology of chemical research under the supervision of the staff. Survey of chemical abstracts, chemistry literature and preparations and execution of research program. Can only be taken in senior year with the permission of the advisor. (CR-2).

**PHYSICS**

Physics Majors: Advanced level physics courses are available at North Carolina State University through the cooperative arrangements.

**Course Descriptions**

212      **GENERAL PHYSICS**

A general survey course concerning fundamental concepts of physics. Mechanics, heat and sound are usually included. Prerequisite: Mathematics 211. Three hours of lecture and two hours of laboratory. (CR-4).

## 214 GENERAL PHYSICS

A continuation of the Physics 212 to include electricity, the nature and theories of light, magnetism and some atomic and nuclear phenomena. Prerequisite: Physics 212; three hours of lecture and two hours of laboratory. (CR-4).

## ENVIRONMENTAL SCIENCE

MAJOR: A curriculum structure for the Environmental Science major is under preparation. It is a multidisciplinary area involving chemical, physical, biological, and sociological aspects of environments, related problems and controls. Major components of the program are (1) Solid waste disposal, (2) Air pollution, (3) Water pollution, (4) Radiation emission pollution, (5) Sociological, legal and political aspects of pollution, (6) Pollution and Urban life.

### Course Descriptions

#### 211 MAN AND AIR ENVIRONMENT

A general survey course designed for non-science majors to introduce the problems, facts, and figures of air pollution and its control. Federal criteria, standards and regulations are included. Discussions also include pollution and meteorology, control methods and technology. Three hour lecture. (CR-3).

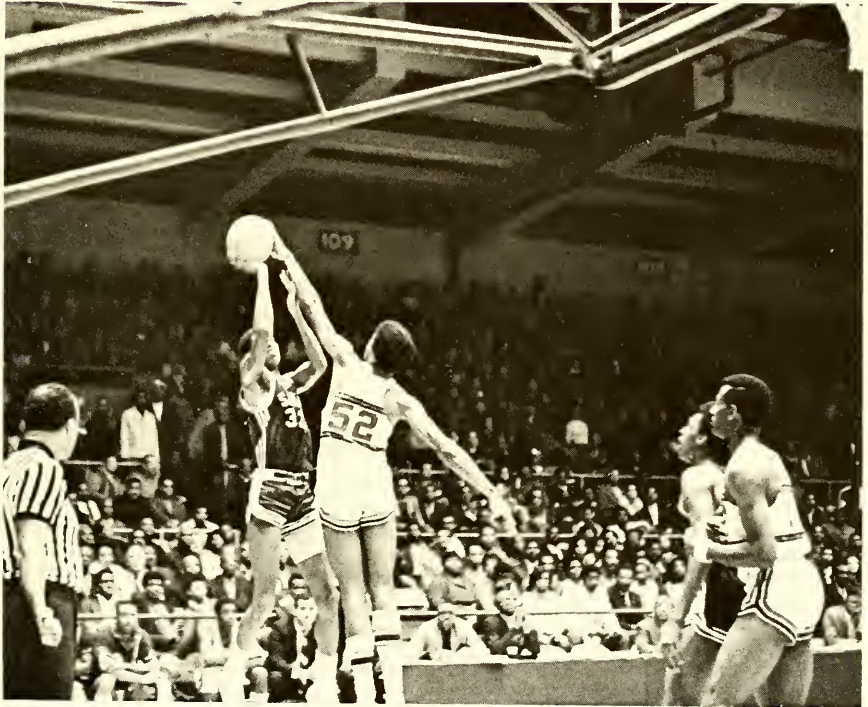
#### 212 ELEMENTS OF WATER POLLUTION

A general survey course designed for non-science majors to introduce the problems, facts and figures of water pollution and its control. Three hour lecture. (CR-3).

#### 351 SAMPLING AND ANALYSIS

A course designed for science majors to introduce the methods and technics of sampling of pollutants and their chemical identification and chemical analysis. Emphasis is placed on different techniques of sampling air with contaminants. Two hours of lecture, and two hours of lab. (CR-4).

An advanced level survey course for science majors on the sources, criteria, emission standards, federal regulations, and control technologies of air pollutants, special topics include air pollution meteorology, atmospheric chemistry, biological effect of pollution, etc. Three hours of lecture and three hours of laboratory and field experience. (CR-6).



## HEALTH AND PHYSICAL EDUCATION

Physical Education majors with teaching emphasis. (Teacher Education).

PHYSICAL EDUCATION MAJORS are required to take the core curriculum plus Physical Education: 221, 233, 373, 423, 432, 472 and 490. In addition, Arts & Crafts 312, Biology 211, 312, 323, Education 211, 212, 322, 480 and Physical Education S214 and S224 are required.

PHYSICAL EDUCATION MAJORS with emphasis in Professional Recreation are required to complete the core curriculum plus Physical Education 221, 233, 312, 313, 374, 432, 472, 491. In addition, Biology 312, 323, Education 312, 322, and Art 312.

### Course Descriptions

#### 141 PERSONAL HEALTH

This course is designed to explore and discuss realistic health topics that would stimulate, motivate and inspire students to wise health behavior in such crucial matters as eating, drinking, dieting, smoking, drug use and abuse, sex education, family living and environmental health. (CR-1).

#### 151 FUNDAMENTAL SKILLS

Designed for students who do not meet minimum standards of physical capacity and wish to elevate general levels of physical conditioning. Emphasis is placed on a wide variety of exercises, fundamental sport skills and games of low organization. (CR- 1).

#### 152 FUNDAMENTAL SKILLS

Continuation of 151. (CR- 1).

#### 211 TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS

A course designed for elementary teachers. Programs of physical education suitable for primary, intermediate and



upper elementary grades dealing with principles, methods, and materials are studied. (CR-3).

211 HISTORY AND PRINCIPLES OF HEALTH AND PHYSICAL EDUCATION

An orientation into the field of physical education through the study of historical backgrounds, systems, organizations, leaders, movements, programs and sports of the past and present. (CR-3).

222 TAP, FOLK AND SOCIAL DANCES

This course deals with the basic skills and techniques for folk, tap and social dance. (CR-½).

223 INTRODUCTION TO MODERN DANCE

A study of the fundamentals of modern dance, including an analysis of movement, conditioning techniques, choreography, composition, settings, costuming, and exhibition. (CR-2).

233 PHYSICAL EDUCATION

Personal, School and Community Health: This course correlates and emphasizes the physical, mental and emotional aspects of health as they relate to specific personal health problems; also emphasis on the school and community phase of hygiene, and the relation of the teacher to school and community health. (CR-3).

312 PHYSICAL EDUCATION: Techniques & Methods in Seasonal Sports I

Theory and practice of field hockey, soccer, archery, basketball, gymnastics, and apparatus. Analysis of performance skills, materials, and techniques. Opportunity to develop officiating and coaching skills. (CR-3).

313 PHYSICAL EDUCATION: Techniques & Methods in Seasonal Sports II

Theory and practice in volleyball, recreational games, speedball, softball, tennis badminton, track and field.

Materials and teaching techniques, analysis of skills involved. Opportunity for officiating and coaching. (CR-3).

341 METHODS AND MATERIALS IN COACHING AND OFFICIATING AT MAJOR SPORTS

Methods, materials, techniques and skills in teaching and coaching football, basketball, baseball, track and field, and other major sports. (CR-3).

342 RECREATION FOR THE HANDICAPPED

This course includes theory and practice in the development of recreation programs for the physically, mentally and socially handicapped. (CR-3).

343 PRINCIPLES OF COMMUNITY RECREATION

This course presents the story of play and efficient methods of organizing and conducting community recreational activities, such as a community playground, a recreation center, group outings, community swimming pools, parent-teacher entertainment, and church recreational occasions. (CR-2).

345 INTRAMURAL AND RECREATIONAL SPORTS FOR HIGH SCHOOL AND COLLEGE

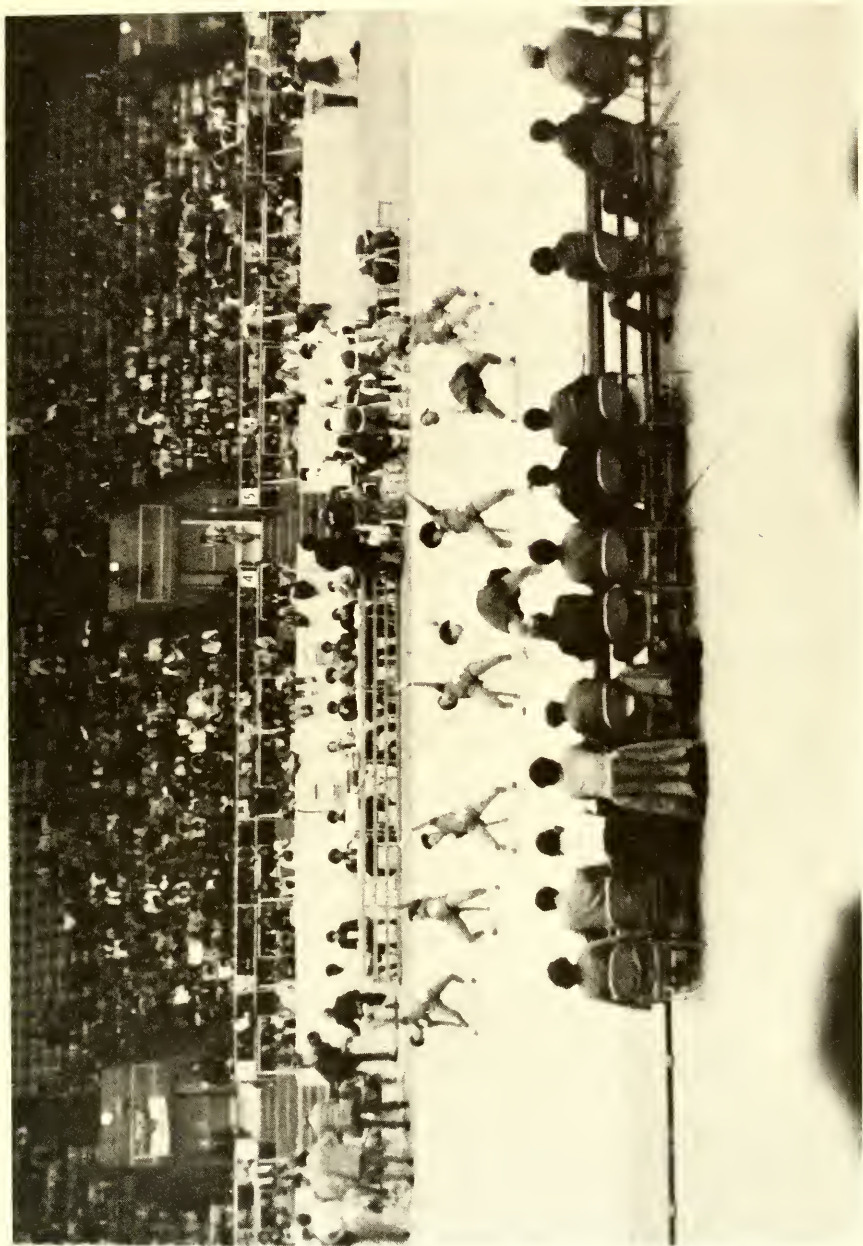
The organization and administration of intramural and recreational activities; lectures, papers, discussion of finance, equipment, schedules, policies and officiating. (CR-2).

351 PRINCIPLES AND METHODS OF TEACHING HEALTH EDUCATION

Principles and methods to be employed in the teaching of health in the elementary and secondary schools are presented. (CR-3).

373 KINESIOLOGY

A study of the principles of human motion. Anatomical and mechanical analysis of everyday physical education



activities for the purpose of promoting normal development and improvement of performance. (CR-3).

374 FIRST AID AND SAFETY

This course covers phases of school safety education - occupational, recreational and home. Lectures practices and demonstrations in the care and prevention of injuries are presented. (CR-3).

423 INDIVIDUAL AND CORRECTIVE PHYSICAL EDUCATION

This course considers problems presented by handicapped persons. The application of appropriate rehabilitation techniques is discussed. Practice in exercise measures is stressed for remedials. (CR-3).

432 ORGANIZATION AND ADMINISTRATION OF HEALTH AND PHYSICAL EDUCATION

This course considers administrative policies, problems and standards pertaining to the execution of the program of health and physical education in the schools and colleges. (CR-3).

472 INTRODUCTION TO TESTS AND MEASUREMENTS IN HEALTH AND PHYSICAL EDUCATION

This course is designed to familiarize students with tests and measurements in the field of health and physical education, test construction, scoring and methods of using results. (CR-3).

480 METHODS AND MATERIALS FOR TEACHING HEALTH AND PHYSICAL EDUCATION IN SECONDARY SCHOOLS

Special attention to the materials, techniques, and procedures relative to individual and dual sports, team games, rhythms, and gymnastic activities. Organization and guidance of learning experiences appropriate for desired outcomes. Study of local and state programs. (CR-3).

481 SUPERVISED EXPERIENCE IN PHYSICAL EDUCATION AND RECREATION  
This course provides laboratory experiences for major students under the supervision of staff in physical education and recreation activities. Students will observe and assist teachers and recreation leaders in various settings. Prerequisite: Completion of at least six skill courses and P.E. 480. (CR-3).

490 STUDENT TEACHING

491 RECREATION FIELD EXPERIENCE

This course is designed to provide experiences for those students who plan not to teach but to work in recreation. Assignments are made to local recreation agencies on the same basis as student teaching. (CR-3).

## SKILLS AND TECHNIQUES

S211 ARCHERY

Fundamental skills in target shooting and practice experience in archery games.(CR-½).

S212 BASEBALL (M)

Practice in fundamental individual baseball skills and strategies and the elements of position play. (CR-½).

S213 BASKETBALL

Practice experience in fundamental basketball skills and the elements of team play from the coaching standpoint. (CR-½).

S214 SWIMMING

Offers a fundamental skill and teaching knowledge of the basic strokes, individual water stunts, and basic dives. Fee \$6.00. (CR-½).

S200 SPORTS APPRECIATION

This course is designed to provide vicarious experiences in a variety of sport activities through the media of motion

pictures, slides, television, athletic events, guest speakers, models and discussion. (CR-½).

S221 FUNDAMENTALS OF RHYTHM

Fundamentals of movement and rhythmic response, both of which are essential to competence in the various fields of dance and in meeting the needs of daily living. A prerequisite to all dance courses. (CR-½).

S222 FIELD HOCKEY

A basic course covering practice in the fundamentals of stick work and team play. (CR-½)

S223 FOOTBALL (M)

Emphasis on the practice of fundamentals. Essentials such as theory of position play and field strategy are coordinated. (CR-½).

S224 FOLK AND SQUARE DANCE

Emphasis is on the basic techniques of folk and square dance. (CR-½).

S225 RECREATIONAL ACTIVITIES

Fundamental techniques, knowledge and appreciation of recreational activities from childhood to adulthood. Shuffleboard, table tennis, croquet, modified bowling, horseshoes, dart, table games, party games and group games are among the many activities. (CR-½).

S241 GOLF

Fundamentals of golf: grip, stance, swing, rules and etiquette. Practice will be given in use of long and short irons, the drive and putting. Practice and play on local golf courses. (CR-½).

S242 BOWLING

Fundamentals of duck pin and ten pin bowling. Practice in nearby commercial alleys. Fee \$7.50. (CR-½).

S243 GYMNASTICS AND TUMBLING

Instruction in elementary gymnastics including marching, calisthenics, apparatus and tumbling. Opportunity is provided for learning the techniques of teaching gymnastics. Separate sections for men and women. (CR-½).

S244 ADVANCED GYMNASTICS

The development of advanced skills in gymnastic experiences in individual and dual performance on various apparatus. (CR-½).

S251 SOCCER (M)

Practice in basic skills of kicking, trapping, heading, and tackling. The class divides into groups for principles of team play, recreation, and demonstration as a part of an intramural program. (CR-½).

S252 SOFTBALL

Fundamentals of softball, the correct form of throwing, catching, pitching, batting, and the play of the different positions demonstrated and practiced. (CR-½).

S253 TENNIS

Demonstration and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy. (CR-½).

S254 BADMINTON

Demonstration and drill in mechanics of grips, stances, footwork, strokes, services, fundamentals of court play, rules and strategy. (CR-½).

S261 VOLLEYBALL

Training and coaching in the fundamentals of beginning and advanced volleyball, ball handling, serving, set-up, attack, blocking and strategy. Rule interpretation, officiating and skill tests. (CR-½).

- S262     **WRESTLING (M)**  
Fundamental skills, individual and group methods of wrestling instruction. (CR-½).
- S263     **TRACK AND FIELD**  
Development of fundamental skills in the various track and field events ordinarily used in secondary schools and colleges. Separate sections for men and women. (CR-½).
- S264     **JUDO**  
A practical course in self-defense designed to provide the basic skills, knowledge and understanding in judo techniques. (CR-½).
- S265     **KARATE**  
Basic positions, movements, attacks and terms related to the art of Karate. Attainment of White Belt Rank. (CR-½).
- S271     **FENCING**  
This course is designed to provide students with the fundamental skills of foil fencing and an introduction to fencing weapons and equipment. (CR-½).
- S272     **SOCIAL DANCE**  
This course is designed to develop fundamental skills, knowledge, appreciation and etiquette in social dance. (CR-½).
- S273     **HANDBALL**  
This course aims to develop an understanding of rules, strategy and performance skills in handball. (CR-½).
- S274     **PADDLE TENNIS**  
To develop an understanding of rules, strategy and performance skills in paddle tennis. (CR-½).
- S275     **SLIMNASTICS**  
This course is designed to provide students with appropriate knowledge and skills in body development and control.



Contents include: lecture and conditioning exercises, modified apparatus work and testing for physical fitness. (CR-½).

## MATHEMATICS

MATHEMATICS MAJORS are required to take the core curriculum plus Mathematics: 311, 312, 423, 481, 223, 224, 225, 412, 413 and 425; additionally, majors are required to take: Chem. 212 & 214, Bio, 211 & 212 and Physics I & II; Ed. 490, Math 211, and 214.

### Course Descriptions

- 151 - GENERAL EDUCATION MATHEMATICS (CR-3 each  
152 course).
- 161 COMPUTER MATHEMATICS I
- The primary purpose of this course is to provide students with enough knowledge of computer programming to use the computer effectively as a tool. Prerequisite: Mathematics 151 and 152 or equivalent. (CR-3).
- 211 ALGEBRA AND TRIGONOMETRY
- This course is designed to present the algebra and trigonometry needed to study analytic geometry and calculus. (CR-3).
- 222 ANALYTIC GEOMETRY AND CALCULUS I
- Introduction to Analytic Geometry, functions, limits and derivatives, applications of derivatives. Prerequisite: Mathematics 211 or 152. (CR-4).
- 223 ANALYTIC GEOMETRY AND CALCULUS II
- Anti-derivatives, definite integrals and applications. Prerequisite: Mathematics 222. (CR-3).
- 224 ANALYTIC GEOMETRY AND CALCULUS III
- Properties of continuous and differentiable functions, polar coordinates, infinite series. Prerequisite: Mathematics 223. (CR-4).

- 225      **ANALYTIC GEOMETRY AND CALCULUS IV**  
Series, solid analytic geometry, partial derivatives, multiple integrals, line and surface integrals. Prerequisite 224. (CR-4).
- 311      **MODERN ALGEBRA**  
Semi-groups, groups, rings, integral domains and fields, Prerequisite: Mathematics 224. (CR-3).
- 312      **LINEAR ALGEBRA**  
A study of linear spaces, sequence spaces, linear dependence and independence, transformations, mapping, Euclidean and non-Euclidean vector spaces. Prerequisite: Mathematics 311. (CR-3).
- 313      **MATHEMATICAL PROBABILITY AND STATISTICS**  
Probability spaces, random variables, random sampling, estimation of parameters, testing of hypotheses. Prerequisite: Mathematics 244. (CR-3).
- 411      **DIFFERENTIAL EQUATIONS**  
Equations of the first order and first degree, orthogonal trajectories, linear differential equations non-homogeneous equations, inverse differential operations. Laplace transform, systems of equations and power series solutions. Prerequisite: Mathematics 225. (CR-3).
- 412      **THEORY OF NUMBERS**  
Elementary properties of integers, prime and composite numbers, Euclid's Algorithm, Congruencies, Theorems of Fermat and Wilson, primitive roots, Diophantine problems. Prerequisite: Mathematics 224. (CR-3).
- 413      **INTRODUCTION TO REAL ANALYSIS**  
A rigorous development of the real number system, sequences and convergence, point sets, limits, continuity and differentiability of functions, the Riemann integral and series. Prerequisite: Mathematics 225. (CR-3).

414 INTRODUCTION TO COMPLEX ANALYSIS

Functions, continuity, derivatives, convergence of infinite series, Cauch's integral formulas, Laurent's theorem, Taylor's series, Residues, Prerequisite: Mathematics 413. (CR-3).

423 MODERN GEOMETRY

Rise of postulational geometry; Euclid's system, non-Euclidean geometry, sets and propositions, forms of argumentation, deductive theory, postulational systems; consistency, independence and completeness of a postulational system, Hilbert's postulates. Point transformations, groups of transformations, matrices, the group of motion, projective spaces of dimension one, gross radio fixed points and projectivities. Prerequisite: Mathematics 224. (CR-3).

425 INTRODUCTION TO SET THEORY AND TOPOLOGY

Elementary set theory; cardinal numbers; Hausdorff's maximal principle; metric and topological spaces, including such topics as compactness, connectedness, and separation. Prerequisite: Mathematics 413 or equivalent. (CR-3).

481 - SEMINAR

482

Readings and Problems not covered in the required curriculum. This course is required of all fourth year majors. (CR-1).

## DIVISION OF HUMANITIES

### ENGLISH

The requirements for a major in English (non-teaching) are the following: a minimum of nine courses in English including 212 or 213, 215, 220 or 221, 230 or 231, 321 or 322, 331 and 322. Additionally, four trimesters of a foreign language and History 211 and 212 are cognate requirements. Education majors require, in addition to the above, Education 211, 322, 323, 480, 490, and Theatre 421.

## Course Descriptions

### 151 - COMMUNICATIVE ARTS

152

Concerned with the development of various areas of the communication skills: reading, writing, speaking, and listening. (CR-6).

### 153 RESEARCH WRITING

Designed to prepare the student in research skills and the several forms of research writing. (Prerequisite: English 151 and 152). (CR-3).

### 212 ENGLISH LITERATURE

A study of representative writers of English literature from the Old English Period to the Neo-Classical Age. Emphasis on major works. (CR-3).

### 213 ENGLISH LITERATURE

A study of representative writers of English literature from the Neo-Classical Age through the Nineteenth Century. Emphasis on major works. (CR-3).

### 215 THE ENGLISH LANGUAGE

A history of the English language, with special emphasis on the development of words and forms of English. (CR-3).

### 220 AMERICAN LITERATURE

A study of American literature from its beginning to the late Nineteenth Century. Emphasis on major works. (CR-3).

### 221 AMERICAN LITERATURE

A study of American literature from the late Nineteenth Century to the present. Emphasis on major works. (CR-3).

### 230 WORLD LITERATURE

A study of the masterpieces of Western Civilization from Homer to Shakespear.(CR-3).

- 231      **WORLD LITERATURE**  
A study of the masterpieces of Western Civilization from Pascal to the present. (CR-3).
- 321      **SHAKESPEARE**  
A study of the comedies and histories of the late 1590's with emphasis on understanding and appreciating the earlier plays. (Prerequisites: 212 and 213) (CR-3).
- 322      **SHAKESPEARE**  
A study of the comedies and tragedies of the later period with emphasis on understanding the development of Shakespeare's powers as a dramatist. (Prerequisites: 212 and 213) (CR-3).
- 331      **ADVANCED GRAMMAR**  
Intensive review of structural principles of both traditional and generative forms. (CR-3).
- 332      **ADVANCED COMPOSITION**  
Intensive exercise in critical, expository writing with emphasis on style. (CR-3).
- 333      **CREATIVE WRITING**  
Intensive exercise in the writing and analysis of dramatic, fictional and poetic forms. (Prerequisite: consent of instructor) (CR-3).
- 410      **THE ENGLISH NOVEL**  
The development of the novel from Defoe to the Twentieth Century. Extensive reading . (CR-3).
- 411      **THE SHORT STORY**  
The development of short fiction with emphasis on American authors. Extensive reading. (CR-3).
- 412      **MODERN POETRY**  
A study of representative English and American poets of the Twentieth Century. Extensive reading. (CR-3).

- 413 CONTEMPORARY PROSE  
A study of representative prose writers of the Twentieth Century. Extensive reading. (CR-3).
- 421 ENGLISH ROMANTIC POETS  
A study of the English Romantic poets with special attention given to Wordsworth, Coleridge, Byron, Shelley, and Keats. (CR-3).
- 422 VICTORIAN POETRY  
A study of representative poets of the Victorian Era with special emphasis on Tennyson, Browning and Arnold. (CR-3).
- 432 MODERN DRAMA  
A study of dramatic literature from Ibsen to the present. (CR-3).
- 481 - ADVANCED TOPICS  
482  
Advanced topics for English Area majors. (Prerequisite: consent of the area faculty) (CR-6).
- 491 - INDEPENDENT STUDY  
492  
Independent study and research for English Area majors. (Prerequisite: consent of the area faculty) (CR-6).

## HUMANITIES:

### Course Descriptions

- 151 - INTRODUCTORY COURSE IN THE HUMANITIES. (CR-6).  
152

## THEATRE ART

THEATRE ART - ENGLISH CO-MAJORS (TEACHING) are required to take the core curriculum in addition to Theatre 211, 212, 217, 230, 231, 321, 322, 323, and 440; a minimum of nine courses in English including 212 or 213, 215, 220 or 221, 230 or 231, 321, or

322, 331 and 332. Additionally, Communications 161 and two trimesters of a foreign language. Teaching majors must take Education 211, 212, 322, 323, 480, 490, and 491.

THEATRE ART-ENGLISH CO-MAJORS (NON-TEACHING) are required to take the core curriculum in addition to Theatre 211, 212, 217, 230, 231, 321, 322, 323, 440, 326, 351, 421, and 451; a minimum of nine courses in English including 212 or 213, 215, 220 or 221, 230, or 231, 321 or 322, 331, and 332; Communications 161 and two trimesters of a foreign language. Related electives may be taken to make up required credits.

All theatre art majors are required to participate in some technical or acting aspect of the Shaw Players and Company's dramatic productions. Students, whether theatre arts majors or not, receive one unit of credit per semester for participation. Participation is on a continuous basis with constant evaluation by personnel of the department.

In addition, all senior theatre art majors, as a thesis requirement, must direct a theatre production from inception of script-idea to finished, live performance. (A co-major may be chosen from any other related area).

### Course Descriptions

#### 211 HISTORY OF THE THEATRE

A composite picture of the major periods of theatre history with special emphasis on and attention to the contrast between classical and modern theatre. (CR-3).

#### 212 HISTORY OF THE THEATRE

A continuation of Theatre 211. Prerequisite: Theatre 211. (CR-3).

#### 217 ORAL INTERPRETATION

The study and practices of the presentation of literature for oral interpretation. Prerequisite: Communication 161. (CR-3).

- 230     **ACTING I**  
Training in basic stage fundamentals. Special projects and group participation. (CR-3).
- 231     **ACTING II**  
Second trimester continuation. Prerequisite: 230. (CR-3).
- 321     **STAGECRAFT AND SCENE DESIGN**  
A combined study of scene design with emphasis on spatial visualization in three dimensions, the study and use and control of lighting instruments, color psychology and design, problems of sound techniques and reproduction for dramatic use, building and handling of all types of scenery, handling of stage equipment and rigging, and scene painting. (CR-3).
- 322     **STAGECRAFT AND SCENE DESIGN**  
Second trimester continuation. Prerequisite: 321. (CR-3).
- 323     **TECHNIQUES OF MAKEUP**  
An introduction to stage makeup with emphasis on straight, glamor and character makeup and a thorough study of materials and application. Fee \$10.00 (CR-3).
- 326     **AFRO-AMERICAN THEATRE**  
A study of the problems and styles of Black playwrights and the development of Black theatre in America. (CR-3).
- 351     **PLAYWRITING**  
An analytical approach to writing of plays, plot structure, character delineation, dialogue study and manuscript preparation and marketing. (CR-3).
- 421     **THEATRE WORKSHOP**  
Required of all English majors. Not required of Drama majors. A composite and practical course designed for English Teachers who are often required to produce and direct some plays on the elementary or secondary level. Laboratory fee \$3.00. (CR-3).



440 DIRECTING

A laboratory in which student-directed scenes are presented for discussion and criticism. Basic concepts of directoral approaches and functions are studied. Thesis project required. (Cr-3).

451 ADVANCED PLAYWRITING

Guided writing of plays for advanced students. Prerequisite: Theatre 351. (CR-3).

480 STUDENT TEACHING

490 Methods and materials for teaching theatre art in the secondary schools. (CR-3).

MUSIC

Students majoring in music, either vocal or instrumental, are required to take the core curriculum plus the following courses in the area: 211, 212, 311, 312, 441, 442, 456, 457, 458, 465 and Ed. 471-Mus. and Ed. 490-Mus. In addition to the above, all students majoring in music are required to take private lessons in their chosen specialty (voice, piano, instrument) and to participate in either vocal or instrumental ensembles throughout their tenure at Shaw.

All students majoring in Music at Shaw will be required to prepare and present a recital in their senior year; or will write a formal thesis of no less than 25 typewritten pages (not including bibliography and title page); or will serve as accompanist for a senior recitalist.

All students taking Applied Music are required to perform at student recitals. A bi-monthly seminar in Music Performance and Conceptual Development is concomitant with Applied Music: 250-251, 350-351, 450-451, 495-496. Attendance at this seminar, therefore, is required for the successful completion of obligations. Failure to fulfill any or all of the above conditions will result in a failing evaluation in Applied Music.

## Course Descriptions

- 150      **SECONDARY PIANO**  
Instruction in piano designed to develop fundamental technical knowledge at the keyboard. This course is designed for the non keyboard music major. (CR-1).
- 151      **SECONDARY PIANO**  
Continuation of 150. (CR-1).
- 211      **HARMONY I**  
A study of notation, scales and intervals in all keys, ear training, sight singing, melodic dictation and simple traids. (CR-4).
- 212      **HARMONY II**  
Primary and Secondary traids, and their inversions in major and minor introduction to diatonic 7th chords; sight singing, melodic and harmonic dictation, and keyboard harmony. (CR-4).
- 215      **UNIVERSITY CHORALE (a)**  
Open to all students. Extensive rehearsal and performance required. (CR-1).
- 215      **UNIVERSITY BAND (b)**  
Open to all students. Study of repertoire from all eras, development and study of ensemble playing, rehearsal techniques, preparation and presentation of concerts. (CR-1).
- 225      **MUSIC APPRECIATION**  
A non technical survey-The Baroque and Classical periods. (CR-3).
- 226      **MUSIC APPRECIATION**  
A non technical survey-Romantic through 20th century music. (CR-3).

- 250 APPLIED MUSIC: 1ST YEAR CLASSIFICATION  
Private lessons in instrument or voice or piano. Intensive practice. (CR-1).
- 251 APPLIED MUSIC  
Continuation of 250. (CR-1).
- 311 HARMONY III  
Utilization of extended chords and further application of sight singing, melodic and harmonic dictation. (CR-3).
- 312 ADVANCED HARMONY AND COUNTERPOINT  
Continuation of Music 311 with emphasis on melodic construction. Introduction of modal and tonal counterpoint. (CR-3).
- 350 APPLIED MUSIC: 2ND YEAR CLASSIFICATION  
Private lessons in instrument or voice or piano. Intensive practice. (CR-1).
- 351 APPLIED MUSIC  
Continuation of 350. (CR-1).
- 396 TWENTIETH CENTURY HARMONY  
A study of various harmonic techniques of the 20th century. Prerequisites: Music 211, 212, 311, and 312. (CR-3).
- 441 MUSIC HISTORY - FORM AND ANALYSIS  
A survey of music ancient forms through the Baroque period. (CR-3).
- 442 MUSIC HISTORY - FORM AND ANALYSIS  
Classical through 20th Century Music. (CR-3).
- 450 APPLIED MUSIC: 3RD YEAR CLASSIFICATION  
Private lessons: Voice, Piano, Instrument. (CR-1).
- 451 APPLIED MUSIC  
Continuation of 450 (CR-1).

- 457      **WOODWIND INSTRUMENTAL METHODS**  
Techniques and methods of playing and teaching woodwind instruments. (CR-2).
- 458      **PERCUSSION INSTRUMENTAL METHODS**  
Fundamentals of drumming; principles of pedagogy relating to the instrument and its family; its use and relationship in the band; methods, materials and history. (CR-2).
- 464      **BAND ARRANGING**  
Study of Band instruments, transpositions, their ranges, musical functions, technical and tonal possibilities; arranging of various kinds of pieces for different small ensemble combinations and the concert band. (CR-3).
- 465      **CONDUCTING - ORCHESTRATION**  
Theory and practice of conducting, the basic skills, score reading and rehearsal techniques. The study of band orchestral instruments and scoring for large and small ensembles. (CR-4).
- 466      **ADVANCED CONDUCTING AND READING**  
Analysis and interpretation of literature for use in school and community at various levels of ability. Development of knowledge and the art of conducting through the concentrated study of conducting techniques involved in the repertoire of all historical periods. (CR-3).
- 456      **BRASSWIND INSTRUMENTAL METHODS**  
A heterogeneous class in fundamentals of embouchure for motion, fingering, playing, breathing; principles of pedagogy, relating to brass instruments, use and relationship for band methods and materials. (CR-2).
- 471      **EDUCATION 471 (MUS) ELEMENTARY MUSIC METHODS**  
A survey-study of the methods and materials for teaching music in the elementary school. (CR-3).



- 490 EDUCATION 490 (MUS) SECONDARY MUSIC METHODS  
A survey-study of the methods and materials for teaching music in the secondary school. (CR-3).
- 495 APPLIED MUSIC: 4TH YEAR CLASSIFICATION  
Private instruction: Voice, Piano, Instrument. (CR-1).
- 496 APPLIED MUSIC  
Senior Recital Or Thesis (CR-1).

## VISUAL ARTS

Visual Arts: Students may major in the visual arts or in Art Education. All majors are required to take the core curriculum plus Art: 190, 222, 312, 313, 331, 411, 421, 413, 423, and 431. Additionally, majors are required to take two art electives plus other related electives.

### Course Descriptions

- 190 INTRODUCTION TO THE VISUAL ARTS  
An introductory survey of the visual arts (painting, sculpture, architecture) from the beginning to the present, with emphasis on representative works of major periods and cultures. Specifically designed for the student who wishes to major in art. Students will be required to observe an example of each of the visual arts.(CR-3).
- 222 DRAWING AND COMPOSITION  
An introduction to the principles and techniques of representational drawing and the investigation of various media. (CR-3).
- 312 ARTS IN THE ELEMENTARY AND SECONDARY SCHOOL  
Practice in art for the classroom teacher in accordance with evaluations prescribed in the state course of study. (CR-3).

- 313 BASIC DESIGN I  
A basic study of all visual and textural factors comprising a surface. Projects are assigned to investigate line, form, color, texture, etc. (CR-3).
- 331 SCULPTURE I AND THREE DIMENSIONAL DESIGN  
A study in volume design; direct carving in wood and stone. (CR-3).
- 332 SCULPTURE II AND THREE DIMENSIONAL DESIGN  
Advanced work in wood, stone, and metal. Specialization in one of the permanent media. (CR-3).
- 411 CERAMICS I  
A study in pottery design and production and uses of ceramics material. Hand-building involving the slab and coil methods. Firing practices. (CR-3).
- 412 CERAMICS II  
Advanced study in pottery design and production and uses of ceramics. (CR-3).
- 413 DESIGN AND APPLIED ART (CRAFTS)  
A design workshop toward the development and fabrication of such projects of enameling, mosaics, hooked rugs, wall hangings, etc., using a variety of materials, including plastics, metals, wood, cloth, textiles, paper, etc. (CR-3).
- 423 TWENTIETH CENTURY ART  
An analysis and interpretation of contemporary American and European art as it has evolved from the late 19th century to the present. Effort is made to identify major and significant developments in painting and sculpture. Prerequisite: 211. (CR-3).
- 421 GRAPHIC DESIGN  
Etching and engraving; monotype, dry point, hard and soft ground, etching, sugar lift and aquatint. Prerequisites: 222, 313, (CR-3).

431 - PAINTING I AND II

432

This course is designed to expose the student to the techniques of oil painting, casein, acrylics and other accepted media. (CR-6).

## FOREIGN LANGUAGES

### FRENCH

French majors are required to take the core curriculum (including French 153-154 and, if necessary, French 151-152) plus French 213, 322, 331, 322, 333, 334, 341, 342, 411, and 412. Cognate courses are French 222 and 330.

**IMPORTANT:** All students wanting to take French (either as a major, a requirement or an elective) who have had at least two years of French in a high school, are required to take a placement examination which will determine whether they will take elementary or intermediate courses.

#### Course Descriptions

151 - ELEMENTARY FRENCH

152

A basic knowledge of the French language to acquire a good pronunciation, to familiarize the student with the basic elements of French grammar, to understand and use French idioms, to express himself in simple French sentences and to read simple French texts fluently. (CR-6).

153 - INTERMEDIATE FRENCH

154

To intensify the student's knowledge of French and the French people, to increase his fluency in speaking French, review and reinforce his knowledge of French grammar, and acquaint him with some works of French literature and aspects of French life and culture. (CR-6).

211 - RAPID READING

212

Designed to give the student some conception of the thought and characteristics of the French people as reflected in the selected samples of their literature. Prerequisite: French 154. (CR-6).



213 PHONETICS

Practical study of the most important fundamentals of French pronunciation, the phonetic alphabet, and phonetic transcriptions. Analysis of individual difficulties with corrective exercise. Prerequisite: French 154 (French 153 for majors upon permission of their advisor). (CR-3).

222 BASIC CONVERSATIONAL FRENCH

Intensive oral practice to improve the student's comprehension speaking abilities, and to increase his command of vocabulary. This course is also recommended for non-majors who want to attain a certain fluency in French. Prerequisite: French 154. (CR-3).

312 EXPLICATION DE TEXTES

A course designed to observe critically the works of authors studied in high schools and colleges through study of texts. Prerequisite: French 154. (CR-3).

322 FRENCH CIVILIZATION

A study of the political, historical, and artistic developments in France starting with the times of ancient Gaul, with particular attention to current French civilization. Prerequisite: French 154 (French 153 for majors upon permission of their advisor). (CR-3).

330 EARLY FRENCH LITERATURE

A survey of early French literature from *Les Chansons de Geste* and *Les Romans Courtois* by way of the Chantadors and French religious Drama and Comedy to Francois Villion and the Renaissance (Francois Rabelais, Marot, Du Bellaye, and *La Pleiade*, Ronsard, Montaigne). Prerequisite: French 154. (CR-3).

331 THE GOLDEN AGE OF FRENCH LITERATURE

A survey of Seventeenth Century Literature as illustrated by works of Pascal, Descartes, La Fontaine, La Rochefoucauld, Corneille, Racine, and Moliere. Prerequisite: French 154. (CR-3).

332 THE CENTURY OF "LES PHILOSOPHES"

A survey of the philosophic and social outlook of the eighteenth century as reflected in the writing of the encyclopedists Montesquieu, Voltaire, and Rousseau. Prerequisite: French 154. (CR-3).

FRENCH LITERATURE FROM ROMANTICISM  
TO SYMBOLISM

A detailed study of the works and philosophies of the following nineteenth century authors: Chateaubriand, Hugo, Balzac, Flaubert, Zola, France and the poets of the latter half of the nineteenth century. Prerequisite: French 154. (CR-3).

334 CONTEMPORARY FRENCH LITERATURE

A detailed study of the works and philosophies of French Twentieth Century authors from Marcel Proust, Andre Gide, and the Surrealist poets by way of Jean Giraudoux, Francois Mauriac, and Antoine de Sainte-Exupery to Jean-Paul Sartre and le nouveau roman. Prerequisite: French 154. (CR-3).

335 FRENCH CLASSICAL DRAMA

A detailed study, translation, and discussion of some of the works of Corneille, Racine, and Moliere. Prerequisite: At least two literary survey course. (CR-3).

336 FRENCH POETRY

Readings and detailed discussion of French poetry with special emphasis on La Pleiade, Boileau and some of the modern poets from Baudelaire to Arragon. Prerequisite: at least two literary survey courses. (CR-3).

337 FRENCH LITERARY EXISTENTIALISM

A detailed study of philosophical, political, and literary development of French literary existentialism, with readings from the works of Sartre, Camus, Ionesco and others. Prerequisite: at least two literary courses. (CR-3).

341 - FRENCH SYNTAX AND COMPOSITION  
342

A careful study of advanced French grammar and linguistics, developing in the student the ability to "think" French and to express himself well in written French. Prerequisite: At least one course of advanced French. (CR-6).

411 - ADVANCED FRENCH CONVERSATION  
412

This course is intended to develop and perfect the ability to converse fluently in French on any given topic. (CR-6).

## GERMAN

### Course Descriptions

151 - ELEMENTARY GERMAN  
152

A basic knowledge of the German language, to acquire a good pronunciation, to familiarize the student with the basic elements of German grammar and sentence structure, to express himself in simple German sentences, and to read basic German texts fluently. (CR-6).

153 - INTERMEDIATE GERMAN  
154

To increase the student's knowledge of and fluency in spoken and written German, to review and reinforce his knowledge of German grammar and sentence structure and to acquaint him with some works of German literature and some aspects of life and culture of German-speaking countries. (CR-6).

211 - SCIENTIFIC GERMAN  
212

Intended mainly for pre-medical students and other specializing in the sciences. To be taken instead of German 153-154. (CR-6).

231 - GERMAN LITERATURE  
232

A survey of German Language literature from the Nibelungenlied to Berthold Brecht (by way of Martin

Luther, Goethe, Schiller, Gerhart Hauptmann and Thomas Mann). Prerequisite: German 154. (CR-6).

322 CIVILIZATION OF THE GERMAN-SPEAKING COUNTRIES

(German civilizations). A study of the historical, political, and cultural background, the similarities and differences of the Austrian, German and Swiss civilizations. Prerequisite: German 154. (CR-3).

411 ADVANCED GERMAN CONVERSATION

Intensive practice in advanced conversational German, including oral reports by students and class discussion of articles in German news media, such as newspaper and magazines. Prerequisite: German 154. (CR-3).

## ARABIC LANGUAGE

### Course Descriptions

151 ARABIC I

To acquaint the student with the Arabic Alphabet, numerals and simple grammar in addition to easy translation. (CR-3).

152 ARABIC II

A brief survey of Arabic I. Drill in pronunciation, translation, conversation and writing. Reading of easy selected material will be required. (CR-3).

153 ARABIC III

To tensify the student's knowledge of Arabic. More Grammar and practice in writing and reading.

154 ARABIC IV

To reinforce the student's knowledge of Arabic grammar, speaking and writing. Further, they will be acquainted with some books of Arabic literature and some aspects of life and culture of the Arabs.

## SPANISH

Students may acquire a concentration (or minor) in Spanish by completing six (6) courses beyond the elementary level. In view of the trend toward bilingualism in this country, students who plan to live and/or work in urban areas with large Spanish-speaking populations are especially urged to choose Spanish as a minor. Chances for gainful employment are considerably enhanced for those persons with a proficiency in Spanish.

### Course Descriptions

#### 151 - 152 ELEMENTARY

Introduction to the language through listening practice, conversation, simple readings, and elementary writing. (CR-6).

#### 153 INTERMEDIATE CONVERSATION AND GRAMMAR.

A continuation of Elementary Spanish with expanded opportunities for comprehension and speaking proficiency. (CR-3).

#### 154 INTERMEDIATED COMPOSITION AND GRAMMAR

A continuation of Spanish 153 with expanded opportunities for reading and writing proficiency. (CR-3).

#### 211 RAPID READING

Current events in the Spanish-speaking world will be used as reading materials. (CR-3).

#### 222 SPECIAL TOPICS IN SPANISH HISTORY, LITERATURE, AND CULTURE

These are taught in English and/or Spanish and may change each term. The course may be repeated for credit provided different topics are studied. (CR-3). Possible topics:

1. The Black Man in Latin America
2. African Influence in Latin America

3. Nicolas Guillen, Black Poet of Cuba
4. Race and Color in Caribbean Literature
5. Puerto Rico and the Black Man
6. Afrocubanism
7. Black Poetry (Poesia Negra)
8. The Spanish Civil War in Fact and Fiction
9. The Inquisition
10. Hispanic Nobel Prize Winners
11. (Students may suggest others)

341 - **ADVANCED SPANISH GRAMMAR, COMPOSITION**  
 342 **AND CONVERSATION**

Selected readings in Spanish and Latin American Literature. For students who want intensive oral and written work in Spanish. (CR-3 each trimester).

### **INTERNATIONAL STUDIES**

#### Course Descriptions

151 **INTRODUCTION TO WORLD POLITICS**  
**(NON-WESTERN)**

A general survey course, geared to help the student understand, in a simplified way, the concepts underlying the behavior of sovereign nations on international planes. The effect of the foreign policy process on domestic matters and vice-versa (Vietnam and the Civil Rights Movements are just some ones in point) will be thoroughly explored. To sufficient and different extents, other important international topics will be discussed such as the U.N., Regional Organizations, Non-Western World and current world problems. In addition, the approach to teaching this course (lecture-discussion, films, slides, guest speakers..etc.) makes it extremely educational for all students regardless of major. (CR-3).



352 U.N. AND REGIONAL ORGANIZATIONS

The development of International Organization as an important vehicle in world politics; a brief survey of the League of Nations and detailed study of the United Nations: establishment, structure, functions, and contemporary problems and direction. Furthermore, the origins, functions, and the roles of various important regional organizations, in their respective regions and in world affairs, will be explored. (CR-3).

411 U.S. FOREIGN POLICY

Sophisticated analysis of the concepts shaping the conduct of international politics in general, exploring in depth the goals of the U.S. foreign policy and the internal and external factors which influence its course and process. Special attention will be given to the U.S. relations with the big powers, developing nations and various important international organizations. Specific and relevant issues such as the "Cold War", "peaceful co-existence", "Technology", "Balance of Terror" and "Nonalignment" will be analyzed. (CR-3).

491 SEMINAR ON DEVELOPING NATIONS

Survey of economic problems of the developing nations with emphasis on those of the contemporary era - crucial, economic and political. Special attention will be given to Africa, problems of change and the creation of the viable economy and political systems. The role of the Non-Western World in International affairs and its actions and reactions in dealing with internal and external problems will be discussed in depth. (CR-3).

492 SEMINAR

This course is designed to deal with specific affairs of one country or some regions of the world as deemed useful and necessary later. (CR-3).



## HISTORY AND GEOGRAPHY

HISTORY MAJORS are required to take the core curriculum plus History: 311, 312, 313, 332, 341, 342, 351, 371, 372, and 412, plus International Studies: 151, 352, and 411. In addition, the student must take two courses selected from: Urban Politics: 223; African Studies: 322, Geography: 211, 213; Business & Economics: 211; History: 212, 343, 211, 451, and 491.

### Course Descriptions

#### 211 WESTERN CIVILIZATION I

The course starts with the beginning of civilizations. The early civilization of Egypt and Mesopotamia. A full discussion of the Greek and Roman Civilizations, the Persian Empire and Chinese civilizations will be explored as well. (CR-3).

#### 212 WESTERN CIVILIZATION II

In the second part of Western Civilization, an attempt is made to cover the Early Middle Ages (500-1050), the High Middle Ages (1050-1270), the Later Middle Ages (1270-1520), and the Renaissance, and the Reformation, and Wars of Religion (1520-1660). (CR-3).

#### 311 EUROPEAN HISTORY I

To acquaint the student with European History since the Seventeenth Century to World War I. Special Attention will be given to the Industrial Revolution, Nationalism, the Colonial era and its impact in Europe and outside it. (CR-3).

#### 312 EUROPEAN HISTORY II

To acquaint the student with European History since World War I. Special emphasis will be on the Contemporary affairs, social, economic, and political, mainly as related the United States. (CR-3).

#### 313 HISTORY OF THE MIDDLE EAST I

To introduce the student to various civilizations that appeared in the Middle East from the earliest times up to

World War I. Various important invasions and rivalries concerning this vital area are to be discussed as well. Special attention is given to relatively later periods and to American-Middle Relations. (CR-3).

331 LATIN AMERICA I

To acquaint the student with the History of Latin America from the earliest time up to the Era of Independence, 1820's. Special attention will be given to indigent civilizations, and the European colonial drives. (CR-3).

332 LATIN AMERICA II

A continuation of the first part, dealing with the history of this area up to the present. Special consideration for the Independence Movements, and social, economic and political developments. U.S. - Latin American relations will be emphasized. (CR-3).

342 U.S. HISTORY I

Study of the evolution of the U.S. from its discovery to the Civil War (exclusive). Special attention will be given to the objectively analyzed roles of the Black, as well as White man during the periods. (CR-3).

342 U.S. HISTORY II

A continuation of part I to the present. Emphasis on the Civil War and Reconstruction Periods. (CR-3).

343 TWENTIETH CENTURY AMERICA

A survey of American history from 1890 to the present. Special emphasis is placed upon the U.S. expansion, the two World Wars, the New Deal and the contemporary era. (CR-3).

351 FAR EAST HISTORY

A history of the peoples, cultures and politics of this area. Special emphasis will be on China, Japan and the American-Asian relations in general. (CR-3).

371 AFRICAN HISTORY I

To introduce the student to African History from the beginning to the First World War. General survey of the history of all parts of the African continent and its contributions to human endeavors. Special attention is given to the African-American ties, since the early period of the sixteenth century. Various aspects of the colonial era: goals, and impact on Africa, are to be thoroughly discussed. (CR-3).

372 AFRICAN HISTORY II

A brief analysis of the Colonial Era. African History from World War I to the present will be studied. Emphasis on the present era of independence. Important topics such as social, economic and political problems, non-alignment, O.A.U., and the African-U.S. (mainly Afro-American) relations will be thoroughly discussed. (CR-3).

412 MIDDLE EAST HISTORY II

To expose the student to the importance of the Middle East and to the various contemporary affairs of its people since World War I. Special attention will be given such important topics as the Palestine Question, involvement in the Cold War, Strategic and Economic importance and the American National Interests in that vital part of the world. Further, the present upheavals and dynamic changes in the area will be thoroughly analyzed. (CR-3).

451 RUSSIAN HISTORY

A general survey of the Russian History from the beginning to the present. Emphasis on the latest period starting with the Bolshevik Revolution, especially the contemporary era since World War II. (CR-3).

491 SENIOR SEMINAR (CR-3).

## ISLAMIC COURSES:

### 221 ISLAM I

A discussion of the pre-Islamic era in the Arabian Peninsula-Al-jahelyeh. The life of the Prophet Mohammad and the Message of Islam. The spread of Islam beyond the Arabian Peninsula during the period of A-Khulafa Al-Rashidan the Umayyads and the Abbasids. (CR-3).

### 315 ISLAM II

Islamic thought and philosophy from the Abbasids era to the present. Special emphasis given to contemporary movements concerned with having Islam as a vehicle of social, economic and political progress. (CR-3).

## GEOGRAPHY

### Course Descriptions

### 211 PRINCIPLES OF GEOGRAPHY

A study of the natural environment as related to man and his activities. (CR-3).

### 313 REGIONAL GEOGRAPHY

A description and analysis of the major regions of the world with emphasis upon man and his use of the lands.(CR-3).

## PHILOSOPHY AND RELIGION

Students majoring in the area of Philosophy and Religion are required to take at least eight courses in the area. Students may concentrate in either area or may divide their work between Philosophy and Religion.

## PHILOSOPHY

### Course Descriptions

### 240 - QUESTION AND BEING 241

Essential to being human is to question our humanness and our world. What does it mean to question humanness and

world? Where does question receive its right and authority to question? And how does question find its proper direction and limits in human existence?

Courses offered in this series shall undertake a preliminary task: to allow the student to become involved in questioning the nature and limits, not only of his own thinking and being, but of the world's being and movement. To achieve this task, course shall attempt a dialogue between the questioning of our understanding of the present world situation and the thinking of the past. The direction of a particular course will be set by focusing upon specific problems and areas of questioning such as: the division in our thinking between "objective knowledge" and "subjective experience"; freedom and change; truth and beauty; the perception of feeling; the question of person; of gods and men; etc. (CR-3 each course).

251 POETRY AND LANGUAGE

Poetry is not an embellishment or an ornament of language, nor is it simply the expression of feeling, leaving thinking to philosophy and "common sense". Rather, poetry holds within it the essence of language and thinking, and it is the poet who leads the thinker . The course shall undertake an inquiry of this thesis through a dialogue with the poets and thinkers.(CR-3).

252 MYTH AND REALITY

The world of language is the field of activity or the form of participation where the reality of man and the world are revealed and celebrated. Reality, then, is not something ready-made, to be labeled with words, but becomes what it is through the power of language itself. Mythical thinking is this field of activity which underlies all forms of human expression and understanding. Through an inquiry into myth, dance, drama and fiction, the course shall undertake a discussion of their bearing upon reality and thinking. (CR-3).

## VISION AND PERCEPTION

Is the perceived world simply the sum of objects identified by a detached observer, controlled by verifiable propositions, and secured by rational principles? Or is perception rather the activity of bodily-consciousness in the world which forms the foundation of all thinking, value and existence? The course attempts to expose the nature of perception through a discussion of music, art and beauty, and to articulate an understanding of vision as the projection of perception which catches a glimpse of hidden forms and meanings in the world of the present. (CR-3).

341

## THE ORIGINS OF TECHNOLOGY

The present techno-electronic age places into question man's understanding of himself as a person and his relationship to the world. This course undertakes an inquiry into the origins of technology for the purpose of exposing the essential relation of man to his work in the world. (CR-3).

342

## SCIENCE AND IMAGINATION

The conventional understanding of scientific inquiry claims that its method yields "precise" and "objective" knowledge. In effect, man becomes a spectator, detached, from what he knows. In rethinking the basis of "scientific" knowledge, this course shall place into question the claim for objectivity as an appropriate description for how man knows, and shall investigate what significance and understanding of the imagination has for knowledge of any kind. (CR-3).

343

## EARTH, WORLD AND CONSCIOUSNESS

"The mind is the meaning of the body." The purpose of the course shall be to investigate the meaning and significance of this statement for establishing a basis of dialogue between the biological and behavioral sciences, and the questioning of truth which comes to expression through man's bodily activity and commitment to self-understanding and to the care for the earth in which he is rooted. (CR-3).

- 461 - SEMINAR: SPECIAL TOPICS  
462 Inquires into particular thinkers, problems and issues which may arise from the interest and questioning of students and instructor. (CR-6).
- 481 - INDEPENDENT STUDY  
482 A study developed by the student and undertaken independently with the instructor.(CR-6).
- 484 - THESIS RESEARCH AND WRITING  
485 Upon approval of the Area Coordinator a student may undertake during the last two trimesters of his undergraduate study, an intensive inquiry into a particular problem, the discussion of which shall be submitted in the form of a senior thesis. (CR-6).

## RELIGION

### Course Descriptions

- 225 INTRODUCTION TO RELIGION  
The nature of religion. Basic concepts: The sacred, the holy, myth, ritual, magic, science, and their relation to religion. Origins of religion in social movements, and other theories of religion's origins. The impact of secularization and urbanization on contemporary religions. (CR-3).
- 226 THE PSYCHOLOGY AND SOCIOLOGY OF RELIGION  
A study of modern scientific attempts to understand religious experience, thought, behavior and institutions, including consideration of the psychological sources of religion and criteria of mature religious faith (CR-3).
- 234 RELIGIONS OF MANKIND  
The major religions of the world, including Islam, Judaism, Christianity, Hinduism, Buddhism, the religions of China and Japan, and the traditional religions of Africa. The study

will examine their origins, basic beliefs and rituals, and historical development.(CR-3)

235 THE BIBLE

The historical study of the major books and chief themes of the Hebrew-Christian Bible, to provide a foundation for understanding the role the Bible has played in forming Western civilization. (CR-3).

247 RELIGION IN AMERICAN LIFE

The historical development of the major religious groups in America is studied with primary consideration given to the growth and organization, beliefs and practices, social and moral teachings of each group, and to the relevance of religion to the crucial issues of American life in the areas of politics, economics, society, and culture. (CR-3).

248 ETHICS AND SOCIETY

An analysis of major areas of modern life in the light of the ethical teaching of Christianity, and a critical study of Christian ethical teachings and practice. Attention will be given to such issues as war, revolution, economic life, sex, and other areas. (CR-3).

327 CONTEMPORARY RELIGIOUS THOUGHT

An analysis of selected religious and secular writers whose thought represents the crisis and possibilities of contemporary faith, aiming at an understanding of the contemporary image of man. (CR-3).

336 THE WESTERN RELIGIOUS HERITAGE

Judaism, Christianity and Islam: Their common roots and divergencies, including the study of their origins, distinctive beliefs and practices, and how they relate to each other. (CR-3).

337 THE EASTERN RELIGIOUS HERITAGE

Hinduism, Buddhism, Confucianism, and Taoism, the religions of India and China; their origins, basic beliefs and practices, literature and historical development.(CR-3).



338 THE AFRICAN RELIGIOUS HERITAGE

A study of religion underlying the many forms of religious expression, myth and ritual in Black Africa; the role of religion in African Culture; and those aspects of the African religious heritage which form a vital part of the life and self-understanding of the Black American. (CR-3).

445 - SEMINAR: SPECIAL TOPICS  
446

Inquiries into particular problems and issues which may arise from the interest and questioning of students and instructor.(CR-6)

481 - INDEPENDENT STUDY  
482

A study developed by the student and undertaken independently with instructor. (CR-6).

484 - THESIS RESEARCH AND WRITING  
485

Upon approval of the Area Coordinator, a student may undertake, during the last two trimesters of his undergraduate study, an intensive inquiry into a particular problem, the discussion of which shall be submitted in the form of a senior thesis. Every trimester. (CR-6).

READING

151 COMPREHENSIVE READING

Diagnostic, referral, clinical and developmental reading services and instruction. (CR-3).

250 ANALYSIS AND SYNTHESIS IN READING

Advanced developmental, rate and comprehension skills. (CR-3).

408 CONCEPTS AND STRATEGIES FOR TEACHING  
READING IN ELEMENTARY SCHOOLS

Theory and practice in the principles and methods of teaching reading.(CR-3).



Grass Roots Politics U. Pol. 211

Principles of Economics Bu. & Eco. 211

III & Required and Cognate Courses

IV.

A. BEHAVIORAL SCIENCE

Required courses

B.S. 215, B.S. 301, B.S. 314, B.S. 315

B.S. 321, B.S. 341, Bus. & Econ. 261

B.S. 491 or 492

Cognate Courses (Select 5)

B.S. 203, B.S. 241, B.S. 304

B.S. 312, U. Pol. 331, B.S. 342

B.S. 412, U. Plan. 211

B. ADMINISTRATIVE SCIENCES

BUSINESS & ECONOMICS

Required Courses

Bus. & Eco. 213, Bus. & Eco. 311, Bus. & Eco. 341

Bus. & Eco. 342, Bus. & Eco. 343, Bus. & Eco. 361

Bus. & Eco. 411, Bus. & Eco. 412

Cognate Course (Select 5)

Bus. & Eco. 222, Bus. & Eco. 261

Bus. & Eco. 413, Bus. & Eco. 312

Bus. & Eco. 491 & 492

BUSINESS EDUCATION

Required Courses

Bus. & Eco. 201, Bus. & Eco. 202, Bus. & Eco. 301

Bus. & Eco. 302\*, Bus. & Eco. 303\* , Bus. & Eco. 341

Bus. & Eco. 342, Bus. & Eco. 411, Bus. & Eco. 412

Bus. & Eco. 361

Requirements In Lieu of Cognates:

Ed. 221, Ed. 212, Ed. 322

Ed. 323, Ed. 490B, Ed. 480MST

\*Students who have had Shorthand should enroll in Bus. & Eco. 302 (Intermediate Shorthand.) Students who have not had Shorthand should enroll in Bus. & Eco. 301 (Elementary Shorthand) and take Bus. & Eco. 303 as an elective.

#### Public Administration

(New Program - Courses for 1973-74)

P.A. 200, P.A. 201, P.A. 203, P.A. 226, P.A. 231,

P.A. 310, P.A. 320, P.A. 321

#### C. URBAN POLITICS

Required Courses

U. Pol. 223, U. Pol. 331, U. Pol. 334, U. Pol. 342

U. Pol. 345, U. Pol. 371, U. Pol. 411, U. Pol. 491

Cognates

U. Plan 211, U. Plan. 353

Bus. & Eco. 261, U. Pol. 311

U. Pol. 313, B.S. 321, AFS. 161

AFS. 322

#### D. AFRO-AMERICAN STUDIES

Required Courses:

Af.St. 161, Af.St. 162, Af.St. 212

Af.St. 240, Af.St. 251, Af.St.2

Af.St. 322, Af.St. 346

Cognates:

For. Lang. 151 & 152 (French, Spanish or Arabic)

B.S. 215, U. Pol. 311, B.S. 314, Hist. 371

Hist. 372, Eng. 482 (Black Writers)

## E. URBAN PLANNING

U. Plan 221, U. Plan. 354, U. Plan. 411, U. Plan. 412,  
U. Plan 491 (Fourth Year Only)

- V. Electives: Ten electives are required for all areas except where specially stated.

## COURSE TITLES AND DESCRIPTIONS

### BEHAVIORAL SCIENCES

- 151 - Current issues and problems in Urban Sciences. (CR-6).  
152
- 201 DYNAMICS OF BEHAVIOR - This course will concern itself with the study of human behavior, with emphasis on common behavior patterns, motivation, defense mechanisms, and the like. It will include some work with theory, but the major emphasis will be on the varieties of normal patterns of interaction. (CR-3).
- 203 DEVIANT BEHAVIOR - A systematic examination of social disorganization and deviant behavior in urban societies. Topical areas will include conformity and dissent, mental illnesses, youth protest, criminality and the dilemmas of work and leisure. (CR-3).
- 211 MAN AND THE SOCIAL ORDER - The subject matter of this course is the social foundation, perspectives, levels of generalization and the basic concepts used in analyzing and understanding human behavior and social structure. The primary frame of reference here is sociological. The major objectives are to view man's behavior, formal and informal, in terms of such differentiating factors as groups, systems, institutions, classes, etc.; to take into account the processes through which man becomes socialized and society-ordered; and to observe the relevance of these in explaining the on-going activity and structuring of contemporary social phenomena. (CR-3).

- 215 THE URBAN FAMILY IN CRISIS - neglect, dependency, and mobility, as well as an examination of inherent strengths and ways of attaining increased stability in the family.(CR-3).
- 241 THE HELPING PROFESSIONS - A survey of the helping professions and an assessment of formal and informal community agencies, their strengths and weaknesses. The role of community services will be examined, as well as philosophical and practical issues related to those services. (CR-3).
- 301 HUMAN RELATIONS LABORATORY - A study of group theory, transactional theory of groups, group dynamics, role playing, psychodrama, interviewing and history taking. The course will also promote the development of insight into interpersonal transactions through the use of sensitivity training. (CR-3).
- 304 BEHAVIOR DISORDERS - The study of various types of neuroses, psychoses and character disorders. Appropriate laboratory experiences at a mental hospital will be provided. (CR-3).
- 312 SOCIAL STRATIFICATION - A general focus on the nature, degree and variable features of stratification as they relate to the social structure. (CR-3).
- 314 THE CONTEMPORARY COMMUNITY - Sociological analysis of social aspects of communities, with perspective on the urban. Attention given to changing community characteristics, roles and institution within the American context. (CR-3).
- 315 ETHNIC GROUP RELATIONS - Analysis of the nature and dynamics of forces and situations involved in relationships between majority groups of varying ethnic, racial and national origins and backgrounds. (CR-3).

- 321 RESEARCH METHODOLOGY - This course emphasizes the methods of data collection, classification and analysis. Students will be involved in specific research topics using the community as a field laboratory. All research projects should be directly related to the community's contemporary needs and problems. (CR-3).
- 341 SOCIAL PSYCHOLOGY - The emphasis in this course will be placed on the relationship of the individual to the group. Group dynamics will form the central focus of the course. (CR-3).
- 412 CONTEMPORARY SOCIAL MOVEMENTS - A systematic approach to the study of large, ideologically oriented groups and their members. A brief review of the history of social movements. A study of the ideologies which give rise to the movements. The reasons for joining movements and the consequences of membership. How social movements relate to social problems, particularly those of urban areas. (CR-3).

## ADMINISTRATIVE SCIENCES

### BUSINESS MANAGEMENT AND ECONOMICS

- 211 PRINCIPLES OF ECONOMICS - A study of American economic institutions with emphasis upon monetary system, employment theory, businesses fluctuations and price analysis. (CR-3).
- 222 LABOR PROBLEMS - A study of the impact of industrialization on the labor market and resulting economic problem areas of wages, working conditions, unemployment and disability. Labor market institutions - unions and government - and effects or roles played by them in the economy. (CR-3) Prerequisite: 211.
- 261 ELEMENTARY STATISTICAL METHODS - Introductory course in statistics covering descriptive statistics and

statistical inference: frequency distributions, measures of location, measures of variation, elementary probability , the theoretical, distributions, estimation, test of hypotheses, and correlation techniques. (CR-3).

- 311 VALUE AND DISTRIBUTION - The study of price determination in various kinds of market structures. Theories of microeconomics and factors allocation. Prerequisite: 211. (CR-3).
- 312 INCOME AND EMPLOYMENT - An analysis of the determination of the level of income and employment and the fiscal and monetary policies for economic stabilization. Emphasis on Keynesian theory. Prerequisite: 211 (CR-3).
- 341 ACCOUNTING I - Deals with the theories of debits and credits, and principles of various accounting records, classification of accounts and problems of balance sheets and income statements. (CR-3).
- 342 ACCOUNTING II - More extensive and intensive study of accounting theory and how accounting can be applied to the keeping of records in various types of professional offices.
- 343 ACCOUNTING III - Application of accounting to special situations, such as taxation, business associations, factory and cost accounting. (CR-3).
- 361 FUNDAMENTALS OF MANAGEMENT - Study of the functions of management: planning, organizing, directing, motivating, coordinating, and controlling the activities of an administrative unit. Administrative decision-making, communication and human relations will also be discussed. (CR-3).
- 411 MARKETING - A study of the marketing structure of modern business organizations, and the organization and governing principles of the American System of distributing and marketing. (CR-3).



- 412 BUSINESS LAW - A study of the substantive and procedural phases of the law met in everyday business activities. (CR-3).
- 413 BUSINESS FINANCE - A study of the fiscal policy and analysis of the fiscal devices of various types of business establishments, including sources of income and necessities for expenditures. Prerequisite: 211. Spring (CR-3).

## BUSINESS EDUCATION

- 201 ELEMENTARY TYPING - A course designed to acquaint the student with the mechanisms and maintenance of the typewriter, to teach touch typing and to give some experience in typing business letters and other matters. (CR-3).
- 202 INTERMEDIATE TYPING - Emphasis on reinforcement of basic skills: speed, accuracy, complex letter forms. Prerequisite: Typing 201. (CR-3).
- 203 ADVANCED TYPING - Typing skills development continued with additional work in preparation of various forms of business correspondence, manuscripts and documents. Prerequisite: 202. (CR-3).
- 301 BEGINNING SHORTHAND - Aims to develop an understanding of the shorthand methods and principles and the application of them to dictation and transcription. (CR-3).
- 302 INTERMEDIATE SHORTHAND - Aims at vocabulary building and the development of the ability to take various types of dictation and make multiple types of dictation and transcriptions. Prerequisite: 301 (CR-3).
- 303 ADVANCED SHORTHAND - Continuation of development in skill, speed and accuracy in taking dictation, transcribing, typing and mailing reproduced work. (Identical with SS313) Prerequisite: 302 (CR-3).

423 BUSINESS MACHINES - Development of basic skills and techniques in the operation of duplicating, dictating and transcribing, adding, calculating, and recording machines. An acquaintance with the latest office machinery and equipment is provided. (CR-3).

## PUBLIC ADMINISTRATION

200 INTRODUCTION TO ADMINISTRATIVE PROCESS – The emphasis will be on the interrelationships between public organizations, the people they serve, and the political, social, and economic environment that supports public organizations. We will explore functional and dysfunctional public organizations including Attica Prison, Cook County Hospital, and the Los Angeles Police Department, plus related organizations and institutions in Wake County. (CR-3).

201 PUBLIC ADMINISTRATIVE ANALYSIS - An exploration of the most effective methodologies and techniques available to Public Administrators who desire to effectively manage, overview of electronic systems; developing work units and standards; procedures analysis; management planning. We will stress non-traditional methods of analyzing bureaucratic structures. (CR-3).

203 STATISTICS IN PUBLIC ADMINISTRATION - Elementary statistical techniques; descriptive measures; contingency, association and correlation of qualitative data; theory of sampling; means and proportion; theory of measurement and prediction. (CR-3).

320 PUBLIC ORGANIZATIONAL THEORY, BEHAVIOR AND DECISION MAKING – The values, operational levels, and humanistic development necessary to produce Administrative personnel and organizations which speak to the alleviation of a variety of miserable conditions imposed upon minorities. (CR-3).

- 226 PUBLIC FINANCE AND BUDGETING - The fiscal role of government in a mixed economy, sources of public revenue and credit; administrative, political and institutional aspects of the budget and the budgetary process, problems and trends in intergovernmental financial relations. Grassroots community project budgeting, and the overall impact of bureaucratic fiscal decisions upon minority people will be stressed. (CR-3).
- 231 PUBLIC PERSONNEL ADMINISTRATION - Concepts of man and of work; manpower; government personnel systems including merit concepts, classification, and compensation, collective bargaining, organizational justice, training and development. (CR-3).
- 310 THE MINORITY AS A PUBLIC ADMINISTRATOR - The values, skills, philosophies and commitments required of Blacks and other minorities in order to function effectively in an institutional leadership capacity. We will stress institutional, personnel, and community conflicts that the minority public administrators will have to resolve. (CR-3).
- 321 NEW DIRECTIONS IN THE SOCIAL SCIENCES - The new order of thought processes, and interpersonal approaches necessary to effect genuine constructive movements that will provide radically new and innovative studies and decisions in the social sciences. (CR).

## URBAN POLITICS

- 211 GRASS ROOTS POLITICS - The conceptualization and institutionalization of the study of politics, its foundations environment. The sociological, psychological, economic and political context within which each governmental structure operates, and to which it responds. A comparative analysis of the fabrics and the characteristics of the input-giving and the output-making institutions. The course will allow for deeper study of grass roots politics and institutions as they relate to the poor and the minority groups in the United States. (CR-3).

- 223 AMERICAN GOVERNMENTAL SYSTEM - A study of the origin, structure and operations of the federal, state, and local governments in the United States. Emphasis will be placed on the formation and implementation of Public Policy. Prerequisite: 211. (CR-3).
- 311 POVERTY AND POLITICS - A comparative study of the deterrants to political participation by the poor in different political systems. Special emphasis will be given to the impact of federal programs on the war on poverty in the United States. The role of the poor in the organization and administration of poverty programs. The role of the poor international community in the war on poverty. Functions as an approach to human rights, peace and democratic stability. (CR-3).
- 313 PUBLIC ADMINISTRATION - An introductory course which deals with the theory and practice of modern organizations. Attention is given to the many practices of behavior and facets of decision-making involved in the administration of modern government. (CR-3).
- 331 LEGAL PROCESS - This course is designed to give the student the knowledge and skills necessary to make use of the legal process as a layman and to make the most effective use of whatever professional legal resources may be at his disposal. (CR-3).
- 334 UNITED STATES CONSTITUTION - A study of the origin and growth of the United States Constitution. Problems of interpretation and adaptation to contemporary needs. "De facto" and "de Jure" consitutional concepts. Attention is given to the nature and operation of the United States Supreme Court and its role in constitutional developments. Prerequisite: 223 (CR-3).
- 342 INTERNATIONAL POLITICS - A study of the nature, the theoretical foundations, and the development of world politics. Analysis of the Cold War concept and its impact on the organization and administration of the international

political process. Attention is given to major powers' foreign policies; world limited detente and its implications; basic international problems and the role of both international law and organization in world affairs. (CR-3).

- 345 COMPARATIVE POLITICAL SYSTEMS - A comparative analysis of the political institutions and governmental structure of the world's major political systems. The course will focus on selected Western, Non-Western, and Developing Political Institutions. (CR-3).
- 371 POLITICAL THOUGHT - Study of the philosophy and contribution of selected world famous political thinkers from Plato to the present. Consideration is given to different civilizations, political culture and world political systems. (CR-3).
- 411 AFRICAN POLITICS - A study of the political and governmental processes in selected African countries. Contemporary African social and political movements; problems of modernization, political development, colonial legacy, and apartheid policy. The role of contemporary Africa in reshaping and developing a new world order. (CR-3).

#### AFRO-AMERICAN STUDIES

- 161 THE IMPACT OF WESTERN CIVILIZATION ON THE AFRICAN-AMERICAN-  
Researches and examines the collective personality or national characteristics of a cross-section of African peoples from prehistoric to Early Modern times; delves into the economic and socio-psychological components of the culture of the white Western nations having relations with Africa in Modern times; surveys the effect of the slave trade on African civilization and African peoples in their homeland and overseas; studies the personality characteristics of the African-American by an analysis of class traits and profiles of race spokesmen; and compares

and contrasts the African-American personality with the African personality prior to the acculturation of European life styles. (CR-3).

- 162 THE IMPACT OF WESTERN CIVILIZATION ON THE AFRICAN AMERICAN -  
(A Continuation of 161) (CR-3).
- 250 THE SOCIOLOGY OF THE BLACK EXPERIENCE - An in-depth study of economic, social, political and technical developments, contributions, and aspirations of Black people in America to determine their future. (CR-3).
- 251 READINGS ON THE CULTURES OF AFRICAN PEOPLE FROM ANTIQUITY TO THE PRESENT - Prerequisite: 161 or 162. -Objectives: (1) delving in detail into the roles Blacks played in Egyptian Dynastic history from the Old Kingdom through the Ethiopian or Twenty-fifth Dynasty. (2) Studying thoroughly the highlights of the cultures and the leading personalities of medieval African empires such as Ghana, Mali and Songhai. (3) Make content analyses of the writings of travelers and explorers of modern times in Africa with an emphasis on highlighting those aspects of African cultures which have been maligned or ignored through traditional Western approaches to the study of Africa. (4) Develop a background for a more incisive understanding of the traditional Western approaches to Africa and Africans by examining in detail the cultural and racial chauvinism of white Westerners in their dealings with Black people. (CR-3).
- 252 READINGS ON THE CULTURES OF AFRICAN PEOPLES FROM ANTIQUITY TO THE PRESENT - Continuation of 251 - (CR-3).
- 321 AFRO-AMERICAN HISTORY - This course acquaints the student with African civilization. Special emphasis on recent developments in the area of civil rights. (CR-3).

- 322 AFRO-AMERICAN HISTORY - A Continuation of AFST. 321. (CR-3).
- 240 CONTEMPORARY BLACK STRUGGLE - An examination of the current struggle of Black people in rural and urban America treated from a sociological and historical perspective. Special emphasis will be placed on the struggle as it is manifested in the works of Black writers. (CR-3).
- 346 BLACK RELIGION - A survey course dealing with the historical, sociological and theological dimensions of Black religion. Black religion will be viewed in both non-institutional and institutional forms. Particular attention will be given to the religious implications of Black social movements.
- 415 Analysis of Racism - An analytical study of racism with particular emphasis on economic, political, social discrimination as it relates to the Black community in America.. (CR-3).

#### URBAN PLANNING

(Omitted course numbers will be available at registration.)

- 211 PRINCIPLES AND PRACTICES OF PLANNING - As an introduction to planning, this course will examine practices of organized planning from early days up until contemporary principles that are applied today. Discussions will center around contributions of prominent people in the field, case studies in zoning and planning, management systems, citizen participation, advocacy planning and future direction of the profession. (CR-3).
- 214 HOUSING AND GOVERNMENT RELATED PROGRAMS - An examination of public and private housing, particularly low-income housing. Practices of the Federal Housing Administration, the Farmers Home Administration and lending institutions as they affect the quality and quantity of housing. Other areas of discussion will be code enforcement, urban renewal, building codes, industrialized housing, open housing, and landlord-tenant problems.

- 353 SOCIAL POLICY PLANNING -
- 354 METHODS AND APPROACHES - This course is an introduction to methods and approaches available to planners for analysis and problem solving. Emphasis is on conceptual approaches and discussions of current analytical techniques that can be applied to local, regional, state, and national planning. (CR-3).
- 411 LAND-USE PLANNING - An analysis of developmental processes that determine the character of urban and rural areas. Discussions will focus on "701" planning, public facilities, subdivision regulations, policies on growth, zoning, annexation, urban sprawl, central districts, and site analysis. (CR).
- 412 PLANNING ANALYSIS - This course is designed to acquaint the student with techniques used in analyzing various subject areas: transportation, employment, income, population, critical path method, and program evaluation review technique. (CR).
- 491 - PLANNING SEMINAR - This seminar will present an  
492 overview of various planning components as they relate to other disciplines. Faculty members from selected departments and guests from local, regional and state agencies will be expected to participate. (CR-3).

#### COURSES TO BE OFFERED:

PLANNING PROBLEMS

REGIONAL PLANNING

ECONOMICS OF PLANNING

COMMUNITY ANALYSIS AND DEVELOPMENT





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Rena Blyther - Clerk/Stenographer

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SCHOOL OF ARTS AND SCIENCES

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B.A., M.A., North Carolina Central University
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B.A., American University of Beirut; M.A., The American University
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Environmental Sciences  
B.S., Blackburn Municipal Technical College, England;  
M.S., University of Missouri; Ph.D., North Carolina State  
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B.S. Presidency College, India; M.S., Calcutta University,  
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B.A., St. Augustine's College; M.Ed., University of Illinois

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B.S., Alabama State University



- GHOSH, ABHA, Associate Professor of Chemistry  
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- GHOSH, KALYAN, Professor of Chemistry  
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- GOULD, LAWRENCE, Associate Professor of Mathematics  
B.S., M.S., Virginia State College
- HUIBREGTSE, EDWARD, Professor of Physics  
B.A., Central College; Ph.D., Iowa State University
- JENKINS, RODGER N., Assistant Professor of Chemistry  
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McMILLAN, NAMAN, Professor of Education

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B.A., West Virginia State College; M.C.P., Ohio State University

WASHINGTON, HAROLD, Adjunct Professor of Law

B.A., Smith University; LL.M., Harvard Law School; J.D., New York University School of Law

WATSON, WAYNE, Associate Professor of Public Administration

B.S., M.A.T., Ph.D., North Western University

WINSTON, BRUCE., Instructor in Urban Sciences

B.A., Shaw University; M.A., North Carolina State University

WRIGHT, MABLE., Assistant Professor of Business

B.S., M.S.C., North Carolina Central University

WILLIAMS, WILLIAM J., Coordinator of Program in Public Administration

B.A., Morehouse College; M.P.A., New York University; D.P.A., University of Southern California

WAHAB, YOUSSEF A., Associate Professor of Economics

B.S., University of Cairo; M.P.A., The American University;  
Ph.D. Candidate, The American University

## COOPERATIVE EDUCATION

ALSTON, CHARLES, Associate Professor of Cooperative  
Education

B.A., Shaw University; M.A., New York University

COOKE, JOYCE, Teacher-Counselor of Cooperative Education

B.A., Shaw University

GARNER, WILLIAM, Associate Director of Cooperative  
Education

A.B., Shaw University; M.A., North Carolina Central  
University

TURNER, GERALDINE, Teacher-Counselor of Cooperative  
Education

B.A., Shaw University

## THE UNIVERSITY WITHOUT WALLS

The Faculty of the University Without Walls is essentially an adjunct one. It consists of persons on the regular university faculty as well as those chosen from specific locales in which University Without Walls students reside and/or are employed.

**SHAW UNIVERSITY**  
**UNIVERSITY CANLENDAR**  
**1974 - 1975**

**FIRST TRIMESTER**

**AUGUST - 1974**

- 22 - 24 Student Leadership and Orientation Workshop
- 24 Residence Halls Open for New Students
- 25 Orientation for New Students Begins
- 26 Faculty Report
- 30 Registration for New Students  
and Payment of Fees

**SEPTEMBER**

- 2 Holiday - LABOR DAY
- 3 Residence Halls Open for Returning Students
- 3 Faculty and Staff Conference
- 4 Registration for Returning Students  
and Payment of Fees
- 4 Last Day to Register for Interinstitutional Program
- 5 First Trimester Class Begin
- 5 Late Registration Begins
- 9 Last Day for Pre-registered Students  
to Pick Up Packets
- 11 Late Registration Ends-Last Day  
to Register for First Trimester
- 11 Last Day to Add a Course
- 13 Last Day to File for Graduation  
for First Trimester
- 20 Opening Convocation
- 26 Last Day to Withdraw and Apply  
for Partial Tuition Refund

**OCTOBER**

- 1 First Installment Payment Due
- 10 Last Day to Drop a Course Without Academic Penalty
- 29 Mid-Trimester Reports of Academic Difficulty Due
- 29 All Incomplete Grades Must Be Removed

## NOVEMBER

- 1 Second Installment Payment Due
- 8 Coronation - MISS SHAW
- 15 Founder's Day '
- 16 Homecoming
- 28 - 30 Thanksgiving Recess

## DECEMBER

- 1 Classes Resume
- 1 Final Installment Payment Due
- 6 - 7 Pre-registration for Second Trimester
- 12 First Trimester Classes End
- 13 Reading Day
- 14 - 18 Final Examinations
- 19 First Trimester Ends
- 20-Jan. 4 Christmas Recess

## SECOND TRIMESTER

### JANUARY - 1975

- 5 Residence Halls Open for New Students  
and Returning Students
- 5 Orientation for New Students
- 6 Registration for Second Trimester  
and Payment of Fees
- 7 Second Trimester Classes Begin
- 7 Late Registration Begins
- 8 Last Day for Pre-registered  
Students to Pick up Packets
- 10 Late Registration Ends-Last Day  
to Register for Second Trimester
- 10 Last Day to Add a Course
- 15 Last Day to File for Graduation  
for Second Trimester
- 15 Special Day for Memorial
- 24 Last Day to Withdraw and Apply  
for Partial Tuition Refund

## FEBRUARY

- 1 First Installment Payment Due
- 7 Last Day to Drop a Course  
Without Academic Penalty
- 23 - 26 Religious Emphasis Period
- 27 Mid-Trimester Reports of Academic  
Difficulty Due
- 27 All Incomplete Grades Must Be Removed

## MARCH

- 1 Second Installment Payment Due
- 28 - Apr. 6 Easter Recess

## APRIL

- 7 Classes Resume
- 7 Final Installment Payment Due
- 11 - 12 Pre-registration for Third Trimester
- 23 - 25 Examination for Prospective Graduates
- 28 Final Examination

## MAY

- 1 Second Trimester Ends
  - 3 Senior Banquet
  - 4 Graduation
- \*THIRD TRIMESTER - First Session**

## MAY

- 12 +Registration and Payment of Fees
- 13 Classes Begin
- 13 Late Registration Begins
- 16 Late Registration Ends-Last Day  
to Register for First Session
- 16 Last Day to Add a Course
- 29 Last Day to Drop a Course  
Without Academic Penalty

## JUNE

- 1 First Installment Payment Due
- 24 Last Day of Classes



- 25 - 28 Final Examination for First Session  
28 End of First Session

## SECOND SESSION

- 30 +Registration for Second Session  
and Payment of Fees

## JULY

- 1 Classes Begin  
1 Late Registration Begins  
1 Second Installment Payment Due  
4 Holiday - INDEPENDENCE DAY  
7 Late Registration Ends-Last  
Day to Register for Second Session  
7 Last Day to Add a Course  
18 Last Day to Drop a Course  
Without Academic Penalty

## AUGUST

- 1 Final Installment Payment Due  
15 Last Day of Classes  
16 - 20 Final Examinations for Third  
Trimester and Second Session  
20 End of Third Trimester and  
Second Session

**\*Students registering for the Third Trimester may complete a full trimester of work from May 12-August 20. Those expecting a full trimester's credit must register for a regular course load at the beginning of the trimester.**

**+Refer to Expense Sheet for details on Payment of Fees.**





