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1975 STUDENT HANDBOOK



COLLEGE OF CULTURAL STUDIES



Governors State University

Park Forest South, Illinois 60466

W E L C O M E F R O M T H E D E A N

It is my esteemed pleasure to welcome you to the College of Cultural Studies.

Our commitment is to prepare you for satisfying employment, productive leisure, or professional life, depending on your needs. In Cultural Studies you will join with other students, faculty, and members of our community in an investigation of contemporary life: its problems, issues, and culture. The process is one of inquiry because we are more concerned with the possibilities of change and to be cognizant of solutions which involve these societal changes.

Our programs offer you personal freedom to pursue your goals within the context of our resources and abilities. We believe that through self-realization you will serve our community, contribute to our culture, and extend scholarship and knowledge.

Welcome aboard!

Sincerely,

Alfonso Sherman
Dean

T H E
D E A N

COLLEGIAL GOALS

1. To develop an awareness of the creative and evaluative process in the arts and/or literature.
2. To develop an awareness of cultures and ethnic groups other than one's own.
3. To develop an awareness of political, social and economic systems and institutions.
4. To develop an awareness of historical and contemporary intellectual thought.
5. To develop an awareness of the role of science and technology in contemporary life.
6. To develop an awareness of language and communication science processes.
7. To develop an awareness of the dynamics of inter and intra-personal relationships.
8. To develop an awareness of the dynamics of the community through observation and/or participation.

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UNDERGRADUATES

Eligibility

Persons are eligible for admissions to undergraduate programs at Governors State University if they have:

1. Earned an Associate of Arts or an Associate of Science Degree at an accredited institution of higher education and are in good standing at the last institution attended, or,
2. Completed at least 60 semester hours or 90 quarter hours of satisfactory collegiate work at an accredited institution of higher education, have at least a "C" average or its equivalent in a minimum of 60 semester hours or 90 quarter hours of the total collegiate hours taken, and are in good academic standing at the last institution attended.
3. Persons not qualified as stated above may petition for admission under policies established by the Board of Governors of State Colleges and Universities.

Requirements and Procedures

Admission depends upon the satisfaction of University Eligibility Requirements and the recommendation of the College based on your interview and their examination of your potential as a student.

Admission to the college can be obtained at the beginning of each session. Sessions begin every two months commencing with September. Thus, you may seek admission up to two weeks before the beginning of any session by completing the Admission Form.

Fill out an Admission Form in Admissions and Records and submit official transcripts from all institutions of higher learning you have attended. To Admissions, Governors State University, Park Forest South, Illinois 60466.

Admission

Students are admitted on a "first-come-first-served" basis. Exceptions are made according to the following policies:

1. Admission policies allow for enrollment to support strong and stable programs in all collegial units.

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- 2. The University actively seeks and enrolls a diversity of students which include (1) members of many cultural and ethnic groups, (2) students of different ability levels, and (3) students from various geographical areas, including foreign countries.
- 3. Special efforts are made to insure admission and enrollment of minority and low income students.

GRADUATES

Requirements

If you hold a Bachelors Degree from an accredited college or university you are eligible for admission contingent upon:

- 1. Submission of a Graduate Application and official transcripts to the Office of Admissions.
- 2. An interview with a representative of the College of Cultural Studies program to which you are applying.
- 3. Satisfaction of any special requirements of that program. (All applicants to the Invention & Creativity program will be asked to show samples of their work.)

Registration Procedures

Some modules are offered for both graduate and undergraduate students. Graduates earn credit by accomplishing more objectives or competencies or by performing the work at a deeper, more sophisticated level.

The University will set registration days every two sessions on which you must register. Registration requires a prior conference and the signautre of your advisor. Independent study credit requires you to have a contract specifying objectives with a professor and the consent of your advisor.

A master schedule of all modules offered by the College can be consulted in the Learning Resources Center or your advisor's office.

During any registration period you may add or drop modules by agreement with your advisor up to ten (10) days after the beginning of the session. An add/drop form is secured from Admissions & Records and approved by your advisor.

It is recommended that you keep a record of your work. If you need information about your program and the credit you have earned, the College keeps a master file. You may gain entry into this file by contacting Ms. Marcia Smith.

SPECIAL FEATURES

Skill Mastery

Our programs are designed to award you credit for achieving competence. Competencies state broadly what you have mastered in your study. They are measured in a number of ways--through a project, an examination, a special assignment arranged with a Professor. It is through the mastery of competencies that you receive credit. Programs are organized to let you learn how to solve problems within a discipline and--at the same time--learn how other disciplines work on the same problems. For this reason our programs are called Interdisciplinary Study Contexts (ISC). They provide a powerful way of learning about contemporary life in a world whose problems rarely recognize disciplines.

Degrees

Bachelor of Arts in Cultural Studies and Master of Arts in Cultural Studies.

What Interdisciplinary Studies Context Means

Each Interdisciplinary Study Context is defined by a cluster of competencies. Modules are offered through ISC's to enable you to achieve one or more competencies. Independent Studies can be arranged through a special contract between a Professor and your advisor.

Areas of Emphasis

Through an area of emphasis, you focus your work, pursue your special interests. Each ISC is organized into areas of emphasis. Your program is coordinated through your particular area of emphasis.

An area of emphasis guides you and the College toward the selection of an appropriate advisor. You and your advisor draw up a contract which specifies your individual program. The contract states the competencies you must achieve to earn a degree. The competencies for your program are determined by your selection of an area of emphasis, your career objectives, and your personal goals.

Your Individual Program

Your program is designed around collegial competencies, ISC competencies, and your personal goals as stated in your contract.

HOW TO GET IN

ACADEMIC PROGRAM

Your Contract

Your program is outlined in your contract with a primary advisor and a secondary advisor. These advisors act as a review committee for your academic program and are responsible for recommending you for graduation. Should you wish to make changes in your contract, you must consult your advisors for approval.

Learning Modules

Learning modules are designed to enable you to satisfy the competencies which you have contracted to work toward. They are offered for one or more units credit. Some modules allow different students to earn different amounts of credit depending upon the work done or competencies satisfied.

Each session you will have the opportunity to register to take modules. You will have a maximum of three (3) sessions in which to complete any module for which you register.

The Interdisciplinary Professor establishes in the class or through learning activities a milieu in which a diversity of opinion and backgrounds are merged to examine a subject area. Undergraduates, graduates, and faculty work toward the objectives of a module together. The different perspectives, attitudes, and conceptions create a powerful mixture by which they accomplish them. Each contributes according to the standards expected at his or her level of achievement and each gains from the process because of the diversity.

Evaluating Instruction

Modules and professors are evaluated each session. During the final week of classes, each professor should hand out evaluation forms. After the evaluation is completed a student should collect them and place them in the locked box near the entrance to the Learning Resource Center on the second floor. The compilation of evaluation is done by Research and Innovation. The results are used to continually evaluate collegial programs and in tenure and salary considerations for faculty.

Credit

Generally an undergraduate is expected to earn approximately 60 units of credit to graduate and graduates are expected to earn 32 units of credit. The exact requirements depend on the contract between you and your advisors. However, the minimum total number of units are 120 for a B.A. and 32 for a M.A.

The University charges for units of credit, as the State requires. Tuition fellowships and financial aid are available. The fee schedule is as follows:

<u>Fee Schedule</u>	<u>Illinois Residents</u>	<u>Out-Of-State</u>
Registration Fee (1st Unit)	\$14.00	\$39.50
Registration Fee (2nd and additional units)	13.00	39.50 (per unit)
Activity Fee	7.50	7.50
Insurance (6-8 units)	4.50	4.50
Late Fee (after first day of class)	10.00	10.00
Student Scholarship Fund Fee	1.00	1.00

SECTION 3

ETHNIC STUDIES

Description

The ISC Ethnic Studies is a multidisciplinary investigation of the history and culture of the largest ethnic groups represented in the Chicago area: African-American, Spanish-Speaking, Native American, and White Urban. This year the ISC has offerings in only two of the four projected areas of emphasis. These are Black Studies and Latino Studies. The staff implementing the program represent the traditional disciplines of American language and literature, music history and theory, art history and applied art, sociology, anthropology, history, education, and political science. Formal module offerings in the ISC are designed to show the interplay of social, political, economic, and historical forces that have given rise to the cultural products and adaptations of these ethnic majorities. Many modules are team-taught and attempt to establish the relationship between various disciplines through topical rather than disciplinary approaches to subject matter.

Students who select this ISC can be prepared to teach ethnic studies. That is, educational experiences are designed to prepare students either to work in traditional departments in history, literature, art, theatre, or music, or to be specialists within an ethnic studies program as Black historians, sociologists, or literature teachers from an interdisciplinary perspective. Other employment opportunities are in research, publishing houses, social services, community organization and development, studio art, music, drama, journalism, and non-print media.

Competencies

1. An understanding of the creative and evaluative processes in Black or Latino literature and/or art.
2. An understanding of some of the social, political, and economic structures and systems as they relate to Black or Latino urban life.
3. A familiarity with language and communication processes in relationship to Black or Latino culture.
4. An awareness of scientific or technological traditions as they affect contemporary Black or Latino life.
5. An awareness of history and intellectual tradition in Black or Latino culture.
6. An understanding of the dynamics of Black or Latino communities.
7. An understanding of Black or Latino history within both the old and new world.

AREAS OF EMPHASIS

Black Studies

The Black Studies component is oriented toward the emphasis upon the dynamics of Black experience in virtually every aspect of life: historical, economic, political, and cultural. The program focuses on solutions to problems and issues that confront the Black American in a society which, in many instances, is alien to his culture and lifestyle. Although contemporary issues are the main thrust of the program, the study of Black development is also important. The Black Studies program speaks to the needs of Black people.

Latino Studies

The Latino Studies component is in development and no degree is currently offered, although opportunities are available for students to pursue interdisciplinary investigations emphasizing the culture and history of Spanish-speaking Americans through literature, language and social science.

Students in either component have through Co-operative Education and Independent Investigations, the option to work in urban ethnic communities or with governmental agencies and community organizations serving these communities.

<u>Professors</u>	<u>Office</u>	<u>Ext.</u>	<u>Description</u>
Clara Anthony	2408	2442	English, Lit., Ed.
Alma Walker	2318	2462	English, Lit., Ed.
Roger Oden	1320	2429	Political Science
Argentina Erdman	1317	2428	Political Science
Tina Stretch	2406	2442	Literature
June Patton	2321	2445	History, Education
Bobby Mills	2316	2450	Sociology

PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

INVENTION AND CREATIVITY

Description

This ISC brings together the Areas of Emphasis of Art, Music, Theatre, and Photography in an unique combination of program offerings. Although each of the disciplines maintains its own identity and artistic integrity, the ISC makes available a program of combined arts to students who choose not to pursue competencies in any one discipline.

On the assumption that the bulk of the students choosing Invention and Creativity are committed to expressing their perception of their universe in some art form, it is felt that they must know their universe from a wide set of perspectives. Therefore, this ISC is committed to an instructional program which fulfills this need. At the same time the ISC recognizes the need of its students to acquire the necessary skills in the discipline of their choice with which to express their perceptions in artistic terms. Thus, the ISC recognizes its responsibility to provide a program which simultaneously broadens the student's perspectives in an interdisciplinary sense and develops skill-oriented competencies.

In the Creative Arts, interdisciplinary does not just mean that a student takes modules in more than one discipline with the ISC, College or Collegiate structure--although the meaning is included. It does mean that in a substantial number of learning experiences, the very subject matter of each module (whatever the discipline in the ISC) is necessarily dealt with from varying perspectives in order to understand it adequately in its own context. For example, in order to fully understand a modern play in the theatre, the student must understand the "temper of the times" that gave rise to the play. The play simply cannot exist in a purely theatrical context. It is a product of the time and place in which it exists and all of the artists who come together to produce that play must be knowledgeable about that time and place. In one way or another, the same principle holds true in the other arts in the ISC.

Competencies

Demonstrate by creative performance and/or academic examination, mastery of the techniques and skills of one field of one of the Fine and Performing arts.

Demonstrate by academic examination or in a creative context, a working knowledge of the ways creative theory and practice relate to the systems and structures of culture, and/or a heightened perception of the ways human personality and interaction are expressed in creative theory and practice, in one or more of the Fine and Performing Arts.

Demonstrate by academic examination a familiarity with the historical development of one or more of the Fine and Performing Arts.

Demonstrate by creative performance and/or academic examination, a familiarity with the modern and contemporary contexts of one or more of the Fine and Performing Arts.

Demonstrate mastery of the techniques of one or more of the Fine and Performing Arts in commercial, public, or practical performance (exhibits,

performances, or research).

Demonstrate by creative performance and/or academic examination a familiarity with the aesthetics and criticism of philosophy and theory of one or more of the Fine and Performing Arts.

In addition, graduate students will demonstrate the following:

Demonstrate all the competencies for undergraduates at a more sophisticated level of performance, understanding, critical analysis, and aesthetic judgment.

Complete an approved and documented final project.

AREAS OF EMPHASIS

Music

The primary focus of the music program is the investigation of Twentieth Century Music (both popular and non-popular). This focusing is not done to the exclusion of music before 1900. Rather, it is our belief that the foundation laid in the first two years of music study provides adequate pre-1900's background which should enable the student to move logically into an investigation of Twentieth Century music. Where students are found lacking in this background, they are counseled into remedial non-credit modules, independent study modules and/or first and second year courses offered by two-year and four-year institutions.

With the understanding that the students will be practicing musicians in both the 20th and 21st centuries, and must have had varied musical experiences to function as knowledgeable musicians, the program study offered them presents all 20th century musical developments equally. Therefore, the development of the Blues or that of Country and Western is given the same scholarly treatment as the development of serial composition techniques. It is further believed that the degree to which an individual comprehends any music is directly related to the amount of his involvement with the music. Hence, the performing groups are continually engaged in the performance of 20th Century music. Modules are offered in theory, performance, history, literature, and methods.

Photography

We believe in a solid technical competency of our graduates and have incorporated the use of modern technical computerization in helping to achieve that goal. We demand craftsmanship, as we feel the lack of it is a strong deterrent to the effect of the final product. We also believe in the interdisciplinary use of the photographic medium. Contrary to contemporary thought that a photography student is a mere "picture taker," we feel that it offers a significant means of expression in alternative to the written and printed media.

Theatre

Because the theatre is essentially a composite act form, its demands are considered by some as unusually broad and deep. Not only is the theatre a composite art form, but by its very nature it is, in another sense, multi-dimensional. That is, it is at once an art and a craft, and for some, a reflection of the human condition. For these reasons, to be competent in the theatre, even in a very general way, requires an extremely broad base of experience in a variety of learning contexts. Granting that theatrical production results from the creative energies of a wide range of special kinds of talents, it becomes immediately clear that this "broad-based" experience is in reality only a starting point from which all creative theatre artists begin to develop in greater depth their own special talents. Students wishing to go beyond the broad-based program may do so at both the undergraduate and graduate levels, with the understanding the competency in the broad-based program be established first. Specialization in a directing, acting or technical theatre context demands the establishment of competencies above and beyond the broad-based context and is not in any really significant way an adequate substitute.

Visual Arts

The philosophy of the Visual Arts Area of Emphasis stresses the production of art and the study of art as important activities in the life of a student who has sought the civilizing and liberalizing effect of a liberal arts education. Our program has sought areas in which the contemporary art student may need instruction and guidance. Even in the continual process in the history of contemporary art of the stretching of the term "art" to fit new contexts, situations, and products, we believe that a definition of art will always have as part of its components, possibly in new mixes and proportions, "art as skill and technique" and "art as intellectual activity." In forming our program, we have taken into consideration these definitions and our studio modules in design, drawing, painting, and graphics provide instruction for skill and technique. Our classes in art history, art theory, and aesthetics discuss art as a human intellectual activity and consider the human character of its producer--the artists.

Faculty

<u>Professors</u>	<u>Office</u>	<u>Ext.</u>	<u>Description</u>
Lou Ann Lambeth	1304	2309	Art History
Joyce Morishita	1303	2308	Painting
John Payne	1306	2413	Sculpture
Joan Evanchuk	1307	2413	Designing
Temmie Gilbert	Theatre	2119	Children's Theatre
David Reeve	Theatre	2119	Technical Theatre
Mel Slott	Theatre	2143	Directing
Warrick Carrter	2501	2447	Instrument, Jazz
Dan Youngdahl	2304	2454	Vocal & Music Education
Richard McCreary	2320	2451	Electronic Music Theory and Composition
Paul Schranz	2501	2446	Photography
Alfonso Sherman	2404	2441	Dramatic Criticism & Literature

LANGUAGE AND THE HUMAN CONDITION

The ISC Language and the Human Condition is composed of students and faculty involved in the process of studying language and literature from a variety of perspectives--the social, intellectual, and inventive/creative; and from a variety of cultures--Mainstream and Ethnic American, British and Latin American. The ISC offers opportunities for students to gain research skills in tools of the trade; analytical skills in critiquing literature from a variety of approaches; interdisciplinary skills in relating language to the human condition; linguistic skills in analyzing the evolution, function and content of language; and tools and methods of teaching. Two areas of emphasis are designated in the ISC: (1) Language and (2) Literature.

Students in the Language Area of Emphasis gain competencies in : linguistics, propaganda, composition, language history, socio-linguistics, and rhetoric.

Students in the Literature Area of Emphasis gain competencies in: literary criticism, genre, specific authors, ethnic literature, literary movements, and thematic approaches.

Vocational orientation in either area may be related to: teaching, community services, media communication, public relations, and journalism.

COMPETENCIES

Students enrolled in Language and the Human Condition should consider the following competencies when drafting contracts, selecting modules and determining goals:

1. Approaching language and literature from a thematic perspective.
2. Approaching literature from a period and/or historical perspective
3. Reading of ethnic literature.
4. Applying critical criteria to literature: Mainstream and Ethnic
5. Production of a written critique demonstrating in a clear and concise manner the ability to interpret, compare, analyse, synthesize and comment stylistically on literature.
6. Use of research materials.
7. Approaching literature in an interdisciplinary manner, including the development and articulation of the relationship of literature to other disciplines and the methods of such study.
8. Theoretical knowledge of language be it linguistic, dialectal rhetorical, or social, etc.

9. Communication in a non-print media such as film or T.V.
10. Relating language and literature to other forms of expression such as music and art.
11. Reading of Classical English and World literature.

These competencies are not all inclusive. Students may project additional competencies in terms of their personal, professional, and educational goals. These competencies may be acquired through many and various experiences in addition to formal learning modules. Other experiences may include Cooperative Education, internships, independent studies, auto-instructional modules, etc.

AREAS OF EMPHASIS

Language

1. Adequate mastery of the essential expressional skills, oral and written.
2. Development of skills required for efficient and effective use of printed sources of information.
3. A thorough knowledge of levels of usage and systems of English grammar.
4. Understanding of the history of the English language.
5. Understanding of the cultural and socio-economic origins of dialectic differences.
6. Understanding of the relationship between language and thought.
7. Understanding of how the language functions, including knowledge of the principles of semantics.

Literature

1. Ability to identify and approach literature from a thematic perspective.
2. Ability to identify and approach literature from a period/historical perspective.
3. Ability to understand and to apply major critical theories to literature.
4. Ability to produce a written critique demonstrating in a clear and concise manner competencies in interpretation, comparison, analysis, synthesis, and commentation on style in literature. (This competency is not optional for graduate students.)

5. Ability to demonstrate intensive and extensive knowledge of genre.
6. Ability to relate literature to other forms of expression.
7. Ability to approach literature from the perspective and theories of major authors.
8. Ability to read competently an unfamiliar literary work of above average difficulty with adequate comprehension of its content and literary characteristics.
9. The ability to read ethnic literature and gain awareness of ethnic groups other than one's own.
10. Ability to approach literature in an interdisciplinary manner, including the development and articulation of the relationship of literature to other disciplines and the methods of such study.

English Education

Those students who plan to pursue a program for the preparation and certification of teachers of English should acquire the competencies outlined here. These competencies are modifications of the Guidelines set by the National Council of Teachers of English. Although the National Guidelines uses the categories of language, literature, and composition to describe the various responsibilities of the teacher of English, it is important to note that English is therein conceived of as a unified discipline.

These competencies focus upon personal qualifications, skills, and kinds of knowledge which contribute to effective teaching: the teacher's personality and general education; his/her skills in listening, speaking, reading, and writing; and his/her knowledge about and ability to teach language, literature and composition.

These include:

1. A broad, yet full and competent background in the liberal arts and sciences.
2. An understanding and appreciation of a wide body of literature.
3. Skills in listening, speaking, reading, and writing.
4. An understanding of the nature of language and of rhetoric.
5. An understanding of the relationship of child and adolescent development to the teaching of English.
6. Knowledge of education and the teaching profession as on going and continuing processes.

PROGRAM DESCRIPTION

PROGRAM DESCRIPTION

7. Personal qualities (particularly wholesome attitudes toward language and cultural differences) which will contribute to success as a classroom teacher.
8. Knowledge and skills in methods of teaching English: language, literature and composition.

Faculty

<u>Professors</u>	<u>Office</u>	<u>Ext.</u>	<u>Description</u>
Clara Anthony	2408	2442	English, Literature
Dan Bernd	1322	2426	English, Literature
Hugh Rank	1313	2423	Comparative Lit., Propaganda
Tina Stretch	2406	2442	Latin American Lit.
Alma Walker	2318	2462	English, Literature
Lydia Fontan	1315	2425	English Education American Literature Bilingual Education

PROGRAM DESCRIPTION

POPULAR CULTURE

Popular Culture focuses on the study of they everyday cultural forms which affect and reflect modern lifestyles. Film, the future, mysticism, television, mass media, social trends, current beliefs and topics of conversation-- the things which appeal to a broad sector of the American public are taken as departure points for applying the critical and analytical methods of various disciplines in the social sciences, humanities, arts, and communications. Consistent with the interdisciplinary nature of this program, the Areas of Emphasis are open and flexible. General Studies addresses the content and expression of popular culture. Applied Studies develops skills in creating popular culture through its meda (film, television, print) and through its social structures (education, advertising, bureaucracies) Mass Media focuses on the content, dissemination, and implications of a variety of media communications and mass media systems.

A study of what the "mass culture" values and enjoys can lead to a better understanding of oneself as well as others in ones culture. Such an understanding is of crucial importance in job areas such as journalism, media, education, public relations and communications, sales, community organization, alternative futures, organization, teaching, and advertising. Topies are wide-ranging and tailored to the student's objectives.

COMPETENCIES

1. Ability to recognize basic socio-cultural patterns of thought and behavior in one's daily living experiences.
2. Ability to understand "popular culture" from the perspectives of the social sciences, humanities, arts, and applied arts.
3. Ability to view phenomena of popular culture in historical and/or futuristic perspective.
4. Ability to create and/or evaluate phenomena of popular culture.

AREAS OF EMPHASIS

General Studies

General Studies is for students who want to know more about popular values, styles, arts, and the reasons why these things are popular. It is geared to people who are not necessarily interested in an academic career--people returning to school for personal enrichment, teachers who wish to reach their students through incorporation of popular culture in their curricula, businessmen who want to gain insights on their clientele. It is also for students who wish to pursue wide-ranging interdisciplinary studies of life in our culture in a "liberal arts" fashion.

PROGRAM DESCRIPTION

Applied Studies

Applies Studies is for those students who want to produce and analyze the products of popular culture with projects in photography, film, video-tape, audio, writing. Students gain production skills in the popular arts as well as an awareness of the cultural, social, ethical, and psychological impact of their products.

Mass Media

Mass Media is for students particularly interested in media communications and mass marketed phenomena of popular culture. While students have the option of combining both production and analytical skills, this area of emphasis is geared to students who want to know more about mass media and who want to be able to assess its effects.

Graduate students in each Area of Emphasis produce a major synthesizing project designed in conjunction with their advisor.

Faculty

<u>Professors</u>	<u>Office</u>	<u>Ext.</u>	<u>Description</u>
Elizabeth Hagens	2305	2455	Anthropology American Culture
Warland Wight	1316	2431	Mass Communications
Elmer Witt		2306	Theology, Sexuality
Larry McClellan	1501	2433	Community Development Religious Studies
Daniel Bernd	1322	2425	Literature
Anthony Wei	2403	2442	Philosophy
Alfonso Sherman	2404	2441	Theatre
Daniel Youngdahl	2304	2454	Folk Music
Paul Schranz	2501	2446	Photography
Mel Muchnik		2351	Mass Communications Television

PROGRAM DESCRIPTION

SOCIO-CULTURAL PROCESSES

Description

Socio-Cultural Processes is designed as a conceptual framework within which various social, political, and cultural phenomena may be examined, evaluated, and possibly altered through educational experiences within the University and in the community at large. Disciplines included are anthropology, urban history, sociology, urban studies, political science, and women's studies. The ISC provides the opportunity for students to examine "process" phenomena within three areas of emphasis.

AREAS OF EMPHASIS

Urban Socio-Cultural Processes

Urban Socio-Cultural Processes consists of interdisciplinary efforts focusing on both conceptual (classroom) and applied (field) studies. Students are expected to understand fundamental urban systems, processes and institutions from historical and contemporary perspectives. Study also focuses on understanding the problems, activities and approaches to action that are particularly characteristic and appropriate to urban communities. Studies in this area of emphasis are seen as including the variety of concerns identified under labels such as urban, suburban, central city, and regional.

Comparative Socio-Cultural Processes

Comparative Socio-Cultural Processes consists of interdisciplinary efforts focusing on both conceptual (classroom) and applied (field) studies. Students are expected to understand fundamental social and cultural processes, institutions, and value systems from historical and contemporary perspectives. Studies in this Area of Emphasis are seen as including the issues of stability, change, growth, deterioration, and the notion of process itself in various cultural processes outside the United States mainstream tradition and in other areas of the World.

Women's Studies

Women's Studies is an academic program of interdisciplinary studies focusing on women. It provides an opportunity for students to develop a comprehensive, informational network which they may use to evaluate and possibly alter the role and status of women in the world today.

PROGRAM DESCRIPTION

Faculty

<u>Professors</u>	<u>Office</u>	<u>Ext.</u>	<u>Description</u>
Argentina Erdman	1317	2428	Political Science
Harriet Gross	1321	2427	Sociology
Tom Haugsby	2314	2459	Community Studies
Tom Kelly	2307	2457	History
Larry McClellan		2426	Urban Studies
Sharyne Merritt	2306	2426	Political Science
Bobby Mills	2316	2450	Sociology
Bob Press	2303	2453	African Studies
Anthony Wei	2403	2442	Philosophy
Elizabeth Hagens	2305	2455	Cultural Anthropology

The STUDENT ASSISTANT DEAN is your liaison to the College faculty and administration.

Students are a part of every Committee in the University. The Student Assistant Dean has all information if you are interested in serving.

THE ADMINISTRATION OF THE COLLEGE

Dr. Alfonso Sherman, Dean, is the Chief Administrative leader of the College. He provides leadership in academic planning, curricula development, and all other academic and personnel concerns.

Dr. Clara Anthony, Academic Assistant Dean, assists the Dean in various administrative and academic functions and represents the Dean in his absence.

Professor Tina Stretch, Assistant Dean in charge of Admissions and Records, is responsible for all academic records, including admission, registration, achievement forms, and graduation candidates.

Dr. Anthony Wei, Assistant Dean for Research and Development, coordinates research pertaining to individual as well as funded collegial projects.

The administrators work closely with the ISC Coordinators in planning and implementing your programs. Proposals for changes and new modules should be submitted to Assistant Dean, Clara Anthony. She Chairs the ISC Coordinators group.

COMMITTEE STRUCTURE

Steering/Governance Committee

Collegial affairs are dealt with through a system of collegial governance. Below the level of Board-approved administration appointments, the College has established a unicameral governance body. This structure, known as the Steering/Governance Committee, is comprised of:

PROGRAM DESCRIPTION

GOVERNANCE SYSTEM

- 4 faculty members (elected by the faculty)
- 4 student members (elected by the student body)
- 1 Civil Service member (selected by the Civil Service Affairs Group)
- 1 support member (elected by the faculty at large)
- 1 Community Council Member (selected by the Community Council)
- 1 administrative member (either the Dean or an Assistant Dean of the College)

Its charge is to ensure that the College of Cultural Studies preserves its semi-autonomous relationship and that due process is operationally functional. In addition to its function as the policy generating body of the College, the Steering/Governance Committee reviews decisions generated by its constituent affairs groups, support groups, ad hoc committees, and also reviews actions taken by bodies outside CCS which infringe upon the College.

To aid in the fulfillment of its states functions as a representative governance body, the Steering/Governance Committee has established three types of subordinate groups: constituent affairs groups, support groups, and ad hoc committees.

Constituent Affairs Groups

There are four constituent affairs groups, each represents specific population within the collegial structure:

The Faculty Affairs Group is charged with the development, implementation, and evaluation of policies relating to the professional staff. It is composed of six faculty members, each elected to a one-year term by the core faculty of each ISC. Those persons who offer fifty percent or more of their instruction within one given ISC core faculty.

The Student Affairs Group is charged with the development, implementation, and evaluation of plans and policies for student activities. The group considers student problems and grievances and selects student members to serve on the Fiscal/Physical Affairs Group and the Hiring Affairs Group. It is composed of the Student Assistant Dean and five students elected by the student body of the College to serve for a term of one year.

The Community Affairs Group performs the duties of the Community Council of the College of Cultural Studies. The Community Council was established prior to the opening of the University as an attempt to increase input into the planning of the College of Cultural Studies. The following statement of purpose was written by the Community Council and ratified by the College:

The role of the Community Council is to provide leadership on program development in the College of Cultural Studies by being a bridge between the College and the community served by the College. This role should be viewed as one of functional support for those educational programs through advocacy (advocacy on behalf of students, community, and the institution) or advisory, as needed.

It provides information to the several communities, making them aware of the resources of the College of Cultural Studies. Its size has fluctuated between ten and twenty members.

The Civil Service Affairs Group is charged with the development of policies and practices relative to civil service staff, including the efficient operation of the office, and civil service staff participation in the affairs of the College. The Group is composed of the Civil Service personnel of the College.

Support Groups

There are presently four support groups which deal with recurrent functions within the College. They are:

The Fiscal/Physical Affairs Group is charged with investigation and development of policies on the budget, allocation of fiscal resources and the use of physical resources by the College. It is composed of three faculty members, one selected from each area of specialization, one civil service person selected by the Civil Service Affairs Group and two students selected by the Student Affairs Groups. All members serve for a term of one year.

The Hiring Affairs Group is charged with the development of staff priorities, hiring and recruiting policies. The group is responsible for gathering personnel requests from the ISCs. It is composed of the six faculty members who are ISC Coordinators, one civil service person, and six student members elected for a term of one year.

The Communication Committee is charged with increasing the flow of important information to the Steering/Governance Committee, the College, the staff, and the students, especially on those issues that are before University bodies and on newly established University policies.

SECTION 5

A number of jobs are available within the College and throughout the University. You may ask your advisor, look at the list posted near the Assistant Dean's office (2408) or contact Financial Aids.

Financial Aids is responsible for allocating student jobs, scholarship funds, and loans. However, the College makes the work assignment(s) and is responsible for the time sheet.

A limited number of state funded jobs are available. This information may be obtained from the Dean's office.

SECTION 6

Problems IN

Contact

- Admissions, records.....Prof. Stretch, ext. 2442
- Credit, program, requirements.....ISC Coordinator
- Ethnic Studies.....June Patton, ext. 2445
- Invention & Creativity.....Warrick Carter, ext. 2447
- Language & Human Condition.....Alma Walker, ext. 2462
- Popular CultureBethe Hagens, ext. 2455
- Socio-Cultural Processes.....Tom Kelly, ext. 2457
- Contracts.....Advisor
- Work Study, Student employment.....Financial Aids Office, ext. 2161
- Collegial Policies.....Advisor
- College information/governance.....Student Assistant Dean
- The UNIVERSITY ADVOCATE is available to help you with problems which require special attention. Dr. Paul Hill, ext. 2144 Office Hours: 9:00 a.m. - 5:00 p.m., daily.
- The STUDENT ASSISTANT DEAN is available to help you. Leo Wagner, ext. 2437. Office Hours: Monday.....12:00-6:30 p.m.
- Tuesday.....10:00-5:00 p.m.
- Wednesday.....10:00-5:00 p.m.
- Thursday.....12:00-6:30 p.m.

IF YOU NEED \$

IF YOU HAVE PROBLEMS

GOVERNORS STATE UNIVERSITY
COLLEGE OF CULTURAL STUDIES

<u>FACULTY</u>	<u>TITLE</u>	<u>ROOM</u>	<u>EXT.</u>	<u>SECY EXT.</u>	<u>FLOOR</u>
Clara Anthony	Assistant Dean of Academics Affairs & University Pro- fessor of Black Studies	2408	2442	2441	2
Daniel Bernd	University Professor of English	1322	2426	2421	1
Warrick Carter	University Professor of Music	2501	2447	2458	2
Argentina Erdman	University Professor of Social Science	1317	2428	2307	1
Joan Evanchuk	University Professor of Art	1307	2414	2307	1
Lydia Fontan	University Professor of Language & Literature	1315	2425	2421	1
Temmie Gilbert	University Professor of Creative Dramatics	Theatre 2119/ 2143		2307	1
Harriet Gross	University Professor of Women's Studies & Sociology	1321	2427	2422	1
Bethe Hagens	University Professor of Anthropology	2305	2455	2458	2
Tom Haugsby	University Professor of Cooperative Education	2314	2459	2314	2
Fredrick Isaacson	University Professor of Communications				
Tom Kelly	University Professor of History	2307	2457	2449	2
Lou Ann Lambeth	University Professor of Art History	1304	2309	2307	1
Larry McClellan	University Professor of Urban Studies	1501	2433	2422	1
Richard McCreary	University Professor of Electronic Music	2320	2451	2458	2
Sharyne Merritt	University Professor or Political Science	2306	2456	2449	2

<u>FACULTY</u>	<u>TITLE</u>	<u>ROOM</u>	<u>EXT</u>	<u>SECY EXT.</u>	<u>FLOOR</u>
Bobby Mills	University Professor of Sociology	2316	2450	2449	2
Joyce Morishita	University Professor of Art	1303	2308	2422	1
Mel Muchnik	University Professor of Communications				
Roger Oden	University Professor of Political Science	1320	2429	2307	1
June Patton	University Professor of History	2321	2445	2449	2
John Payne	Artist-in-Residence & Professor of Sculpture	1305	2412	2421	1
Robert Press	University Professor of International Education	2303	2453	2449	2
Hugh Rank	University Professor of Comparative Literature	1313	2423	2421	1
David Reeve	University Professor of Theatre	Theatre 2119		2421	1
Paul Schranz	University Professor of Photography	2501	2446	2458	2
Alfonso Sherman	Dean & University Professor of Theatre	2505	2441	2442	2
Mel Slott	University Professor of Theatre	Theatre 2143		2422	1
Tina Stretch	Assistant Dean of Admissions & Records & University Professor of Latin American Studies & Spanish	2406	2422	2551	2
Alma Walker	University Professor of English	2318	2462	2449	2
Anthony Wei	Assistant Dean of Research & Innovation & University Professor of Philosophy & Religion	2403	2441	2442	2
Dave Wight	University Professor of Cinematography	1316	2431	2422	1
Daniel Youngdahl	University Professor of Vocal Music	2304	2454	2458	2

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