Interdisciplinary Master's Degree in Urban Studies

Resolution #16
1973-1974

TO: PRESIDENT ALBERT W. BROWN

FROM: THE FACULTY SENATE

RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)

SUBJECT: Interdisciplinary Master's Degree in Urban Studies

(see attached proposal)

Signed [Signature] Date Sent 5/8/74

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWN

RE: I. DECISION AND ACTION TAKEN ON FORMAL RESOLUTION
   a. Accepted. Effective Date: May 16, 1974
   b. Deferred for discussion with the Faculty Senate on
   c. Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged
   b. Comment:

DISTRIBUTION: Vice-Presidents: [Signature]
Others as identified: [Signature]

Distribution Date: [Date]

Signed: [Signature] (President of the College)

Date Received by the Senate: May 21, 1974
TO: The Faculty Senate
FROM: Victor A. Capoccia, Faculty Senator

RE: Support Statement for Proposed Interdisciplinary Master's Degree in Urban Studies.

This is to express support for the proposed interdisciplinary Master's Degree Program in Urban Studies which is being recommended today for endorsement by the Faculty Senate. The recent Faculty Senate discussion of the Planning program made reference to its relationship to the Urban Studies program. It, therefore, seemed desirable to provide comparative interpretation of these relationships from my perspective as one of the originators of the Planning Program.

First, it should be noted that this is a proposed program of liberal arts education while the Planning program is a program of professional education. The interdisciplinary focus of this program within the social sciences is a welcome development. In addition, the creation of this program will offer opportunity for the integration of the academic discipline interests of its faculty with the professional discipline interests of the Planning program faculty. Finally, the proposed core curriculum of urban studies courses may offer content in urban research and public policy formation which would enrich the graduate course of study in the Planning Program.

Second, school and college teachers, and personnel in government and voluntary direct service agencies are the specified target groups of this program in contrast to the personnel of regional and local planning organizations who would be served by the Planning program.

Third, the educational objectives of the internship program and vocational concerns of the proposed program are generally differentiated from those of the Planning program. However, the designation of a "professional working internship" (page 5) is less clear but is interpreted to involve an analytical interpretation of social science knowledge to the operation of urban agencies, rather than to involve the development of professional skills and behaviors.

The vocational concerns expressed on page 10 of the proposal are understandable in the context of current student motives for higher education. The proposed sources of students, however, suggest that students in the program will already be employed e.g., school and college teachers and personnel in various health and social service agencies. Thus, the concerns expressed are interpreted to involve an enrichment of competence rather than the development of new and different careers. The proposed program is, also interpreted not to include professional education in human environments and services planning as one of its vocational concerns.
Fourth, and last, the proposed program specifies a substantial number of community agencies which would "contribute to a Master's Program in Urban Studies." Most of the agencies listed are now involved in one or more other programs on the campus. At least six of the ten agencies listed will be participating in the Planning program.

These varied relationships with community agencies are a tribute to the extensive interests of the College in its surrounding environment. These relationships will require, however, that each program clearly define its educational goals and provide an explicit interpretation of its needs to agency personnel.

There also is an increasing need for coordination on the campus of relationships with community agencies. This is required if the available resources are to be used most efficiently and most appropriately.

The coordination of urban program within the Social Sciences Faculty proposed in the Crandall-Getz memorandum attached to the Urban Studies proposal is a development which is most encouraging. Since all programs of the Human Services Faculty have an extensive urban orientation, a similar approach to coordination is being undertaken on a Faculty-wide basis.

In summary, the proposed program is supported as a welcome addition to the social science offerings of the College. From the perspective of the Human Services Faculty, it will add an important interdisciplinary component of liberal arts support to the Master's program in Human Environments and Services Planning.
Proposal for an
Interdisciplinary
Master's Degree
in
Urban Studies

Prepared by:
James Newton - Geography
(Chairman, Urban Studies Committee)
Herbert Douglas, African & Afro-American Studies
John Ingham, History
Sarah Liebichutz, Political Science
Joseph Rahinski, Economics
Jack Rollwagen, Anthropology
Roger Steinheuer, Sociology
I. QUALITATIVE INDICES

A. General Rationale

The Urban Studies Master of Arts proposal contained herein has been developed to provide an interdisciplinary focus on urban studies. The myriad, complex issues which characterize contemporary urban society demand an academic approach which encourages an appreciation for the diversity of analytical approaches within the social sciences as well as the ability to make use of specific research methods and techniques for the management of those issues. We see the potential for contributions of several kinds from this program. Specifically, the program will attempt to pursue the following goals:

a) To acquaint the student with the framework of knowledge pertaining to the complexities of urban society and its inherent characteristics.
b) To identify present and future urban problems and their underlying causes.
c) To develop the analytical tools required to analyze the impact of socio-economic factors on the institutions and quality of urban life.
d) To analyze the development and role of public policy in coping with present and future urban problems.
e) To bring resources to bear on the critical urgency of finding viable solutions to existing problems and predicting possible future alternative actions.

The expected clientele for the Urban Studies Master of Arts Program will be drawn from the Rochester-Monroe County Metropolitan area. Monroe County is a large (1970 population: 711,917), rapidly growing (population growth of 21% from 1960 to 1970), urban county, which forms the hub of the Rochester SMSA. The increasing importance of Monroe County in terms of employment and commutation, is seen in the addition of Orleans, Livingston, and Wayne counties to Monroe County in 1963 to comprise the Rochester SMSA, and the addition of Ontario County in 1973 to the four counties to comprise the Rochester SMSA currently.

Within Monroe County there are a number of groups who are expected to provide the basic clientele for the program:

a) The program should have an appeal to a large variety of persons with a general or academic interest in urban affairs. These would include people already teaching in area high schools and community colleges, who wish to develop urban courses and programs in their schools. The Urban Studies Program would also provide the academic skills and preparation for students wishing to enter these
teaching fields. In addition, we would anticipate that the Masters in Urban Studies would provide a strong foundation for pursuit of the doctorate. Finally, there are a large number of people who simply wish to take advanced courses on urban issues, out of a general interest and curiosity in the subject. Although perhaps not pursuing the formal master's degree, they would take one or more of the core courses. Together, these groups would form a significant portion of the matriculated and non-matriculated students in the Urban Studies Masters Program.

b) During the 1960's, under the stimulation of the "War on Poverty", Monroe County and the City of Rochester witnessed a proliferation of community agencies which were designed to supplement the efforts of the more traditional agencies in solving the myriad of problems besetting inner-city areas. Because of the demand that there be maximum feasible participation of the poor in such efforts, the personnel which has been recruited to work in these agencies has often lacked the requisite analytical tools and research skills necessary to define many of the problems in concrete terms and to generate viable processes which would lead to solutions. The M.A. Program in Urban Studies would expect that its focus on analytical and research skills would be attractive to the personnel of such non-traditional agencies and would serve them well by enabling them to upgrade their problem solving skills and thus become more effective in the roles which they have assumed.

c) Within Monroe County, there are town, city (Rochester), county, state, regional and federal general purpose governmental agencies, special district governments (education, water, etc.) and numerous private, non-governmental health and social service agencies. The total number of employees in these public and private sectors in Monroe County is about 10,000-15,000. Many of these persons would be interested in gaining the broader, interdisciplinary perspective on their everyday problems provided by the Urban Studies M.A. Not only would this enhance their perspective in dealing with manifold urban problems, but it could also be helpful in career entry or advancement within these agencies.

Finally, in addition to the teaching function of the program, it is anticipated that, since the faculty in this program would operate in a truly interdisciplinary manner, similar cooperation in research would also be engendered. Such research could be of practical value to agencies operating in the urban area. The faculty group could also serve as one mechanism to discover, locate and make use of funds for the treatment of urban topics.
B. Structure of the Program

1. Admission Requirements

Application for admission to degree candidacy (matriculation) is made to the Urban Studies Program. Candidates interested in applying for the Masters Program in Urban Studies must meet the following requirements and furnish the requested information.

a. Possess an undergraduate degree (B.S., B.A.) from an accredited institution of higher learning.

b. Have an overall GPA of 2.75 or a 3.00 (B average) GPA in last 60 hours of undergraduate courses.

c. Submit scores on the Graduate Record Exam (GRE) for General Aptitude Section.

d. Submit a transcript(s) of all previous college academic work.

e. Submit three (3) letters of reference or the names and addresses of persons who can be contacted as references.

f. Each prospective candidate will submit a statement that expresses his/her interest in the Urban Studies Program, and where applicable, a description of work experiences since completion of undergraduate training.

2. General Degree Requirements

a. Course Work:

Each student must complete a minimum of 36 graduate semester hours of course work. Twenty one (21) semester hours are core courses which each student will take. Each student must maintain a B average for all graduate work taken for credit, and have a grade of B or better in each of the core required courses. If the student receives a grade of C in a core course his case will be referred to the Urban Studies Committee for review and recommendation.

b. Thesis:

Though a thesis is optional, students planning to advance to the Ph.D. degree will usually be expected to write one, while those terminating with the M.A. will not. Up to six semester hours credit may be granted for a thesis depending on the nature of the project.

c. Transfer Credit:

Ordinarily six (6) semester hours of graduate work may be transferred into the Urban Studies Program. However, a maximum of fifteen (15) semester hours of graduate work may be transferred into the Urban Studies Program providing it is deemed acceptable by the Urban Studies Committee.
c. **Comprehensive Exam:**

The degree candidate must satisfactorily complete an oral examination. The date for the comprehensive exam will be established by the Urban Studies faculty. A more detailed description of the examination is available through the Urban Center.

e. **Time Limit:**

Degree requirements for a Masters in Urban Studies shall be completed within five (5) years of the date of matriculation.

f. **Graduate Assistantship:**

The Urban Studies Program offers a limited number of Graduate Assistantships. These carry a stipend of $____ and remission of tuition. Additional information may be obtained from the Urban Studies Program.

g. **Diagnostic Exam:**

Each student accepted into the Masters Program will take a diagnostic exam that will evaluate his or her competency in the use of statistical methods. If the results from the test are below minimum standards, the student will be directed to take measures to rectify the deficiency in statistics. In addition, the advisement process will be a vehicle to discern any other deficiency which may exist in the student’s background.

3. **Core Courses**

Continuity within the Masters Program in Urban Studies will be maintained by providing a body of core courses which each student accepted into the Program will take. These courses will be offered jointly by the staff and therefore maintain the interdisciplinary thrust of the Program.

a. USC 601 **Urban Research I (3)** Staff: Ingham, Liebschutz

The first part of the urban research core is to acquaint the student with urban research literature by examining the methodology of several disciplines with respect to issues of common concern.

b. USC 602 **Urban Research II (3)** Staff: Newton, Rabianski

The second part of the urban research core will: 1) stress the application of the methods, and techniques acquired in Part I. Students will be expected to prepare research papers.

c. USC 603 **Analysis of Public Policy Formation (3)** Staff: Liebschutz, Douglas

Study of public policy formation using such concepts as conflict and consensus, leadership, and influence relationships, and the logic of collective action. The seminar will incorporate student research focusing on operative factors with respect to a contemporary urban issue.
d. USC 604 Analysis of Urban Society (3)
   Staff: Rollwagen, Hopkins, Ingham, Douglas
   The study of urban sub-groups, using class and ethnicity as explanatory variables, and focusing on definitions, perspectives, symbols and their consequences.

e. USC 605 Urban-Land Use and Regional Developmental Systems (3)
   Staff: Newton, Rablanski
   Study of the theoretical and conceptual development of land use patterns and the methods and techniques used to forecast urban-regional developmental systems.

f. USC 790 Internship Program (6)
   A student in consultation with his advisor may satisfy the internship requirement by means of the following alternatives:
   1) Professional Working Internship: The Urban Studies Committee has identified various types of working internships in the Rochester area. Students identified to take this option would be expected to participate in the daily operations of the urban agency.
   2) Research Internship: A student interested in more extensive research may choose to work with a faculty member for the specific purpose of producing written research that could be submitted for publication.
   3) Teaching Internship: A student wishing to gain teaching experience will have the option of working closely with any member of the Urban Studies Committee in helping to develop and present materials in the various urban courses taught by the advisor. In addition, the teaching interns will participate in a regularly scheduled Urban Seminar.
   4) Life Experience: The Committee recognizes that certain students electing to participate in the Urban Studies degree program will bring with them valuable life experiences related to the urban program. These experiences will be weighed individually and the necessary evaluation as to their relevance will help to determine how they relate to the internship program.

ELECTIVE COURSES

In addition to the core courses, each student must select a number of other courses to fulfill the remainder of his academic requirements. Most of the elective courses are currently drawn from courses which are being offered by the departments of Anthropology, Economics, Geography, History, Political Science, Sociology, and African and Afro-American Studies.
However, elective courses from other departments would also be acceptable if they are deemed to be appropriate to the area of Urban Studies. A list of elective courses is presented below.

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<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>African &amp; Afro-American Studies</td>
<td>510</td>
<td>Political Dynamics of Harlem Communities</td>
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<td>African &amp; Afro-American Studies</td>
<td>511</td>
<td>Civil Rights Movement</td>
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<td>African &amp; Afro-American Studies</td>
<td>515</td>
<td>Black Employment and Trade Unionism</td>
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<td>African &amp; Afro-American Studies</td>
<td>516</td>
<td>Organized and Disorganized Crime</td>
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<tr>
<td>African &amp; Afro-American Studies</td>
<td>518</td>
<td>Anatomy of Racism</td>
</tr>
<tr>
<td>Anthropology</td>
<td>582</td>
<td>Urban Anthropology</td>
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<td>Anthropology</td>
<td>583</td>
<td>American Urban Poor</td>
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<td>Anthropology</td>
<td>584</td>
<td>Ethnic Enclaves in United States</td>
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<tr>
<td>Anthropology</td>
<td>585</td>
<td>Occupational Sub-Cultures in the U.S.</td>
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<tr>
<td>Economics</td>
<td>532</td>
<td>Regional Economics</td>
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<td>Economics</td>
<td>533</td>
<td>Urban Economics</td>
</tr>
<tr>
<td>Economics</td>
<td>555</td>
<td>Fundamentals of Real Estate</td>
</tr>
<tr>
<td>Economics</td>
<td>556</td>
<td>Real Estate Appraisal</td>
</tr>
<tr>
<td>Economics</td>
<td>576</td>
<td>Business Location Theory</td>
</tr>
<tr>
<td>Economics</td>
<td>599</td>
<td>Urban Growth Analysis</td>
</tr>
<tr>
<td>Geography</td>
<td>511</td>
<td>Geography of Population</td>
</tr>
<tr>
<td>Geography</td>
<td>513</td>
<td>Urban Geography</td>
</tr>
<tr>
<td>Geography</td>
<td>515</td>
<td>Location Theory of Economic Activity</td>
</tr>
<tr>
<td>Geography</td>
<td>517</td>
<td>Advanced Social Geography</td>
</tr>
<tr>
<td>Geography</td>
<td>524</td>
<td>Geographic Analysis of Urban Problems</td>
</tr>
<tr>
<td>History</td>
<td>514</td>
<td>Urban History to 1880</td>
</tr>
<tr>
<td>History</td>
<td>528</td>
<td>Urban History after 1880</td>
</tr>
<tr>
<td>History</td>
<td>691</td>
<td>Research Seminar on 19th Century City</td>
</tr>
<tr>
<td>Political Science</td>
<td>519</td>
<td>Seminar: Advanced Urban Politics</td>
</tr>
<tr>
<td>Political Science</td>
<td>561</td>
<td>Urban Management</td>
</tr>
<tr>
<td>Political Science</td>
<td>571</td>
<td>Governmental Budgeting</td>
</tr>
<tr>
<td>Political Science</td>
<td>572</td>
<td>Organizational Psychology and Design</td>
</tr>
<tr>
<td>Political Science</td>
<td>661</td>
<td>Graduate Seminar in State and Local Government</td>
</tr>
<tr>
<td>Sociology</td>
<td>512</td>
<td>Social Change</td>
</tr>
<tr>
<td>Sociology</td>
<td>533</td>
<td>Urban Sociology</td>
</tr>
<tr>
<td>Sociology</td>
<td>534</td>
<td>Suburbia</td>
</tr>
<tr>
<td>Sociology</td>
<td>541</td>
<td>Sociology of Complex Organization</td>
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<td>Sociology</td>
<td>542</td>
<td>Industrial Sociology</td>
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C. Quality of the Faculty

The faculty members listed in Appendix B will have direct responsibilities for the development and implementation of the Interdisciplinary Masters Program in Urban Studies. In addition, there are many other faculty members at Brockport who can support our Program, largely through elective courses which they offer in their respective departments. (See Appendix B for faculty vitae information.)

D. Quality of Program

1. Focus of the Program:

The M.A.U.S. program will place emphasis on the provision of pertinent information and the development of analytical skills in order to engender critical thinking. The program has the following goals:

a) To acquaint the student with the framework of knowledge pertaining to the complexities of urban society and its inherent characteristics.

b) To identify present and future urban problems and their underlying causes.

c) To develop the analytical tools required to analyze the impact of socio-economic factors on the institutions and quality of urban life.

d) To analyze the development and role of public policy in coping with present and future urban problems.

e) To bring resources to bear on the critical urgency of finding viable solutions to existing problems and predicting possible future alternative actions.

Moreover, the program will have an active and explicit interest in the career and life-chances of its students. No matter whether the student has an interest in a terminal Masters Degree, or further study with the goal of a Doctorate, the faculty will make a continuing effort to see that the program will be related to vocational factors.

2. Relationships to Undergraduate Instructional Offerings:

The M.A.U.S. will enrich undergraduate education in a variety of ways. First, the graduate assistants will be expected to help with instruction in the workshop associated with the Urban Semester internship. Second, the faculty in the Urban Studies Program will be available for lending insight on urban affairs to related courses. Third, an urban simulation laboratory will be established which may be used by undergraduate classes. Fourth, to the extent that faculty growth enhances undergraduate education, it is expected that the research and community service opportunities available to faculty members through the urban
tudies program will keep enhancing the skills and knowledge of the faculty in general. Finally, the urban studies program provides an alternative Master's program for undergraduates in traditional academic departments who have a strong urban interest, but are not willing to engage in Master's work along traditional disciplinary lines.

3. Advisement and Evaluation:
   a) Assignment

   Students accepted into the degree program in urban studies will meet with the Graduate Advisor. The student and Graduate Advisor will decide on an advisor from the graduate faculty, who will plan the student’s program in response to his or her existing background in philosophy, interest and professional objectives. To insure that no one faculty member is overburdened with advisees, the principal of evenness of advisement responsibility will be maintained.

   b) Review

   During the week preceding the beginning of the academic year, the new student will meet with his or her advisor to establish the format of the program the student intends to follow. At the completion of each semester, the assigned graduate advisor and advisee will meet to discuss his or her progress towards meeting the academic and scholarly requirements within the program. At the conclusion of such meetings, the advisor will submit a statement of progress for each advisee to every member of the graduate faculty for review. All such statements shall be kept on record in the Graduate Students file. At this time, the student will be given a clear indication as to her or his level of development and to outline patterns of course work for the succeeding semester. In addition, at least once each semester, the advisor and advisee will meet with two other members of the graduate faculty to evaluate the student's work toward meeting the overall objectives within the Degree Program. This procedure attempts to insure the interdisciplinary nature of the program and carries the philosophical interdisciplinary structure through the entire program. Lastly, it is expected that the advisor will establish a few meetings with each of his or her advisees throughout every semester, for the specific purpose of giving additional assistance to the student and to be aware of his or her progress in the Masters Program.
3. c) Advisor

The graduate faculty feels that a strong degree program begins with sound advisement. Therefore, it is believed that every member of the graduate faculty will be involved with advisement and be cognizant of his or her advisees. To meet these objectives, the advisor will continually meet with the advisees and perform the following duties.
1. Help students outline a general program and establish goals.
2. Help to identify courses to meet program objectives.
3. Help to establish and coordinate the internships for each of the advisees.
4. Evaluate the students academic and scholastic progress.
5. Informing Graduate Faculty of advisees' performance.
6. General assistance to new students to become acclimated to State University College at Brockport.
7. Help guide students into placement positions after successful completion of the degree requirements.

d) Advisee

The Graduate Faculty strongly believes that a continual flow of feedback information is necessary to help evaluate the entire urban studies program. Therefore, at the end of each semester, each student will complete a questionnaire to be turned into the graduate advisor. The graduate advisor will inform the entire Graduate Faculty of these evaluations. After examining the student evaluations, the faculty will meet to discuss and analyze the results for the specific purpose of improving the entire degree program.

4. Innovative Elements:

a) Interdisciplinary Teaching

Historically, the issues and problems of urban areas were first examined only as occasional subjects of study within specific academic departments. Later, the separate efforts of the various interested academic disciplines were brought together under the umbrella of urban studies. However, neither of these approaches facilitated interaction among the disciplines; in the first case, the scholar operated independently of his colleagues in urban interest; in the second case, the scholar operated independently of his colleagues in his own discipline.

The process of developing genuinely interdisciplinary courses for the Master's Program in Urban Studies at Brockport is already under way. The committee has from the outset taken the position that each core course will
4. a) (Continued)

be taught by faculty from more than one discipline. In this way, faculty will be required to face the necessity of exchanging ideas, models, and logical procedures. Students will face the necessity of learning a variety of skills and perspectives and asking in which situations they might be expected to apply. It is plain from work already done on these courses that there will be both complementarity and conflict in the teaching of these interdisciplinary courses. Another way of stating the same thing is to say that the core courses will be genuinely new offerings.

b) Parallel Vocational and Academic Concerns

The committee has affirmed that neither intellectual rigor nor concern for the students' vocations and life-chances can be sacrificed. A good deal of attention will have to be paid to the vocational aspect, in that students will not be being prepared for a single homogeneous professional community. Part of the advisement function will be to monitor both the particular interests and purposes of the students, and simultaneously to conduct a lively search for career options in the community, state, and nation. As will be noted in a further section, the evaluation of this program will include a post-graduation follow-up. The committee is willing to be judged over subsequent years not only in terms of quality of instruction, but also in terms of whether students who have been successful in completing the program are also successful in finding relevant occupational careers.

c) Internship Program

As part of the above-stated academic and vocational concerns, the students will be placed in internships in urban-oriented agencies and organizations. These internships will provide a testing-ground for acquired skills and perspectives, will provide opportunities for individual or organization-based research, and will serve also as loci for vocational inquiry. As to the last point, it has been the committee's experience that even though our urban semester program has not had an explicit career-finding element, it has been very helpful in helping students succeed in finding their way to the beginning of a work career.

d) Simulation Skills

One difficulty in conceptualizing aspects of urban life arises from the sheer enormity and complexity of the modern city. Several of the members of the committee are committed
4. d) (Continued)

to simulate aspects of urban life as a means of learning. It is expected that some proportion of the core courses will be taught through the use of a simulation laboratory. The resources of this laboratory will be available for other groups in the college and community.

e) Interdisciplinary Aspects of the Total Program

Not only will the core courses be genuinely interdisciplinary, but the other functions of the urban studies group will also be done across disciplines. It is expected that short courses for the community, consultation, and research will be done together by scholars across the disciplines. Students will have opportunities to observe and be part of this kind of collaboration.

f) Heterogeneity of Student Body

It is expected, and the committee regards it as a positive goal, that the student body will represent differences in sex, race, and stages of the life cycle, along with differences in disciplines in which undergraduate degrees were undertaken. In a successful graduate program, students do much of their learning from each other. It may be assumed that a large proportion of students will be part-time, and efforts will be made to prevent their isolation.

5. Participation of Graduate Students in Undergraduate Instructional Activity:

There are two basic means by which all graduate students in Urban Studies may participate in undergraduate teaching:

a) Graduate Assistants

Several will work with undergraduate students involved in internships with the Urban Semester Program. They will be responsible for conducting training sessions, hold weekly seminars with these students to examine particular urban topics, and arrange for other instructional activities. All these functions will be performed under the close personal supervision of the Urban Studies faculty.

b) Urban Studies 790

One option available for students enrolled in this required course involves a teaching internship. After reaching agreement with a member of the Urban Studies faculty, the student shall assist that faculty member in
5. b) (Continued)

the teaching of an undergraduate urban course. He shall, under close supervision and guidance from the faculty member, deliver occasional lectures, lead small discussion groups on particular problems, and assist in grading. He will not be a section head in the traditional sense, but a teaching partner with the faculty member.

6. Graduate Student Perceptions of the Quality of Program:

The M.A.U.S. program will utilize a three-tiered self evaluation by its students. First, at the conclusion of each course, each student will anonymously answer a course and teacher evaluation questionnaire. Second, upon graduation, each student will be asked to evaluate the program as a whole. Third, at a time not to exceed five years after graduation, each graduate will be asked to provide information about the role that the program played in his or her career.

However, the evaluation component of the M.A.U.S. program will also consist of two other forms of evaluation. First, the relative performance of the urban studies student will be judged in elective courses vis-a-vis the other students in such courses. Moreover, the performance of each Urban Studies student will be evaluated by both the faculty and agency supervisors of his internship. Second, the M.A.U.S. program will be evaluated by requesting prospective and actual employees of the graduate to submit judgments as to the sophistication of the training received by the graduates of the program. Moreover, an indication of the success of the program can be obtained by tabulating the number of agencies who sent students to the program, and the number of agencies who invite faculty to offer short term workshops or to present lectures.
II. QUANTITATIVE INDICES

A. Physical Facilities Assigned to the Program

The planning division of the College has committed adequate space for operating the Masters Degree Program for the academic year 1974-75. The faculty members directly involved in the Masters Program can be accommodated in quarters that bring them together on a daily basis; and consequently, this arrangement will help to sustain the interdisciplinary nature of the proposed degree program. The following enumerates the facilities assigned to the Program:

Seven offices for its faculty.
One office for a secretary.
Space provided for 15 graduate students.
One seminar room that accommodates 20-25 graduate students.
One conference room for meetings and discussions to accommodate 12 persons.
Storage facilities for supplies and equipment.

B. Support Facilities Available From Other Sources

State University College at Brockport is very fortunate to have located within a region that has a vast array of services and facilities that could be utilized to enhance the interdisciplinary Masters Program in Urban Studies. These services and facilities are discussed and enumerated below.

1. Internships:

Faculty members of the undergraduate Urban Semester Program have identified and placed students in various urban agencies in the Rochester Metropolitan region. All indications are that many more internships are available in planning, social, governmental and private agencies which would support interns within the Masters Program.

2. Personnel Support:

At various times in the past three years, the Urban Semester Committee has secured the services of agency personnel to offer lectures to guide field excursions and provide classroom instruction. Presently, the Director of the Geneseo Finger Lakes Regional Planning Board of Rochester is offering a planning course in Rochester, which can be taken by Brockport students for credit.
B. 3. Support Monies:

In the past three years, agencies based in Rochester have supported both faculty and students on the Brockport Campus for academic and work-related projects. The City of Rochester's Internship Program has provided Brockport students with internships for which the students gain valuable urban training and also received money remuneration for their efforts. The Genesee Finger Lakes Regional Planning Board of Rochester sponsored consecutive summer urban planning institutes held at Brockport during 1971 and 1972. The agency provided 100 per cent of the funding for both institutes. In addition, the agency provided monetary support for ten students each year to take academic courses related to urban studies, and work in urban agencies.

4. Agencies:

The following is a list of agencies in the Rochester Metropolitan area that have worked closely with State University College at Brockport in providing services and facilities that could contribute to a Masters Program in Urban Studies.

a. City Planning Department
b. Urban Development Corporation
c. NEAD Organization (Community Planning)
d. Genesee Finger Lakes Regional Planning Board
e. Monroe County Planning Department
f. Urban Renewal Agency
g. Genesee Hospital Ambulatory Services Unit
h. Convalescent Hospital for Children
i. Riverton Properties Incorporate (New Town Program)
j. Monroe County Adult Probation Department

5. Research:

Many of the Rochester based agencies hold valuable data banks on local and national information. Each of the agencies has cooperated fully when members of the Brockport faculty and students have requested information to carry out research. Their data banks can serve as a resource for graduate students to become involved in gathering and analyzing urban data. In addition, the previously mentioned agencies have provided monies to support research.

6. Inter-University Consortium For Political Research:

State University College at Brockport holds a membership in this organization. We are supplied, at nominal fees, extensive data banks dealing with political and demographic aspects of American and foreign countries. In addition, the Consortium supplies extensive collections of recent and historic urban data.

7. Space Facilities:

In addition to providing classroom facilities in Brockport, the College also operates EOC (Educational Opportunity Center) in Rochester, New York. The Center is located in the heart of
7. (Continued)

downtown Rochester and would provide an excellent environment
to present some of the courses which would be offered in the
Masters Program. Also, various agencies in Rochester have
provided space to offer seminars or short workshops which will
be an important ingredient in the development of the Masters
Program.

8. Rochester Center For Governmental And Community Research

The Center is privately endowed by George Eastman and pro-
vides the Rochester Community a staff of professional urban
researchers. The Center staff is responsible for developing
and providing reports on local urban topics and serves as a
valuable source of local urban data. The Center would be an
excellent resource for Urban Studies of Rochester, and could
provide a wealth of data for studies conducted by students in
the proposed Masters Program.

C. Library Holdings at the State University College - Brockport

The library holdings of this institution in support of the Urban
Studies program can be divided into three main categories:
(1) Texts and Research Works,
(2) Journals that are Urban Studies oriented, and
(3) Journals offering supporting materials.

In addition to the items enumerated in the listing given above,
the College has an interlibrary loan arrangement with the other
colleges and university centers in the State University system,
and with other institutions across the country. (See Appendix C
for a complete enumeration of library holdings.)

D. Staff Resources

It is presently anticipated that at the outset of this program,
the services of one typist, SG-3, will be required. Additional
staffing requirements in subsequent years would be in proportion
to the growth in the Masters Program as well as developments in
the service and research elements of Brockport's commitment to
urban involvement.

E. Financial Aid for Graduate Students

The initial requirements for the program are for 8 graduate
assistants (.25 F.T.E.), for which the amount of $14,000 is being
requested in Brockport’s final budget request for 1974-1975.

In addition, a strong effort will be made to recruit students
already employed in agencies and industries with an urban interest;
it is anticipated that such employers may be willing to pay part
of the cost of upgrading the skills of persons working for them.
F. Financial Resources From the University and From Other Agencies

Brockport will be committing resources to this program in a variety of ways. First, the core teaching staff of the Urban Studies Program are six persons who have full-time appointments in six different departments in the social and natural science divisions. These persons will be released for the team-teaching of interdisciplinary basic graduate courses in urban studies. Those interdisciplinary courses will represent 21 of the 36 hours required of students for graduation. Second, the same six departments offer courses for graduate credit. Urban Studies M.A. candidates will join other students in these graduate courses in order to fulfill the requirement of 35 hours beyond the interdisciplinary core. Third, the college is prepared to commit to the program a proportion of the range of computer services available to Brockport.

It is expected that agencies in the Rochester area will be requested to provide internships with appropriate supervision to students in the Program.

G. Rationale For Enrollment Figures

1974–75: With eight graduate assistants budgeted for the Program, it is assumed that most full-time students applying in the first year will be able to avail themselves of this opportunity. Since the program has not had a chance to build-up a following at Brockport, or a reputation through advertising, etc., on other campuses, our ability to draw large numbers of full-time students in the first year will be limited. Nevertheless, it seems reasonable to anticipate a total of 10 to 15, since there are several present and past undergraduate students at the college who have expressed strong interest in a program of this nature. In addition, we should be able, even in our first year, to attract a significant number of part-time students who will take one or more courses per semester. These would come from two major sources: matriculated part-time students who are presently working full-time in various city agencies in the area; and matriculated and non-matriculated graduate students in other M.A. programs within the colleges who are seeking to fill electives.

1975–76: By the second year, the program should be firmly upon its way, able to attract large numbers of potential full-time students. Many of these will continue to be absorbed by the larger number of graduate assistantships available, but experience of other M.A. programs in the College, coupled with the large potential demand, should increase the total number of full-time students to about 32. In addition, the number of part-time students will also
G. (Continued)

increase to a new, more stable level. By this time, knowledge of, and interest in, the program's offerings should have been able to reach a large percentage of its potential audience.

1976-78: Although the number of graduate assistantships will grow only slightly over the next three years, the number of full-time students should continue to rise dramatically. Because of a continuing strong interest among potential graduate students in urban related questions, coupled with the attractive job opportunities in the area, the program should be able to attract increasingly large numbers of full-time students. The number of part-time students can be expected to increase slightly, also, but the real area of growth should come in the number of full-time students.

Projected Enrollments Over Next Five Years, 1974-1979

1974-75: 8 graduate assistants @ .75 F.T.E. = 6 full-time students
4 full-time students @ 1.00 F.T.E. = 4 " " "
35 part-time students @ .25 F.T.E. = 9 " " "
47 students = 19 full-time students

1975-76: 16 graduate assistants @ .75 F.T.E. = 12 full-time students
36 full-time students @ 1.00 F.T.E. = 36 " " "
52 part-time students @ .25 F.T.E. = 13 " " "
84 students = 41 full-time students

1976-77: 16 graduate assistants @ .75 F.T.E. = 12 full-time students
24 full-time students @ 1.00 F.T.E. = 24 " " "
52 part-time students @ .25 F.T.E. = 13 " " "
92 students = 49 full-time students

1977-78: 18 graduate assistants @ .75 F.T.E. = 13.5 full-time students
30 full-time students @ 1.00 F.T.E. = 30.0 " " "
54 part-time students @ .25 F.T.E. = 13.5 " " "
102 students = 57.0 full-time students

1978-79: 20 graduate assistants @ .75 F.T.E. = 15 full-time students
34 full-time students @ 1.00 F.T.E. = 34 " " "
56 part-time students @ .25 F.T.E. = 14 " " "
110 students = 63 full-time students

F. Resources and Facilities Needed to Accommodate Enrollments

Physical Resources:

With the increased amount of classroom space available by 1974-75, along with the fact that projected college growth patterns indicate rather static general enrollments over this period of time,
no additional classroom space need to be built to accommodate these increased enrollments. Similarly, all other physical facilities at the College should be sufficient to meet these demands.

Instructional Resources:

With six faculty members, all of whom have primary appointments in other departments in the College, devoting one-third of their teaching load to the Urban Studies Masters Program, there should be no problem in handling the number of students anticipated in the first two years of operation. This will be accomplished by offering three courses per semester, on a team basis, with two faculty members involved in each course. They will be easily able to handle the 25 students average per course in the first year, and the 54 students average per course in the second year. By the third year, however, the number of students anticipated may force additional faculty input in the program. This may be accomplished in one of two ways: increasing the commitment of some or all of the six faculty members involved in the Program from one-third time to one-half time; and/or recruiting the participation of other urban-oriented members of the present faculty in departments of political science, sociology and others. Either may be done without necessitating the allocation of additional faculty lines to the College.
III. RELATION OF GRADUATE PROGRAM TO OTHER PROGRAMS

A. Relation to Undergraduate Programs on the Campus

A one-semester program which combines internship and urban-oriented courses in the social sciences, the "Urban Semester", has been offered each semester since 1971 for Brockport undergraduates. We anticipate one means of fulfilling Urban Studies assistantship commitments would be for graduate assistants to assist faculty in coordinating and directing monthly multidisciplinary seminars for Urban Semester students.

B. Relation to Other Graduate Programs on the Campus

Master of Arts Programs are currently offered in economics, history, and political science, as well as the Master of Science in Education program. Each of these programs includes the option of at least three hours of elective courses from other departments. It is anticipated that graduate students with urban interests will enroll in the proposed Urban Studies core courses.

Similarly, Urban Studies graduate students would select from a large number of relevant course offerings in the departments cited above as well as in the Anthropology, Sociology, and Geography Departments to fulfill their elective requirements.

We anticipate an especially strong link with the urban administration track of the Master's Program, currently sponsored within the Political Science Department, in terms of mutual selection of course offerings by Urban Studies and Urban Administration students.

C. Relation to Graduate Programs at Other State University Units

According to the source used for this study, there are only three units of the SUNY system that have urban research centers. These are SUNY-Albany, SUNY-Buffalo, and SUNY-Stonybrook (see Table 1). Of these three institutions, only the program at SUNY-Stonybrook is specifically listed as offering a graduate degree (M.S.).

The programs listed for these three units are all particularized in one respect or another. The program at SUNY-Albany is oriented towards public affairs; the program at SUNY-Buffalo appears to be a program of university and local community involvement; the program at SUNY-Stonybrook is oriented toward science and engineering (see Table 2). Of these three state units, only SUNY-Buffalo is in the Western Region. Given the emphasis of this program at the time of the writing of the source, the SUNY Western Region can be said to have no program of urban studies.
D. Relation to Other Graduate Programs at Private Colleges and Universities of the Region and State

Excluding those urban research programs in New York City, there are two universities in the state that offer advanced degrees in urban research programs. These are: the Metropolitan Studies Program at Syracuse University (which offers a Ph.D. degree); and the Urban-Environmental Studies Program at Rensselaer Polytechnic Institute (which offers an M.S. and a Ph.D. degree). In addition to these programs, Cornell University has three programs in urban-related fields (see Table 3). It is not clear whether any of these programs offer graduate degrees. Only one of these programs at Cornell is broad in scope and general in nature. None of the universities mentioned in this paragraph are in the Western Region of New York designated by SUNY.

In New York City, there are eleven urban research programs in public and private institutions. Two of these (Urban Research Center, Hunter College of CUNY and the Research Center in Comparative Politics and Administration, Brooklyn College of CUNY) offer a Master's degree. Brooklyn College also offers the Ph.D. degree (see Table 4). Only four of these eleven appear to have instruction as a major thrust of their program (see Table 2).

After examining the tables, the following summary remarks seem most appropriate.

1. New York City is the area of New York that offers the majority of the urban related programs in the state (11 of the 19 programs).

2. Only nine of the 19 programs discussed here include teaching as a major emphasis in the program. Of this nine, only two (Syracuse and Cornell) are broad and general programs. No SUNY unit is involved in a broad and general urban studies program that leads to a graduate degree.

3. No university (public or private) in New York State offers a broad and general program of urban studies that leads to a Master's degree.
### TABLE 1

#### Programs in Urban Studies in SUNY Units

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>Name of University</th>
<th>Level of Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Affairs Research Center</td>
<td>SUNY - Albany</td>
<td>X, unspecified</td>
</tr>
<tr>
<td>Office of Urban Affairs and Cooperative Urban Extension Center</td>
<td>SUNY - Buffalo</td>
<td>X</td>
</tr>
<tr>
<td>Urban Science and Engineering</td>
<td>SUNY - Stony Brook</td>
<td>X</td>
</tr>
</tbody>
</table>
TABLE 2: Functions of Programs in Urban Research Centers and Major Disciplinary Emphasis/Major Goals

<table>
<thead>
<tr>
<th>Name of Program and Name of School</th>
<th>Function of Program*</th>
<th>Emphasis/Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Affairs Research Center (SUNY-Albany)</td>
<td>X</td>
<td>Public affairs</td>
</tr>
<tr>
<td>Office of Urban Affairs and Cooperative Urban</td>
<td>X</td>
<td>University involvement in urban problem</td>
</tr>
<tr>
<td>Urban Extension Center (SUNY - Buffalo)</td>
<td></td>
<td>Urban systems analysis</td>
</tr>
<tr>
<td>Urban Science and Engineering (SUNY - Stony Brook)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PRIVATE COLLEGES AND UNIVERSITIES IN NEW YORK (excluding New York City)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metropolitan Studies Program (Syracuse U.)</td>
<td>X</td>
<td>Broad &amp; general</td>
</tr>
<tr>
<td>Urban-Environmental Studies (Rensselaer)</td>
<td>X</td>
<td>Engineering &amp; environmental science</td>
</tr>
<tr>
<td>Center for Environmental Quality Management (Cornell U.)</td>
<td>X</td>
<td>Health related</td>
</tr>
<tr>
<td>Office of Regional Resources and Development (Cornell U.)</td>
<td>X</td>
<td>Ithaca region only</td>
</tr>
<tr>
<td>Center for Urban Development Research (Cornell)</td>
<td>X</td>
<td>Broad &amp; general</td>
</tr>
<tr>
<td>NEW YORK CITY UNIVERSITIES (private and public)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Urban Environmental Studies (Polytechnic Institute of Brooklyn)</td>
<td>X</td>
<td>Science, engineering, health, transportation</td>
</tr>
<tr>
<td>Urban Research Unit, City College Research Foundation (C.C. of CUNY)</td>
<td>X</td>
<td>Urban planning &amp; behavioral studies</td>
</tr>
<tr>
<td>Urban Research Center (Hunter C., CUNY)</td>
<td>X</td>
<td>Urban planning &amp; urban studies</td>
</tr>
<tr>
<td>Institute for Community Studies (Queens College, CUNY)</td>
<td>X</td>
<td>Urban affairs, public education</td>
</tr>
<tr>
<td>Research Center in Comparative Politics and Administration (Brooklyn C., CUNY)</td>
<td>X</td>
<td>Comparative politics, urban politics</td>
</tr>
<tr>
<td>Center for New York City Affairs (New School for Social Research)</td>
<td>X</td>
<td>NYC studies</td>
</tr>
<tr>
<td>Center for Business and Urban Research (Hofstra)</td>
<td>X</td>
<td>Business research</td>
</tr>
<tr>
<td>Institute for Urban Studies (Fordham U.)</td>
<td>X</td>
<td>Socio-economic study</td>
</tr>
<tr>
<td>Bureau of Applied Social Research (Columbia)</td>
<td>X</td>
<td>Social &amp; behavioral</td>
</tr>
<tr>
<td>Institute of Urban Environment (Columbia)</td>
<td>X</td>
<td>Urban planning</td>
</tr>
<tr>
<td>The Urban Center</td>
<td>X</td>
<td>Improvement of relations between Columbia U. and city</td>
</tr>
<tr>
<td>Name of Program</td>
<td>Name of University</td>
<td>Level of Program</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Metropolitan Studies Program</td>
<td>Syracuse University</td>
<td>X</td>
</tr>
<tr>
<td>Urban-Environmental Studies</td>
<td>Rensselaer Polytechnic Institute</td>
<td>X X</td>
</tr>
<tr>
<td>Center for Environmental Quality Management</td>
<td>Cornell University</td>
<td>X</td>
</tr>
<tr>
<td>Office of Regional Resources &amp; Development</td>
<td>Cornell University</td>
<td>X</td>
</tr>
<tr>
<td>Center for Urban Development Research</td>
<td>Cornell University</td>
<td>X</td>
</tr>
<tr>
<td>University/Institution</td>
<td>Course Area</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>College of Social Policy, New York City</td>
<td>Urban Planning</td>
<td></td>
</tr>
<tr>
<td>Institute of Urban Studies, New York University</td>
<td>Urban Administration</td>
<td></td>
</tr>
<tr>
<td>Center for Urban Research, New York University</td>
<td>Urban Studies</td>
<td></td>
</tr>
<tr>
<td>New School for Social Research</td>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Research Foundation of the New School for Social Research</td>
<td>Urban Studies</td>
<td></td>
</tr>
<tr>
<td>Institute for Urban Policy, New York University</td>
<td>Urban Policy</td>
<td></td>
</tr>
<tr>
<td>Graduate School of Urban Affairs, New York University</td>
<td>Urban Planning</td>
<td></td>
</tr>
</tbody>
</table>

*Note: The table includes programs in urban studies at various New York City institutions.*
PARTICIPATING FACULTY

The following list is composed of those individuals on the current faculty who have expressed an interest in participating in the Urban Studies Program.

John N. Ingham* .................... History
Sarah F. Liebschutz* .................... Political Science
James W. Newton ................ Geograhpy
Joseph S. Rabianski** .................... Economics
Jack R. Rollwagen ................ Anthropology
Herbert Douglas ................ African and Afro-American Studies
Michael LaSorte ................ Sociology
Leen I. Haley ................ Political Science
Karen Hopkins ................ Sociology
John E. Kramer ................ Sociology

* Members of the Urban Studies Committee for Policy and Planning.

** Director of the Urban Studies Committee.
APPENDIX A

Elective Courses

Political Science 510 Seminar: Advanced Urban Politics

Selected problems of urban political systems with attention to current political issues. In-depth consideration of one or more topics, such as urban renewal, minority groups, urban poverty, metropolitan planning, role of the police, state and federal relationships. 3 sem. hours

Political Science 561 Urban Management

This course constitutes a study of administrative functions and problems in urban institutions. It examines the various roles which administrators are expected to perform in carrying out urban public policy, including but not limited to program development, conflict-management, public relations, community organization and planning. Stress will be placed upon how management skills are applied in problem solving. 3 sem. hours

Political Science 571 Governmental Budgeting

Emphasizes budgeting in local governments, noting significant differences in budgeting at state and national levels. Alternative forms of budgeting covered, with particular attention given to program budgeting. Independent library research on selected subject areas and term paper required. 3 sem. hours

Political Science 572 Organizational Psychology and Design

Experiments in small groups demonstrate basic principles of organizational psychology in socialization, decision-making, motivation, communication, and organizational development. Significance of these and other factors for the design and management of organizations explored in readings and class discussions. Independent research in four fields, other than organizational psychology, and term paper required. 3 sem. hours

Political Science 661 Graduate Seminar in State and Local Government

Examines various topics in the fields of state and local government. Sample topics include community power, federal-state relations, and New York State politics. Students prepare and discuss substantial research papers. Since subject matter changes each semester, course may be repeated. 3 sem. hours
Sociology 512 Social Change
Development of common understanding of problems of conceptualizing and studying social change; major sources of change. 3 sem. hours

Sociology 533 Urban Sociology
Nature, causes, and consequences of urbanization. 3 sem. hours

Sociology 534 Suburbia
Study of social development of modern suburbia and investigations into institutional structure of various types of contemporary suburbs. 3 sem. hours

Sociology 541 Sociology of Complex Organizations
Survey of theories and problems of organizations using specific administrative organizations and voluntary associations as illustrations. Historical development of key concepts and basic models of organizational analysis. 3 sem. hours

Sociology 542 Industrial Sociology
Sociological study of work organizations and professions. Impact of industrialization, the factory as a social system, status and incentive systems, worker dissatisfaction, industrial conflict, and, generally, labor and management relations. 3 sem. hours

History 514 Urban History to 1880
Examines the characteristic environmental locus of Americans across time, from the 17th century towns and villages, through the early pre-industrial cities, to the development of the new industrial city of the 19th century; concentration on the problems of social organization and disorganization at the varying stages, and upon the relationship between the community and the larger society throughout this period. 3 sem. hours

History 528 Urban History after 1880
Continues the analysis of History 514, charting the rise of the new metropolis of the late 19th century, through the period of suburban sprawl, to the giant megalopolis of the present day. Concentrates on the ability of the city to solve its manifold social and environmental problems, along with its evolving relationships to state and federal governments. 3 sem. hours

History 691 Research Seminar on 19th Century City
Seminar will concentrate upon an analysis of the elite structure of Rochester in the 19th century. Students will do research on various perspectives of this elite, so that, in cumulative fashion, the result of the seminar should give an overall picture of this structure in the city. 3 sem. hours
Anthropology 582 Urban Anthropology  
Intensive analysis of the theory and subject matter of urban anthropology. Origin and evolution of urban society, rural-urban migration, and adaptations of rural migrants to urban centers examined in depth as well as the various theoretical approaches to the study of urban subcultural groups. 3 sem. hours

Anthropology 583 American Urban Poor  
Descriptive and theoretical exploration of the position of the urban poor in American culture. 3 sem. hours

Anthropology 584 Ethnic Enclaves in Urban United States  
Study of ethnic neighborhoods in urban United States communities. 3 sem. hours

Anthropology 585 Occupational Sub-Cultures in the United States  
Consideration of the various kinds of occupationally based subcultures to be found in the modern United States in historical and evolutionary perspective. Theoretical frameworks and models important to the study of such subcultures examined in some detail. 3 sem. hours

Geography 511 Geography of Population  
Sequential analysis of distribution and growth of human population. Current trends in geodemographic evolution and growth with some concomitant problems. For example, problem of hunger and malnutrition in the world; distribution of diseases. Current trends in geography of population studies. 3 sem. hours

Geography 513 Urban Geography  
Analyzes the areal distribution of cities and their associated phenomena with a view to understanding problems of modern city planning. 3 sem. hours

Geography 515 Location Theory of Economic Activity  
Designed to acquaint students with theoretical and empirical models which attempt to explain complex distributional patterns of economic activity. 3 sem. hours

Geography 517 Advanced Social Geography  
Objectives, scope, and methodology of social geography. Possible approaches and current research trends. 3 sem. hours

Geography 524 Geographic Analysis of Urban Problems  
Designed to identify spatial patterns of urban problems emphasizing causes, consequences, and possible solutions to problems. 3 sem. hours
Economics 532  Regional Economics
Study of broad spectrum of elements which affect location decisions of individual firms, industrial development of a region, and interaction between regions. Subjects discussed include plant location factors, land use, formation of industrial complexes, spatial equilibrium, measurement of regional activity, interregional trade, industrial development and regional growth, factor mobility and the depressed area problem.  3 sem. hours

Economics 533  Urban Economics
Application of economic theory to problems of urban areas. Subjects discussed include urban growth analysis, systems of cities, urban land usage, human resources in the urban setting, housing markets, urban renewal strategies, transportation networks, environmental quality, intergovernmental fiscal relationships, decentralization of economic activity and zoning.  3 sem. hours

Economics 555  Fundamentals of Real Estate
A survey of real estate theory and practice. Topics include urban land economics, patterns of land use, the nature of real estate values and finance, and the real estate business.  3 sem. hours

Economics 556  Real Estate Appraisal and Investment
An analysis of the real estate appraisal process. Topics include an analysis of basic appraisal factors such as the impact of economic factors on property value and site analysis; an analysis of valuation techniques such as the market sales, capitalization of income and building cost approaches; and an analysis of specific appraisal assignments such as new and used residential, condemnation and mortgage loan appraising.  3 sem. hours

Economics 576  Business Location Theory
An analysis of the economic factors that affect the location decisions of individual businesses. Topics include industrial location studies, an analysis of plant location factors, market area analysis and selected company case studies.  3 sem. hours

Economics 599  Urban Growth Analysis
Special projects in economics under direction of individual staff members. Arranged in consultation with the professor-sponsor and in accordance with procedures of office of Academic Advisement prior to registration.  1 - 6 sem. hours

African & Afro-American Studies 510  Political Dynamics of Harlem Communities
The course deals with a comparative analysis of black urban societies, and the realities of Harlem as a model. The socialization into, and the political dynamics of, the black community provides a focus for the discussion of various political structures and processes.
African & Afro-American Studies 312 Civil Rights Movement

This course will analyze the struggle for civil rights in relation to the organizational structures established for the attainment of these goals. Major emphasis will be placed upon the differences in organizational structures, in ideologies and in tactics between these organizations. An attempt is made to evaluate each organization in its situation and in contrast to its social environment. A synchronic and diachronic approach is utilized.

African & Afro-American Studies 515 Black Employment and Trade Unionism

An intensive study of Black labor force in the American economy. Topics to be analyzed include the volume, composition, and level of Black manpower and participation in aggregate economic activity; the impact of discrimination upon the Black labor market; the influences of the trade union movements on the Black worker; the concepts of equal but non-competing technical manpower; and Black employment opportunities and income distribution patterns.

African & Afro-American Studies 316 Organized and Disorganized Crime

The incidence of crime in American society will be examined to indicate its political and economic determinants. The various types of crimes will be related to the political power of the various sectors to define what is criminal behavior and sustain that definition in the face of counter-definitions. The preponderance of the Black and the poor among the convicted will be examined as a variable of their political status. Also, major emphasis will be placed upon an analysis of the social costs and economic costs to the Black community.

African & Afro-American Studies 516 Anatomy of Racism

Examination of some of the basic stereotypes of racism as applied to Black folk within the world community, close and systematic study of racist prototypes using Prospero and Robinson Crusoe as classic examples in literature. Major emphasis will be given to a detailed explication of the role of racism in delimiting the access of Black people to the opportunity structure of our society in the light of their aspiring to full equality.
APPENDIX B

Faculty Vitae

1. Name: JOHN N. TKOHAM

Address:
Departmental: History Department, Hartwell Hall, SUNY Brockport, New York 14420
Residential: 27 Meadowview Drive, Brockport, New York 14420

Date of Birth: March 15, 1939
Marital Status: Married
Number of Children: 3 boys

Educational Experiences:
Ph.D. - University of Pittsburgh, April, 1973
M.A. - University of Pittsburgh, August, 1964
B.S. - University of Wisconsin, August, 1963

Teaching Experience:
Assistant Professor of History, State College at Brockport, 1970 to Present
Instructor, University of Bridgeport, 1968-1970
Lecturer, Carnegie-Mellon University, 1967-1968
Instructor, Slippery Rock (Pa.) State College, Summer 1966

Other Professional Experience:
Co-Coordinator, Annual SUNY Conference on Social and Political History. Duties involve arranging for conference papers and commentators, making physical arrangements for conference each year. Purpose of conference is to present papers dealing with newest historical approaches, especially stressing interdisciplinary aspects.

Administrative and Service Responsibilities at Brockport:
Member of several History Department committees:
Graduate Committee, 1973
Chairman, American History Caucus, 1972 to Present
Co-ordinator of American History Survey, 1972 to Present
Departmental Governance Committee, 1971-1972

Member of Urban Semester Committee, 1970 to Present, chairman, 1972 to Present, with general administrative responsibility for the Committee, including publicity, correspondence.

Member of the following college wide committees:
Bachelor of Liberal Studies Program Committee, 1972 -
Computer Users Committee, 1971 -
1. (Continued)

Ad-Hoc Committee on Off-Campus Programs (Faculty Senate), 1971
Departmental representative to SUNY/United, 1973 -

Participation in Professional Organizations:

Member of:
American Historical Association
Organisation of American Historians
Urban History Group
Immigration History Group
Wisconsin Academy of Sciences, Arts and Letters

Honors and Awards:

Andree W. Yellen Fellowship, University of Pittsburgh, 1966-1968
National Science Foundation Grant, Carnegie-Mellon University, 1967-1968
Phi Alpha Theta - National History Honor Society, University of Wisconsin, 1961-1963
Teaching Assistantship - University of Wisconsin, 1962-1963
Teaching Fellowship - University of Pittsburgh, 1963-1965
Graduated Magna Cum Laude, University of Wisconsin, 1963

Editorial, Review and Presentations:

Comparative review of three books on urban history (Kosa, by Marie Hall etc., Immigrants and Politics, by Frederick Luebke, and The Italians in Chicago by Humbert Meli) in Mid-America, July, 1972.
Presented paper entitled, "Pittsburgh's Industrial Upper Class", at the Duquesne University History Forum, October, 1967.

Publications:


Work in Progress:

Article: "America's Urban Upper Class: Locals or Cosmopolitans", to be completed on or about December 1, 1973 for submission to American Historical Review.
Article: Have recently started research on Rochester's Upper Class in the late nineteenth and early twentieth century. Completion date uncertain.
1. (Continued)

Areas of Professional Interest:
General interest and training has been in history and sociology. Specialization has been in American urban, ethnic, and labor history, with strong research interests in past stratification systems.

Skills:
Language: Have some reading knowledge of French, German, and Spanish.
Computer Training: Have taken course at University of Pittsburgh in Data Processing, and course at University of Bridgeport in Program (Fortran). Can do simple programming.

2. Name: SARAH F. LIEBSCHUTZ

Address:
Departmental: Department of Political Science
State University College
Brockport, New York 14420
716-395-2431
Residential: 6 South Pittsford Mill Lane
Pittsford, New York 14534
716-385-1854

Date of Birth: November 24, 1934
Marital Status: Married
Number of Children: Two

Educational Experience:
Ph.D., University of Rochester, 1971
A.B., Mount Holyoke College, 1956

Teaching Experience:
Assistant Professor of Political Science, 1970 - State University College at Brockport

Other Professional Experience:
Co-Director, Robert A. Taft Institute of Government Seminar SU Brockport, Summer 1973
Project Associate, The Brookings Institution, Monitoring Revenue Sharing Study, 1973 - Consultant to the High School Political Science Curriculum Development Project of the American Political Science Association, 1973 -
Consultant for Metropolitan Issues Seminar (Topic: Housing) for Rochester Area Community Leaders, 1972-1973
Member, Advisory Panel for the New York-New Jersey Region to the National Archives of the United States, 1972 -
Designer and Director of a Study of the Political Attitudes of 900 school children of the Rochester City School District, 1969-1970
2. (Continued)


Administrative and Service Duties at Brockport:
- Member, Political Science Department Personnel Committee, 1972-1973
- Member, Political Science Department Graduate Program Committee, 1971-1972
- Member 1971- , Representative of SUNY Brockport on Mayor's Steering Committee on Undergraduate Internships in the City of Rochester, 1971-.

Participation in Professional Organizations:
- Member of American Political Science Association
- Member of Northeastern Political Science Association

Honors and Awards:
- University of Rochester Fellow, 1959-1970
- University of Rochester Graduate Teaching Assistant, 1967-1969
- Phi Beta Kappa
- B.A. cum laude, Mount Holyoke College, 1956

Editorial, Review and Presentations:

Publications:
- In Progress: "The Impact of Curriculum on Attitudes of Women toward Politics", "Teens, Parents and Politics".

Areas of Professional Interest:
- Political Socialization, Urban Politics
- The Impact of Education on the Development of Political Attitudes; Intergovernmental Relations and Policy Formation.

Skills:
- Design and implementation of research utilizing techniques of Survey Research, including questionnaire development,
2. (Continued)

Skills:
interviewing, data analysis using parametric and nonparametric statistical techniques.

3. Name: JAMES W. NEWTON

Address:
Departmental: Department of Geography
Hartwell Hall, Rm. #204B
S.U.N.Y. at Brockport 14420
Residential: 8 Union Street
Leroy, New York 14482

Date of Birth: October 27, 1942
Marital Status: Married
Number of Children: Four

Educational Experience:
Ph.D. (Pending) University of North Carolina
Department of Geography
M.A. Southern Illinois University
Department of Geography
B.A. University of Buffalo
Department of Geography

Teaching Experience:
Assistant Professor of Geography, Department of Geography,
State University College, Brockport, New York - 1970 -
Teaching Fellow (HEW), Department of Geography, North
Carolina Central University, Durham, North Carolina,
Instructor of Geography, Department of Geography, Florida

Other Professional Experience:
Project Director for a Summer Urban Planning Institute
entitled "Fundamentals of Urban Planning" funded by a
grant from Housing and Urban Development (H.U.D.).
Duties included the development, administering, and
coordinating of the entire five week summer program, 1971.
Project Director for a Summer Urban Planning Institute
entitled "Planning and Urban Simulation" funded by a
grant from Housing and Urban Development (H.U.D.).
Duties included the development, administering and co-
ordinating of the entire five week summer program, 1972.
Campus coordinator for a work studies program to encourage
minority group students to gain experience in the Urban
Planning field. From 1970-1972 duties were to work with
the Genesee Finger Lakes Regional Planning Board in Rochester,
New York to select and coordinate their academic course work.
3. (Continued)

Consultant - served as a Consultant to the Areawide Model Program to determine a favorable site for the location of three old age day care centers. Summer 1973.

Administrative and Service Responsibilities at Brockport:
Member of Undergraduate Urban Semester Committee. Duties include selection of students for the program, establishing internships for the students, and coordination of students' academic and internship duties while they are participating in the program.
Coordinator for the Geography Department's internship program. Program selects well qualified students to participate in internships in area agencies. Duties include selection of students, establishing internships and coordinating students' academic programs while participating as an intern.
Member of the Geography Department's Committee on Promotions. Duties include the formulation of departmental guidelines to recommend members for promotion.
Acting Chairman of the Committee to develop a degree program in Urban Studies. Duties include the coordination of the Committee's efforts to develop the guidelines for an Urban Studies Master Program at Brockport.

Participation in Professional Organizations:
Member of Association of American Geographers
Mid-Atlantic Regional Geographers
American Institute of Planners

Honors and Awards:
Awarded a $20,000 grant to develop a Seminar on Urban Planning and Simulations. Grant was from Housing and Urban Development (H.U.D.), Summer 1972.
Awarded a $5,000 grant to develop an Institute on the Fundamentals of Urban Planning. Grant was from Housing and Urban Development (H.U.D.), Summer 1971.
Awarded a Graduate Teaching Assistantship at Southern Illinois University. Duties focused on teaching the introductory geography courses, 1964-1966.

Editorial, Review and Presentations:
Presentation to the Genesee Finger Lakes Regional Planning Board, 1972, entitled "The Effectiveness of Summer Seminars in Teaching Urban Planning Principles".
Presentation to the Faculty at SUC Brockport entitled "The Use of Simulations Gaming Techniques in Teaching", 1972.
3. (Continued)

Publications:
M.A. Thesis entitled "The Development of the Hinterland in Relation to the Size of the City: St. Louis - A Case Study.

Works In Progress:
Ph.D. Dissertation entitled "The Influence of Tourism on the Development of Service Dimensions for Selected Metropolitan Areas: A Factorial Interpretation".
Article: "Planning for Highway Frontage Development: A Solution to Control Urban Growth".

Areas of Professional Interest:
Teaching
a. urbanization processes in developing countries
b. geographic analysis of urban problems
c. development of urban land use systems
d. use of simulation gaming techniques in teaching urban courses

Research
a. effects of tourism on the economic structure of the city
b. effects of zoning on land use development
c. developing simulation gaming techniques to be used in understanding urban processes.

Skills:
Ability to use the computer in developing classroom work and independent research.
Ability to use simulation gaming techniques in teaching.

4. Name: JOSEPH F. RABIAŃSKI

Address:
Departmental: Department of Economics
State University College
Brockport, New York 14420
Residential: 125 Hollybrook Road
Brockport, New York 14420

Date of Birth: August 13, 1941
Marital Status: Married

Educational Experience:
Ph.D. University of Illinois - Urbana, 1970
M.A. University of Illinois - Urbana, 1969
B.A. DePaul University - Chicago, 1964
4. (Continued)

Teaching Experience:
Assistant Professor, Department of Economics, State University College of New York, Brockport, 1970 -
Graduate Teaching Assistant, Department of Economics, University of Illinois - Urbana, 1966-1970.

Other Professional Experience:

Administrative Responsibilities at Brockport:
Urban Semester Committee, 1970 to Present.

Professional Organizations:
American Economic Association
Omicron Delta Epsilon, Honorary Fraternity in Economics, President of Chapter at University of Illinois, 1966-1969; Secretary-Treasurer, 1967-1968.

Honors and Awards:
National Science Foundation, Dissertation Grant on Poverty (GS-2954), State University of New York/Research Foundation Summer Fellowship, 1971
Omicron Delta Epsilon
Graduate Teaching Assistantship, University of Illinois, 1966-1970

Editorial, Review and Presentation:

Publications:
"Real Earnings and Human Migration", The Journal of Human Resources (Spring, 1971).

Dissertation Title:
"Real Earnings and the Present Value of Future Earnings in a Model of Human Migration".
4. (Continued)

Work In Progress:
"Rent Bid Functions and Returns to Scale" (Article).

Areas of Professional Interest:
Teaching
Urban and Regional Growth and Development
Location Theory
Input-output Analysis
Real Estate Economics
Research
Land Use Theory
Human Migration Models
Housing Market Analysis

5. Name: JACK R. ROLLWAGEN

Address:
Departmental: Department of Anthropology
SUNY College at Brockport
Brockport, New York 14420

Residential: 113 Utica Street
Brockport, New York 14420

Date of Birth: August 25, 1935
Marital Status: Married

Educational Experience:
Postdoctoral Fellow, University of California
(Berkeley), 1968-1969
Ph.D., University of Oregon, 1968
B.A., University of Washington, 1957

College Teaching Experience:
SUNY at Brockport, 1970 to present
Catholic University of America, 1969-1970
Portland State University, 1966-1968

Administrative and Service Responsibilities at Brockport:
Chairman and Acting Chairman, Department of Anthropology,
1970 to Present.
Member, Personnel Committee, Department of Anthropology,
1972 to Present.
Member of the Committee to constitute a program in Urban
Member, Committee on Latin American Studies, Brockport,
1970 to Present.
5. (Continued)

Chairman, Committee on Terms and Conditions of Employment, 
Senate Professional Association, Brockport Chapter, 
Chairman, Steering Committee for Off-Campus Programs and 
Member, Committee for a Case Study of the Human Services 
Professions for the Middle Atlantic States Evaluation, 
Member, Committee on the Urban Semester, 1970-1972.

Participation in Professional Organizations:
Member of - American Anthropological Association (fellow) 
Northeastern Anthropological Association 
Current Anthropology (associate) 
American Ethnological Society 
Society for the Anthropology of Visual Communications 
Latin American Association Group (American Anthropological Association)
Secretary-Treasurer, Northeastern Anthropological Association, 

Honors and Awards:
Postdoctoral Fellow, University of California (Berkeley), 
1968-1969, NIMH Fellowship New York State Research 
Portland State University faculty grant, 1966 and 1967. 
National Defense Education Act predoctoral fellow, Uni-

Editorial Review and Presentations:
Editor, URBAN ANTHROPOLOGY, 1972 to present (2 volumes).
General Editor, URBAN ANTHROPOLOGY NEWSLETTER, 1972 to 
Present (2 volumes).
Presented Papers: A Description of a Puerto Rican Spiritual 
Meeting in Rochester, New York, Northeastern Anthropological 
Tuxtepec: Mexico's Internal Urban Frontier in Development. 
Cultural Mediation and Entrepreneurship in Mexico. 
Northeastern Anthropological Association, Albany, New 
York, April, 1971.
An Examination of the Problem of the Establishment of a 
Framework for the Study of Mexican Rural-Urban Migration 
as Urbanization. American Anthropological Association, 
San Diego, November 1970.
Self-Generating Economic Advancement in a Multiple Society: 
A Case Study in Mexico. Southwestern Anthropological 
Association, Davis, California, April, 1966.
5. (Continued)

Publications:
Cultural Mediation and Rural-Urban Migration in Mexico.

Tuxtpec, Oaxaca: An Example of Rapid Urban Growth in Mexico.


Region of Origin and Rural-Urban Migration in Mexico:


Works In Progress:
Rural-Urban Migration in Mexico, (Book. Manuscript available).

The Study of Urbanization in Mexico, (Book. Manuscript available).

Urban Anthropology: An Introductory Text With Readings.

Areas of Professional Interest:
Areas of General Interest and Training
Latin America, especially Mexico.
Peasant Societies.

Oceania.

Areas of Specialization, Interest and Training
Urbanization in developing countries.
Methods in anthropological research.

Entrepreneurship.

Skills:
Language: Spanish (speaking and reading), French and German (reading).

Computer: Familiarity with and previous use of computers for research.

Questionnaires: Familiarity with and previous use of questionnaires for research.
6. Name: ROGER K. STEINHAUS

Address:
Departmental: Department of Sociology
             State University College
             Brockport, New York 14420
Residential: 146 Lozen Lane
             Rochester, New York 14623

Date of Birth: July 11, 1935
Marital Status: Married
Number of Children: Three

Educational Experience:
Ph.D., Florida State University, 1973
M.S., Florida State University, 1970
M.T.H., Union Theological Seminary, 1959
B.A., Amherst College, 1956

Teaching Experience:
Assistant Professor, State University College at Brockport,
New York, 1971 to Present.

Other Professional Experience:
Rector, Episcopal Church of the Redeemer, Jacksonville,
Member, Executive Council of the Episcopal Diocese of
Chairman, Department of Christian Social Relations of the
Chairman, Division of Urban Planning of the Episcopal
Chairman, Conference on Metropolitan Planning (Jacksonville),
1965.
Director, Episcopal Church - Office of Economic Opportunity
Poverty Conference, Brunswick, Georgia, 1967.

Administrative and Service Responsibilities at Brockport:
Departmental Advisor, Department of Sociology.
Member, Student Liaison Committee, Department of Sociology.
Member, Urban Seminar Committee.

Participation in Professional Organizations:
Member of - American Sociological Association
Society for the Study of Social Problems
Southern Sociological Society

Honors and Awards:
Cum laude graduation, Amherst College, 1956.
Community Mental Health Fellowship, National Institute of
6. (Continued)

**Publications:**


**Works In Progress:**

"Race, Social Class, and Labelling in a Psychiatric Hospital for Children," (with Jeanne Sodervick), being revised for publication.

"Therapy as Reality Construction: A Symbolic Interactionist View of Wolpe's Behavior Therapy," being revised for publication.

"Transactions with the Organizational Environment: An Exercise in Action Analysis," to be offered as a colloquium in the Department of Sociology, University of Rochester, November 16, 1973.

**Areas of Professional Interest:**

General: Complex Organizations, Deviance, Evaluative Research.

Specialized: Sociological Analysis of Service Organizations.

**Skills:**

Qualitative field research.

Quantitative data analysis.

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7. **Name:** HERBERT DOUGLAS

**Address:**

Departmental: African & Afro-American Studies Department
266 Holley Street
Brockport, New York 14420

Residential: 6281 Brockport-Spencerport Road
Brockport, New York 14420

**Date of Birth:** November 9, 1935

**Marital Status:** Single

**Educational Experience:**

Ph.D. University of Toledo
M.S. Glassboro State College
B.S. Duquesne University
Teaching Experience:
Assistant Professor, Dept. of African & Afro-American Studies, State University College at Brockport, September 1973 to Present.
Administrative Assistant, Instructor Black Studies & Urban Studies, and Field Supervisor of Interns, University of Toledo, Toledo Teachers Corps, Toledo, Ohio, September 1970 - September, 1973.
Instructor, Social Studies Department, Glassboro State College, August 1968 - August 1970. Also was Director of Martin Luther King Scholars Project.
Tri-County Director (29 centers, 1500 children), Head Start Project, Southwest Citizens for Poverty Elimination (SCOPE), Summers 1966-1968.

Other Professional Experiences:
Much experience serving with task forces dealing with the development of public housing, day care centers, community health and recreation centers, and the like.
Founding member of Southwest Citizens for Poverty Elimination (SCOPE - Tri-County Anti-Poverty Agency) and member Board of Trustees, 3/66 - 6/66.
Publicity Director and President Vineland NAACP, 1964-September 1970.
President and Trustee Vineland C.A.C., 6/66-6/70.
Commissioner City of Vineland Civil Right Commission, 9/63-9/66.
President, Vineland Area Council (Anti-Poverty Program [SCOPE]), 3/66-6/67.
Trainer of VISTA Volunteers (32), Summer 1967.
Chairman, Glassboro State College, Committee on Human Resources, 5/68-9/70.
President, Afro-Spanish Coalition of Vineland, 9/68-9/70.
Community Worker and Member of Board of Trustees Black Peoples Unity Movement Day Care Project (Camden, New Jersey), 9/68-9/70.
Trustee of Operation Outreach (Drug Abuse Project) Vineland, New Jersey, 6/69-9/70.

Administrative and Service Responsibilities at Brockport:
1. Ad hoc Committee of Social Science Teacher Education (upgrading liberal arts content)
2. Departmental representative to the Faculty Senate
3. Member of Departmental Curriculum Committee
4. Ad hoc Committee of ROP Review Committee
5. Ad hoc Committee of Competency based educational program
7. (Continued)

6. Departmental representative to XIA in Urban Studies development group

**Participation in Professional Organizations:**
- Member of: Phi Delta Kappa
- American Sociological Association
- Association for the Study of Afro-American Life and Culture

**Honors and Awards:**
- Phi Delta Kappa
- Administrative Internship (fellowship) in the Urban Teacher Corps, University of Toledo

**Editorial, Review and Presentations:**
- Lecture - given - State University College at Fredonia - "Martin Luther King's Dream: 10 Years Later"

**NOTE:** It is impossible for me to list all of the lectures and speeches I have given on various dimensions of urban and minority problems since 1965.

**Publications:**
- Completed - Ph.D. Dissertation: "An Investigation of the Impact of Selected Federal Innovative Programs on Pupil Achievement in a Designated Inner-City Elementary School"
- In Progress - Article: "Health Services in the Black Community: A Socio-Economic Perspective"

**Areas of Professional Interest:**
- Urban Studies (including Urban education and Afro-American Studies)

**Skills:**
1. Proposal writing
2. Developing questionnaires
3. Have done some empirical research

**Supportive Faculty:**

In addition, there are other faculty who could lend support to the Urban Studies Program. Their vitae are listed on the following pages.
Director of Housing, Urban League of Pittsburgh, 1964-1968
Probation Officer, Allegheny County, Pennsylvania, 1958-1960

CONSULTANTSHIPS:
Program to Aid Citizen Enterprise, Pittsburgh, Pennsylvania, 1968-1972
Operation Better Block, Inc. Pittsburgh

ADMINISTRATIVE AND SERVICE RESPONSIBILITIES AT BROCKPORT:
Program Coordinator, Political Science
Master of Arts Concentration in Urban Administration, 1973
Member, Scholarship Review Committee, Division of Social Sciences, 1974
Member, Administration Core Curriculum Committee

PARTICIPATION IN PROFESSIONAL ORGANIZATIONS:
Member of National Association of Black Political Scientists
Member of National Conference on Social Welfare

HONORS AND AWARDS:
Cum Laude, University of Pittsburgh, 1955
Omega Delta Kappa, University of Pittsburgh, 1954
Pi Sigma Alpha (Honorary Political Science) 1955
Recipient, Alpha Phi Alpha Graduate Study Fellowship, 1955
EDITORIAL, REVIEW AND PRESENTATIONS:

Lecture, History Forum, Duquesne University, 1969. Title of paper, "The Politicization of Black Consciousness: An Emergent Nationalism".

Lecture, National Conference on Social Welfare, Dallas, Texas, April 1971. Title of paper, "Let's Be Politically Practical About Delivering Social Services."


AREAS OF PROFESSIONAL INTEREST:

Teaching
- Urban Politics
- Public Administration
- Policy Analysis

Research
- Housing Policy
Name: KAREN HOPKINS

Address:
Departmental: Department of Sociology
State University College
Brockport, New York 14420
Residential: 184 Eric Street
Brockport, New York 14420

Date of Birth: September 23, 1944

Marital Status: Married

Number of Children: Two

Educational Experience:
Ph.D., Emory University, Expected March, 1974
M.A., Emory University, 1971
B.A., summa cum laude, Emory University, 1969

Teaching Experience:
Assistant Professor, State University College at Brockport, 1973 to present
Instructor, Georgia State University, 1971-72
Teaching Assistant, Emory University, 1970-71

Other Professional Experience:
Supervisor for Emory University undergraduate research team studying racially changing neighborhood, 1971. Duties: Supervise undergraduates in designing and conducting research project and writing report for Atlanta Board of Education.
Supervisor for Emory University undergraduate research team studying pre-school education and day-care services in Atlanta area, 1971. Duties: Supervise undergraduates in designing and conducting research project and writing report for Family Learning Services.
Research Assistant to Dr. Michael Bohlender, Southwest Atlanta Comprehensive Health Care Center, 1969-70. Duties: Develop research project and direct research staff for report on client participation in organizational decision-making.
Field Researcher for Temple University Institute for Survey Research in project sponsored by President's Commission on Pornography, 1969-70. Duties: Training interviewers and conducting interviews.

Administrative and Service Responsibilities at Brockport:
Supervisor of Library Acquisitions’ Department of Sociology
Member, Scholarship Appeals Committee, Division of Social Sciences
Member, Undergraduate Committee
Participation in Professional Organizations:

Member of:
- American Sociological Association
- Southern Sociological Association
- American Political Science Association
- Southern Political Science Association

Sustaining Member - Phi Beta Kappa

Honors and Awards:
- Faculty Research Fellowship, University Research Foundation, 1974
- Emory University Research Assistantship, 1972-73
- National Defense Education Act Fellow, 1969-72
- Woodrow Wilson Fellow, 1969-70
- Phi Beta Kappa, 1969
- Summa cum laude, Emory University 1969
- Alpha Kappa Delta, 1968

Publications:

"Toward a New, Political Sociology" (with William C. Martin)
- The Journal of Intergroup Relations 2 (Summer, 1973) 7-20.

"Judging the President: Performance vs. Personal Criteria."
- Ph.D. dissertation, Emory University, 1974.

"Clients and Organizational Conflict," M.A. Thesis, Emory University, 1971

"The Prison Business: The Limits of Reform," (with William C. Martin)

"The Effect of a Senator's Speech on Political Attitudes."
- Submitted for publication.

"Death and Presidential Image," (with William C. Martin).
- Submitted for publication.

Works in Progress:

The Dialectical Alternative (with William C. Martin).

"Knowledge, Power, and Praxis in Organizational Society" (with William C. Martin).
- To be presented at meetings of Southern Sociological Society, 1974.

"Political Mobilization in a Developing Country: Cleavage Crystallization and the Formation of the Political Processes in Finland, 1900-1918" (with William C. Martin).
- To be presented at meetings of American Political Science Association, 1974

Areas of Professional Interest:

Political Sociology
Urban Sociology
Sociology of Knowledge

Skills:
- Survey methods and analysis;
- Computer techniques;
- French and Spanish
Name: John E. Krause, Jr.

Address:

Departmental: Department of Sociology
Hartwell Hall, Rm 83-4
S.U.N.Y. at Brockport 14420

Residential: 65 Valley View Drive
Brockport, New York 14420

Date of Birth: May 19, 1935

Marital Status: Married

Number of Children: Two

Educational Experience

Ph.D. - Yale University 1965
M.A. - Yale University 1963
M.A. - George Washington University 1961
A.B. - Dartmouth College 1956

Teaching Experience

Department of Sociology, SUNY - Brockport
Professor 1969-present
Associate Professor 1968-1969

Department of Sociology, University of Missouri - St. Louis
Assistant Professor 1965-1968

Department of Sociology, Yale University
Instructor 1962-1963

Principal Administrative and Other Professional Experience

Chairman, Department of Sociology, SUNY - Brockport 1972-present

Member, SUNY Research Awards Committee 1971-present
Chairman - Sociology Subcommittee 1973

Director, Project For Suburban Studies, SUNY - Brockport 1971-1972

Chairman, Department of Sociology, University of Missouri - St. Louis 1965-1967

Member, University of Missouri Research Awards Committee 1966-1968

Member, University of Missouri Environmental Research Committee 1967

Research Associate (statistical analysis), Yale - New Haven Hospital, 1963-1965, on project later published by A. B. Hollingshead and R. Duff as Sickness and Society (Harpers, 1969)
Participation in Professional Organizations

Member of:
- American Sociological Association
- Eastern Sociological Association
- Society for the Study of Social Problems

Honors and Awards

Grant from Centre for Environmental Studies (an agency of the government of the United Kingdom) for research in suburban politics in Great Britain, for the 1974-75 academic year. During this year I also will be a visiting fellow at the Center for Regional Studies at the University of Kent at Canterbury.

Grant from the SUNY Research Foundation, 1971, for a study of local politics in Greece, New York.

Grant from NSF, through SUNY Institutional Awards Committee, for Project for Suburban Studies, 1971.

Grant from SUNY Research Foundation, 1969, for a study of elected black city councilmen.


Commonwealth Fellowship, Yale University, 1961.

Recent Book Reviews


Urbanism (Helmer and Eddington), in Contemporary Sociology, forthcoming.

Publications


Publications (continued)


"The Other Mayor Les", Focus/Midwest, Spring, 1967.

Work in Progress

The Rediscovery of Suburbs, under contract with Glendessary Press.

"Groveville and the Politics of Frustration", an article.

Areas of Professional Interest

Teaching
(a) urban sociology
(b) the sociology of the suburbs
(c) the sociology of the community

Research
(a) suburbanization
(b) urban politics

Skills

Community Study Research Techniques
APPENDIX C

Library Holdings

The total library collection consists of 250,000 books, 3,500
periodicals and an extensive microfilm collection on many subject fields. Also, the library has been a partial depository for United States Govern-
ments since 1968.

The following lists supportive holdings for the Masters Program in
Urban Studies.

1. Texts and Research Works:

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<tr>
<th>SUBJECT</th>
<th>Library Congress No.</th>
<th>Volumes</th>
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<td>Land Use and Land Utilization Studies-------------------------------</td>
<td>HD 111-570</td>
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<td>Location Analysis, Social Survey-------------------------------------</td>
<td>HD 58</td>
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<td>and Theory------------------------------------------------------------</td>
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<td>Racial groups - race relations----------------------------------------</td>
<td>HT 1561-1595</td>
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<td>Real Estate------------------------------------------------------------</td>
<td>HD 190-1393</td>
<td>57</td>
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<td>Regional Planning-----------------------------------------------------</td>
<td>HT 390-395</td>
<td>56</td>
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<td>Social change - social psychology--------------------------------------</td>
<td>HM 101</td>
<td>126</td>
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<td>HM 106</td>
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<td>Social history - Social problems---------------------------------------</td>
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<td>Social welfare---------------------------------------------------------</td>
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<td>376</td>
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<td>Transportation - Local Transit-----------------------------------------</td>
<td>HR 159-243</td>
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<td>Urban education--------------------------------------------------------</td>
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<th>Library Congress No.</th>
<th>Volumes</th>
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<tr>
<td>Urban land - Real Estate--------------------------</td>
<td>HD 251-1130</td>
<td>165</td>
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<td>700</td>
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<td>Urban population statistics------------------------</td>
<td>HE 2161-2370</td>
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<td>Urban Renewal---------------------------------------</td>
<td>HD 131-177</td>
<td>87</td>
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<td>Urban sociology-------------------------------------</td>
<td>HV 4175-4320</td>
<td>13</td>
</tr>
<tr>
<td>Urban transportation - Streets incl. city traffic</td>
<td>HE 305-311</td>
<td>6</td>
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<td>Urbanization---------------------------------------</td>
<td>HT 119-371</td>
<td>161</td>
</tr>
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</table>

2. Journals with Urban Focus:

   1) American City
   2) City
   3) Housing
   4) HUD Challenge
   5) Journal of Housing
   6) Journal of Urban Economics
   7) Metropolitan
   8) Metropolitan Area Digest
   9) Metropolitan Magazine
   10) Quarterly Digest of Urban and Regional Research
   11) Regional and Urban Economics, Operational Methods
   12) Urban Affairs Annual Reviews
   13) Urban Affairs Quarterly
   14) Urban Anthropology
   15) Urban Crisis Monitor
   16) Urban Data Services
   17) Urban Education
   18) Urban Health
   19) Urban History Newsletter
   20) Urban Life and Culture
   21) Urban Read-Out (Urban Reporter pre 1972)
   22) Urban Research News
   23) Urban Review
   24) Urban and Social Change Review
   25) Urban Studies
3. Journals Offering Supporting Materials:

1) Africa
2) Air Pollution Control Association Journal
3) America
4) American Academy of Political and Social Sciences, Annals
5) American Anthropologist
6) American Behavioral Scientist
7) American Economic Review
8) American Heritage
9) American Historical Review
10) American Institute of Planners Journal
11) American Jewish Archives
12) American Journal of Economics and Sociology
13) American Journal of Sociology
14) American Judaism
15) American Political Science Review
16) American Quarterly
17) American Scholar
18) American Sociological Review
19) Annals of Regional Science
20) Anthropologist Quarterly
21) American bist
22) Association of American Geographers, Annals
23) Australian Journal of Politics and History
24) Behavioral Science
25) Bell Journal of Economics
26) Bibliographie Geographique Internationale
27) British Journal of Sociology
28) Business and Government Review
29) Business History Review
30) Canadian Geographer
31) Canadian Geographical Journal
32) Canadian Journal of Political Science
33) Comparative Studies in Society and History
34) Comparative Politics
35) Congressional Quarterly
36) Contemporary Review
37) Current Anthropology
38) Current History
40) Demographic Yearbook
41) Dissent
42) Duquesne Review
43) Economic Geography
44) Economic History Review
45) Economic Record
46) English History Review
47) Ehristics
48) Ethnohistory
49) Ethnology
50) Explorations in Entrepreneurial History
51) Geographical Journal
52) Geographical Magazine
53) Geographical Review
54) Geography
55) Growth and Change
56) Human Organization
57) International Journal of Comparative Sociology
58) Journal of American History
59) Journal of American Studies
60) Journal of Economic History
61) Journal of Economic Theory
62) Journal of Human Resources
63) Journal of Interdisciplinary History
64) Journal of Modern History
65) Journal of Negro History
66) Journal of Political Economy
67) Journal of Politics
68) Journal of Regional Science
69) Journal of Social History
70) Journal of Social Issues
71) Journal of Southern History
72) Journal of Transportation Economics and Policy
73) Labor History
74) Land Economics
75) Land Use Controls Annual
76) Land Studies in Geography
77) Man
78) Mild America
79) Midwest Journal of Political Science
80) Migration News
3. (Continued)

81) Monroe County Planning Council, Annual Survey of Housing and Population
82) National Tax Journal
83) New England Quarterly
84) North American Review
85) Oceania
86) Pacific Historical Review
87) Past and Present
88) Phylon
89) Planning
90) Political Quarterly
91) Political Science Quarterly
92) Population
93) Population and Reproduction Research Abstracts
94) Population Bulletin
95) Population Review
96) Population Studies Quarterly Journal of Demography
97) Progressive
98) Public Administration Review
99) Public Choice
100) Public Finance Quarterly
101) Public Finance Quarterly
102) Public Interest
103) Public Opinion Quarterly
104) Public Policy
105) Race
106) Real Estate Review
107) Regional Studies
108) Review of Economics and Statistics
109) Review of Politics
110) Review of Social Economy
111) Science and Society
112) Scientific American
113) Social Forces
114) Socio-Economic Planning Sciences
115) Southern Economic Journal
116) Southwestern Journal of Anthropology
117) State Government
118) Survey
119) Technology and Culture
120) Town and Country Planning
121) Western Economic Journal
122) Western Political Quarterly

Supportive Documents:

The Urban Studies proposal has been reviewed by various professionals in the immediate Rochester area. The following documents indicate their evaluation of the proposal.
To: Urban Studies Committee

From: Dr. John C. Crandall
      Vice President for Instruction and Curriculum
      Dr. Robert Getz, Acting Dean
      Faculty of the Social Sciences

Subject: Coordination of Urban Programs

Coordination of urban programs is the responsibility of the Assistant to the Dean of Social Sciences for Urban Programs who will provide assistance and leadership in program planning and development. The coordinator will have teaching responsibilities in the Urban Administration track of the Political Science Master’s degree program.

In recognition of the fact that urban programs should evolve into multidisciplinary activities involving members of every faculty, an evaluation of the urban programs and the existing structure will take place within two years with a view toward making the coordinator an Assistant to the Graduate Dean for Urban Programs. It is hoped that the evaluation will indicate that the thrust of urban programs has become multidisciplinary and that the present structural arrangement will no longer be appropriate.

/S/ John C. Crandall

/S/ Robert S. Getz
January 28, 1974

Dr. John Crandell, Vice President
Curriculum and Instruction
State University College at Brockport
Brockport, New York 14420

Dear Dr. Crandell:

I am pleased with the opportunity of reviewing the proposal for an Interdisciplinary Master's Degree in Urban Studies at Brockport.

The Urban Studies Committee, through its Chairman Dr. James Newton Department of Geography, is to be congratulated for providing the initiative in developing the proposal around the myriad of issues which characterize contemporary urban society. The interdisciplinary approach required to maximize the diversity of contributions possible from the social sciences can encourage the development of research methods and techniques with broad applicability. Further, the Urban Studies proposal is a useful adjunct to the developing professional planning school within the human services program.

In recognition of the college's accomplishments toward the achievement of a professional planning school and appropriate supporting disciplinary offerings as expressed within the Urban Studies proposal, it is my pleasure to add our support to the continued efforts of the State University College at Brockport toward service to the Rochester urban region.

Sincerely,

[Signature]

Stuart O. Denslow
Executive Director

SOD:pa
cc: President Albert Brown
    Dean Darwin Palmiere
    Professor James Newton
February 4, 1974

Mr. James W. Newton  
Department of Geography  
State University College  
Brockport, New York  14420

Dear Jim:

Having reviewed your proposal for a Master's Degree in Urban Studies, I would like to take this opportunity to offer my personal endorsement and the endorsement of UDC-Greater Rochester, Inc. of this program. The program offers a welcome addition to the academic and professional climate in Rochester.

During the past three years, this agency has been pleased to have cooperated with the State University College at Brockport in developing an undergraduate internship program under the Urban Seminar Program. We have experienced good results from this program and we would be desirous of participating in an internship program under the Urban Studies Master Degree Program. Although our previous interns have not received any monies from this organization, we do not foresee any difficulties in making some sort of remuneration under your proposed program.

I feel that your program presents exciting opportunities, not only for students, but also for employees of government and private corporations dealing with urban related subjects. Academic courses, I am sure, would offer welcome stimulation and relief from the daily bureaucratic grind.

UDC-Greater Rochester, Inc. looks forward to further cooperation with Brockport in developing a program in Urban Studies, one which has long been lacking in the Rochester area. Please keep me notified as to development of the Urban Studies program.

Sincerely,

Richard H. Pine

a Subsidiary of the NEW YORK STATE URBAN DEVELOPMENT CORPORATION
James W. Newton, Assistant Professor
Department of Geography
State University College at Brockport
State University of New York
Brockport, New York 14420

Dear Professor Kentor,

I have reviewed the "Proposal for an Interdisciplinary Master's Degree in Urban Studies" which you sent me, and wish to let you know that our agency would be very interested in having such a program available nearby. Some of our staff members with college degrees may very well wish to continue their studies, and this would be practicable at Brockport. Also, the County has its Student Governmental Trainee program which might provide internship possibilities. At present we only have one such position authorized, but this could change. There would always be opportunities for practical experience in our office on a volunteer basis.

In short, I see real possibilities for a mutually beneficial relationship, and I hope you are successful in your efforts to establish the program.

Sincerely,

[Signature]

William E. Uptegrove
Director of Planning