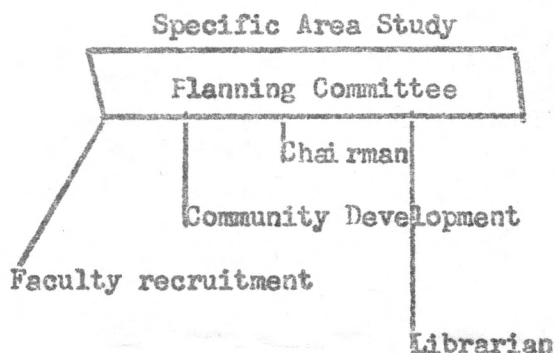


## SCHOOL OF THIRD WORLD STUDIES

Structure, organization and personnel for planning the School of Third World Studies.

The planning committee for the school is orientated toward developing the school from a Third World perspective; meaning organizationally the division of the planning committee into three major areas. The areas are as follows: Black Area Studies, Native American Area Studies, and Asian American Area Studies. The division of specific area studies within the major areas occurs on the basis of ethnic origin. In other words, within the general area of a total Third World race; African, Native of Asian, the area study of Filipino peoples is to develop within the division of Asian area studies.

Each of the Organizations in TWLF will have a planning committee involved in developing the specifics for their area study. The organization of each planning committee is as follows:



THE ETHNIC STUDIES PROGRAM PLANNING COMMITTEE  
JOB DESCRIPTIONS

**I. Committee Chairman**

**A. Curriculum Development:** The assistant in charge of curriculum development is responsible for action leading to the creation and development of courses most pertinent to the goals of the department. Basically, this assistant must function in the processes of:

1. **Course foundation:** the description, evaluation and explanation of chosen curriculum
2. **The transition:** the establishment of a method of inter-relationship curriculum and the reservation of allowances for experimentation
3. **Growth:** the process of academic objectives as defined by departmental goals.

**II Assistant for research development and librarian**

The responsibilities of the assistant for research development include:

1. The intense survey for and conscientious accumulation of data that relate to the general functions of the department.
  - a. literature (e.g. texts, books, periodicals, etc.)
  - b. all other possible sources of material for further development of department in cooperation with other assistants within the department.
2. The refinement of such general data into particular information concerning specific areas of study. (i.e. behavioral sciences into sociology, psychology, history)
3. The evaluation of materials by:
  - a. the determination of the validity of obtained research infor-

- mation with the ulterior goals of the college in general and the department as particular as criteria
- b. the establishment of a scale of relationships between materials with the proper functioning of the entire department as criterion

**Librarian**  
The responsibilities of a librarian consist of:

1. The accumulation of all information, textual and otherwise, that pertain to departmental function
    - a. textual information includes those books, periodicals and papers that relate to the general department and to the definite areas of study
    - b. other materials include films, records, tapes, etc. that contribute to the general informational reserve of the department
  2. The tasks of the librarian are the delineation of educational material according to logical, chronological and referential classifications. Related to these functions will be the specific task of acquisition, evaluation and ordering of texts (i.e. books, literature, audio-visual material, etc.) Consequently, the maintenance of said material is imperative to insure adequate and relevant usage. The librarian shall be responsible for overall coordination of all educational material of the school.
- D. The submission of such evaluated materials to the Library

## II. Assistant for faculty recruitment

The faculty recruitment assistant will

- A. Research for possible sources of faculty material by:
  1. The obtaining of general source information according to:
    - a. quantity
    - b. location
  2. The evaluation of such sources with
    - a. quality
    - b. expediency of obtainment
- B. Correspondence with individuals under consideration and supplying of general information on projected department operations.
- C. The evaluation of primary responses of the candidates.
- D. The evaluation of the candidates will be according to knowledge and expertise in chosen area of study and ability to communicate and conscientiously contribute to the department.

## III. Assistant for Community Development

The duties of the assistant to community development include

- A. The formulation of initial planning to develop the cultural base by: researching community needs by:
  1. Establishment of firm communications with community-oriented individuals
  2. The initiation of a value scale that is formulated and judged with the coordination of school and community as criteria.
- B. When the workability of properly established lines of communication is insured; primary considerations for community projects will be judged by the degree of coincidence of these projects with activities within the entire department and specifically particular area studies (e.g. sociology, psychology)
- C. The delineation of community projects as:
  1. Working in conjunction with community to set up informational centers
  2. Educational programs (i.e. counseling, tutoring)
- D. The maintenance of close liaison with the department and the area of study related to the project.

In the major area of a division all of the planning, organization, structure, and implementation of that division will be determined by a committee consisting of the specific area studies planning committee within a divisional area. From each one of the three divisional area planning committees four members will be selected to sit on a 15 person planning committee for the organization of the School of Third World Studies.

The numbers and jobs descriptions indicated or involved in the planning committees at any level are not absolute; they are specifically the minimal requirements for a complete planning program towards the development of a School of Third World Studies.

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PLANNING PROGRAM FOR SCHOOL OF THIRD WORLD STUDIES

