

**Social  
Science  
Requirements  
For Bachelor's  
Degrees**

*A Study of Anthropology,  
Economics, History, Political  
Science, and Sociology in  
General Graduation Requirements*

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EDUCATION, AND WELFARE**  
*Arthur S. Flemming, Secretary*  
**Office of Education**  
*Lawrence G. Dertthick, Commissioner*

## Foreword

**T**HE PRESENT STUDY is a phase of a larger investigation of higher education curriculums being planned by the Higher Education Programs Branch, Division of Higher Education. This investigation will seek a better understanding than we have had heretofore of the content of different undergraduate programs and will try to find out the part played in these programs by the humanities, the natural sciences, and the social sciences, irrespective of subjects in which students may be majoring.

The survey just completed provides the first data ever assembled on a large scale of social science requirements for bachelor's degrees. It shows the extent to which institutions of higher education have such requirements and the extent to which anthropology, economics, history, political science, and sociology each may be taken by the student in satisfaction of them. It then proceeds to a study in depth of the courses most frequently taken by students for this purpose. The data thus assembled can be used by administrators, department heads, and professors for reappraising the role of the social sciences in general curricular requirements, and for re-examining those courses shown to be the only ones to which a majority of students are likely ever to be exposed.

To the extent that the social sciences have something of value to offer in the general and citizenship education of college students—and their value for these purposes is almost universally conceded—the study now presented is of much significance.

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## Chapter 1

### INTRODUCTION

**T**HIS STUDY is based upon responses to questionnaires sent in December 1956 to chairmen of departments of anthropology, economics, history, political science, and sociology in a sample of 319 institutions of higher education (appendix B, table 1). The sample included all 143 institutions classified by the Office of Education as universities, the 50 largest liberal arts colleges, and the 15 largest teachers colleges. The remaining 111 institutions were selected by taking every eighth liberal arts college and teachers college after the 2 large groups mentioned had been removed from the lists.

The 5 questionnaires were identical, except for subject designations and the lists of possible courses students might take to help satisfy social science requirements for bachelor's degrees (appendix A). From 1 or more of the 5 departmental chairmen in 304 of the 319 institutions receiving the questionnaires (95.3 percent) responses were received. Total responses to the questionnaires were anthropology, 185; economics, 209; history, 224; political science, 210; and sociology, 215.

With few exceptions, items on the questionnaires were not susceptible to machine processing; at many points, check-mark answers were amplified in writing; and 4 items (III h, i, k, l) could be answered only by written statements. Moreover, in the case of the numerous respondents who indicated their institutions had a given requirement for all bachelor's degrees (Ial, Ibl), it was necessary for Office of Education personnel to consult catalogs to find out what bachelor's degrees these institutions offered. Further, questionnaire recipients were invited to place the letter "C" after any question that was completely answered in their institutional announcements. These "C" responses also required catalog research in the Office. Thus, a con-

siderable part of the final report was based upon data not derived from figures or check marks placed in the "yes" and "no" columns on the questionnaire forms.

The study shows that the social sciences occupy a large place in non-major requirements for bachelor's degrees. From 294 of the 319 institutions (92.2 percent) came a response from 1 or more of the 5 social science departmental chairmen, that their institutions had a bachelor's degree social science requirement toward fulfillment of which work in their departments might be taken. The study also indicates the important part played by certain survey or introductory courses in meeting these requirements. Since respondents estimated that the majority of students would take no other courses in a particular social science after completing for credit the courses taken in it to meet a graduation requirement, the significance of these courses in a student's total program is apparent. Thus, if most students will take no sociology other than the introductory course, or if they will take no history other than world history or American history, it is in these courses, not in more advanced offerings, that teachers must communicate to students whatever of value they believe their subjects hold for general education and intelligent citizenship.

Because the first or introductory courses in each of the social sciences are the ones most likely to be taken by students, it is fortunate that these courses are accorded the staffing recognition that they receive. Indeed, if anyone has had the notion that instruction in these courses is regarded by social science faculties as an unpleasant routine chore to be assigned to instructors and graduate assistants, he will be disillusioned by this study. In most institutions, irrespective of size or type, these courses are taught predominantly by assistant, associate, and full professors. Further, in most institutions, students in these courses are taught in classes or sections of not more than 25-50 members.

Considerable space has been allotted in the study to respondents' comments as to scope, emphasis, strengths, and weaknesses of the social science courses usually taken by students in connection with bachelor-degree requirements. These comments cover a wide range of ideas and represent institutions of different types and sizes.

Of 297 institutions responding to 1 or more of the 5 questionnaires, 147, or 49.5 percent, indicated that, in addition to the social science courses reported upon, they offer integrated social science or general education courses. A statement of the place occupied in the curriculum by these courses is included in the chapters that follow.

In order that the anthropologist, economist, historian, political scientist, and sociologist, each may find in a single connected narrative the status of his own subject in social science requirements for bachelor's degrees, a chapter has been devoted to each of the 5 subjects in-

cluded in the survey. Tables 2-11 provide data from which many quantitative comparisons may be made. Comparisons of strengths and weaknesses reported in the courses can be made by reading as a unit the pages in each chapter devoted to these subjects.



## Chapter 2

### ANTHROPOLOGY

**D**URING THE PAST 9 years, 80 different institutions have reported to the U. S. Office of Education the conferring of degrees in anthropology. However, not all these institutions have conferred such degrees every year. Thus in 1955-56, out of a total of 1,321 degree-granting institutions reporting to the Office of Education, 56 reported the conferring of degrees in anthropology.<sup>1</sup> Of these 56 institutions, 42 were included in the 319 institutions in the present survey, and 33 of the 185 responses to the anthropology questionnaire came from the group that awarded degrees in 1955-56.

In addition to institutions that have degree-conferring departments of anthropology are many that offer one or more courses in the subject. These courses are usually offered by departments of sociology or by combined departments of sociology and anthropology.<sup>2</sup>

#### **The Anthropology Course Which Students Most Frequently Take Toward Satisfying a Bachelor-Degree Social Science Requirement**

Anthropology returns were received from 185 of the 319 institutions in the survey. Of these 185, the majority (108) indicated that their institutions either had no department of anthropology or that they

<sup>1</sup> These data are drawn from Office of Education Circulars No. 247, 262, 282, 333, 360, 380, 418, 461, and 499, Washington, D. C., 1948-57. All bear the same title, excepting the date. Thus, the most recent one is entitled, *Earned Degrees Conferred by Higher Educational Institutions, 1955-56*.

<sup>2</sup> See: Erminie W. Voegelin. *Anthropology in American Universities, Higher Education*, 7: 229-230, June 1951.

had no social science requirement for bachelor's degrees toward the fulfillment of which anthropology might count.

In the remaining 77 institutions, the extent to which anthropology may be taken by students to satisfy a social science requirement for graduation varies widely. Less than one-half of 72 reporting institutions (table 1) have for all bachelor's degrees a social science requirement toward which anthropology may count. However, there is such a requirement for all A. B. degrees in over three-fourths, and for all B. S. degrees in slightly less than one-half of reporting institutions. The requirement obtains in about two-thirds of institutions for all bachelor's degrees in business and commerce and in education; it obtains in one-third of institutions for all bachelor's degrees in engineering, and in over two-fifths for all bachelor's degrees in agriculture (table 2).

In a few instances where the requirement did not apply to all bachelor's degrees of a given type, responses indicated that it did apply to some of these degrees. Thus, the requirement might apply to all A. B. degrees except those in art or foreign languages; to all B. S. degrees except those in nursing or medical technology; and to all bachelor's degrees in education except those in language arts and science education. In agriculture, business and commerce, and engineering, on the other hand, responses indicating that the requirement did not apply to all bachelor's degrees in these subjects were usually unaccompanied by any list of exceptions.

Respondents were requested to indicate any bachelor's degrees, not specifically covered by the questionnaire, having a social science requirement toward which anthropology might count. Among such degrees mentioned by 12 respondents were those in forestry, home economics, pharmacy, and physical education.

Cultural anthropology is the anthropology course most frequently taken by students toward satisfying a social science requirement, and courses in general anthropology and physical anthropology are the second and third most frequently taken. Regardless of title, in over four-fifths of institutions the course is an elective in a social science group requirement rather than a single-subject requirement in anthropology; and in four-fifths of institutions, it is a required or recommended prerequisite for either all or most other courses in the subject (table 3). In over two-thirds of 66 reporting institutions, not more than 19 percent of students actually take anthropology either as a required or an elective subject toward meeting a bachelor-degree social science requirement (table 7).

The course averages 3.4 semester hours of credit; it enrolls from 10 to 500 students and averages 117 (table 4). The average enrollment doubtless is unusually high because of the disproportionate number of large institutions in the sample.

More students (nearly 40 percent) take the course in the sophomore than in any other year (table 6). In nearly two-thirds of institutions, the course is taught in groups of not more than 25-50 students (table 5); and in about 85 percent of institutions, instruction in the course is predominantly by staff members of the 3 usual professorial ranks (table 10). In over three-fourths of institutions, the basic pattern of the course is determined by the individual course instructors or by a departmental committee (table 11). In more than nine-tenths of institutions, 90 percent or more of students enrolled in the course complete it for credit (table 8); and it was estimated by respondents that, for 50-100 percent of these students, this would be the final course in anthropology (table 9).

### **The Anthropology Course Most Frequently Taken: Scope, Emphasis and Recent Changes**

As noted, the anthropology course most frequently taken by students to satisfy or help satisfy a social science requirement for bachelor's degrees is cultural anthropology, and the second and third most frequently taken are general anthropology and physical anthropology. Whether the course was cultural or general, 68.3 percent of the 63 responses as to content indicated an emphasis on cultural anthropology. Other responses reported an emphasis on physical anthropology, on primitive societies, on anthropological methods and their application to problems, equal emphasis on the various subdivisions of anthropology, and so on.

While only 3 respondents definitely reported that the course had undergone no change in scope or emphasis in recent years, the large number of respondents who gave no answer to this question may suggest that changes in these respects have been the exception rather than the rule. Of those reporting some change, 3 reported more emphasis on theory; 2 reported a change from cultural to a combination of cultural and physical anthropology; and 1 each reported more historical emphasis, omission of prehistory, and emphasis on primitive anthropology. One department reported a reduction of traditional anthropology content and more emphasis on general principles; another reported more emphasis on evolution and race; and still another reported introduction of more field work. One respondent indicated that the course is constantly revised for teaching effectiveness; and another, that while the course has undergone no formal change, new text materials have been adopted and new staff members employed.

### **The Anthropology Course Most Frequently Taken: Features Regarded By Respondents as Unusually Successful**

Respondents' comments on features of the course regarded as unusually successful covered a wide range: "historical sense of time"; "individual research, where each student becomes 'expert' in [the] culture of a single society"; "development of point of view of cultural relativism"; "the use by the students of ethnographic monographs rather than textbooks or brief sketches of different cultures"; and, "latest scientific data presented." One respondent felt that an unusually successful feature of the course was "the development of awareness of anthropological methods" as "applied to problems of our culture." Another reported in this connection: "integration around problems; avoidance of discipline approach." "Discussions on human evolution and on race and overview of man's place in nature," were reported as a strong feature of one course; and for another it was reported that "the discussion of primitive religions seems to appeal to most students." From one large State university came the comment: "It is the sole university course which deals with nonliterate peoples of the world." From a small private institution came the report that "stress on cultures of peoples outside the Western European and American tradition," was regarded as a strong feature of the course.

Regarded by 5 respondents as an unusually successful feature of the course was the use of visual, audiovisual, and demonstration teaching aids. By 4 others, field study was reported as an unusually successful feature of the course.

### **The Anthropology Course Most Frequently Taken: Features Regarded by Respondents as Weaknesses**

Asked to describe any outstanding weaknesses of the course, the weakness most frequently reported was the attempt to do too much in too little time. Each of 7 respondents who reported to this effect offered a course that was limited to 3 semester-hours; an 8th offered a 5 quarter-hour course. The second most frequently mentioned weakness (6) was the large size of classes or sections; and the third (4) was the lack of satisfactory text material. One respondent reported: "No good text available."

Other reported weaknesses (3) included lack of proper teaching aids, such as audiovisual materials, maps, and library resources. An additional 3 respondents called attention to lack of field data for the course. In one college where a 3-quarter sequence is offered in in-

dividual psychology, social psychology, and comparative cultures, a reported weakness was insufficient integration. Two respondents called attention to student qualities that affected the course adversely. One noted the "lack of background in social sciences in most entering students"; and another, the "difficulty of motivating students to engage in objective, systematic analysis of cultural phenomena." In one institution where the anthropology course is taught in several sections, complaint was registered at the "lack of consistency" among the instructional staff, and the fact the sections "tend not to parallel one another." From a State university came the report that in the course there is "sometimes too much biological determinism of culture." And from another State university came a report questioning the advisability of attempting an anthropology-sociology sequence in the same course.

### **Anthropology in Integrated Social Science or General Education Courses**

Of the 77 departments reporting that anthropology might be counted toward meeting an institutional social science requirement for bachelor's degrees, 32 indicated that their institutions have a general education or integrated social science program in which the department of anthropology may or may not participate. In 6 of these institutions, all students take the course to satisfy nonmajor graduation requirements. In an additional institution, all arts and science students must take the course. In 6 other institutions, from 50 to 90 percent of the students, and in 9, from 2 to 40 percent, take such a course to satisfy nonmajor requirements. The remaining 10 institutions did not supply an answer to this question.

In 18 of 28 departments (64.3 percent) supplying information on the subject, the general education or integrated social science course is administered by a social science division. In only 1 institution (3.6 percent) is it administered by the anthropology department. In the remaining institutions (32.1 percent) the course is administered in a variety of ways: in 1 each, by a department of economics, sociology, and anthropology; the economics and sociology department; the general studies division; the college; an interdepartmental committee; sociology and anthropology; university college; and the department of history and social science. In 1 institution, the student may register for the course in any one of 3 departments—anthropology, geography, sociology.

Responses indicated that in 7 institutions, members of anthropology staffs offer no part of the content of general education or integrated social science courses. One of these departments, how-

ever, had previously contributed 25 percent of the instruction to the program. Of the remaining 16 institutions supplying answers to the question, 7 reported that the percentage of instruction contributed by the anthropology staff to such courses ranged from less than 1 percent to 20 percent; and an additional 7 reported an instructional contribution ranging from 25 to 50 percent. One department reported that there was a full-time anthropologist in a combined department; and another noted that it offered a "very small" percentage of the instruction in the general education or integrated social science course.

## Chapter 3

### ECONOMICS

A TOTAL of 449 institutions of higher education conferred bachelor's degrees in economics in 1955-56.<sup>1</sup> How many of the 882 additional degree-granting institutions<sup>2</sup> offered 1 or more courses in the subject, but without conferring degrees, is unknown, but the number probably was substantial.<sup>3</sup> Of the 449 institutions that conferred bachelor's degrees in economics in 1955-56, 220 were included in the sample of 319 institutions employed in the present survey.

Of these 319 institutions, responses to the economics questionnaire were received from 209, 187 of which indicated that they have a bachelor-degree social science requirement toward which economics may count and 22 that they do not have such a requirement (table 1).

#### The Economics Course Which Students Most Frequently Take Toward Satisfying a Bachelor-Degree Social Science Requirement

In slightly more than one-half of 183 reporting institutions, all candidates for bachelor's degrees are required to take some work in the social sciences, and economics may be taken toward meeting this requirement. In approximately two-thirds of institutions reporting on the appropriate items, the requirement obtains for all A. B. degrees

<sup>1</sup> Earned Degrees Conferred by Higher Educational Institutions, 1955-56. Washington, U. S. Government Printing Office, 1957, p. 14. (U. S. Department of Health, Education, and Welfare, Office of Education, Circular No. 499.)

<sup>2</sup> This number results from subtracting 449 from 1,331, the number of degree-granting institutions shown in columns II-IV in Education Directory 1956-1957, Part 2, Higher Education (Washington, U. S. Government Printing Office, 1956), p. 8.

<sup>3</sup> On the general subject of college undergraduate economics, see: Undergraduate Economics in Higher Educational Institutions (U. S. Office of Education, Circular No. 297), Washington, 1951; and The Teaching of Undergraduate Economics, *American Economic Review*, Vol. XL, No. 5, Part 2 Supplement, December 1950.

and for all bachelor's degree in agriculture, education, and engineering. To bachelor's degrees in business and commerce, on the other hand, the requirement applies in nearly all of the 106 institutions (96.2 percent) reporting degrees in this area (table 2).

Some institutions noted that the social science requirement applied to some but not all bachelor's degrees in the foregoing categories; thus, it might apply to all A. B. degrees except those in English or library science, or to all B. S. degrees except those in biology, forestry, and pharmacy. Further, 66 institutions reported bachelor's degrees, not specifically covered by the questionnaire, to which the requirement applied; these included degrees in such subjects as fine arts, journalism, and nursing.

In nearly nine-tenths of reporting institutions, the economics course most frequently taken by students toward satisfying a social science requirement is the introductory course, sometimes called principles of economics. Although in over two-thirds of institutions, this course is a required or recommended prerequisite for all other economics courses, it is for students generally an elective in a group requirement rather than an absolute single-subject requirement (table 3). Even so, respondents in one-half of 158 institutions estimated that 50-100 percent of students meet the social science requirement by taking economics (table 7).

The introductory course is usually taken in the sophomore year, carries an average of 4.7 semester hours of credit, and enrolls an average of 345 students (table 4). The average doubtless is unusually high because of the disproportionate number of large institutions included in the sample. The enrollment range is from 18 to 1,800 students. In more than two-thirds of institutions, 90 percent or more of the students who enroll in the course, complete it for credit (table 8); and for 50-100 percent of these students, this likely will be the only economics course they will ever take (table 9).

In a majority of institutions, the course is taught in groups of not more than 25-50 students (table 5), and by staff members of the 3 usual professorial ranks (table 10). In most institutions, the basic pattern of the course is determined either by the individual course instructors, the department as a whole, or a departmental committee (table 11).

### **The Economics Course, Most Frequently Taken: Scope, Emphasis, and Recent Changes**

As already noted, the economics course most frequently taken in connection with a social science requirement for bachelor's degrees is an introductory course, not infrequently called "Principles."



In response to the request, "Please describe briefly the content or other emphasis of the course," a wide variety of answers was received. Many respondents indicated simply that the course was on "Economic principles and problems"; others noted that the emphasis was on macroeconomics or aggregative economics; and still others replied that the first semester or half of the course was devoted to macroeconomics and the second to microeconomics. A land-grant college noted that the course centered about 2 issues: "national income and operation of the pricing mechanism." At a large State university, the course is devoted to "theory and its application to policy." At another State university, the course consists of "basic economic concepts; national income accounting; employment theory; money and banking; theory of the firm; international trade; corporate economic systems; current problems and policies." At another land-grant institution the course is devoted to "Price theory; income theory; public policy." At still another land-grant college, the course makes an "Attempt to interest students in problems as opposed to theory."

At one State university, the course's emphasis was described as an "application of a systematic structure of analysis to problems and policies." At another, the course emphasizes "The structure and functioning of a free-enterprise economy."

That the course is concerned to a large extent with current problems and applied economics seems evident not only from responses already cited but also from many others. At one large private university, for instance, the course is devoted to "Developing analytical principles in both micro and macroeconomics, tools of analysis, and acquaintanceship with outstanding theories and theorists, current problems and private and public remedial actions to these problems." Another private university describes the course as one consisting of "Theory oriented around problems of depression, cooperation, conflict, problem-solving." At still another, the course is an "Introductory analysis of the American economy."

While many of the descriptive statements suggest that the course is designed to aid the student as a citizen as well as a student of economics, some are more explicit than others. For example, one State college response reads: "Economics for Citizenship: income distribution, business and government, economic systems." From another State college came the statement: "This is the general course in Principles of Economics and the emphasis is placed on social awareness of the most significant economic principles, problems, fallacies, social obligations in an interdependent society." A private university gave the brief response: "Development of responsible citizenship." At another private university, the course is "A general survey of half a dozen problems of public policy most pressing for the citizen: e. g., can poverty be abolished? Which system works best: capitalism, communism, socialism?"

On the other hand, a few institutions made it clear that the course was not designed as an exercise in applied economics or with problem solving primarily in mind. At a liberal arts college in the Midwest, the course "emphasizes principles rather than practical or detailed material"; and at a similar college in New England, the reply as to content or emphasis, was: "Descriptive—little analysis."

Less than half of the respondents indicated whether the course had been altered in any significant way in recent years. Of the 85 institutions supplying an answer to this part of the questionnaire, 17 reported no change in scope or emphasis whatsoever in recent years, and 6 others reported no "significant," or "major," or "appreciable" change. From a State University in New England came the response: "not [altered] in recent years. They all changed due to Keynes in the late thirties." A private liberal arts college in the Midwest replied that the course had "not [been] altered significantly in 10 years."

In 62 of the 85 institutions supplying answers to the question, however, some form of change in recent years was reported. In 21 institutions, the change has been from microeconomics to a macro, aggregative, national income emphasis. An additional institution reported that 2 of the course's 12 sections were experimenting with this approach. This change in emphasis was reported as having been made during the period 1946-1955.

An opposite change—more emphasis on microeconomics during the past 7-8 years—was reported by an Eastern women's college; and increased emphasis on theory since 1954 was reported by a large State university and by a small liberal arts college, both in the East. Four institutions noted that they had changed the course's emphasis from price theory to problems. In a few instances, respondents indicated that the course was kept up to date, or at least as much so as the textbooks they used. One noted that a particular author's texts had been used "for the past 5 years."

About one-fourth of the respondents gave answers so varied as to make classification impracticable: some noted a change from a 1-semester to a 2-semester course, or vice versa; some noted a change in the grade level of the course; while still others noted changes affecting only a segment of the course.

### **The Economics Course Most Frequently Taken: Features Regarded by Respondents as Unusually Successful**

There was no agreement among respondents as to any one or two features of the course that might be called unusually successful. The feature most frequently mentioned in this connection (23 times),

related to class size, quality of instructors, outlines, syllabi, and other matters connected with the teaching of the course. One State university on the West Coast reported: "We use well-trained and experienced teachers—not inexperienced graduate students." And "The competency of the professional staff—the fact that instruction is primarily by those of professional rank," was regarded by a large Eastern private university as the course's successful feature worthy of reporting. From a liberal arts college in the Far West came a report which doubtless very nearly epitomized the ideal: "Excellent students and teachers—in small classes of 25."

Opportunities for class discussion were regarded by several institutions as an unusually successful feature of the course. "An opportunity for small groups of students to meet with mature senior members of the faculty," was reported by a large private university in the Midwest. A related response from a large liberal arts college in the Midwest, ran: "Small classes, experienced teachers; emphasis on economics for the *general student*."

Six institutions regarded the use in the course of films, graphs, and charts, or other audiovisual materials as an unusually successful feature, while in this regard 8 others reported field trips.

A number of individual responses indicated the possible range of excellence in the course. "Our freshman course on the American Economy," reported a large State institution in the Midwest, "has been a tremendous success." In a large State institution of the Far West, showing the "Relation of" that State's "acute water shortage problem to Economic Principles" was the course's unusually successful feature. At other institutions, also, relating the course to practical problems was mentioned. A Midwestern private university reported: "Every time analysis is related to policy problems." At a municipal university in the same area, "The orientation to a very limited list of especially important current (yet long-lasting) public policy questions," seemed the feature that should be reported as especially successful.

Some institutions felt their courses were especially successful in acquainting the student with the subject of economics. A Midwestern liberal arts college noted that their course was "Highly effective in providing the student with perspective or point of view on what economics is all about: the problem, the processes, and the scheme of control." At a large private university, the most successful feature of the course was "emphasis on the mastery of fundamental concepts."

Preparation for further study of economics was suggested in the report from a large private university: "We believe that we are making analysis very interesting, attracting better students to an appreciation of 'professional economics,' and providing a real base for further work in either Economics or Business Administration."

The range of responses also included data related more directly to the development of the student as a citizen than to the possibility that he might become an economist. A Southern State college replied that the course "not only gives students introduction to a new field and new ideas but also aids in destroying many economic fallacies held by these students." The successful feature reported by a Midwestern State college was described in the following words: "Developing social-mindedness, I hope!" And at an Eastern church-related college, emphasis "On the ethical principles underlying a good economic order," was the feature reported as being unusually successful.

Relatively few respondents felt that no feature of the course was unusually successful. Two stated flatly that there was "None"; another said there was "None of any consequence"; and a fourth expressed doubt that the course had any unusually successful feature.

#### **The Economics Course Most Frequently Taken: Features Regarded by Respondents as Weaknesses**

In response to the request for a description of any outstanding weaknesses the course was thought to possess, 91 replies were received. Six of these replies indicated the course had no outstanding weaknesses; 3 were unclear; and 1 reported "no comment." While the remaining 81 replies varied, 71 of them, or 87.7 percent, fit into 1 of 4 categories of reported weaknesses: (a) too much is attempted in the time allotted (31); (b) there is lack of adjustment to the varying abilities of students (24); (c) textbooks and other reading material are unsatisfactory (9); and (d) classes are too large (7).

As to the effort to do too much in the time allotted the course, respondents were emphatic. A Midwestern private university said that "The content of the course encompasses too much material and it results in a survey type of analysis. There is not enough depth and progression. More time should be spent on developing analytical principles and less time on institutional material and background due to gaps in students' previous training." From an Eastern private university came the comment that "Coverage may be too broad for 6 hours of instruction;" and from an Eastern liberal arts college that offers a 3-semester hour course, the comment: "Too brief—Little time to develop concepts of analysis." A large Midwestern State university reported that "One semester is not enough time for a good course in principles of economics."

Comments as to inadequate adjustment of the course to the student were numerous. "The sections on price theory and distribution theory," wrote a Midwestern State university, "leave the students

'cold.' "Freshmen find macroeconomics too abstract," an Eastern liberal arts college noted; "apparently the students would prefer more institutional or policy questions such as appear in newspaper headlines." And from a liberal arts college in the South came the report: "Inclined to be too dry (so the students say)." At a Western State university, there was reported to be "Lack of vital interest on the part of students" and "inadequate interest and lack of support by the rest of the University." A Southern State university supplied the brief comment that the course is "Not interesting to students."

From a Midwestern State university came the complaint that economics majors and nonmajors were enrolled in the same course; and from a Pacific Coast State college and an Eastern liberal arts college came statements suggesting difficulty in adapting a general education course to the needs of all students.

Unsatisfactory text or other reading materials ranked third highest among outstanding weaknesses of the course. A large college in the East reported a "Lack of simple analytical material in conjunction with simple explanation of current business practices for teaching market mechanism." A private university in the East found the "Text's subject matter too abstract and price system material often divorced from practice." There was an "Absence of emphasis on economic history." Another private university in the East put the textbook complaint succinctly: "Excessively bulky and uninteresting textbooks." A Southern State university found that the course's "Greatest weakness stems from poor textual material."

The fourth most numerous complaint was large classes. A Southern State university reported that "classes often run as high as 40 students," whereas "25 is optimal." A Midwestern private university noted that "Class size averages 45-50 students, which is too large for effective class discussion." A Midwestern municipal university said that while it was not a weakness of the course itself, "Classes are too large for most effective discussion. . . ."

While many institutions, as noted, complained that the course attempted too much, a few others objected to its limited content or to the kind of topics covered. At a Southern liberal arts college, for instance, it was felt that the course "did not pay enough attention to the economics of consumption for [the] student who will take no other course in economics." A Midwestern liberal arts college also noted the course's "Failure to cover consumption" and observed that it placed "too much emphasis on foreign trade, too little emphasis on public finance."

Among other outstanding weaknesses reported were insufficient written or outside work by students, lack of coordination between lecture and quiz sections, uneven quality of instruction, administrative and personnel policies, and want of analysis related to problems.

While as indicated above, 6 respondents reported that the course had no outstanding weaknesses, only 1 gave it a qualified satisfactory rating: An economics chairman in a Midwestern private university reported that he regarded the course as "generally satisfactory in supplying introductory material for most students."

### **Economics in Integrated Social Science or General Education Courses**

Of the 189 institutions giving some kind of positive response to the Economics questionnaire, 62 reported general education or integrated social science courses in addition to courses in economics. Only 3 institutions had their bachelor's degree social science requirement in the form of general education course.

The percent of students in 54 institutions who take these courses to satisfy nonmajor graduation requirements, ranges from 0 to 100, the median being 22½. In 10 institutions, all students take the course for this purpose.

For administrative purposes, these courses are usually assigned to a social science division: in 40 of the 63 institutions, or 63.5 percent. In 8 institutions, or 12.7 percent, the course is administered by the economics department. In the remaining 15, or 23.8 percent, it is administered by a variety of groups, including the college of education faculty, the history department, the general education (or studies) division or department, the political science and sociology departments, and a special core course division.

In 18 of 46 institutions, the economics staff offers no part of the instruction in integrated social science or general education courses. In the remaining 28 institutions, however, the economists contribute 2-100 percent of the instruction in these courses. The median is 27.5 percent.

## Chapter 4

### HISTORY

**B**ACHELOR'S DEGREES in history were conferred in 1955-56 by 177 institutions of higher education.<sup>1</sup> Because history is taught in nearly all colleges and universities, however,<sup>2</sup> one or more courses in the subject probably were offered that year by most of the other 554 degree-granting institutions.<sup>3</sup>

Of 319 institutions in the survey, 224 responses were received; 13 of these indicated that the institution had no bachelor-degree social science requirement toward which history might count, and 2 provided information inadequate for the survey (table 1). The remaining 209 reported such a requirement. Of these 209 positive responses, 179 were from institutions that conferred bachelor's degrees in history in 1955-56.

#### **The History Course Which Students Most Frequently Take Toward Satisfying a Bachelor-Degree Social Science Requirement**

For all their bachelor's degrees, more than two-thirds of 200 reporting institutions have a social science requirement toward whose

<sup>1</sup> Earned Degrees Conferred by Higher Educational Institutions, 1955-56, Washington, U. S. Government Printing Office, 1957, p. 14. (U. S. Department of Health, Education, and Welfare, Office of Education, Circular No. 499)

<sup>2</sup> Cf. Jennings B. Sanders. "Undergraduate History Curriculum in Teachers Colleges," "Undergraduate History Curriculum in the 94 Land-Grant Colleges and State Universities," and "The History Curriculum in 110 Privately Controlled Liberal Arts Colleges; A Summary," in *Higher Education*, Oct. 1, 1949, p. 31-34; Nov. 15, 1949, p. 67-70; and May 1, 1950, p. 201-202, respectively.

<sup>3</sup> This number results from the subtraction of 777 from 1,331, the number of degree-granting institutions shown in columns II-IV of *Education Directory 1956-57, Part 3*, Higher Education, Washington, U. S. Government Printing Office, 1956, p. 8.

fulfillment history courses may be taken. More than nine-tenths of reporting institutions have such a requirement for all their A. B. degrees, and more than three-fourths for all B. S. degrees. The requirement is also quite common for bachelor's degrees in the 4 professional areas covered by the questionnaire: in agriculture, in more than three-fifths of 43 reporting institutions; in business and commerce, in nine-tenths of 129 reporting institutions; in education, in nearly all of 146 reporting institutions (95.2 percent); and in engineering, in two-thirds of 83 reporting institutions (table 2).

A few institutions reported that while the requirement did not apply to all bachelor's degrees in the above categories, it did apply to some. A large number (71) reported that the requirement applied to some bachelor's degrees not specifically covered by the questionnaire. Among these were bachelor's degrees in such fields as home economics, music, nursing, and pharmacy.

The history course most frequently taken toward meeting a bachelor-degree social science requirement is American history, and the second most frequently taken is world history or civilization. Regardless of title, the most frequently taken course is a requirement in slightly less than one-half of 189 reporting institutions, and is an elective in a group requirement in two-thirds (table 3). In nearly one-half of institutions, students meet the social science requirement by taking history either as a required or as an elective subject (table 7). In slightly more than one-third of 184 reporting institutions, the course is also a required or recommended prerequisite for all other history courses (table 3).

Enrollments in the course range from 20 to 3,000, and have an institutional average of 459—a figure unusually high because the sample of institutions contained a disproportionate number with large enrollments. The course carries an average credit of 5.3 semester hours (table 4).

In nearly two-thirds of institutions, the course is usually taken in the freshman year (table 6); and in nearly three-fifths, it is taught in groups of not more than 25-50 students (table 5). In four-fifths of institutions, the course is taught by staff members of the 3 usual professorial ranks (table 10); and in more than two-thirds, the basic pattern of the course is determined either by the individual course instructors or by a departmental committee (table 11).

It was estimated by respondents in seven-tenths of institutions that 90 percent or more of students enrolled in the course complete it for credit (table 8), and that, for 50-100 percent of these students, this would be the only course they would take in the subject (table 9).



### The History Course Most Frequently Taken: Scope, Emphasis, and Recent Changes

The questionnaire request for a description of the content or other emphasis in the history course of number-1 frequency, elicited 162 responses. Of these, 55 indicated that the course embraced general American history or civilization, and an additional 7 indicated a similar course but extending only from 1763 or from the Revolution. Still another 7 institutions have a combination European-American history course. In 1 institution, the course of number-1 frequency is either American or European history, and in another it is either American history or World civilization. Statements as to emphasis in these courses suggest that they include as much coverage of economic, social, and political history as time will permit. Only 2 responses indicated that the course (American history) was mainly political.

In 42 institutions, the course of number-1 frequency is Western civilization, and in 23, World civilization. General European, Modern European, and Medieval and Modern European history account for 10, 8, and 2 courses, respectively. European civilization and expansion, ancient and medieval history, and church history, each was reported in 1 institution as the course of number-1 frequency.

Department heads were requested to indicate the approximate date and nature of any recent change that might have been made in the course's scope or emphasis. Of the 79 responses to this request, 22 indicated that no recent change, or at least no significant or appreciable change, had been made in the course; and 2 of these specified that there had been no change in the past 5 years. One respondent indicated that course emphasis and scope varied with the textbook employed.

Of the 57 departments reporting some recent change in scope or emphasis, 17 indicated an enlargement of the course's subject-matter scope, and 3 a reduction. The majority of departments that indicated scope enlargement reported a change from a course on Western civilization to a course on civilization (7), or from a course on Europe from 1500 to the present to one covering the period from ancient times to the present (3). One each reported a change from American to European history; from Europe since 1815 to Europe from early times to the present; from a history course to a social science survey course; from Europe to 1500 to Europe from early times to present; from "straight history" to Western civilization; from European history to Western World history, including United States history; and from Western civilization to Western civilization, including United States history.

In 1952, 1 department reduced the subject-matter scope of its course from civilization coverage to coverage of European and United States history only. In 1956, 1 department moved forward the starting point of their Western civilization course from early civilization to the history of Greece, and 1 changed from a course on civilization to a course on contemporary affairs.

Of the 15 departments that reported change of subject-matter emphasis, 6 indicated more stress on economic, social, and cultural history than previously. Two departments reported more emphasis than previously on Asia in their civilization courses; another indicated increased emphasis on the modern period in such a course; and still another, more emphasis on economic history and on Russia. Two departments noted less emphasis on the colonial period in their United States history course.

Among the remaining 22 responses there were no large groupings: 2 reported honors work or special work for superior students, 2 indicated yearly or periodic reviews of the course, 2 indicated that changes had been made but failed to explain what they were; and 4 noted that the amount of time allotted the course had been altered—from 2 semesters to 3, 2 semesters to 1, and 1 semester to 2. Three institutions reported that their Western civilization course became a requirement, 1947-55, and 1 noted that their European-United States history course was introduced in 1948. Other responses indicated changes such as an enlargement of text materials, use of movies, emphasis on problem-approach, more reliance on readings than on text, and substitution of small classes for large.

While it is an impressive fact that 22 of 79 respondents, or 27.8 percent, indicated no recent change in the course's scope or emphasis had been made, it is nevertheless true that most of the remaining 72.2 percent suggest that the course is not static but is undergoing constant reexamination and reappraisal.

### **The History Course Most Frequently Taken: Features Regarded by Respondents as Unusually Successful**

More than one-half (50 of 96) of the respondents who supplied data on features of the course regarded as unusually successful, gave answers concerned with the teaching of the course. Of these 50, 18 mentioned the advantages of small classes, attention by instructors to individual students, the problem-approach in instruction, and frequent written work. Such features as the requirement of special reports, outside and source readings, and employment of multiple texts were noted by 14, and use in the course of strong and experienced teachers was mentioned by 11 others. Regarded by 3 respondents as

an unusually successful feature of the course was use of audiovisual materials, and by 2 others the interdisciplinary approach in instruction. For 2 respondents, the use of literary and art materials in the course and the latter's correlation with a world literary survey, were thought especially worthy of mention.

More frequently mentioned than any other feature of the course was the advantage resulting from small classes. "The discussion sections," reported a large private university in the Midwest, "introduces students to problems through the study and analysis of historical documents." And one of the oldest of the private universities in the East reported the "use of original source material along with a brief text" an unusually successful feature of the course. "Close contact with teacher and student" and feeling of freedom to interrupt and speak up and come to office to talk with faculty," was regarded at one of the country's largest private universities as the appropriate feature to report. A woman's college in the South likewise indicated that "class discussions of significant trends and movements, including current events as seen in the light of the past" were regarded as the best feature of the course.

Illustrative of the importance attached to good teaching in the course was the comment of a departmental chairman in a large State university in the East: "Our emphasis [is] upon good teaching. This is the primary emphasis in selecting instructors." From a State university in the West came the report that "no graduate assistants" were employed for the course—that "our staff is fully competent" and "each instructor teaches his own way." One State university in the West noted that "all sections" of the course are "taught by those of professorial rank." A large private university in the East observed that "our best people lecture" and that "our Ph.D. candidates man the quiz and discussion sections under supervision by lecturers." A State college in the Southwest, formerly a teachers college, likewise stressed the competency of the teachers in the course and observed further that each instructor was "independent"—"no uniformity as to reading, tests, etc."

Success in the handling of the always difficult problem of readings and reports was regarded by several institutions as the course's best feature. In one small coeducational liberal arts college in the Upper South the "discussion on outside reading, particularly great books," was noted. A woman's college in the East reported "constant use of library (open shelf) no lectures or textbooks; use of sources usually unabridged ed[ition], independent projects and papers." And from a smaller college for women in the East came the reply that "students report on a reading list three times each semester"; also that "they read selections from between 20 and 30 important historical works in the course of the year besides a textbook of about 800 pages." A

private university in the deep South reported an experiment with papers "to be discussed with professor in office" and "some reduction of lectures perhaps."

Other approaches to the problem of readings included use of a departmental source book, the conducting of a special workshop, and the maintenance of an honors program.

The second largest category of responses to this particular question (18) emphasized the course's contribution to the intellectual improvement of the student. In this connection, it was noted that in giving the student some understanding of the peoples of the world and their cultures, the course made for tolerance and perspective. For instance, in a Midwestern State teachers college offering a course in world civilization from ancient times, "the concept that Western civilization owes a debt to these earlier civilizations" was regarded as a valuable lesson taught by the course. "We have clung to this requirement," continued the response, "because our freshman students come to us with almost no study of ancient and medieval history." A similar course in a Western State college of education "creates an understanding on the part of the student of the world he lives in and its problems."

The "development of [a] sense of Western Civilization," and affording the student an "excellent chance to trace [the] development of Western thought" were regarded as strong features of the course in a private Eastern university and a private Pacific Coast liberal arts college, respectively. At a large Eastern private college for men, where the course in United States history parallels developments in other parts of the world, it is felt that students gain "a better perspective" of United States history. A somewhat similar course at a large Eastern college for women "promotes some understanding of the development of U. S. in the *Atlantic World*." "The breaking down of the extreme religious provincialism of many students" was reported as the Western civilization course's most successful feature in a Southern college for women.

A few responses (5) stressed the fact that the course was good history, and, by implication, that this was success enough. For instance, a State university in the Upper South reported: "It is an honest course in fundamental history." A State university in the West responded that "we feel we do give a pretty fair understanding of the political, economic, and social history of the Western World." At 3 other institutions, the creation of student interest in the historical approach to problems, and the attraction of students to history as a field of concentration were regarded as outstanding features of the course.

Still other institutions (4) emphasized the course's valuable educational byproducts, such as inculcation of good study habits, training

in note-taking and organizing material, and intellectual discipline. Wrote a respondent from an Eastern State university: "One of 'hardest' courses on campus." "Good 'discipline' in basic knowledge and skills and stamina."

Of the remaining 16 institutions that made some kind of response to the question of unusually successful features of the course, 2 noted that it was especially useful for science students and for other non-specialists in history. Only 1 institution reported that all features of the course were unusually successful, and only 2 gave the answer "None"; the other 11 responses were so varied as not to be classifiable. These included such features as emphasis on the Far East, or emphasis on the American national period.

### **The History Course Most Frequently Taken: Features Regarded by Respondents as Weaknesses**

In response to the invitation to indicate any outstanding weaknesses the course might have, 104 statements were made by 96 institutions.<sup>1</sup> Of the 104, 44 related to lack of time to accomplish the purposes of the course. "Too little time for such a big subject," was the response from a Midwestern land-grant college. "The greatest weakness," came the response from a woman's college in the East, "is the enormous scope of the course. It is hard to correct this because it seems essential that students have some familiarity with great epochs and names, if they are to be considered educated persons." "Time too brief—3 hours weekly—to assign extensive reading," wrote a Western liberal arts college, "though about 100 books are consulted by students during the 2 semesters." "I have never been convinced," replied a departmental chairman in a Southern State university, "that it would not be better to cover a shorter period well." And at a private university in the West, the course is "rushed and somewhat frustrating to both staff and students."

Complaints that the course was allotted too little time were not limited to institutions offering a 1-quarter, or 1-semester course: the complaint came, for illustration, from institutions offering a 1-quarter, a 2-quarter, a 6-semester hour, and an 8-semester hour course.

A second group of responses (16) related to difficulties growing out of lack of physical facilities and course materials. In 1 institution, a syllabus was needed; in 3, maps, audiovisual equipment, and illustrative materials were needed; in 5, the textbooks were regarded as inadequate; and in 7, there was trouble arising from lack of dupli-

<sup>1</sup> Eight institutions reported 2 weaknesses each. Four responses could not be classified for the report.

cate copies of outside reading books, and from insufficient or desultory library work.

A weakness of the course reported by 13 respondents was the large size of classes or sections. Classes "averaging 80" were regarded as too large at a Western State university; and at a Southern technical college, "classes of 40 to 45" were "too large for small group method of teaching."

Several of an additional 13 responses having to do primarily with the student and the course, related also to the class-size problem. For instance, 2 complained that not enough attention could be given to the individual, even to the outstanding student; 1 complained of a lack of effective discussion; and 1 noted the problem of giving the student a firm grip on the pertinent facts embraced by the course. Others noted the poor quality of students or their lack of interest in or preparation for the course. "Many poorly prepared students results in discrimination against better students," wrote a Southern State university. And from a Midwestern private university came the observation that "some 20 percent" of the students "show weak interest because course is obligatory." From 2 institutions was registered the objection that many students took only one part of the course; and from another that they lacked the classical training required by the course.

Difficulties in determining such matters as the scope, depth, and chronological divisions of the course were reported by 12 institutions. There were 2 reports that the course gave insufficient attention to Asia; 3 that it was necessarily superficial; and 3 that it was difficult to present enough historical data to clarify the ideas presented. There was one complaint for each of several items: that a combined European—United States history course gave too little attention to the United States; that the time allotment to the chronological periods of the course was defective; that the course overlapped good secondary school courses; and that there was a problem of chronological treatment vs. select periods and problems.

In the report of weaknesses in the course, the teacher was not spared. "Teaching of repeated sections," wrote a Midwestern private university, "makes teachers dull." And from a private university in the West came the response: "Course here very well regarded, but we must for budgetary reasons rely on Ph.D. candidates and beginning instructors." Attention was also called by respondents to insufficient teaching personnel, to lack of broadly educated personnel, to the tendency of teachers to "ride their specialty," and to the difficulty of coordinating the lectures with work of quiz sections.

In only 5 instances, did responses indicate that the course had no outstanding weaknesses. Reported 1 of these, a large private university in the East: "We think it a fine course."

### History in Integrated Social Science or General Education Courses

Of the 66 institutions that reported offering a general education or integrated social science course, 53 supplied estimates of the percentage of students who take these courses in satisfaction of non-major graduation requirements. In 13 of the 53 institutions, the courses are taken for this purpose by 100 percent of the students; in 8, by 90-95 percent; in 7, by 50-88 percent; in 9, from 20-45 percent; and in 16, from 1-12 percent. Thus, in over one-half of the institutions reporting pertinent data on the item, 50-100 percent of students take these courses in connection with nonmajor graduation requirements.

In response to the request for an indication of the place of the course in the curriculum, 37, or 57.8 percent, of 64 institutions reported that the course was in the Social Science Division; 8, or 12.5 percent, reported that it was in the Department of History or of History and Political Science; and 19, or 29.7, reported that the course had a place in the curriculum different from the foregoing. In about a third of the latter, the course is under the Department of General Education or General Studies. Remaining responses identified the administration of the course in a variety of ways: Integrated department, liberal arts social science committee, department of humanities, departments concerned, social science departments other than history, and so on.

In more than one-half of the institutions (25 of 47) that reported the approximate percentage of instruction provided in these courses by the History staff, the latter supplies little or none of the instruction: none at all in 21 institutions, and only from 5 to 15 percent in 4 others. In 7 institutions, however, the History staff supplies 100 percent of the instruction, and in 7 others, from 50 to 80 percent. In 8 institutions, from 20 to 40 percent of the instruction is supplied by the History staff. From one medium-sized State university in which the History staff offers 8-10 percent of the instruction in the course, came the comment: "This course is experimental and in the opinion of the History Depart[men]t highly dubious in value."

## Chapter 5

### POLITICAL SCIENCE

**D**URING THE YEAR 1955-56, 382 institutions of higher education conferred bachelor's or first professional degrees in government or political science.<sup>1</sup> This number does not, of course, indicate the extent of political science offerings, since many institutions offer 1 or more courses in the subject without having a department or offering a major.<sup>2</sup>

Of a sample of 819 institutions, 186 responded that they had a social science requirement for bachelor's degrees and that political science counted toward the requirement (table 1). Among the 186, there were 183 institutions that conferred degrees in political science in 1955-56.

#### **The Political Science Course Which Students Most Frequently Take Toward Satisfying a Bachelor-Degree Social Science Requirement**

Among the 186 institutions that have a bachelor-degree social science requirement toward which political science may count, slightly more than one-half have the requirement for all bachelor's degrees

<sup>1</sup> Earned Degrees Conferred by Higher Educational Institutions 1955-56. Washington, U. S. Government Printing Office, 1957, p. 14. (U. S. Department of Health, Education, and Welfare, Office of Education, Circular No. 499)

<sup>2</sup> Regarding political science in colleges, see: Goals for Political Science: Report of the Committee for the Advancement of Teaching, American Political Science Association (William Sloane Associates, Inc., New York, 1951). Contemporary Political Science: A Survey of Methods, Research and Teaching (UNESCO Publication, No. 246, UNESCO, Paris, France, 1960), contains discussions of political science in various countries, including the United States. See also, W. P. Tucker. Political Science Offerings in Liberal Arts Colleges. *The Social Studies*, 38: 255-258, October 1947.



conferred by them. Four-fifths of 150 institutions have the requirement for all A. B. degrees, and nearly one-half of 123 institutions have it for all B. S. degrees (table 2).

For bachelor's degrees in the 4 professional areas covered by the questionnaire, the social science requirement varies widely. Whereas the requirement obtains among more than four-fifths of reporting institutions for all bachelor's degrees in business and commerce and in education, it applies to all degrees in agriculture in less than three-fifths of reporting institutions and in engineering in less than one-half (table 2).

In instances where the requirement does not apply to all bachelor's degrees of a given type or in a given area, respondents indicated that it did apply to some of these degrees. For example, it may apply to all A. B. degrees except those in fine arts; to all B. S. degrees in agriculture except those in dairy industry or poultry husbandry; to all bachelor's degrees in business and commerce except those in secretarial training and business education; to all bachelor's degrees in education except those in physical education or industrial arts education; and to all B. S. degrees in engineering except those in aeronautical or metallurgical engineering. Moreover, 64 institutions reported that they had the requirement for some bachelor's degrees not specifically covered by the questionnaire; these included degrees in such areas as music, nursing education, and pharmacy.

Respondents indicated that American government is the political science course most frequently taken toward meeting social science requirements for bachelor's degrees—that for this purpose it exceeds all other political science courses combined by about 3 to 1, its nearest competitor being introduction to political science and/or government.

Regardless of title, the political science course most frequently taken for the purpose just mentioned, is a specific requirement in nearly one-third of institutions, and an elective in a group requirement in nearly one-half of them. It is a required or recommended prerequisite for all other political science courses in slightly more than one-half of reporting institutions (table 3). In nearly three-fifths of institutions, it was estimated that 50-100 percent of students would meet the social science requirement by taking political science (table 7); in more than three-fourths, that 90 percent or more of students enrolled in the course would complete it for credit (table 8); and in more than four-fifths, that for 50-95 percent of these students this would be the only course in the subject they would take (table 9).

The course has an enrollment of 809—a figure unusually high because of the disproportionate number of large institutions in the sample (table 4). It carries an average of 3.8 semester hours of credit (table 4).

In nine-tenths of institutions, the course is usually taken in the freshman year (table 5); and in nearly two-thirds, is taught in groups of not more than 25-50 students (table 4). In nearly three-fourths of institutions, the course is taught by staff members of the 3 usual professorial ranks (table 10); and in nearly three-fifths, the course's basic pattern is determined either by individual course instructors or by a departmental committee (table 11).

### **The Political Science Course Most Frequently Taken: Scope, Emphasis, and Recent Changes**

If any one thing stands out in the 168 responses as to content or emphasis of the political science course of number-1 frequency, it is the large emphasis that is placed on American national government. In many institutions, to be sure, the course is on American national government rather than on American Government—Federal, State, and local.

But in the latter course, which is the political science course most frequently taken in connection with bachelor-degree social science requirements, the national governmental emphasis is also pronounced; and to some extent it is found in courses on comparative government and on introduction to political science and government.

Since these courses carry an average of only 3.8 semester hours of credit, and many of them carry only 3 semester hours, it is understandable why, in the competition for attention, the national government should win out over State and local government. It is understandable because of the large role the national government for long has played in our country and the especially powerful role it has played during the past quarter-century.

Thus, a land-grant college in the Midwest notes that "the course, being limited to one quarter, concentrates on American Nat[ional] Gov[ernment]." An institution of similar type in the upper South reports that the course "is the customary American gov[ernment] course—chiefly Federal government." And a similar institution in New England indicates that the course places greater emphasis on Federal than on State and local governments. At a State university in the West, the course is on the national government, "plus some State and local government in second quarter."

Where the course places large emphasis on State and local government, this emphasis may be dictated by State law. Ten institutions representing the North, South, and West, and all except one publicly supported, each reports some emphasis on the government of the State in which the institution is located.

And, as noted, certain other political science courses that are taken to satisfy or help satisfy a social science requirement, may contain considerable American Government content. Thus, at a private university in New England, the course is one-third American government and two-thirds comparative government and theory of government. At a Midwestern private university, the course gives consideration to the principles of political science "and their application to the Amer[ican] system." And at a Midwestern State university, the emphasis is upon "basic principles of political science illustrated primarily by reference to American experience." At a Territorial university, where the course is a combination of American Government, comparative government, political behavior, and so on, "greatest stress" is placed "upon the American scene."

To the request for statements of significant change in recent years in the course's scope or emphasis, there were 77 responses. Of these, 20, or 26.0 percent, indicated that there had been no changes or none of significance. One respondent noted: "Not materially [changed] in about 10 years." Two respondents indicated dates of changed scope or emphasis (1952, 1957) but did not describe the change; and 1 felt he was too new to the course to answer the question.

Among the 54 institutions that reported recent changes in the course's scope or emphasis no one change was reported by as many as a third of the respondents. The most frequently noted change (10), although the phraseology describing it was by no means uniform, was greater emphasis than previously on functional aspects of government. Thus, a State university in New England reported a "minimum of description and maximum of functional [data] directly related to pressing major problems facing society." And a private college in New England noted that in their course on American Government and politics they "now use practical politicians in some large lecture sessions." A private university in the Upper South described the change as "more process and less structure." And a private university in the Southwest reported that their American Government course had changed from a "so-called" general education approach to a strong functional coverage."

While 3 institutions indicated that their courses were now placing more emphasis on the Federal Government than previously, 4 others reported greater emphasis on the government of the State in which the institution was located. In 2 of the latter institutions, the change in emphasis was required by State law.

In 2 institutions where the course had been on American Government, a change had been made to American and comparative government. One private university in the Southeast reported a 1-year course consisting of American Government the first semester and comparative government the second. A private university in the East

devotes one-third of the course to American Government and two-thirds to comparative government and theory. And in 1 comparative government course, the countries studied had increased from 3 to 6. At a private college in the South the change had been from an equally weighted American-comparative Government course to one devoting the first semester to American and comparative government, and the second to international relations. At a Midwestern private university a change had been made from emphasis on the United States in world affairs to equal emphasis on domestic and foreign policy issues. And at a private university in the East a change had been made from a course on Federal, State, and local government with a constitutional law approach to one on comparative government, political theory, basic political institutions and processes, and administrative law.

A change in the American Government course from a constitutional emphasis to political behavior was reported by an Eastern municipal college, whereas in a similar course in a Southern public institution, "the citizenship approach" had recently come to be emphasized. And at a private university in the East, the course gives "more emphasis to civil rights and less to national defense and government and the economy." A public institution in the South reported that, beginning in 1956, their course placed "increased emphasis upon constitutional rights and national supremacy."

A number of institutions reported changes in course scope or emphasis which did not lend themselves to classification: more theory and less structure; more principles and less structure; more on the nature of political science; and more attention to introduction to government in the American Government course. One institution noted that its course on modern government had just been introduced; another that its course on introduction to government was introduced in 1953-54; and another that it had changed its course from American Government to introduction to political science. One institution noted that the course became a requirement for all degrees in 1952; and still another that the course was to be integrated with social science. Three institutions reported that the course was annually or constantly revised.

Respondents provided no conclusive evidence of either a credit-hour contraction or expansion of the course: 2 noted an increase in credit hours, and 4 a decrease.

Five respondents noted recent changes in the teaching or mechanics of the course; one stressed outside readings and term papers; one that a "discussion hour" was introduced several years ago; one that reading emphasis had changed from the textbook to pamphlets, government documents, and paper-bound books; another that emphasis was being placed on case studies; and still another that the lecture-

preceptorial methods and a slight amount of comparative government had been introduced.

### **The Political Science Course Most Frequently Taken: Features Regarded by Respondents as Unusually Successful**

Although a majority of the respondents who gave their opinions as to the unusually successful features of the course did not single out any one feature for notice, they did emphasize 4 features which may be classified under the headings of (1) practical applications and field work, (2) good teaching, (3) readings and discussion, and (4) citizenship.

On the item of practicality, one State university in the Midwest reported that "students contact leader of party of their choice in home community, offering to help during weeks at home, reporting back to instructor. They also write to congressman of home district concerning some public issue then before Congress, or which they think should be considered." This respondent noted that the instructor "has to inspect letter before it is sent." "A study of how government actually functions at the grass roots level through actual cases," was the feature reported by a public institution in the South. "The mechanics and abstractions of government are minimized except where these apply to the actual application of government to people and their problems." In similar vein, a woman's college in the East directs attention to "personal observation and report on some agency or problem of gov[ernmen]t." And a similar institution in the South reports such student practices as "observation of the Federal District Court, [and] Naturalization Proceedings," "helping students with absentee ballot," and "observation of local government institutions."

At a Midwestern private college, an effort is made "to have each student make a study of his congressional district to observe the dynamics of the population, economic shifts, and interest groups to understand the interaction of such forces upon elections, policies, and international issues." And at a private university in the East, an effort is made to relate courses to student organizations on the campus.

On the side of instruction there were also numerous comments. "Each instructor," wrote a State university in the West, "is given a free hand to use what methods he wishes." "Insistence on good teaching" was one of the unusually successful features of the course at a large private college in the East; and from a similar institution in the same region came the comment that the course is "taught only

by men with considerable teaching experience." "Use of senior men exclusively" was the feature reported by a large private university in the East.

Also prominent among features of the course regarded as unusually successful were arrangements for reading and discussion. At a Southern public institution, for instance, the "course succeeds in getting students to face and discuss fundamental issues." At a similar institution in the West, there is "widespread use of government cases for application of principles." A private university in the South reported "encouragement of outside reading through circulation of printed book reviews," and also the use of slides. "Students say they value most the opportunity for discussion," wrote a private college in the South. "Faculty feels the course is an introduction to reflective thinking and discussion of public questions and an opportunity to teach something about institutional relationships and theory." A public college in the East felt the course's most successful feature was "stimulation of discussion through small sections (20-25)." At two State universities in the East, attention was called to the use in the course of newspapers—at one, the use of a Sunday edition, and at the other, the use of three large dailies.

While promotion of good citizenship was implied in many of the responses, some were more explicit than others. A State university in the West reported that the course "gives [a] basic understanding of democracy." One Southern public institution noted the course's "presentation of material relating to civil rights"; and another called attention to the course's "production of more purpose-minded students who are better informed and more determined to become active participants in the solution of prob[lem]s that may confront them as citizens and future voters . . ." And a private institution in the East reported the course's emphasis "on ethical principles underlying a good political order."

A private university in the East reported that the "course as a whole has proven successful"; and substantially the same evaluation was given the course at 2 State universities, one in the East, the other in the Midwest. A State college in the Midwest said of the course: "About 3 years ago the State enacted a statute requiring all persons to pass a test on the U. S. Constitution, the Constitution of the State of . . . and the proper display of the flag before obtaining a certificate to teach. This course satisfies that requirement."

Because 5 different persons were teaching it, one respondent felt he could not determine the course's most successful feature; and 3 respondents felt that the course had no such feature.

### The Political Science Course Most Frequently Taken: Features Regarded by Respondents as Weaknesses

Respondents were given an opportunity to indicate any outstanding weaknesses as well as any especially successful features they believed the course to have. A total of 81 responses were received, 8 of them to the effect that the course had no weaknesses or at least no important or "outstanding" weaknesses. One institution reported that it had not yet had enough experience with the course to evaluate it.

Among the remaining 72 institutions, however, various comments as to course imperfections were made, 49 (68.1 percent) of them having to do with (1) shortage of time, (2) large size of classes or sections, (3) unsatisfactory topical content, (4) differences in student motivation and background, and (5) unsatisfactory textbooks.

The largest group of complaints (21) centered on the time allotment for the course. In one form or another, the comment was that too much was attempted in too little time. Examination of the credit-hours allotted the course in these particular institutions indicates that they approximate the average for all responding institutions, or 3.8 semester hours. One of the Territorial universities may have spoken for the group when it reported that "for most students we are attempting the impossible—to introduce them to the study of gov[ernmen]t in the period of one short sem[ester] and at the same time to equip them adequately for their role as citizens. Since the 'impossible' takes a little more time to accomplish, we have been, and shall continue to experiment with course content, teaching techniques, and motivation factors."

The second largest group (14) of comments as to weaknesses related to section and class size. An Eastern private university reported that the class was "too large and varied in its makeup." A State university in the West reported, "Classes far too large"; and an Eastern liberal arts college with classes of 25-30 observed that these were "too large for adequate discussion." And a State technical college in the South noted that "classes of 40-45 are too large for group methods." An Eastern private university wrote that the course had "no *outstanding* weakness," although classes were "too large for discussion sessions."

An equal number of respondents (14) expressed dissatisfaction with the course's content; however, there was considerable variation in views as to this. For instance, 2 respondents felt the course was too general, and 2 felt that it was too detailed; 1 felt that it devoted too much time to the Federal Government and too little to State and local; and 2 wondered if it might not be better to replace the American Government course with one on general political science. One respondent observed that the course's "level of abstraction is perhaps

too high," while 5 others were of the opinion that their courses placed too much stress on structure and not enough on ideas. Another believed that the course should be more functional.

The problem of differences in student motivation and background is probably most difficult in introductory courses, especially if these courses are required. For instance, a Southern private university reported the need of "stimulus" of students before they take the course "to combat apathy because it is required." It was noted that approximately 3 weeks are required to accomplish this end. A State college on the Pacific Coast reported that theirs was a "low level course due to inadequate background before entrance." And a Midwestern private university called attention to the course's "lack of general attractiveness to most students." A woman's college in the East "would prefer a separate section for freshmen."

Four institutions, 2 of them offering an introduction to government course, and 2 offering American Government, felt that text materials were unsatisfactory. As to the introduction to government course, one respondent said there was "no suitable text available"; and the other recorded his dissatisfaction with his present text and noted that "there are only a few in the field." As for American Government, one view was that "many textbooks are too old-fashion[ed]"; and another was that texts in this field "tend to be too long to allow the amount of time for library work which we would like to see devoted to it."

A number of other weaknesses were also noted. Two private universities in the East complained at the "mechanical testing" and the "reliance on objective examinations owing to large numbers." A Southern private university reported that the course had "insufficient visual aids" and that there was "insufficient time for field activities"; and a Midwestern private college reported that students in the course had "not enough opportunity for participation in political life." A State university in the West complained at the imperfect continuity between the work of the first and second semesters, and a Midwestern private university noted the difficulty in their course of integrating political science with economics and sociology.

A Midwestern State university reported that it was "not entirely satisfied with [a] straight lecture course"; and a large private college in the East felt that too much latitude was allowed the instructors in the course. The sometimes-maligned use of graduate students as instructors was put in a different light by a State university in the Southeast. "Weaknesses, of course, it has," wrote this respondent of the course, "but I do not know of one which I would call 'outstanding.' The inevitable rotation or turnover in instructional personnel where grad[uate] stud[ent] instructors are used may be a weakness, but I feel sure this is more than offset by the freshness as compared



with the tendency of senior personnel to 'go stale' if called upon to teach the elementary course too frequently."

### **Political Science in Integrated Social Science or General Education Courses**

In 61 institutions, general education or integrated social science courses are offered; 59 of these also have social science requirements toward which political science may count. Of 47 institutions that supplied data on the item, 17 require the course of all bachelor-degree candidates, 24 require it of from less than 1 percent to 50 percent, and 5 require it of from 60 to 90 percent. One institution requires it of no one.

Of 58 of these institutions, the course is administered by the social science division in 29, by the political science department in 7, and under other arrangements in 22. The latter include the department of interdisciplinary studies, the basic college, the psychology and sociology departments acting jointly, the directed studies program, the philosophy department, the general education department, the general education committee appointed by the president, the vice president for academic affairs, and so on.

In 12 of 42 responding institutions, political science provides no part of the instruction in these courses; in 25, it provides from 5 to 33 $\frac{1}{3}$  percent; and in 4, from 40 to 60 percent. In 1 institution, it provides all the instruction in the course.

## Chapter 6

### SOCIOLOGY

FROM the 319 institutions in the social science survey, 215 responses to the sociology questionnaire were received (table 1). Of this number, 185 reported a bachelor-degree social science requirement toward whose fulfillment sociology might count. The 185 represent 32.1 percent of the 577<sup>1</sup> institutions that conferred bachelor's degrees in sociology in 1955-56. There are, of course, many institutions that do not offer a major in sociology but which offer one or more courses in the subject.<sup>2</sup>

#### The Sociology Course Which Students Most Frequently Take Toward Satisfying a Bachelor-Degree Social Science Requirement

Nearly one-half of the 185 institutions that reported a bachelor-degree social science requirement toward the fulfillment of which courses in sociology might be taken, indicated that this requirement applied to all bachelor's degrees conferred by them. Nearly seven-tenths of reporting institutions have the requirement for all their A. B. degrees, and slightly over one-half have it for all their B. S. degrees (table 2).

Among institutions reporting degree data in the 4 professional areas covered by the questionnaire, the social science requirement applied to all bachelor's degrees in engineering in slightly less than

<sup>1</sup> Earned Degrees Conferred by Higher Educational Institutions 1955-56. Washington, D. C., U. S. Government Printing Office, 1957, p. 14.

<sup>2</sup> See: R. Kennedy and Ruby J. R. Kennedy. Sociology in American Colleges. *American Sociological Review*, vol. 7, p. 661-675; Hans L. Zetterberg (editor), *Sociology in the United States of America: A Trend Report* (UNESCO, Paris, France, 1956).

one-third; to all bachelor's degrees in agriculture in a little over two-fifths; to all bachelor's degrees in business and commerce in slightly over two-thirds; and to all bachelor's degrees in education in nearly three-fourths (table 2).

In institutions where the requirement did not apply to all bachelor's degrees in a given category, it might apply to some. Thus, it might apply to all A. B. degrees except those in music or home economics; to all B. S. degrees except in biology, mathematics, or applied science; to all B. S. degrees in agriculture except those in agricultural engineering or plant pathology; to all bachelor's degrees in business and commerce except those in general business, statistics, or marketing; and to all bachelor's degrees in education except those in elementary education or industrial education. Among institutions not requiring social science for all B. S. degrees in engineering, however, the lists of exceptions were so extensive as to suggest that the requirement applied to virtually none of these degrees.

To the query whether there was for bachelor's degrees not specifically covered by the questionnaire a social science requirement toward which sociology might count, there were 85 positive responses. Among bachelor's degrees reported were those in journalism, medical technology, and occupational therapy.

In nearly nine-tenths of reporting institutions, introductory sociology is the course that students most frequently take in that subject toward meeting social science requirements for bachelor's degrees. But whether the course is introductory sociology or some other, it is a required or recommended prerequisite for all or most other courses in the subject in nearly four-fifths of institutions (table 3). For students generally, it is a required course in but little more than two-fifths of reporting institutions, whereas it is an elective in a group requirement in nearly three-fifths (table 3). Actually, in about one-half of reporting institutions, 50-100 percent of students meet the social science requirement for bachelor's degrees by taking sociology (table 7).

In 150 of 174 institutions, respondents estimated that 90 percent or more of students enrolled in the course would complete it for credit (table 8); and in nearly seven-tenths of reporting institutions it was estimated that, for 50-100 percent of these students, this first course in sociology would also be the last (table 9).

In nearly 55 percent of institutions, the course is usually taken in the sophomore year and in about 30 percent in the freshman year (table 6); it averages 3.5 semester hours of credit; and enrolls an average of 202 students, with a range of from 7 to 937 (table 4). This average enrollment is unusually high because of the disproportionate number of large institutions in the sample.

In nearly 71 percent of 182 reporting institutions, the course is taught exclusively in groups of not more than 25-50 students (table

5). In more than three-fourths of institutions, the course is taught predominantly by staff members of the 3 usual professorial ranks (table 10). In nearly two-thirds of 176 reporting institutions, the basic pattern of the course is determined either by the individual course instructor or by a departmental committee (table 11).

### **The Sociology Course Most Frequently Taken: Scope, Emphasis, and Recent Changes**

As noted, in nearly nine-tenths of institutions, introductory sociology is the sociology course most frequently taken by students toward satisfying a bachelor-degree social science requirement. However, responses as to scope or other emphasis in this course show considerable variation from institution to institution. While some responses indicated merely the general character of the course or noted that the scope and emphasis were identical with the contents of a standard textbook, others went into greater detail. Unless otherwise noted, the discussion that follows has to do with the introductory course.

From a New England State university came the response that the course was a general introduction with "emphasis on scientific approach, problems, and principles." From an Eastern private university came a response indicating emphasis on American institutions. A Southern State university reported a "strong social anthropology emphasis"; whereas a State university on the Pacific Coast reported that their emphasis was "on basic knowledge—not problems." A Midwestern private university reported "emphasis on theory and research." In a somewhat similar vein, an Eastern private university reported a "theoretical introduction and application of concepts."

A casebook emphasis was reported by a Midwestern State university, where a departmentally-constructed casebook was used to supplement the text, and by an Eastern private university. In the latter institution, the course of number-1 frequency is on social problems. In the introductory course at a Midwestern private university, the emphasis is on "contemporary society and social science behavior"; and at a private liberal arts college in the same region, emphasis in the course is on the American "middle class in terms of functioning."

The main purpose of the institution was reflected in a report from an Eastern technical institute that emphasis in the introductory course included the "impact of technology on society." Likewise, at a State teachers college in the same region, emphasis in the course is directed toward values for later teaching purposes.

In several institutions the course emphasizes American society or is exclusively devoted to that subject. In an Eastern State university where the course of number-1 frequency is on the Sociology of American Life, the approach is "by means of the well accepted sociological

concepts—descriptive and analytical." Two private institutions in the East offered a similar course but stressed contemporary American life or American society since 1900. In the introductory course, an American life emphasis was reported by a Southwestern State college, and by each of two State teachers colleges located in the East and Midwest, respectively.

Some institutions reported a course on Social Problems as the course of number-1 frequency. Thus, a Western State university noted that emphasis in a course of this type was on "analysis of major social and personality problems based on social disorganization approach."

The emphasis becomes more personal and direct in courses on courtship and marriage or marriage and family. The emphasis in such a course at a Southern land-grant college is "functional preparation for marriage." And at a Southern private college, the "course is concerned with the practical human problem of growing up in a family, courting and getting married," and with "making a successful marriage and building and administering a home."

Other emphasis in the introductory course included societies around the world, and contrasts of rural and urban society. In one institution the course of number-1 frequency is on Western and Eastern cultures.

If the scope or emphasis of the course of number-1 frequency had been altered in any significant way in recent years, respondents were requested to indicate the approximate date and the nature of the change. To this request, there were 48 responses, 19, or 39.6 percent, of which indicated that there had been no recent change of significance; some specified that no change had been made during the past 4-5 or 10 years. Of the remaining 29 institutions, 14 indicated changes in the course's scope or emphasis, most of them during the period 1952-57. Among the changes were: more emphasis than previously on the cross-cultural approach; change from biological emphasis to emphasis on sociological concepts; change from recitation procedures in the course to analysis and discussion; change from the problem approach to analysis; the adoption of an easier text; and more emphasis on urban society. Two additional institutions noted that changes had been made in 1953 and 1954, but did not indicate what these changes had been.

Among the remaining 18 responses were statements that the course was constantly being revised or that revisions were currently being studied, that more emphasis was being placed on principles and less on social problems, and that more attention was being given to original work.

### The Sociology Course Most Frequently Taken: Features Regarded by Respondents as Unusually Successful

Respondents were invited to describe briefly any features of the course which they felt were unusually successful. While responses to this request were in no instance identical, the majority of them, 68 of 91, or 74.7 percent, fitted into certain large groupings. These groupings are (a) teaching sociology as a scientific discipline; (b) the course's practical applications; (c) effective teaching in the course; (d) good class or panel discussions; (e) use of field trips and audiovisual aids; (f) successful reading arrangements; and (g) student interest. The remaining 23 responses, or 25.3 percent, were not susceptible to a single classification. They are discussed in the last paragraph of this section.

With reference to sociology as a scientific discipline, a response from a New England State university notes that the emphasis in the introductory course "on the scientific approach to social behavior," is an unusually successful feature. In similar vein, a land-grant college in the West reports that "emphasis on objectivity in dealing with social factors" is "for many students... completely new and quite an awakening."

A Midwestern State university notes the use in the introductory course of "cases based on interpersonal and community problems." The case-method approach was also reported by 4 other institutions. A Midwestern private university finds unusually successful in the introductory course "special projects in comparative cultures and their value systems." Another Midwestern private university reports as a successful feature, "stimulating student's comprehension of changes going on in our society, his relationship to his fellowmen," and "an understanding of cultural differences and deemphasizing racial and ethnic differences."

The application of sociological principles to life experiences was likewise regarded by a sizable group of respondents as an unusually successful feature of the course. Thus an Eastern private university regards "teaching understandable concepts that students can retain and use throughout life," as such a feature; and a private university in the Mountain States places a similar estimate upon "analysis of human behavior which will help students to adjust to society." A Southern woman's college notes that "concepts are related to student everyday living experience." The "discussion of home town culture, social class system, etc.," was regarded as a successful feature of the course by an Eastern coeducational college.

For many respondents, the unusually successful features of the course consisted of good teaching and effective use of course materials. For instance, a Southern State university reported: "we are happy to

have broken the lecture-quiz master *system* to put all instruction in the hands of Ph. D. level faculty." Suggestive of a similar situation was the report of a Western private university that, "according to student evaluations, the 4 lectures each week are the most successful part—in contrast to textbook or section meetings." An Eastern co-educational college reports the "broad knowledge of instructor"; and a private university in the South notes that the course is "taught altogether" by assistant, associate, and full professors.

Arrangements for readings were regarded by several respondents as very successful features of the course. In this connection, a Midwestern State university notes that the course uses "no standard text," but relies "entirely upon monographs and readings." A woman's college in the East employs a series of studies in sociology "and complete monographs in place of textbook."

Visual aids and field trips also were reported as successful features of the course. A large Eastern State university reported: "We find the closed circuit TV very helpful." A Southern private university reported, without elaboration, "field trips, visual aids." A private college in the West also reported "field trips as well as use of outside speakers and movies."

Class discussion and good student interest also were stressed. A large Eastern university reported "use of discussion sections" and added that attention is given to research—"how sociology is built." Another private university in the East reported "discussions of groups of less than 20 students." Still a third private institution in the same area not only emphasizes discussion in small groups but also that term papers are required, in some cases involving collection of primary data.

As for student motivation, perhaps something approximating the ideal is reported by a Midwestern private university: "students are very interested in the course. This basic course attracts many students to major in it." And a private college in the same area notes that the course "is attractive enough to enroll 75 percent of freshman class in any year and is *not* required course." A Southern State university mentions the "readiness of students to respond to assigned readings and recitations."

As already noted, responses such as the ones considered up to this point constituted about three-fourths of the total. Remaining responses reported the success of the course in dealing with courtship, engagement, and marriage, and in emphasizing recent social trends; they also made observations on the success of the course in relating the abstract to the concrete, integrating disciplines, changing group attitudes, and so on. One respondent noted that "lectures are entirely independent of text as most texts are written by urban authors lacking background and appreciation for rural life, in my opinion." On the other hand, a respondent in a Southern land-grant college noted that

the course is the only one "in which students in the school of agriculture are exposed to the human side of agriculture."

Two institutions found no unusually successful features in the course to report, and one noted that there was "no way of judging" its features.

### **The Sociology Course Most Frequently Taken: Features Regarded by Respondents as Weaknesses**

Questionnaire recipients were requested to describe any outstanding weaknesses the course of number-1 frequency might have. This request elicited 100 responses from 90 institutions. In 10 instances responses related to more than one weakness.

Of the 100 responses, 79 had to do with the following complaints: (a) classes or sections are too large; (b) textbooks are unsatisfactory; (c) teachers are inadequate or fail to coordinate their work; (d) students are inexperienced, unprepared, or badly motivated; (e) time allotted the course is insufficient; (f) too many student grade-levels are represented in the same course; (g) physical and teaching facilities for the course are lacking or are unsuitable; and (h) the course is too general.

The weakness that was mentioned most frequently—19 times—was that classes or sections are too large. This particular complaint came principally from institutions of large enrollments.

The second most frequently reported weakness—mentioned 14 times—was that textbooks were unsatisfactory. An Eastern State university reported that "no suitable text has been available" for its American Life course; and a Midwestern State university commented upon the "necessity of depending upon textbooks which are usually weak, often over-written, and seldom of much intrinsic merit." A Midwestern liberal arts college alluded to the difficulty of keeping the course "on an introductory level" and "avoiding the tendency to use research projects which have no meaning for beginners. The trend in texts seems to be the reporting of projects which makes the teaching more difficult." A Western liberal arts college response contained the discouraging note that "only poor texts are available." A respondent at an Eastern State teachers college was of opinion the "course would be more thought provoking if textbooks were eliminated and selected books and readings substituted."

As previously noted in this study, the sociology course of number-1 frequency is taught predominantly by assistant, associate, and full professors, and good teaching in the course was reported by several respondents. Nevertheless, there were some sharp criticisms leveled at the way the course was taught in certain institutions. For instance,



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a Midwestern State university reported the "problem of coordinating written materials, lectures, and discussion sections headed by graduate assistants."

Moreover, the problem of professorial specialization caused concern to some respondents. A private university in the East noted that the course "needs standardizing within department to prevent individual instructors teaching specialized versions." A Southern State university commented that the "biggest problem is to get staff to think of basic instruction as prime bread and butter function." The "danger is," this institution continued, "that instructors will consider it as a load filler around specialty courses." It was observed, too, by a Midwestern land-grant college that there was "too much emphasis on 'proving' sociology is a science by some instructors, at expense of teaching concepts for sociology *per se*."

Some reported weaknesses of the course related to the students enrolled in it. A Western land-grant college noted that a 1-quarter course and sections of more than 60 students "result in their viewing it as something to be gotten through and then forgotten." And a Southern private university reported that students in the course "will not read unless threatened with exam." A Southern private college commented on the difficulty of relating the course content "to the undergraduate's experience, which is usually narrow," and on the danger that the course "may degenerate into a series of social generalizations, divorced from concrete supporting data." A private university in the East noted that "the students do not have an adequate command of minimum sociological concepts."

In some institutions, the enrollment in the course of students of different levels of preparation has created a problem. Thus, in the course offered at an Eastern State university, there is a "mixing [of] freshmen and upperclassmen from 5 different schools." At a Midwestern State university, the course sections are "too heterogeneous in terms of student background." At an Eastern private university, "the difficulty of generalizing for students not planning to major in field, and of being inclusive enough for those doing advanc[ed] work," was pointed out as a weakness in the course.

As noted in this study, the sociology course of number-1 frequency averages 3.5 semester hours. Eight respondents specifically reported the lack of time as a weakness of the course, and additional respondents implied so much. As observed in the preceding 4 chapters, this complaint was also reported by chairmen of anthropology, economics, history, and political science departments.

In view of the foregoing discussion it is perhaps not surprising that 6 respondents complained that the course was too general, and that an additional respondent lamented that it was too largely a textbook course. A Southwestern State university reported that the

course not only "lacks unity" but also "penetration." A private university in the Midwest offering a course on social problems, family relationships, and personal and social perspectives, finds it "too vague and ill-defined—watered-down versions of standard sociology offerings."

There were complaints, too, that library and physical facilities left much to be desired, and that visual aids were lacking. A Midwestern State university, while reporting favorably on other features of the course, noted the "difficulty in getting rooms suitable for case discussion" and that for the "past 9 years" teaching has been "in a 'temporary' army barracks." A private university in the Midwest reported "insufficient use of visual aids"; and a Southern State university noted the lack of "laboratory facilities." Four institutions noted the difficulty of offering field trips.

There were nonrecurring reports of course weaknesses, such as failure to use available visual aids; the lecture method of teaching; uneven readings; too much emphasis on theory; and insufficient stress on sociological principles. Of the total 100 responses, however, 6 indicated that the course had no weaknesses, and 2 additional responses emphasized the satisfactory character of the course as now offered. Read one of the latter (from a Midwestern private college): "We don't claim to have arrived at our optimum, but we do feel that we have an excellent text, alert students, and [a] stimulating teaching situation."

### **Sociology in Integrated Social Science or General Education Courses**

Integrated social science or general education courses were reported by 73 institutions. Of 58 of these institutions, 2 indicated that no bachelor-degree candidates took the courses to satisfy a nonmajor requirement for graduation; 27 estimated that from 1 to 40 percent of such candidates took the courses for this purpose; and 29 estimated that from 50 to 100 percent did so. In the latter group of estimates there were 16 of 100 percent.

For curricular administrative purposes, the courses are in the social science division in 32 institutions, in the sociology department in 9, and in other departments, divisions, or committees in 29. Among these, were departments, divisions, or committees for general education or general studies (5), social science departments (3), interdisciplinary studies or interdepartmental committee or department (3), and others such as the basic college, history department, political science department, and so on.

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Of 52 responses, 14 indicated that no instruction in the courses was supplied by the sociology staff, and 25 that 1-50 percent and 18 that 50-100 percent was so supplied. Of the latter group, there were 5 responses indicating a 100 percent instructional contribution by the sociology staff.

## Appendix A

### COVER LETTER AND QUESTIONNAIRE EMPLOYED

With the following exceptions cover letters and questionnaires sent to chairmen of economics, history, political science, and sociology departments were identical with the anthropology questionnaire reproduced on pages 49-54.

1. Wherever the word "anthropology" appeared, the words "economics," "history," "political science," or "sociology" were substituted.

2. In item II, the following wording was used in questionnaires other than the one for anthropology :

*Economics.* a.—Introductory; b.—Economic theory; c.—Money, banking, and finance; d.—Agricultural economics; e.—Labor economics; f.—Industry economics; g.—Other (please specify).

*History.* a.—American history; b.—World history or civilization; c.—Ancient history; d.—Medieval history; e.—Modern European history; f.—English history; g.—Latin American history; h.—Asiatic history; i.—Other (please specify).

*Political Science.* a.—Introduction to Political Science and/or Government; b.—American Government; c.—Comparative Government; d.—International Law; e.—International Relations; f.—Political Parties and Public Opinion; g.—Constitutional Law; h.—Political theory; i.—Public Administration; j.—Other (please specify).

*Sociology.* a.—Introductory; b.—Historical or theoretical; c.—Social psychology; d.—Rural Sociology; f.—Urban sociology; g.—Criminology; h.—Other (please specify).

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To:  
Chairman, Department of Anthropology

The extent to which education in the social sciences, the humanities, and the natural sciences, irrespective of major, enters into college and university programs for baccalaureate degrees, is one of the unknown factors which prevent a satisfactory understanding of the 4-year college degree.

For this reason, we are inaugurating the first in a series of studies of bachelor's degree requirements. This initial study will include departments of anthropology and other social sciences, and we believe it will accomplish the following purposes: (1) indicate the amounts and kinds of social science instruction that bachelor's degree candidates are receiving; (2) show the extent to which non-graduating students may have received instruction in the social sciences; (3) improve current knowledge of the place that social sciences occupy in the college curriculum, and (4) supply information as to the emphasis in required social science courses and as to what college social science teachers regard as the strengths and weaknesses of these courses.

A copy of the findings resulting from the study will be supplied all respondents. We believe the findings will also be useful to college social scientists generally, to college administrators, and to learned societies concerned with the social sciences.

We trust that you may be able to complete these forms and return them to us by January 9, 1957. A postage-free envelope is enclosed for this purpose. The duplicate set of forms is for your files.

Please be assured that your cooperation in this project will be much appreciated.

Sincerely yours,

*Jennings B. Sanders*

Jennings B. Sanders  
Specialist for Liberal Arts and  
Graduate Education (Social Sciences)

Enclosures

U. S. DEPARTMENT OF  
HEALTH, EDUCATION, AND WELFARE  
Office of Education  
Washington 25, D.C.

SURVEY OF SOCIAL SCIENCE REQUIREMENTS FOR  
BACHELOR'S DEGREES: ANTHROPOLOGY <sup>1/</sup>

Please type or print:

Information supplied by:

(Name of institution)

(Name)

(City)

(Title)

(State)

(Date)

IT IS BELIEVED THAT MANY INSTITUTIONS OF HIGHER EDUCATION HAVE A SOCIAL SCIENCE REQUIREMENT FOR BACHELOR'S DEGREES WHICH A STUDENT MAY SATISFY, IN WHOLE OR IN PART, BY TAKING ONE OR MORE ANTHROPOLOGY COURSES. IF, HOWEVER, YOUR INSTITUTION HAS NO SUCH REQUIREMENT FOR ANY BACHELOR'S DEGREES, PLEASE CHECK HERE ( ) AND RETURN THIS FORM TO US.

In the case of institutions comprised of one or more branches or centers located on different campuses in different communities, the questionnaire is intended to apply only to the branch to which it is addressed. Respecting the subject of this inquiry, other branches may have different requirements and situations; disregard them in any case.

If your institution is a liberal arts or other college not a part of a university or of an institution of complex organization, and has a bachelor's degree requirement such as is described above, please answer Question 1a and then proceed to Questions II, III, and IV. (In the case of other institutions, Question 1b will be answered, and then Questions II, III, and IV.)

<sup>1/</sup>It is not our intention to request information that is readily available in college and university catalogs. If any question in this form is answered fully in your institution's current catalog, and the answer therein is up-to-date, please write the letter "C" in the space provided for an answer to that question, and then proceed to the next question.

Ia. Please state whether this requirement is --

1. For all bachelor's degrees?  Yes;  No. If answer is "Yes," ignore questions Ia., 2-4.
2. For all A.B. degrees?  Yes;  No. If answer is "No," please list A.B. degrees for which the requirement does not apply: \_\_\_\_\_  
\_\_\_\_\_
3. For all B.S. degrees?  Yes;  No. If answer is "No," please list B.S. degrees for which the requirement does not apply: \_\_\_\_\_  
\_\_\_\_\_
4. For any other bachelor's degrees?  Yes;  No. If answer is "Yes," please list degrees other than A.B. and B.S. to which the requirement applies: \_\_\_\_\_  
\_\_\_\_\_

If your institution consists of several degree-granting schools or colleges and has a social science requirement for any bachelor's degrees which a student may meet by taking one or more history courses, please answer Question Ib, and then proceed to Questions II, III, and IV.

Ib. Please state whether this requirement is --

1. For all bachelor's degrees?  Yes;  No. If answer is "Yes," ignore Questions Ib, 2-8.
2. For all A.B. degrees?  Yes;  No. If answer is "No," please list A.B. degrees to which the requirement does not apply: \_\_\_\_\_  
\_\_\_\_\_
3. For all B.S. degrees (other than those mentioned below in Questions Ib, 4-8)?  Yes;  No. If answer is "No," please indicate B.S. degrees to which the requirement does not apply: \_\_\_\_\_  
\_\_\_\_\_

4. For all B.S. degrees in the department, school, or college of Agriculture?      Yes;      No. If answer is "No," please indicate degrees to which the requirement does not apply: \_\_\_\_\_

5. For all B.S. degrees in the department, school, or college of Business and Commerce?      Yes;      No. If answer is "No," please list degrees to which the requirement does not apply: \_\_\_\_\_

6. For all B. S. degrees in the department, school, or college of Education?      Yes;      No. If answer is "No," please list degrees to which the requirement does not apply: \_\_\_\_\_

7. For all B.S. degrees in Engineering?      Yes;      No. If answer is "No," please list degrees to which the requirement does not apply: \_\_\_\_\_

8. For any other B.S. degrees?      Yes;      No. If answer is "Yes," please list additional degrees to which the requirement applies: \_\_\_\_\_

II. From your observation or precise knowledge, please rank anthropology courses (both those that are specifically required and those that are optional in a group requirement) in the order of frequency that they are taken by students to meet bachelor's degree requirements, using 1 for greatest frequency and 2,3,4, for other gradations of frequency:

a.      Physical anthropology                      c. Other (please specify):

b.      Cultural anthropology                      \_\_\_\_\_





III. With respect to the course which you ranked as "1" please answer the following questions:

a. Estimated percentage of students who meet the bachelor's degree requirement by taking the course: \_\_\_\_\_%.

b. Status of course:

1. Credit hours (check one only): \_\_\_ Sem.hrs.;

\_\_\_ Quar.hrs.; Other (please specify): \_\_\_\_\_

2. Is required: \_\_\_ Yes; \_\_\_ No.

3. Is an elective in a group requirement: \_\_\_ Yes; \_\_\_ No.

4. Relationship to other history courses --

(a) Is a required or recommended prerequisite for all other history courses: \_\_\_ Yes; \_\_\_ No.

(b) Is a required or recommended prerequisite for most, but not all, other history courses:

\_\_\_ Yes; \_\_\_ No.

c. Student year in which the course is usually taken (check one only): 1. \_\_\_ freshman; 2. \_\_\_ sophomore; 3. \_\_\_ junior; 4. \_\_\_ senior.

d. Enrollment in course during current quarter or semester:

\_\_\_\_\_

e. Course enrollees are taught:

1. \_\_\_ in large groups for general lectures and in smaller groups for quizzes and discussion;

2. \_\_\_ exclusively in small groups (not over 25-50);

3. Under other arrangements (please describe):

\_\_\_\_\_

f. Estimated percentage of students enrolled in course (excluding auditors and students who dropped course before enrollment was stabilized) who complete entire course requirement for credit:

1. \_\_\_ 90% or above; 2. \_\_\_ 80-89%; 3. \_\_\_ 70-79%; 4. \_\_\_ 60-69%;

5. Other percentage (please specify): \_\_\_\_\_ %.

g. Estimated percentage of students enrolled in the course for whom this course is the only course in history they are likely to take: \_\_\_\_\_ %.

h. Please describe briefly the content or other emphasis of the course: \_\_\_\_\_  
\_\_\_\_\_

i. If the scope or emphasis of the course has been altered in any significant way in recent years, please indicate the approximate date and the nature of the change:  
\_\_\_\_\_

j. Instruction in the course:

1. \_\_\_ is predominantly by assistant professors, associate professors, and professors;

2. \_\_\_ is predominantly by instructors and graduate assistants;

3. \_\_\_ is shared about equally by groups 1 and 2 above;

4. Other (please explain): \_\_\_\_\_

k. Please describe briefly any features of the course which you feel are unusually successful: \_\_\_\_\_  
\_\_\_\_\_

l. If in your judgment, the course as now offered has any outstanding weaknesses, please describe them: \_\_\_\_\_  
\_\_\_\_\_

a. Who is responsible for determining the basic pattern of the course?

1. \_\_\_ Department head;
  2. \_\_\_ Departmental committee;
  3. \_\_\_ Course instructor;
  4. Other (please specify):
- 

IV. If your institution offers a General Education or integrated social science course, other than the course covered by Part III above, please supply the following information:

- a. Approximate percentage of bachelor-degree candidates who take the course to satisfy non-major graduation requirements \_\_\_ %;
- b. The place of the course in curricular administration:
  1. \_\_\_ Social Science division;
  2. \_\_\_ Anthropology department;
  3. Other (please specify): \_\_\_\_\_
- c. If the course is not offered by the anthropology department, please indicate the approximate percentage of instruction in the course supplied by the anthropology staff: \_\_\_ %.

PS-15-59

## Appendix B. Tabular Material

Table 1.—Questionnaire responses from sample institutions

[Symbols: "—," no response; "X," institution has a bachelor-degree social science requirement toward which work in the department may count; "N," institution has no such requirement.]

Institution	Response from department of				
	An- thro- pology	Eco- nom- ics	His- tory	Polit- ical Science	Soci- ology
1	2	3	4	5	6
<b>ALABAMA:</b>					
Alabama Polytechnic Institute.....	—	X	X	X	X
Tuskegee Institute.....	N	X	X	—	—
University of Alabama.....	X	X	X	X	X
<b>ALASKA:</b>					
University of Alaska.....	X	—	X	X	—
<b>ARIZONA:</b>					
Arizona State College.....	X	X	X	X	X
Grand Canyon College.....	N	—	X	X	X
University of Arizona.....	X	—	X	X	X
<b>ARKANSAS:</b>					
University of Arkansas.....	X	X	X	—	—
<b>CALIFORNIA:</b>					
Claremont Men's College.....	N	X	X	X	—
Fresno State College.....	X	—	—	—	X
La Verne College.....	N	N	X	—	X
Long Beach State College.....	—	X	—	X	X
Los Angeles State College.....	—	X	X	X	—
Pomona College.....	—	X	X	X	—
Sacramento State College.....	X	—	X	—	X
San Diego State College.....	—	—	X	X	N
San Francisco State College.....	X	X	—	N	N
San Jose State College.....	—	—	X	X	—
Stanford University.....	X	—	X	X	X
University of California.....	X	N	X	N	N
University of San Francisco.....	—	X	—	—	—

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Institution	Response from department of—				
	An-thro-pology	Eco-nom-ics	His-tory	Polit-ical Science	Soci-ology
1	2	3	4	5	6
<b>CALIFORNIA—Continued</b>					
University of Santa Clara.....	N	—	—	—	—
University of Southern California.....	X	X	X	—	N
<b>COLORADO:</b>					
Adams State College.....	X	—	—	—	—
Colorado State College of Education....	—	X	X	N	N
Colorado State University.....	—	X	X	—	X
University of Colorado.....	X	X	X	X	X
University of Denver.....	X	X	X	N	N
<b>CONNECTICUT:</b>					
Annhurst College.....	N	X	—	X	X
Hillyer College.....	—	—	—	—	—
St. Mary's Seminary.....	N	N	X	—	—
Yale University.....	X	X	X	X	X
University of Bridgeport.....	—	—	X	—	—
University of Connecticut.....	—	X	—	X	—
<b>DELAWARE:</b>					
University of Delaware.....	—	X	X	X	X
<b>DISTRICT OF COLUMBIA:</b>					
The American University.....	X	X	X	—	X
Catholic University of America.....	—	—	—	—	X
Georgetown University.....	—	—	X	—	—
George Washington University.....	—	X	—	X	X
Howard University.....	X	—	X	X	—
Trinity College.....	N	N	X	—	N
<b>FLORIDA:</b>					
Florida A and M University.....	N	X	X	X	—
Florida Southern College.....	X	N	—	—	X
Florida State University.....	N	X	X	X	X
University of Florida.....	—	X	N	X	N
University of Miami.....	—	X	X	X	X
<b>GEORGIA:</b>					
Berry College.....	—	—	—	—	—
Emory University.....	N	X	X	X	X
Fort Valley State College.....	—	—	—	—	X
Morris Brown College.....	—	—	—	—	—
University of Georgia.....	X	—	X	X	X
Wesleyan College.....	—	—	—	X	X
<b>HAWAII:</b>					
University of Hawaii.....	X	X	X	X	X
<b>IDAHO:</b>					
University of Idaho.....	—	X	X	X	X
<b>ILLINOIS:</b>					
Bradley University.....	N	X	X	X	X
Carthage College.....	N	—	X	N	N

Institution	Response from department of—				
	An-thro-pology	Eco-nom-ics	His-tory	Polit-ical Science	Soci-ology
1	2	3	4	5	6
<b>ILLINOIS—Continued</b>					
Chicago Teachers College.....	N	X	X	X	X
De Paul University.....	N	—	X	—	—
Illinois State Normal University.....	—	—	X	X	X
Knox College.....	X	X	X	X	X
Loyola University.....	—	X	X	X	X
North Central College.....	—	X	X	X	—
Northern Illinois University.....	N	X	X	X	X
Northwestern University.....	X	X	X	X	—
Pestalozzi Froebel Teachers College.....	—	—	—	—	—
Roosevelt University.....	N	X	—	X	X
Shurtleff College.....	—	—	—	N	—
Southern Illinois University.....	X	X	—	X	X
University of Chicago.....	X	N	X	N	—
University of Illinois.....	N	X	X	X	—
Wheaton College.....	N	N	X	X	X
<b>INDIANA:</b>					
Ball State Teachers College.....	—	X	—	—	—
Butler University.....	N	—	X	X	X
De Pauw University.....	—	X	X	X	—
Evansville College.....	—	X	—	—	X
Huntington College.....	—	—	X	X	—
Indiana State Teachers College.....	—	X	N	X	X
Indiana University.....	—	—	X	—	—
Purdue University.....	—	X	—	—	X
Saint Mary's College.....	N	X	—	X	X
University of Notre Dame.....	—	—	X	X	N
Valparaiso University.....	—	X	X	X	X
<b>IOWA:</b>					
Coe College.....	X	X	X	X	—
Drake University.....	—	—	X	X	—
Iowa State College.....	—	—	X	X	X
Iowa State Teachers College.....	N	X	X	X	—
Parsons College.....	N	X	—	—	X
State University of Iowa.....	N	X	N	X	—
<b>KANSAS:</b>					
Baker University.....	N	N	X	—	N
Kansas State College.....	X	X	X	X	X
Mount St. Scholastica College.....	X	X	X	X	X
University of Kansas.....	—	X	X	X	X
University of Wichita.....	—	X	X	X	X
<b>KENTUCKY:</b>					
Asbury College.....	N	X	X	—	—
Transylvania College.....	X	X	X	N	X
University of Kentucky.....	X	N	X	X	X
University of Louisville.....	—	—	X	X	X

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Institution	Response from department of—				
	An-thro-pology	Eco-nom-ics	His-tory	Polit-ical Science	Soci-ology
1	2	3	4	5	6
<b>LOUISIANA:</b>					
Centenary College of Louisiana.....	X	—	—	—	X
Grambling College.....	N	X	X	X	X
Louisiana Polytechnic Institute.....	N	—	X	—	X
Louisiana State University.....	—	X	X	—	X
Loyola University.....	—	—	—	—	—
Southern University.....	N	X	X	X	X
Southwestern Louisiana Institute.....	—	—	X	X	—
Tulane University.....	X	X	X	—	X
<b>MAINE:</b>					
Aroostock State Teachers College.....	N	—	—	—	—
Bates College.....	—	X	N	X	X
University of Maine.....	—	—	X	X	—
<b>MARYLAND:</b>					
Hood College.....	N	X	X	—	N
Johns Hopkins University.....	N	—	X	X	N
University of Maryland.....	N	X	X	X	X
Western Maryland College.....	—	X	X	X	X
<b>MASSACHUSETTS:</b>					
Boston College.....	—	—	—	N	—
Boston University.....	—	—	X	X	X
Clark University.....	—	X	X	X	—
College of the Holy Cross.....	—	—	X	X	X
Harvard University.....	—	N	N	X	X
Massachusetts Institute of Technology.....	N	X	X	—	—
State Teachers College, Worcester.....	N	—	—	—	—
Merrimack College.....	—	X	—	—	—
Northeastern University.....	N	X	—	X	X
Smith College.....	—	—	—	X	X
State Teachers College at Boston.....	N	N	X	N	N
Stonehill College.....	N	X	—	X	X
Tufts University.....	N	X	X	X	X
University of Massachusetts.....	—	X	X	X	X
Wellesley College.....	X	X	X	X	X
<b>MICHIGAN:</b>					
Calvin College.....	—	X	X	—	X
Central Michigan College of Education.....	X	X	X	X	—
Mercy College.....	—	—	—	—	—
Eastern Michigan College.....	—	—	—	—	—
Michigan State University.....	N	X	—	X	X
University of Detroit.....	X	X	X	X	X
University of Michigan.....	X	X	X	X	X
Wayne State University.....	N	X	X	X	X
Western Michigan University.....	—	X	X	X	—

**SOCIAL SCIENCE REQUIREMENTS FOR BACHELOR'S DEGREES 59**

Institution	Response from department of—				
	An-thro-pology	Eco-nom-ics	His-tory	Polit-ical Science	Soci-ology
1	2	3	4	5	6
<b>MINNESOTA:</b>					
College of St. Catherine.....	—	—	—	—	—
Minnesota State Teachers College.....	—	X	X	X	—
St. John's University.....	N	N	X	N	—
St. Olaf College.....	—	—	X	X	X
University of Minnesota.....	—	X	X	X	X
<b>MISSISSIPPI:</b>					
Mississippi State College.....	—	X	X	X	X
Mississippi Southern College.....	—	X	X	X	—
Tougaloo Southern Christian College.....	—	X	—	—	X
University of Mississippi.....	—	X	—	X	—
William Carey College.....	N	X	X	—	N
<b>MISSOURI:</b>					
Northeast Missouri State Teachers College.....	—	—	X	X	X
Rockhurst College.....	—	—	—	X	—
St. Louis University.....	—	X	X	X	N
University of Kansas City.....	N	X	X	—	N
University of Missouri.....	X	X	X	X	X
Washington University.....	N	X	X	X	X
<b>MONTANA:</b>					
Montana State College.....	—	N	—	—	N
Montana State University.....	X	X	X	X	X
<b>NEBRASKA:</b>					
The Creighton University.....	N	X	X	X	—
Doane College.....	N	X	X	—	X
Municipal University of Omaha.....	N	—	X	X	X
Nebraska State Teachers College, Peru.....	—	—	X	—	X
University of Nebraska.....	X	X	X	X	X
NEVADA: University of Nevada.....	—	X	X	—	X
<b>NEW HAMPSHIRE:</b>					
Dartmouth College.....	N	X	X	X	—
St. Anselm's College.....	N	—	—	—	N
University of New Hampshire.....	X	—	X	X	X
<b>NEW JERSEY:</b>					
Fairleigh Dickinson University.....	—	—	—	—	—
New Jersey State Teachers College, Trenton.....	—	X	—	—	X
Pansar College of Physical Education and Hygiene.....	N	X	X	X	X
Princeton University.....	—	—	X	N	X
Rutgers, the State University.....	N	X	X	X	—
Seton Hall University.....	—	—	—	—	—
St. Peter's College.....	N	X	—	—	—



Institution	Response from department of—				
	An-thro-pology	Eco-nom-ics	His-tory	Polit-ical Science	Soci-ology
1	2	3	4	5	6
<b>NEW MEXICO:</b>					
New Mexico College of Agriculture and Mechanical Arts.....	X	X	X	X	X
University of New Mexico.....	—	—	X	—	X
<b>NEW YORK:</b>					
Adelphi College.....	X	X	—	—	X
Brooklyn College.....	X	—	X	X	X
Cathedral College of the Immaculate Conception.....	—	X	X	—	X
The City College of New York City.....	X	X	X	X	X
Columbia College, Columbia University.....	N	N	—	X	X
Cornell University.....	X	X	—	X	X
Finch College.....	—	—	—	—	—
Fordham College, Fordham University.....	—	X	X	X	X
Hofstra College.....	—	X	N	X	X
Hunter College.....	X	X	X	X	—
Keuka College.....	N	X	N	X	X
Long Island University.....	N	X	—	—	X
Manhattan College.....	X	—	X	X	X
Nazareth College of Rochester.....	—	X	—	—	—
New York University.....	—	X	X	X	—
Queens College of the City of New York.....	N	X	X	N	N
St. Bonaventure University.....	—	X	—	X	X
St. John's University.....	N	—	—	—	X
State University of New York, Buffalo.....	N	N	X	—	X
State University of New York, Geneseo.....	N	X	X	X	X
Syracuse University.....	—	X	X	X	—
University of Buffalo.....	N	—	—	—	N
University of Rochester.....	—	X	X	X	X
Union University.....	N	X	—	X	X
Vassar College.....	X	X	X	X	—
<b>NORTH CAROLINA:</b>					
Duke University.....	N	X	—	X	X
Elon College.....	N	—	—	—	X
North Carolina State College.....	—	X	X	X	—
Queens College.....	—	—	X	—	X
University of North Carolina.....	N	—	X	X	N
Western Carolina College.....	—	—	—	N	—
Women's College of the University of North Carolina.....	X	X	N	—	—
<b>NORTH DAKOTA:</b>					
North Dakota Agricultural College.....	—	—	—	—	—
University of North Dakota.....	X	X	X	X	X
<b>OHIO:</b>					
Bowling Green State University.....	X	—	—	—	X

Institution	Response from department of—				
	An-thro-pology	Eco-nom-ics	His-tory	Polit-ical Science	Soci-ology
1	2	3	4	5	6
OHIO—Continued					
Central State College.....	N	X	X	X	X
College of Mount St. Joseph-on-the-Ohio.....	—	—	X	—	—
Fenn College.....	X	X	X	X	X
Hiram College.....	X	X	X	X	X
John Carroll University.....	N	X	—	X	X
Kent State University.....	—	—	—	X	X
Miami University.....	X	—	X	X	X
Oberlin College.....	X	X	X	X	X
The Ohio State University.....	X	X	X	X	—
Ohio University.....	X	X	X	X	X
University of Akron.....	—	X	N	N	—
University of Cincinnati.....	—	X	—	X	X
University of Dayton.....	—	X	X	—	—
University of Toledo.....	N	X	—	X	—
Western Reserve University.....	X	X	X	X	X
Wittenberg College.....	X	X	X	—	X
Xavier University.....	N	X	X	N	X
Youngtown University.....	N	X	X	N	N
Oklahoma:					
Northeastern State College.....	N	—	X	X	—
Oklahoma State University.....	—	X	X	X	X
Oklahoma City University.....	N	—	—	—	N
University of Oklahoma.....	X	X	X	X	X
University of Tulsa.....	X	X	X	X	X
Oregon:					
Linfield College.....	—	—	X	X	X
Oregon State College.....	—	N	—	X	X
Portland State College.....	—	X	—	X	—
University of Oregon.....	X	X	X	—	X
Puerto Rico:					
University of Puerto Rico.....	—	—	—	—	—
Pennsylvania:					
Albright College.....	N	—	X	N	X
Chestnut Hill College.....	—	X	X	X	—
Drexel Institute of Technology.....	N	—	X	—	X
Duquesne University.....	N	X	X	—	X
Geneva College.....	—	N	X	X	X
La Salle College.....	—	X	X	—	X
Lebanon Valley College.....	—	N	—	—	—
Lehigh University.....	—	X	X	X	X
Lincoln University.....	X	X	X	X	—
National Agricultural College.....	N	—	X	X	X
Pennsylvania State University.....	N	N	N	X	X

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Institution	Response from department of—				
	An- thro- pology	Eco- nom- ics	His- tory	Polit- ical Science	Soci- ology
1	2	3	4	5	6
<b>PENNSYLVANIA—Continued</b>					
Saint Joseph's College.....	N	—	X	—	N
State Teachers College (Cheyney).....	N	—	—	X	N
State Teachers College (Clarion).....	N	—	X	—	—
State Teachers College (Shippensburg).....	—	—	—	—	—
Temple University.....	—	X	—	X	X
Thiel College.....	X	—	X	X	X
University of Pennsylvania.....	X	X	X	X	X
University of Pittsburgh.....	—	X	X	X	X
Villanova University.....	N	—	—	—	X
Wilson College.....	X	X	—	X	X
<b>RHODE ISLAND:</b>					
Brown University.....	N	X	X	—	X
Catholic Teachers College of Providence.....	N	—	X	N	—
University of Rhode Island.....	N	X	X	X	X
<b>SOUTH CAROLINA:</b>					
Clemson Agricultural College.....	N	X	X	—	X
Furman University.....	N	X	N	X	X
University of South Carolina.....	—	X	X	X	X
<b>SOUTH DAKOTA:</b>					
Huron College.....	N	X	X	X	X
University of South Dakota.....	X	X	X	X	X
South Dakota State College.....	N	—	X	X	X
<b>TENNESSEE:</b>					
Austin Peay State College.....	—	X	X	N	X
Cumberland University.....	—	—	N	—	—
East Tennessee State College.....	—	X	X	—	X
Le Moyne College.....	N	—	X	X	X
Memphis State University.....	N	—	—	X	—
Scarritt College for Christian Workers.....	X	N	X	N	N
Tennessee Agricultural and Industrial State University.....	N	X	—	X	X
University of Chattanooga.....	—	X	—	X	X
University of Tennessee.....	X	X	X	—	—
Vanderbilt University.....	N	—	N	—	X
<b>TEXAS:</b>					
Baylor University.....	N	—	X	X	X
Howard Payne College.....	—	X	—	X	—
Lamar State College of Technology.....	N	X	X	X	N
North Texas State College.....	N	—	X	X	—
Prairie View A and M College.....	—	—	X	—	X
St. Mary's University of San Antonio.....	N	X	X	X	X
Southern Methodist University.....	N	—	—	—	X
Texas A and M College.....	N	X	—	X	X
Texas Christian University.....	—	X	—	X	X

SOCIAL SCIENCE REQUIREMENTS FOR BACHELOR'S DEGREES 63

Institution	Response from department of—				
	An-thro-pology	Eco-nom-ics	His-tory	Polit-ical Science	Soci-ology
1	2	3	4	5	6
<b>TEXAS—Continued</b>					
Texas College of Arts and Industries.....	—	—	—	—	—
Texas Southern University.....	—	X	—	X	—
Texas Technological College.....	X	X	X	X	—
University of Houston.....	—	—	—	X	X
University of Texas.....	—	X	X	—	—
Wiley College.....	—	—	—	—	X
<b>UTAH:</b>					
Brigham Young University.....	N	X	—	X	X
College of St. Mary-of-the-Wasatch.....	N	—	—	—	X
Utah State University.....	N	X	—	X	—
University of Utah.....	X	X	—	—	X
<b>VERMONT:</b>					
State Teachers College, Castleton.....	N	N	X	X	—
St. Michael's College.....	—	—	X	N	N
University of Vermont.....	N	—	—	X	X
<b>VIRGINIA:</b>					
College of William and Mary.....	N	—	X	X	—
Mary Baldwin College.....	N	X	X	—	X
University of Richmond.....	—	—	X	X	—
University of Virginia.....	X	N	X	N	N
Virginia Polytechnic Institute.....	—	—	—	—	—
Virginia State College.....	—	X	—	—	X
Virginia Union University.....	N	X	—	—	X
<b>WASHINGTON:</b>					
Pacific Lutheran College.....	—	—	X	—	—
Seattle University.....	—	—	—	—	—
State College of Washington.....	X	X	X	X	X
University of Washington.....	X	X	X	X	—
<b>WEST VIRGINIA:</b>					
Bethany College.....	N	X	—	—	X
Concord College.....	—	—	X	—	X
Marshall College.....	—	X	X	X	—
West Virginia University.....	N	X	X	—	X
<b>WISCONSIN:</b>					
Carroll College.....	—	—	—	N	X
Marquette University.....	—	X	X	—	X
Northland College.....	X	—	X	X	X
University of Wisconsin.....	X	X	X	X	X
University of Wisconsin, Milwaukee.....	X	X	X	—	—
Wisconsin State College, Oshkosh.....	X	X	X	—	X
<b>WYOMING:</b>					
University of Wyoming.....	—	—	X	X	—

**Table 2.—Extent to which anthropology, economics, history, political science, and sociology may count toward fulfillment of social science requirements for bachelor's degrees**

Degree	Anthropology		Economics		History		Political Science		Sociology	
	Total respondents	Percent requiring	Total respondents	Percent requiring	Total respondents	Percent requiring	Total respondents	Percent requiring	Total respondents	Percent requiring
1	2	3	4	5	6	7	8	9	10	11
All bachelor's degrees.....	72	45.8	183	51.4	200	68.5	186	52.2	185	48.1
All A. B. degrees.....	65	76.9	153	65.4	181	91.2	150	80.0	175	69.7
All B. S. degrees.....	55	49.1	140	54.3	160	78.1	123	48.8	140	52.1
All B. S. degrees in agriculture.....	21	42.9	41	68.3	43	62.8	48	58.3	41	43.4
All bachelor's degrees in business and commerce.....	47	61.7	106	96.2	129	90.7	115	83.5	108	67.6
All bachelor's degrees in education.....	48	68.7	113	64.4	146	95.2	121	81.8	127	74.0
All B. S. degrees in engineering.....	36	33.3	82	67.1	83	66.3	84	46.4	73	31.5

Table 3.—Required, elective, and prerequisite status of course

Subject	Percent of institutions in which course is:			Percent of institutions in which course is a required or recommended prerequisite—		
	Required	An elective in a group requirement	Neither required nor elective, or only partly	For all other courses in subject	For most other courses in subject	For neither most nor all other courses in subject, or for some students only
1	2	3	4	5	6	7
Anthropology.....	4.0	81.3	14.7	47.5	32.8	19.7
Economics.....	34.2	52.3	13.5	60.4	28.7	1.9
History.....	48.7	40.2	11.1	37.5	28.8	33.7
Political science.....	31.4	48.0	20.6	54.4	24.5	21.1
Sociology.....	22.4	56.5	21.1	47.6	34.3	18.1

Table 4.—Enrollment and semester hours' credit in Social Science courses most frequently taken to meet bachelor-degree requirements

Subject	Number of institutions	Enrollment		Number of institutions	Semester hours' credit	
		Average	Range		Average	Range
1	2	3	4	5	6	7
Anthropology.....	70	117	10-500	66	2.4	2-6
Economics.....	165	345	18-1,800	170	4.7	2-12
History.....	180	478	20-2,110	186	5.3	2-18
Political science.....	157	309	11-1,788	162	3.8	2-8
Sociology.....	144	202	7-937	161	3.5	1-8

Table 5.—Size of Classes or Sections, by subject

Subject	Number of institutions	Percent of institutions in which course is taught			
		Large lecture and small quiz-discussion groups	Exclusively in groups of not over 25-50	Other groups	Total
1	2	3	4	5	6
Anthropology.....	65	18.5	64.6	16.9	100.0
Economics.....	177	11.8	78.0	10.2	100.0
History.....	204	27.0	57.3	15.7	100.0
Political science.....	178	16.3	66.2	18.5	100.0
Sociology.....	182	11.5	70.9	17.6	100.0

Table 6.—Grade level at which course is usually taken

Subject	Number of institutions	Percent of institutions in which course is taken					
		Freshman year	Sophomore year	Junior year	Senior year	Other	Total
1	2	3	4	5	6	7	8
Anthropology.....	74	28.4	30.2	28.4	4.0	0	100.0
Economics.....	196	15.9	74.9	4.6	1.0	3.6	100.0
History.....	199	64.3	22.1	2.8	.8	10.6	100.0
Political science.....	173	38.2	48.0	6.9	1.2	5.7	100.0
Sociology.....	179	29.6	54.7	6.7	1.7	7.3	100.0

Table 7.—Estimated percent of students in institutions who meet bachelor-degree social science requirement by taking the course

Subject	Number of institutions	Percent of students who take course			
		0-19	20-49	50-79	80-100
1	2	3	4	5	6
Anthropology.....	65	47	12	5	2
Economics.....	158	24	55	29	50
History.....	179	12	39	42	86
Political science.....	182	31	36	29	56
Sociology.....	160	38	43	42	37

Table 8.—Estimated percent of students in course who complete it for credit

Subject	Total number of institutions	Number of institutions estimating completion of course by—				
		80 percent or more	80-89 percent	70-79 percent	60-69 percent	Other
1	2	3	4	5	6	7
Anthropology.....	69	66	2	2	0	0
Economics.....	177	120	40	14	2	1
History.....	208	141	44	10	4	4
Political science.....	176	134	29	5	4	4
Sociology.....	174	180	23	1	0	1

Table 9.—Estimated percent of students in course who will take no other course in subject

Subject	Total number of respondents	Number of respondents who estimated course would be final for—			
		1-49 percent of students in course	50-100 percent of students in course	No students in course	Other
1	2	3	4	5	6
Anthropology.....	71	14	67	0	.....
Economics.....	174	57	116	0	2
History.....	180	48	126	6	.....
Political science.....	167	23	142	2	.....
Sociology.....	170	49	118	3	.....

<sup>1</sup> The lowest estimate was 10 percent.



Table 10.—Rank of staff teaching Social Science courses most frequently taken by students to meet bachelor-degree requirements

Subject	Total number of respondents	Percent reporting				Total
		Instruction predominantly by professors associate and assistant professors	Instruction predominantly by instructors and graduate assistants	Instruction about equally by personnel indicated in columns 3 and 4	Instruction under other arrangements	
1	2	3	4	5	6	7
Anthropology.....	75	85.3	5.3	6.7	2.7	100.0
Economics.....	185	71.9	8.1	14.6	5.4	100.0
History.....	208	81.7	1.0	12.0	4.3	100.0
Political science.....	179	79.3	2.4	13.4	2.9	100.0
Sociology.....	182	78.0	2.8	9.9	8.3	100.0

Table 11.—Responsibility for determining basic pattern of course

Subject	Total number respondents	Percent by—				Total
		Department head	Course instructor	Departmental committee	Other arrangements	
1	2	3	4	5	6	7
Anthropology.....	76	13.2	57.9	19.7	9.2	100.0
Economics.....	193	20.7	32.1	28.5	18.7	100.0
History.....	202	10.9	28.2	20.6	21.3	100.0
Political science.....	174	18.4	35.1	22.4	24.1	100.0
Sociology.....	176	17.6	26.9	23.4	17.1	100.0

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