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ABSTRACT

In an effort to infuse professional and preprofessional academic programs with liberal arts learning, this project at the University of Baltimore (Maryland) resulted in the establishment of a required liberal arts core curriculum for upper division students. The project provided funding for three activities: interdisciplinary team teaching of the courses in the core curriculum, release time for core course coordinators for curriculum planning, and faculty development seminars (called Humanities and the Professions) which used literature to highlight ethical and professional conflicts. Core courses were titled: Ideas in Writing, Modern City, Arts and Ideas, World Cultures, and Business, Values and Society. The major project outcome was development of support for the upper-division core curriculum among the faculty, students, and administrators. Other benefits included increased interaction of business and liberal arts faculty and an improved perception among business and liberal arts students of the value of liberal arts learning in career oriented programs. Appendices include a core course syllabi, a list of team teaching participants, a list of seminar participants and program, a list of supplementary activities, and a summary of the results of evaluation instruments. (DB)

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**The Humanities and the Professions:  
The University of Baltimore Model**

The University's project was designed to infuse liberal arts learning into professional and pre-professional degree programs at the University of Baltimore. The FIPSE grant helped to refine the core curriculum which was implemented to bring business and liberal arts students together for a common, humanities-based educational experience. The activities included inter-disciplinary team-teaching, faculty development seminars for business and liberal arts faculty using humanities texts to discuss ethical issues in relation to the professions, and release time for core course coordinators to further develop the curriculum.

## Executive Summary

### "The Humanities and the Professions": The University of Baltimore Model

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#### A. Project Overview

The FIPSE grant was an integral part of an overall University strategy to infuse professional and pre-professional academic programs with liberal arts learning. The concern with the deficiency of liberal arts education among students resulted in the establishment of an upper-division core curriculum in 1985. The core curriculum consisted of five courses of which the students are required to take four: Ideas and Writing, Modern City or Arts and Ideas, World Cultures, and Business, Values, and Society.

The FIPSE grant served as a bridge between an NEH Planning Grant for the core curriculum and the establishment of an endowment to support the curriculum (library and media material, outside speakers, and faculty development) through an NEH Challenge Grant. Funding for three primary activities were included in the FIPSE grant: interdisciplinary team teaching of the courses in the core curriculum, release time for core course coordinators for curriculum planning, and faculty development seminars, called Humanities and the Professions, which use literature to highlight ethical and professional conflicts.

**B. Purpose**

The basic problems we addressed are clear, well defined and have not been redefined. The purpose of the project was to develop effective responses to the following challenges:

1. Interfusing professional and pre-professional academic programs with a strong emphasis on liberal arts learning.
2. Fostering in liberal arts students a greater understanding of the interrelationship between the liberal arts and the professions.

**C. Background and Origins**

The University's concern with the deficiency of liberal arts in the business curriculum and the lack of an understanding of business among liberal arts students began in 1983. At this time the University formed a task force to examine ways of improving the general education program for all undergraduate majors.

In early fall, 1984, the Task Force presented to the University faculty a proposal for strengthening general education requirements at the upper-division level. The proposal was ratified by an overwhelming (72%) majority of the faculty in December 1984. That action constituted a crucial first step in our determination to interfuse liberal learning into our professional and pre-professional programs.

**D. Project Description**

Support from FIPSE enabled the University to move beyond the modest beginnings of our curriculum development funded by NEH to initiate a more comprehensive approach to the challenge of interfusing professional programs with a strong emphasis on liberal learning and fostering in liberal arts students a greater understanding of the interrelationship between the liberal arts and the professions. Our project had three primary components:

1. Funds to support team-teaching.
2. Released time for Core Course Coordinators.
3. Faculty development seminars.

**E. Project Results**

## FIPSE GRANT FINAL REPORT

### "Humanities and the Professions: The University of Baltimore Model"

#### A. Project Overview

The University of Baltimore is a public, upper-level (junior-senior), graduate institution. Approximately 62 percent of our undergraduate students are enrolled in business programs. The remaining 38 percent of our students are enrolled in traditional liberal arts majors.

The FIPSE grant was an integral part of an overall University strategy to infuse professional and pre-professional academic programs with liberal arts learning. The concern with the deficiency of liberal arts education among students resulted in the establishment of an upper-division core curriculum in 1985. The core curriculum consisted of five courses of which the students are required to take four: Ideas and Writing, Modern City or Arts and Ideas, World Cultures, and Business, Values, and Society.

The FIPSE grant served as a bridge between an NEH Planning Grant for the core curriculum and the establishment of an endowment to support the curriculum (library and media material, outside speakers, and faculty development) through an NEH Challenge Grant. Funding for three primary activities were included in the FIPSE grant: interdisciplinary team teaching of the courses in the core curriculum, release time for core course coordinators for curriculum planning, and faculty development seminars, called Humanities and the Professions, which use literature to highlight ethical and professional conflicts.

Students and faculty were the primary groups served by the FIPSE grant. The major outcome of the project was the refinement of the core curriculum (see Appendix 1). Course syllabi have now been evolved to the point where there is a consensus on the content of each course. Other outcomes were as follows: 1. A core of faculty with interests and experience in teaching each course now exists; 2. A significant portion of the faculty have been exposed to seminars dealing with the humanities and the professions; and 3. There is increased interaction among the College of Liberal Arts and the School of Business faculty. Students now also demonstrate an increased awareness of and appreciation for liberal arts education. Of particular interest is the student improvement in an understanding of a culture other than their own and a sensitivity to ethical issues.

**B. Purpose**

The basic problems we addressed are clear, well defined and have not been redefined. The purpose of the project was to develop effective responses to the following challenges:

1. Interfusing professional and pre-professional academic programs with a strong emphasis on liberal arts learning.
2. Fostering in liberal arts students a greater understanding of the interrelationship between the liberal arts and the professions.

The majority of efforts to integrate liberal and professional learning use course work that occurs within the professional program, or course work that occurs in fields of study outside of the professional program taught by faculty in other fields. The emphasis tends to be on the conceptual, technical, and integrative practice components of study in a particular field. A business student is advised to take an English course, or an English professor teaches a business writing course to business students. The business student takes a course in "Public Policy and Business."

The approach taken by the University of Baltimore is unique. The University of Baltimore's upper-division core integrates liberal and professional learning through a collaborative and contextualizing approach. Liberal arts and business faculty have united around common goals, themes, and concepts. The course content emphasizes knowledge of broad social, political, historical, and economic issues as well as values and the arts in general. An attempt is made to link the knowledge gained from these courses back to the professional field, or vice versa. The linkages are made by faculty and students.

Our approach to interfusing liberal learning into the professional programs did experience some difficulties. From an administrative viewpoint problems develop due to turnover in the faculty and from the orientation of faculty to their discipline.

The existence of faculty turnover requires renewed discussion of the core curriculum objectives. New faculty need to be routinely informed about the planning and objectives of the core curriculum.

An interdisciplinary core curriculum lacks a faculty that is loyal to each course. Faculty are primarily loyal to their discipline in which they teach and conduct research. Faculty appointments are to disciplines. There is no tradition nor incentive for faculty to invest substantial amounts of time and

effort in a core curriculum that is interdisciplinary in nature. Professional demands on faculty time make it difficult to schedule classes and obtain a commitment to the core curriculum. This problem was particularly acute among business school faculty.

Another administrative pitfall is the lack of prerequisites and sequencing of the core curriculum in the advisement structure. Students, when closed out of major courses, tend to take clusters of general education courses rather than integrate these courses throughout their course of study.

### C. Background and Origins

The University of Baltimore was established in 1925 as a private institution comprising a School of Law and a School of Business. In the mid-1960's a College of Liberal Arts was added as a discrete academic division. In 1975 the University became a public institution. The legislation which brought the University into the public sector designated it as an upper-division (junior-senior), graduate, and professional institution. Entering undergraduates were required to have completed a minimum of 56 credit of lower-division work to qualify for admission to the University as degree candidates.

Currently the University enrolls a diverse student body numbering around 5,400. Of these, approximately half are undergraduates. A majority (62%) of the undergraduates are enrolled in business with the remaining students in traditional liberal arts programs. The average age of students transferring in as Juniors is 24 years. Many of the students attend part-time, are married, and have full-time jobs.

The University's concern with the deficiency of liberal arts in the business curriculum and the lack of an understanding of business among liberal arts students began in 1983. At this time the University formed a task force to examine ways of improving the general education program for all undergraduate majors.

The task force, appointed and chaired by the Provost, included faculty and academic administrators in the humanities, social sciences, and business. In the course of its work, the Task Force examined student records at the University of Baltimore for the period 1979-83. The study revealed that most majors tended to concentrate heavily (as much as 80% of their upper-level work) in one or two disciplines and to interact

primarily, if not exclusively, with students and faculty in their majors.

The Task Force also held intensive interviews with faculty in every academic department of the College of Liberal Arts and



The most tangible result of our project was the refinement of and development of support for the upper-division core curriculum among the faculty, students, and administrators.

Other outcomes were as follows: 1. A core of faculty with interests and experience in teaching each course now exists; 2. A significant portion of the faculty have been exposed to seminars dealing with the humanities and the professions; and 3. There is increased interaction among the College of Liberal Arts and the School of Business faculty. Students now also demonstrate an increased awareness of and appreciation for liberal arts education. Of particular interest is the student improvement in an understanding of a culture other than their own and a sensitivity to ethical issues.

#### F. Evaluation

Survey instruments were developed and used to assess three aspects of the grant activities: team-teaching, humanities and professions seminars, and student perceptions of the core curriculum.

#### G. Summary and Conclusion

Our approach of creating interdisciplinary courses had many benefits: 1. The interaction of business and liberal arts faculty, 2. the refinement and improvement of the content of the core curriculum, and 3. the improved perception among business and liberal arts students of the value of liberal learning in career oriented programs. This approach required business faculty to become involved in a program outside of their discipline and outside of their school. The incentive to commit the time and energy remained questionable when the rewards for discipline specific research and teaching seemed greater.

#### H. Appendices

Appendices include core course syllabi, a list of team-teaching participants, a list of seminar participants, as well as a copy of the program, a list of supplementary activities, and a summary of the results of evaluation instruments.

the School of Business; read extensively in literature related to curricular reform; conducted follow-up surveys of recent graduates; consulted with external advisory boards to the College of Liberal Arts and the School of Business; sent delegations to examine general education programs in sister upper-level institutions in Florida and Texas; and participated in the NEH-sponsored core visitors program at Brooklyn College.

The major emphasis in the deliberations among University faculty was on completion requirements for the baccalaureate degree; i.e., on the understandings and skills which should characterize the graduating student in any major. Widespread concern was expressed among both liberal arts and business faculty about students' communication and quantitative skills; knowledge of history, geography, literature, philosophy, and the arts; understanding of their own and other cultures and of contemporary social, political, and economics issues; understanding of values and ethical principles; and ability to analyze and synthesize. In short, the faculty saw the need to strengthen the liberal arts education of all students in all majors.

In early fall, 1984, the Task Force presented to the University faculty a proposal for strengthening general education requirements at the upper-division level. The proposal was ratified by an overwhelming (72%) majority of the faculty in December 1984. That action constituted a crucial first step in our determination to interfuse liberal learning into our professional and pre-professional programs.

The general objectives of the upper-division core are:

1. To develop in students a broad humanistic perspective (historical, cultural, philosophical) through the study of selected works of lasting significance in each core course.
2. To increase students' knowledge and appreciation of philosophy and the arts (literature, music, painting, sculpture, architecture) as an expression of universal themes and ideas.
3. To increase students' understanding of the role which humanistic values and perspectives have played in shaping the social, political, and economic policies of our nation and our cities.
4. To expand students' understanding of at least one contemporary culture other than their own (including its history, religions, values, literature, and art).

5. To encourage students to examine values and act on ethical principles, in both their personal and professional lives.
6. To increase students' ability to integrate knowledge from a variety of disciplines.
7. To develop students' skills in critical thinking and in oral and written expression.

With the support of a planning grant from the NEH, the University began a series of curriculum planning and professional development activities for faculty teaching in the core. The University also established the beginnings of a General Education Committee to oversee the future development of the core curriculum.

In May 1986 twenty-five faculty members from the College of Liberal Arts and the School of Business participated in a two-day workshop/retreat to finalize syllabi for the new upper-division core courses. General sessions were held with specialists in writing, oral communication, critical thinking, and values "across the curriculum."

Individual course faculty worked with resource persons from the Walters Art Gallery, the City Life Museums, and the department of anthropology of the University of Maryland to identify specific community resources that could be integrated directly into the courses.

The retreat set the stage for further development of the upper-division core curriculum to be supported by FIPSE. The various stages and funding available to support the development of our core curriculum are shown below:

\$10,000	\$17,406	\$139,181	\$676,000*
<u>Task Force</u>	<u>NEH</u>	<u>FIPSE</u>	<u>NEH</u>
Report	Planning Grant		Challenge Grant
1983-83	1986-87	1986-88	1986-88
Aaron & Lilly			\$169,000-NEH
B. Strauss Fdn.			507,000-matching

#### D. Project Description

Support from FIPSE enabled the University to move beyond these modest beginnings funded by NEH to initiate a more comprehensive approach to the challenge of interfusing professional programs with a strong emphasis on liberal learning and fostering in liberal arts students a greater understanding of the interrelationship between the liberal arts and the professions. Our project had three primary components:

1. Funds to support team-teaching.
2. Released time for Core Course Coordinators.
3. Faculty development seminars.

#### 1. Team Teaching

The Task Force which proposed the revised general education requirements strongly recommended that the upper-division core courses be not only team-planned, but also, where possible, team-taught. Unfortunately, as a public institution, the University has limited resources to support released time or replacement salaries for reduced faculty loads.

In order to assure maximum effectiveness in planning, teaching and evaluating the core courses, we requested funding to support one team-taught section of each upper-level core course (with the exception of writing) per semester for four consecutive semesters, beginning in the spring of 1987. The courses "Business, Values, and Society" and "The Modern City" were team-taught by liberal arts and business faculty; "Arts and Ideas" and "World Cultures" involved faculty drawn from the humanities and the social sciences (a list of faculty participating is shown in Appendix 2).

Regular meetings were held among the teaching faculty of each course for the purpose of sharing ideas about teaching and participating in workshops, seminars, lecture programs, and field trips to enrich and strengthen the courses. The teachers of each team-taught section conducted separate course evaluations and shared their experiences and observations in written summary form with their colleagues teaching in the core.

#### 2. Core Course Coordinators

Each Core Course Coordinator received 3 hours of released time each semester. The coordinators held regular meetings and workshops of the faculty involved to exchange ideas, develop teaching techniques relative to units and themes; and maintain esprit. The coordinator also monitored teaching and materials and the integration of skills across the curriculum and kept in contact with the chairs of departments whose faculty are teaching in the course. Finally, the core course coordinators submitted an annual report to the General Education Committee, to whom they are responsible.

It was the coordinator's responsibility to see not only that the course remained vital and alive, but also that it does not vacillate in development, syllabus, or teaching. The coordinator

identified problems--even, if possible, before they occur--and helped to solve them. The coordinator also was concerned that the course remain consistent and yet be responsive to new concepts in subject matter, new texts that should be included, and new approaches that might be effective.

The Core Course Coordinators were also now included in the structure of the administration of the general education program, as shown in the following chart:

#### General Education Committee

- 3 faculty from the School of Business
- 3 faculty from the College of Liberal Arts
- 1 administrator from the School of Business
- 1 administrator for the College of Liberal Arts (Chair)
- 3 Ex-official, administrators

This group oversees:

Core Course Coordinators, one for each of the five core courses

Teaching Faculty for each of the sections taught within the five core courses

#### 3. Faculty Seminars in Humanities and the Professions

To foster a greater understanding of the relevance of the humanities to the professions, we held a series of professional development seminars for our faculty in business and the liberal arts. The model and inspiration for this series is a program initiated in 1980 at Brandeis University, widely heralded by participating judges, lawyers, physicians, clergymen, and other professionals.. That program, planned exclusively for professionals in the legal and business community, and not for faculty, was "designed to address contemporary social issues,

broad historical and cultural contexts, and the difficult value dilemmas professionals encounter daily in their practice."

Using classical literary texts such as King Lear, Billy Budd, and The Death of Ivan Illyich, humanities scholars from Brandeis lead faculty in the consideration of timeless issues such as justice, moral choice, altruism and self-interest, authority and self-will.

We offered two seminars per year for two years for our faculty as a means of providing opportunities for intense, high-quality intellectual interaction. Whereas meetings and workshops for core course faculty focus on specific curriculum and on teaching, these seminars encouraged the exchange of ideas and

perceptions on issues of timeless significance. They served, we believe, not only as a stimulating source of personal professional development for participants, but also as a wellspring of ideas for enriching interaction with students in the classroom.

Each seminar was for two and a half days, and attended by 14 faculty members and at least two administrators. The seminars were held in a retreat setting so as to allow faculty time for total immersion in the project. Over a two-year period, 46 business and liberal arts faculty participated in the seminar program (see Appendix 3).

#### 4. Supplementary Activities

In addition to those activities outlined in the original grant request and discussed above, a number of other activities evolved in support of the objectives of the grant. These were, a team-teaching workshop, a campus visit by Professor Baruch Brody to run workshops on Business, Values and Society, as well as on interdisciplinary team-teaching, and a general education retreat. These activities are described in detail in Appendix 4.

#### E. Project Results

##### 1. Primary Project Results

The most tangible result of our project was the refinement of and development of support for the upper-division core curriculum among the faculty, students, and administrators. A brief description of each component of the core curriculum follows:

##### a. World Cultures

The purpose of this course is to expose students to a range of human experiences that fall outside their normal cultural and social worlds. Specifically, the course is intended to deepen students' understanding and appreciation of the diverse world in which we live, cultivate understanding and sensitivity to the lifestyle and ways of thinking of a foreign people, and contribute to liberating students' thinking from prejudice and cultural chauvinism. The course emphasizes several aspects of another contemporary culture, such as its history, customs and traditions, political system, economy, arts and literature, social structures, and values. Cultures taught included China, Japan, South America, and Africa.

##### b. Business, Values, and Society

The purpose of this course is to have students from the College of Liberal Arts and the School of Business explore together the interrelationships between business and various other sectors of society: the individual, government, and the international environment. Emphasis is placed on values and ethical issues.

c. The Modern City

The purpose of this course is to provide students with an in-depth knowledge of a modern city and its historical development. By examining the social, physical, economic, political, and demographic changes which have taken place in Baltimore since the late 19th Century, students will obtain a more general understanding of how such influences as industrialization, urbanization, cultural expression, and governance have shaped the current structure of American cities.

d. Arts and Ideas

The purpose of this course is to cultivate students' understanding of the interrelationship of the arts and the value of the arts to the individual and society. Students will analyze and compare lasting works of art, imagination, and intellect organized around a central theme and will examine significant works of art, music, and literature located in Baltimore.

e. Ideas in Writing

The purpose of this course is to teach students to communicate effectively in writing. The course stresses the interrelationships among careful reading, critical thinking, and sophisticated writing. Students will master a variety of writing strategies and forms, including critical essays, memoranda, letters, and reports.

## 2. Other Results

The interaction of the business and liberal arts faculty has had a significant impact on the intellectual life of the University of Baltimore campus. Some faculty who participated in the team teaching program or in the professional development seminars have commented favorably on this benefit. Now when issues arise that relate to either the business school curriculum or on the relationship of the liberal arts curriculum to the business program, there are informal lines of communication that allow for productive exchange of ideas.

The exchange of ideas has also resulted in improved teaching throughout the University. This result emerged primarily in two

ways. First, faculty involved in team teaching have been exposed to new ideas and methodologies that relate directly to the core curriculum, as well as to the courses they teach in their specific discipline. Second, faculty who have been involved in the professional development seminars have discovered ways in which humanities text can be used in course that on the surface may seem unrelated to traditional humanities issues. Thus, there has resulted some infusion of liberal learning into the curriculum of the various disciplines.

Finally, a long range result is the overall impact this program has on the intellectual life of our students. Generally, the commitment to liberal learning throughout the University has increased considerably. Students, most of whom come to the University of Baltimore for specific career oriented programs, are beginning to realize that liberal learning is in many ways more important to long term career aspirations than specific job skills. They get this message, directly and indirectly, from their major professors in business administration, criminal justice, marketing, etc., as well as from the faculty devoted to teaching in traditional liberal arts disciplines.

#### F. Evaluation

Three survey instruments were developed and used to assess three aspects of the grant activities: team-teaching, humanities and professions seminars, and student perceptions of the core curriculum. The results of each are briefly discussed below.

##### 1. Summary of the Team Teaching Survey (See Appendix 5)

The results of the questionnaire indicated that each team worked together in the design and teaching of the course, and in the evaluation of the students. There were several advantages of the team-teaching experience that were identified by the faculty on the survey. Students were encouraged to examine different values. Students gained the ability to integrate knowledge from two disciplines. Students developed skills in critical thinking. The faculty developed an appreciation for another discipline and benefited from the exposure to different teaching methods.

Limitations of the team-teaching experience, also identified on the survey, focused on the difficulty in coordinating these courses. Specific concerns included demand on faculty time, problems of scheduling, rigidity of the structure, and lack of understand of and commitment to the objectives of the course.

##### 2. Summary of Faculty Development Surveys (See Appendix 6)



After each seminar, the participants were asked to respond to an evaluation form. The objectives as stated on the form were:

- a. Encourage participant discussion of professional conflicts as they relate to the literary characters and conflicts in the selected works.
- b. Encourage the exchange of ideas and perceptions on moral issues.
- c. Create ideas for enriching the experience of students in the classroom.
- d. Foster a greater understanding of the relevance of the humanities to the professions.
- e. Create interaction among liberal arts and business faculty.

The results of the survey indicated that respondents felt that the objectives of the seminar were met.

The narrative portion of the evaluation indicated positive reaction to the seminar. The use of texts to discuss moral and ethical issues stimulated in faculty an awareness of and an appreciation for the use of literature as a pedagogical tool in their courses. The discussions were especially helpful for those faculty in the business school. For the liberal arts faculty, the approach was not new but reaffirmed the value of teaching from a humanities and personalized perspective.

The interaction among faculty as well as the administrators was especially mentioned as an important component of the seminar. A final comment mentioned by many of the participants was that everyone at the University should attend this kind of seminar and that the University should continue to hold this type of faculty seminars.

### 3. Summary of the Student Outcome Surveys (See Appendix 7)

The impact of the core curriculum on students was measured through a survey. Students were asked about the stated outcomes or objectives of the core curriculum (see Section 3). Respondents to the survey rated, using a scale of 1 (no emphasis) to 7 (heavy emphasis), the amount of emphasis they felt each outcome of the core curriculum should receive in an undergraduate program and the amount of emphasis it does receive in the existing academic program.

A baseline or control group was used for comparison purposes. The control group was a sample of graduating students, surveyed at the end of the Spring, 1987 semester, who had not participated in the core curriculum. The treatment group was a sample of graduating students, surveyed at the end of the Spring, 1988 semester, who had taken all the core curriculum courses. The questionnaires are presented in Appendix 7.

The analyses of the control group are presented in Tables 1, 2, and 3 in Appendix 7. Table 1 shows the results for business students. The mean ranking on each outcome for 'ideally should receive' in an academic program and currently 'does receive' are reported. The last column is the difference between ideally and does receive.

Business students, for example, rated the outcome 'communicate effectively' as ideally should be received at 6.5 (out of 7), and scored this outcome as currently received at 4.8 (out of 7). The gap between ideal and does receive was 1.6 (this gap was statistically significant at the 1-percent level using a means difference test).

In all instances the gap between 'ideal' and 'does receive' was statistically significant. The gap was greatest in the four areas that the core curriculum was specifically designed to address: communicate effectively, apply ethical principles, understand another culture, and appreciate art and philosophy.

The control group findings for liberal arts students are displayed in Table 2. Results are similar to that for business students: a statistically significant gap exists between ideally should receive and currently received for all outcomes.

A comparison of the control group among business and liberal arts students is shown in Table 3. With the exception of 'understand the global setting in which business is practiced' and 'understanding the social setting', liberal arts students scored higher on ideally should receive and does receive for each education outcome.

The results of the control group support the findings of the 1983 University task force on the undergraduate curriculum. The task force concluded that widespread concern existed about students' liberal arts knowledge and skills. The upper division core curriculum was designed to close the gap suggested in the control group survey.

A comparison of the control and treatment groups is presented in Table 4. These results are preliminary, since the treatment group sample is only 46 business students. Surveys will be conducted in the Spring, 1989 that will increase the treatment group sample.

No statistically significant difference was found among the control and treatment groups with respect to the score on 'ideally should receive' for each outcome. With regard to 'does receive,' the treatment group score is larger than the control group score for each outcome. A statistically significant higher treatment group score was registered for five outcomes: communicate effectively, apply ethical principals, understand another culture, understand humanistic values, and appreciate art and philosophy.

These preliminary findings indicate that the core curriculum had a positive impact on increasing student perceptions of the liberal arts education that they received. The gap between ideally should receive and does receive was narrowed comparing the control and treatment groups.

#### G. Summary and Conclusions

In our summary we would like to emphasize that the FIPSE Grant was a bridge between the funds we received to plan and implement our upper-level core curriculum and the NEH Challenge Grant which will allow us to continue these activities in perpetuity.

We will, for example, continue with selected team-teaching assignments. However, we will not initiate these across the board. We learned from the FIPSE Grant that team-teaching needs to evolve within the faculty and cannot be imposed.

The Humanities and Professions Seminars will continue, although the format will be expanded to include faculty from all three divisions of the University of Baltimore: law, liberal arts and business. These seminars were a great success. The benefits, however, must be weighed against the opportunity cost of funding these seminars. We plan, though, to integrate many of these texts into the courses within specific majors as a way of addressing professional issues.

Our approach of creating interdisciplinary courses had many benefits: 1. The interaction of business and liberal arts faculty, 2. the refinement and improvement of the content of the core curriculum, and 3. the improved perception among business and liberal arts students of the value of liberal learning in career oriented programs. This approach required business faculty to become involved in a program outside of their discipline and outside of their school. The incentive to commit the time and energy remained questionable when the rewards for discipline specific research and teaching seemed greater.

**Appendix 1**

## BASIC SYLLABUS OUTLINE

### for WORLD CULTURES

- I. Introduction to the Study of Culture
  - A. What is culture?
  - B. Elements of culture (attitudes, beliefs, language, etc.)
  - C. Similarities and differences among societies.
  - D. Problems of culture study.
- II. Approaches to the Study of Culture
  - A. Cultural schools.
  - B. Approach used in this course.
- III. The Selected Region
  - A. Geography of the region.
  - B. The people.
  - C. History of the people.
- IV. The Culture of the People in the Selected Region
  - A. Values, attitudes and beliefs.
  - B. Customs and traditions.
  - C. Family ties.
  - D. The social and economic system.
  - E. The political and legal system.
  - F. Education.
  - G. Behavior.
  - H. Communication.
  - I. Foreign influence.
  - J. Business climate.
- V. Individual Project or Discussion of Special Topics  
(at the discretion of the instructor.)

Sections I-III comprises three weeks of the course.  
Sections IV and V comprises twelve weeks of the course.

## World Cultures: Central America

### Course Description

World Cultures studies the history, tradition, and contemporary society of homo sapiens through the disciplines of anthropology, arts and humanities, economics, geography, psychology and sociology. Each section of the course concentrates on one culture. Often a culture is experienced in a geographical region which comprises several nations. At other times a culture may exist in one nation which comprises several ethnic groups. Through study and research students will discover and compare affinities and differences between their own culture and others.

### Introduction

An awareness of other cultures deepens our understanding of our own. Diversity and alien values challenge our beliefs and assumptions. As our intellectual horizon expands we move from acute ethnocentricity to a more cosmopolitan world view. We discover the way in which what seems "right" to us is our society's adaptation (affected by geography, history, and tradition) to meeting the needs of humankind.

Many United States citizens think of South America as "everything below the Rio Grande" even though all of Mexico and Central America are north of the equator. Nor is our ignorance limited by geography. We know little of its languages, ethnography, history, or architecture. When we look at the political turmoil of Central America, many of us are unaware of the major differences between Spanish and English, economic interests and patterns of colonization. Yet these factors contribute mightily to the present unrest. Few of us are aware that Mexico may "reclaim" Texas, Arizona and New Mexico not by political annexation but by demographics as millions of people immigrate, legally and illegally, to these states. This is changing the economics and culture of the region.

In this course students will achieve two broad objectives (1) an understanding of timely events which affect all of us, (2) an appreciation of the role played by culture in shaping the way we, and others think, emote, work, play, worship, fight, and vote.

This course begins with an overview of our world's growing interdependence through a look at its geography and the social ecology evolving as a result of Western technology. Anthropology is then introduced as a way of explaining the ties between international systems and local customs. Central America is the place whose culture we have chosen in which to examine social institutions and expressions.

### Objectives

1. To expose students to another culture, in this case, the geography, history, and achievements of Central America.

2. To focus on a significant body of knowledge from another culture. The understanding of culture will be enhanced by knowledge of the people of Central America. Awareness of the thinking, feeling, and acting characteristics of a particular people provides a window to their culture. This constitutes a body of common understandings, ideas, attitudes, beliefs, values, symbols and behavior which act upon each other and are transmitted from one generation to another by means of language, traditions, and institutions while evolving in response to changing circumstances.
3. To foster cultural empathy and appreciate the cultural diversity of our world.
4. To develop a sense of cultural relativity. Thus we will compare the mode of thinking, creating, communicating, and behaving of people of the United States with the people of Central America.
5. To take an interdisciplinary approach, examining the following: values, political, social, economic, legal and judicial structures, artistic and humanistic achievements.

#### Texts

- Barry, Tom; Wood, Beth; Preusch, Deb, Dollars and Dictators: A Guide to Central America (New York, Grove Press, 1983), second edition.
- Crawley, Eduardo, Nicaragua in Perspective (New York, St. Martin's Press, 1984).
- Garcia-Marquez, Gabriel, One Hundred Years of Solitude (New York, Harper and Row, 1970).
- Ropp, Steve C. and Morris, James A., Eds., Central America: Crisis and Adaptation (Albuquerque, University of New Mexico Press, 1984).

#### Reserve Readings

- Chaliand, Gérard, and Rageau, Jean-Pierre, Strategic Atlas: A Comparative Geopolitics of the World's Powers, (New York, Harper and Row, 1983).
- Von Hagen, Victor, The Ancient Sun Kingdoms of the Americas (London, Granada, 1973)
- Welty, Thomas Paul, Readings in World Cultures, (Philadelphia, J. B. Lippincott, 1970).

**UNIT I: INTRODUCTION TO THE STUDY OF CULTURE**

**A - GEOGRAPHY AND CULTURE**

<b>Week</b>	<b>Topic</b>	<b>Assignment</b>
1	Views of the World Geopolitics A World of Oceans	Chaliand, 13-18 " 19-25 " 51-75
2	Historical Context of the Contemporary World Cultural Expressions Latin America and Central America	Chaliand, 32-50 " 26-30 " 160-169

**B - ANTHROPOLOGY AND HISTORY: CITIES OF THE JUNGLE - THE MAYAS**

3	Definitions: Types, Systems, Personality, Religion, Functionalism, Determinism	Von Hagen, 119-224
4	Natives and Invaders Class, Culture, and Conflict	Welty, 455-465 " 496-516
5	Case Study: Origins of the Established Order in Guatemala	Ropp and Morris, 119-152

**UNIT II: INSTITUTIONS**

6	History and Politics: film: <u>Americas in Transition</u> Nationalism, regionalism, and the effects of super-power ideologies	Carlos Fuentes Harvard Commencement Address - class handout
7	Values and Attitudes: Patriotism - Traditionalists, Revolutionaries, Constitutionals, Individualists and personal rebellion Honor - God, Reputation, and Public Esteem Ethics and Morality - Corruption, Race, Poverty and Affluence	Ropp and Morris, XIII - 32
8	Case Study: Nicaragua Betrayed or, Whose Ox was Gored?	Ropp and Morris, 33-66
9	Somoza and Sandino	Crawley, 1-186
10	Mid-Term Exam	
11	Economics and Business: "Haciendas", Banks, Industries, Labor Work Ethic - "Siesta", "Manana", Work as Evil Film: <u>Dollars and Dictators</u>	Barry, Wood, Preusch, 1-243



- 12 Religion:  
 Western Christianity  
 African influences and symbolism  
 Indian myths and mythology  
     The Indian revenge  
     Indian folklore  
 Superstition and eclecticism  
 Heritage  
 Distrust in science  
 Christianity and adaptation vs. evangelicalism
- 13 Arts and Creative Works Gabriel Garcia-Marquez  
One Hundred Years of Solitude
- 14 Family:  
 Courtship, Marriage, Family Affairs,  
 Class and Kinship, "Machismo"
- 15 Reports on Research

### Assignments

This course requires a large amount of reading. The amount of study time involved may be, quantitatively, compared to a language course. Looked at this way, we may say that, short of spending time in the culture or learning its language, extensive reading about and examples from the culture are necessary.

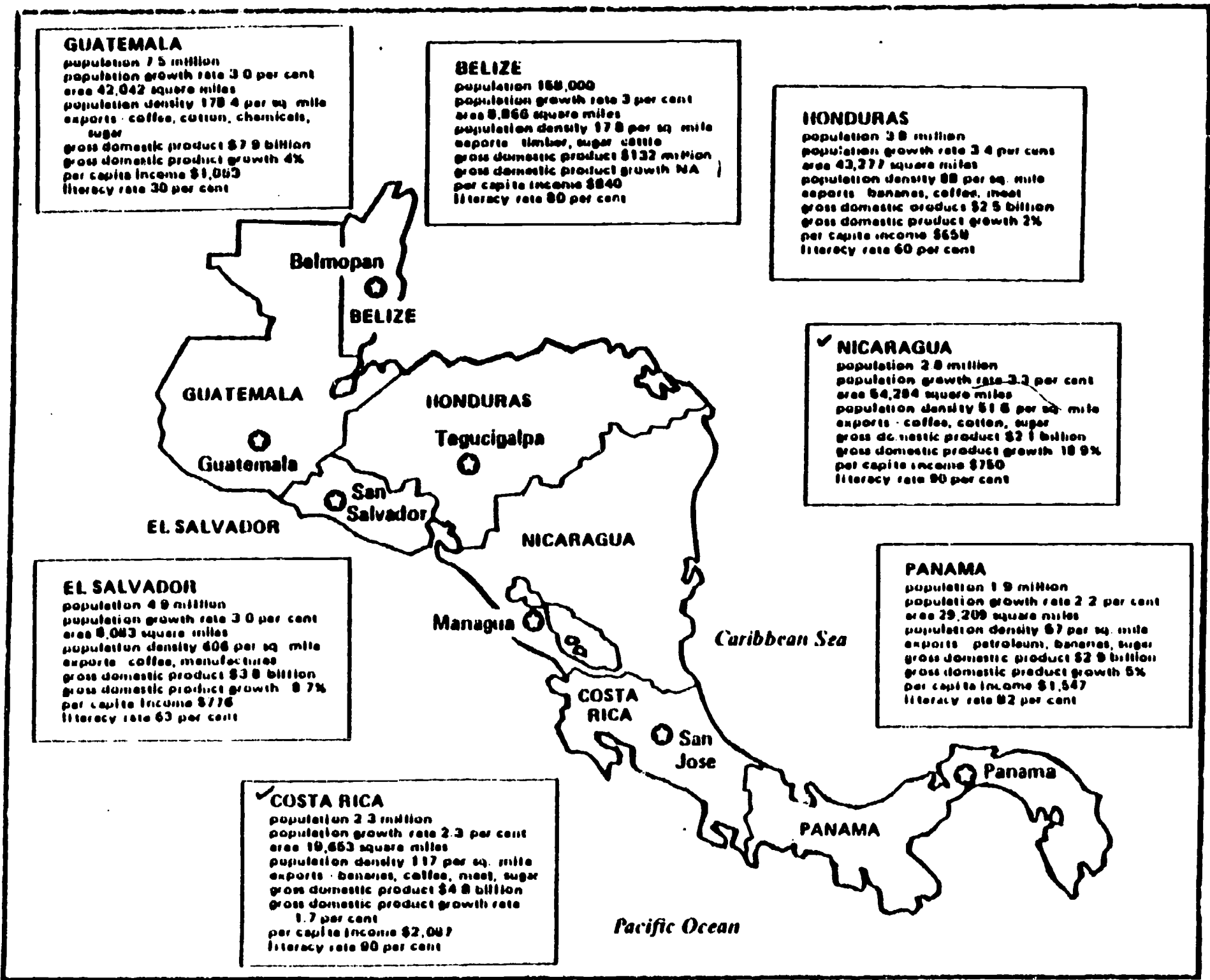
In addition to the weekly readings, students by the 6th week shall declare a topic on which a term paper will be based. The topic should be an in-depth study of one of the weekly assignments. The term paper is due by the 14th week.

### Grades:

Students shall be graded on an average compounded from their exams, term paper and any quizzes. Late term paper grades are penalized one grade per each day late.

### Course Social Life

- The class will be given information on Baltimore/Washington area films and plays and (voluntary) trips will be planned to embassies and exhibits in D. C.
- A weekend trip to New York, visits to U. N. delegations, exhibits, restaurants may be arranged.



**GUATEMALA**  
 population 7.5 million  
 population growth rate 3.0 per cent  
 area 42,042 square miles  
 population density 178.4 per sq. mile  
 exports: coffee, cotton, chemicals, sugar  
 gross domestic product \$7.9 billion  
 gross domestic product growth 4%  
 per capita income \$1,063  
 literacy rate 30 per cent

**BELIZE**  
 population 168,000  
 population growth rate 3 per cent  
 area 8,866 square miles  
 population density 17.8 per sq. mile  
 exports: timber, sugar, cattle  
 gross domestic product \$132 million  
 gross domestic product growth NA  
 per capita income \$840  
 literacy rate 80 per cent

**HONDURAS**  
 population 3.8 million  
 population growth rate 3.4 per cent  
 area 42,377 square miles  
 population density 88 per sq. mile  
 exports: bananas, coffee, meat  
 gross domestic product \$2.5 billion  
 gross domestic product growth 2%  
 per capita income \$650  
 literacy rate 60 per cent

**NICARAGUA**  
 population 2.8 million  
 population growth rate 3.3 per cent  
 area 54,284 square miles  
 population density 51.6 per sq. mile  
 exports: coffee, cotton, sugar  
 gross domestic product \$2.1 billion  
 gross domestic product growth 18.9%  
 per capita income \$750  
 literacy rate 80 per cent

**EL SALVADOR**  
 population 4.9 million  
 population growth rate 3.0 per cent  
 area 8,083 square miles  
 population density 606 per sq. mile  
 exports: coffee, manufactures  
 gross domestic product \$3.8 billion  
 gross domestic product growth 8.7%  
 per capita income \$776  
 literacy rate 63 per cent

**PANAMA**  
 population 1.9 million  
 population growth rate 2.2 per cent  
 area 29,209 square miles  
 population density 67 per sq. mile  
 exports: petroleum, bananas, sugar  
 gross domestic product \$2.9 billion  
 gross domestic product growth 5%  
 per capita income \$1,547  
 literacy rate 82 per cent

**COSTA RICA**  
 population 2.3 million  
 population growth rate 2.3 per cent  
 area 19,663 square miles  
 population density 117 per sq. mile  
 exports: bananas, coffee, meat, sugar  
 gross domestic product \$4.8 billion  
 gross domestic product growth rate 1.7 per cent  
 per capita income \$2,087  
 literacy rate 90 per cent

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## BUSINESS AND SOCIETY

### Course Description:

A course providing an exploration of the interrelationship between business and other sectors of society. Among the dimensions to be covered are economic, ethical, legal, political, and social implications of decision making in business. Historical and contemporary practices will be investigated.

### Introduction:

Today's business organizations do not operate in a social vacuum. Instead, they operate within networks of internal and external social relationships. These social networks wrap themselves around businesses so thoroughly as to blur the boundaries between "business" and "society." One result of this inseparability is that all business decisions have a social impact, while another is that the vitality of business and even its survival depend on society's actions and attitudes toward business. Business and society, then, constitute an interactive system. Each needs the other, and each can influence the other. This course is a study of those relationships and interactions, their effects, and the major social and ethical challenges which they present to business. Throughout, the course the delicate balance of values, ethics, and economics is considered.

### Purpose:

To provide a broad understanding of the interrelationships among business, government, and society. The course will organize the diverse relationships linking business, government, and society; analyze the ways in which business and government function; and evaluate how fully business and government satisfy the preferences and expectations of society.

### Objective:

1. To examine the interactions and interdependencies between individuals, businesses, and other institutions of society (e.g., legal, political, economic, social, religious, etc.).
2. To examine issues in business decision making and their relation to economics, society, value systems, and ethics.
3. To examine the ethical and value assumptions and implications that underlie business issues.
4. To examine the wider ramifications of issues of decision making in business.
5. To focus on structural questions and/or theoretical or ethical issues in a business framework.

### Prerequisite:

Senior standing.

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Texts:

(TBA)

Course Outline:

- I. Business and Society -- Scope and Introduction
  - A. The history and controlling forces of business.
  - B. The nature of capitalism.
  - C. The growth of business in the U.S.
- II. American Business Philosophy
  - A. Free enterprise system.
  - B. Business values and ethics.
  - C. Challenges to business philosophy.
- III. Business and the Individual
  - A. Loyalty, job satisfaction, and productivity.
  - B. Fair employment practices and implementation.
  - C. Individual rights.
  - D. Safety and health provisions.
- IV. Government Regulations
  - A. Government/business partnership.
  - B. Government regulations and objectives.
  - C. Costs and benefits of regulation.
  - D. Economic and social regulations.
- V. International Business
  - A. International economic systems.
  - B. World trade and its impact on U.S. business.
  - C. Multinational enterprises.
  - D. Developed, developing, and undeveloped nations--  
business issues.

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- Velasquez, Manuel G. Business Ethics: Concepts and Cases. Englewood Cliffs, N.J.: Prentice-Hall, 1982.
- Weber, Max. The Protestant Ethic and the Spirit of Capitalism. New York: Scribner, 1930.

University of Baltimore  
Model Syllabus for the Modern City

Prepared by the Modern City Planning Committee  
Fall, 1985 -- Spring, 1986

Course Description: An interdisciplinary, indepth, study of the modern city with a focus on Baltimore. Historical, political, economic, social, and cultural perspectives are considered in examining the modern city, its problems and growth. The resources of Baltimore City will be used whenever appropriate.

Course Objectives and Goals: To provide an understanding of the experience of the modern city from the interrelated perspectives of academic disciplines as those disciplines focus on the social, psychological, economic, political, cultural, ethical, and religious values that influence the lives of residents of modern cities; to recognize that most students in the class will either live in, work in, or derive their livelihoods from cities that are the centers of geographical regions and their economic, communication, and transportation networks; to apply a range of scholarly techniques to gathering information, analyzing information, and presenting information about the modern city; to address the humanistic perspectives about--and the humanistic manifestation in--city life; and to use the resources of Baltimore city by means of at least one instructor-supervised field trip and through other arrangements that each instructor may devise.

The above goals and objectives are accomplished through but not limited to the following required scholarly activities: two essay examinations; two out-of-class written preparations of an essay and a book, theater, or movie review; a written piece based on a field experience involving original source materials, interviews, reactions to events; and an oral presentation and critique of one of the written assignments.

Recommended Textbooks and Original Sources:

Baltimore City Living Museums.  
University of Baltimore, Baltimore Voices (Tape).  
City of Baltimore, Charter of the City of Baltimore.  
Douglas, Fredrick. Narrative of the Life of Fredrick Douglas.  
Jacobs, James. Cities and the Wealth of Nations. New York:  
Vintage, 1985.  
Jefferson, Thomas. Notes on the State of Virginia and  
Political Writings.  
Riis, Jacob. How the Other Half Lives, - - - - 1890.  
State of Maryland Constitution.  
U.S. Constitution.  
U.S. Census Reports, Baltimore Metropolitan Statistical Area.

**Course Outline:** (Note: The amount of time devoted to each topic, the sequencing of the topics, the number and scheduling of examinations, the scheduling of field trips, and the scheduling of presentations are left to the discretion of the individual instructor. The outline below is based on the sixteen week semester.)

1. **Origin and Development of Urban Life**
  - a. Cities as communities; as fortresses; as marketplaces; as governmental centers; as transportation links; as religious shrines; as geographic designations
  - b. Focus on the American City--the Jeffersonian Ideal and his Criticism of the City
  - c. Focus on Baltimore

Suggested Exercise: An out-of-class essay drawn from above block of instruction.
  
2. **Industrialization**
  - a. Evolution of the industrial city from 18th century European and British experience and 19th century U.S. experience
  - b. The types of industry and the relation of industry to raw materials, transportation, information, sources of energy, labor, financial institutions, optimal markets etc.
  - c. Focus on Baltimore

Suggested Exercise: A book review of Jacobs, Cities and the Wealth of Nations.
  
3. **Demographics of the City**
  - a. The changing racial, ethnic, educational, economic, employment, housing characteristics
  - b. Focus on Baltimore MSA

Suggested Exercise: An oral report based on the examination of census track and a "windshield" comparison of the physical evidence to the statistical information.

#### Mid-Term Examination

4. **Cultural Expression**
  - a. The city as source of the Arts
  - b. The city as a consumer of the Arts
  - c. The city as a subject of the Arts
  - d. Focus on Baltimore

Suggested Exercise: A review or an essay using a play, novel, or film as the source.

5. The City as Interrelated and Interdependent Activities
  - a. Social, religious, economic, political, legal, cultural/educational, leisure activities by individuals and groups
    - 1) The opportunities for individual and group development
    - 2) The tensions and conflicts of individuals and groups i.e. urban unrest of the 1960's within the context of social, economic, and political systems
  - b. Focus on Baltimore

Suggested Exercise: Paper based on field research; student oral presentation of paper; student oral critique of presentation.
6. The Future of Urban Life
  - a. The trends of change
    - 1) Industrialized to service economy
    - 2) Urban sprawl, gentrification, and technological impacts on all aspects of behavior, and the evolving global village
  - b. Focus on Baltimore

Final Examination



## Selected Bibliography

(Note: The following selected bibliography is listed with reference to general topics that may or may not relate to specific disciplines.)

### Economics and Industrialization

- Harrison, Bennett. Urban Economic Development, Washington, D.C.: The Urban Institute, 1974.
- Jacobs, Jane. The Death and Life of Great American Cities, New York: Random House, 1961.
- Jacobs, Jane. Cities and the Wealth of Nations, New York: Vintage, 1985.
- Jacobs, Jane. The Economy of Cities, New York: Random House, 1969.
- Galbraith, John K. The Age of Uncertainty, Boston: Houghton Mifflin Company, 1977, Chapter 11.
- Bingham, Richard D., & Blair, John P., eds. Urban Economic Development (Urban Affairs Annual Review Series, Vol. 27), Beverly Hills: Sage Publications, Inc., 1984.
- Pirenne, Henri. Medieval Cities, Princeton: Princeton University Press, 1969.
- Caro, Robert S. The Power Broker: Robert Moses and the Fall of New York, New York: Knopf, 1974.
- Maryland Dept. of Economics & Community Development, Brief Economic Facts, 1985 Vol. 1 (UB=XHC107M3876, 1985 V.1)
- Directory of Incentives for Business Investment & Development in the U.S., The Urban Institute Press, Washington D.C. 1983 (UB=HC110I53N4, 1983)
- Maryland Office of Business & Industrial Development, Maryland USA. Opportunities for International Business, 45 Calvert St. Annapolis MD 21401, (1-269-3514) (UB=XHC107M3077, 1985)
- Maryland Division of Business & Industrial Development, Community Economic Inventory for Baltimore City and Baltimore County, plus update sheets, (UB=XHC107M3A51382 V.3)

The Baltimore Sunpapers, as indexed in the Enoch Pratt Library, Maryland Dept., & Microfilmed.

Baltimore Magazine, UB Library.

The Baltimore Business Journal Newspaper, 75c/copy/week.

Business Membership Directory 1985/86, Maryland Chambers of Commerce, 60 West Street, Annapolis MD 21401 (1-269-0642) (UB=XHF5065M3M37)

Opportunities for the Silicon Valley Industry in Maryland, Maryland Dept. of Economic & Community Development, (UB=HD9696.A3.U572.1983)

The package that the Governor's office "Green Door" project sends out to new businesses.

Sundstrom, E. & Sundstrom, J.G. Work Places: Psychology of the Physical Environment in Offices and Factories, Monterey, Calif: Brooks/Cole, 1983.

#### Evolution of Modern City

Antin, Mary, The Promised Land (1912).

Barth, Gunther. City People: The Rise of Modern City Culture In Nineteenth-Century America, (New York: Oxford University Press, 1982).

Excerpt from Frederick Douglass, Narrative of the Life..., (1845)

Handlin, Oscar. "The Modern City as a Field of Historical Study," in Handlin and John Burchard (eds.), The Historian and the City, (Cambridge, 1963).

Jackson, Kenneth T. "The Crabgrass Frontier...", in Raymond A. Mohl and James F. Richardson (ed.), The Urban Experience: Themes in American History, (Belmont, 1973), 196-221.

Riis, Jacob. How the Other Half Lives, (1890).

Riordan, William. Plunkitt of Tammany Hall. (1950; RPr., New York: E.P. Dutton, 1963).

Thernstrom, Stephen. "Urbanization, Migration, and Social Mobility in Late Nineteenth-Century America," in Barton J. Bernstein (ed.), Towards a New Past: Dissenting Essays in American History (New York, 1969), 158-175, or earlier editions of same volume.

## Future of the City

Porteus, J. Environment & Behavior, Reading, Mass:  
Addison/Wesley, 1977, (discussions on urban renewal).

Suleri, P. Arcology: The City in the Image of Man, Cambridge,  
Mass: M. I. T. Press, 1969.

## Interrelated Activities in the City

Freedman, J. Environment and Behavior, Reading, Mass:  
Addison/Wesley, 1977.

Geller, D.M. "Response to Urban Stimulation: A Balanced  
Approach," J. of Social Issues, 1980, 36, 86-100.

Gottfiener, Mark (e.d.). Cities in Stress.

Lynch, K, The Image of the City, Boston Mass: M. I. T. Press, 1960.

Murphy, J.F., Williams, J.G., Niepoth, E.W. & Brown, P.B. Leisure  
Service Delivery System: A Modern Perspective,  
Philadelphia: Lea & Febiger, 1973.

Sundstrom, E. & Sundstrom, M.G., Work Places: Psychology of the  
Physical Environment in Office & Factories, Monterey, Calif:  
Brooks/Cole 1983.

Media footage of riots or the use of the Report of the "National  
Advisory Commission on Civil Disorders".

Levy, Frank, Meltsner, Arnold, and Wildavsky, Aaron, Urban  
Outcomes, Berkeley: University of California Press, 1974.

Arnold, Davis S. Managing Municipal Leisure Services, Washington,  
D.C.: International City Management Association, 1980.

Chubb, Holly P. and Michael Chubb. One Third of Our Time? An  
Introduction to Recreation Behavior and Resources, New York:  
John Wiley and Sons, 1981.

Godbey, Geoffrey. Leisure in Your Life, Second edition,  
Philadelphia, PA.: Saunders College Publishing, 1986.

Kraus, Richard. Recreation and Leisure in Modern Society, Third  
edition. Glenview, Illinois: Scott, Foresman and Company 1984.

Teaff, Joseph D. Leisure Services with the Elderly, St. Louis,  
Missouri: Times Mirror/Mosby College Publishing, 1985.

## Government and Politics

- Greer, Scott. Governing the Metropolis, New York: John Wiley and Sons Inc., 1962.
- Linebery, Robert and Sharkansky, Ira. Urban Politics, (3rd Ed.) New York: Harper and Row, 1978.
- Mumford, Lewis. The Urban Prospect, New York: Harcourt, Brace & World Inc., 1968.
- Mumford, Lewis. The City in History, New York: Harcourt, Brace & World Inc., 1961.
- Wikstrom, Gunnar & Wilstrom, Nelson, (eds.) Municipal Government, Politics, and Policy, Lanham MD: University Press, 1982.

## Fiction

- Burgess, Anthony. A Clockwork Orange, New York: Ballantine Books, 1965.
- Cheever, John. The Selected Stories of John Cheever, New York: Ballantine Books, 1980.
- Doctorow, E. L. Ragtime, New York: Random House 1975.
- Fitzgerald, F. Scott. The Great Gatsby, New York: Scribner Library 1953.
- Herlihy, James Leo. Midnight Cowboy, New York: Dell 1969.
- Joyce, James. Ulysses, New York: Random House, 1934.
- O'Connor, Edwin. The Last Hurrah, New York: Bantam 1970.
- Pickering, James C. The City in American Literature, New York: Harper and Row, 1977.

## Film

Chinatown  
Diner  
Manhattan  
Metropolis  
Midnight Cowboy  
Ragtime  
Storm of Strangers  
Taxi Driver

## ARTS AND IDEAS

### Course Description

An interdisciplinary study of enduring works of imagination and intellect that have contributed to the making of contemporary civilization. Examples of art, architecture, and music will be used to illuminate central themes in literature, philosophy, and history. The cultural resources of the Baltimore area will be used wherever appropriate.

### Introduction

The spirit of humankind is manifested in its works of art and imagination, the mind exemplified in its works of the intellect. This course attempts to explore our creative and intellectual abilities by evaluating some of the great works of literature and philosophy, viewed against a background of art, music, and history. This syllabus moves from ancient myth to modern reality centering on four great moments of artistic and philosophic realization. The course is constructed so that each teacher has some choice of the central theme to be explored. Themes that might work especially well include the hero's quest, the relation of reason and passion, the meaning of love, or humanity and its gods. But, whatever the theme, the courses emphasizes the flowering of the creative and intellectual.

### Course Objectives

1. To give students a critical appreciation of some of the most significant works of art, literature, and ideas.
2. To expose students to the intellectual and cultural resources of the Baltimore metropolitan area.
3. To evolve an understanding in the students of the inter-relation of the arts and the intellect.
4. To develop students' abilities to read, write, and think critically.

### Course Outline

1. The Classical Heritage: "... Greeks bearing gifts" (4 weeks)

#### Readings:

Homer, The Iliad

Choice of One:

Sophocles, Oedipus the King or Antigone

Plato, The Symposium or Apologia, Crito, Phaedo

Aristotle, The Poetics or Metaphysics or Ethics

Selected Photocopied Works to Supplement Assigned Readings

**BEST COPY AVAILABLE**

Art:

Walters Art Gallery permanent collection, including Greek Sculpture, Roman Art and Neo-classical Art (Slides of selected works will be discussed in class prior to a visit to the gallery)

Suggested Discussion Topics:

Search for Truth Know Thyself  
Epic Structure and the Hero's Journey  
Tragic Vision  
Mythology  
Classical Values in Art and Philosophy

II. The Light of the Renaissance: "What a piece of work is a man..."  
(3 weeks)

Readings:

Shakespeare, Hamlet or The Tempest  
Selected Photocopied Works to Supplement Assigned Readings

Art:

Walters Art Gallery permanent collection, including Medieval Art, Medieval Manuscripts, Italian Medieval, Italian Renaissance, and Renaissance (Slides of selected works will be discussed in class prior to a visit to the gallery)

Music:

Gregorian Chant  
Wandering Troubadour Ballads  
Court Music  
Madrigals

Suggested Discussion Topics:

Medieval to Renaissance  
The Great Chain of Being  
God's Essence Man's Essence  
Sense of Discovery

III. The Romantic Rebellion: "It was the best of times, it was the worst of times..." (4 weeks)

Readings:

Voltaire, Candide or Blake, Songs of Innocence and Experience  
Bronte, Wuthering Heights or Dickens, Hard Times Selected  
Photocopied Works to Supplement the Assigned Readings

**BEST COPY AVAILABLE**

Music:

Bach, Beethoven, Mozart, Wagner  
Berlioz, Symphonie Fantastique

Art:

Baltimore Museum of Art and Walters Art Gallery permanent collections, including 18th and 19th Century Collections  
Paintings by William Blake (Slides of selected works will be discussed in class prior to a visit to the gallery)

Films:

Great Expectations or Wuthering Heights

Suggested Discussion Topics:

Classical Values The Romantic Impulse  
Majestic Clockwork  
Dualism  
Classical Symphony and the Romantic Symphony

IV. This Uncertain World: "Let us go then, you and I..."

Readings:

Sartre, Existentialism and Human Emotions  
Choice of One:  
T. S. Eliot, The Waste Land  
Rilke, Duino Elegies  
O'Neill, The Iceman Cometh  
Selected Photocopied Works to Supplement the Assigned Readings

Film:

Long Day's Journey into Night or The Grapes of Wrath or  
2001

Art:

Baltimore Museum of Art permanent collection, including Cone Collection  
Picasso (Slides of selected works will be discussed in class prior to a visit to the gallery)

Music:

Igor Stravinsky, The Firebird or The Rite of Spring  
Aaron Copland, Antonin Dvorak  
Jazz and Folk

**BEST COPY AVAILABLE**

Suggested Discussion Topics:

The Loss of Faith  
The Will to Believe  
Social Reform  
Uncertainty and Belief in the Age of Technology

Course Requirements

1. Various short papers, at least one for each unit.
2. An oral presentation of a work or theme in relation to arts and ideas.
3. A longer, analytical paper (approximately 10 pages) which is an elaboration of one of the shorter papers developed already.
4. Class participation and attendance is crucial.



## SUGGESTED BACKGROUND READINGS

### Unit I: The Classical Heritage

Campbell, Joseph. The Hero of a Thousand Faces.  
Frazer, Sir James George. The Golden Bough.  
Gambrich, E. H. The Story of Art.  
Graves, Robert. The Greek Myths.  
Henle, Jane. Greek Myths: A Vast Painter's Notebook.  
Homer. The Odyssey.  
Read, Herbert. The Art of Sculpture.  
Rose, H. J. A Handbook of Greek Mythology.  
Seltman, Charles. Approach to Greek Art.  
Steiner, George and Pagels, Robert, ed. Homer.  
Tarn, William and Griffith, G. T. Hellenistic Civilization.  
Virgil. The Aeneid.

### Unit II: The Light of the Renaissance

Castiglione. The Courtier.  
Gambrich, Ernst. Symbolic Images: Studies in the Art of the Renaissance.  
Kott, Jan. Shakespeare, Our Contemporary.  
Lovejoy, Arthur. The Great Chain of Being.  
Machiavelli, Niccolo. The Prince.  
Panofsky, Erwin. Studies in Iconography: Humanistic Themes in the Art of the Renaissance.  
Shakespeare, William. Sonnets.  
Tillyard, E. M. W. The Elizabethan World Picture.  
Yates, Frances A. The Theatre of the World.

### Unit III: The Romantic Rebellion

Abrams, M. H. Natural Supernaturalism.  
Bate, W. J. From Classic to Romantic.  
Blake, William. The Marriage of Heaven and Hell.  
Bloom, Harold. The Visionary Company.  
Clark, Kenneth. The Romantic Rebellion.  
Pope, Alexander. Essay on Man.  
Praz, Mario. The Romantic Agony.

### Unit IV: This Uncertain World

Bradbury, Malcolm and James McFarlane. Modernism.  
Camus, Albert. The Myth of Sisyphus.  
Ellmann, Richard and Charles Feidelson. The Modern Tradition.  
Freud, Sigmund. A General Selection from the Books of Freud.  
Hughes, Robert. The Shock of the New.  
Joyce, James. Ulysses.  
Jung, Carl. Man and His Symbols.  
Kenner, Hugh. The Pound Era.  
Lynton, Norbert. The Story of Modern Art.  
Marx, Karl and Engels, Friedrich. On Literature and Art.  
Russell, Bertrand. Autobiography.  
Stravinsky, Igor. Poetics of Music.

IDEAS IN WRITING: PURPOSE AND STRATEGY  
IDIS 4999.300

The ability to communicate effectively in writing is increasingly crucial to success both in the academic world and in the careers which students from the College of Liberal Arts and the School of Business will pursue after graduation.

Ideas in Writing stresses the interrelationships between careful reading, critical thinking, and sophisticated writing. Building on skills mastered in lower-division composition courses, students will develop the ability to analyze the contexts within which they write, to define their purposes clearly, and to employ appropriate strategies for accomplishing those purposes. At the same time they will come to appreciate the role which design plays in effective writing and will learn to devise formats adapted to specific purposes and specific audiences.

Assigned readings include a work by a major intellectual figure whose ideas have been influential in a variety of disciplines, provocative books and essays which will both illustrate a variety of writing strategies and promote serious consideration of important contemporary issues, and model examples of academic and professional writing (for example, journal articles, memos, letters, and reports).

Students are expected to attend class regularly, to participate actively in discussions, and to submit each written assignment on time and in an appropriate format. In determining a student's final grade an instructor will look for evidence of steady development of skills throughout the semester. Thus a student who does not write particularly well at the beginning of the semester but who is doing consistently good work by the end will receive a grade which recognizes the level of expertise which she/he has achieved and maintained.

"If any man wishes to write a clear style,  
let him first be clear in his thoughts."  
--Johann W. von Goethe

"All the fun's in how you say a thing."  
--Robert Frost

## COURSE OUTLINE

### I. (2 weeks) Writing to Inform: Designing Direct Communications

Reading: annual report from Martin Marietta  
Maxine Hairston, Effective Writing,  
Chapters 1-4

Writing: the informative memo

### II. (3 weeks) Writing to Persuade: Direction and Indirection

Reading: model letters selling products,  
services, and ideas  
Adrienne Rich, "Women and Honor:  
Some Notes on Lying"  
Hairston, Chapters 5-7, 11 (pp. 211-  
216)

Writing: the letter of application  
the sales letter or the proposal

### III. (4 weeks) Writing About Ideas: Summary, Response, Synthesis

Reading: Charles Darwin, "Natural Selection and  
the Survival of the Fittest"  
C.P. Snow, The Two Cultures and A  
Second Look  
Tracy Kidder, The Soul of a New Machine  
Jeremy Rifkin, Algeny  
Hairston, Chapters 8, 11 (pp. 223-227)

Writing: the abstract or summary  
the informal response to ideas  
the synthesizing essay

IV. (3 weeks) Writing About Process: Clarity and Precision

Reading: model process analyses  
relevant sections in Unit III texts  
Hairston, Chapter 9

Viewing: a videotaped process

Writing: description and analysis of a process  
(drafted in class, revised out of  
class)

V. (3 weeks) Researching, Designing, Drafting, Documenting:  
Integration of Skills and Strategies

Reading: model reports  
relevant sections in Unit III texts  
Hairston, Chapters 10, 11 (pp. 217-223)

Writing: the business report or the extended  
essay (preceded by oral presentation  
and discussion of ideas in progress  
within a small group setting)

NOTE: An introduction to library resources  
presented by a reference librarian will prepare  
students to conduct research efficiently.

TEXTS

Maxine C. Hairston, Successful Writing, 2nd edition  
(W.W. Norton)

Adrienne Rich, "Women and Honor: Some Notes on Lying"

Charles Darwin, "Natural Selection and the Survival of  
the Fittest"

C.P. Snow, The Two Cultures and A Second Look (NAL)

Tracy Kidder, The Soul of a New Machine (Avon)

Jeremy Rifkin, Algeny (Penguin)

a writing handbook (recommended: \_\_\_\_\_)

a desk dictionary

# Final Report

## Appendix 2

List of those who team taught

Spring 1987

Dr. Randall Bairne	Professor of Sociology
Charles Fisher	History
Dr. Elaine Loebner	Associate Professor of Sociology
DR. Bruce Parry	Associate Professor of Economics
Dr. Steve Matarle	Director of Writing Programs
Dr. Derral Cheatwood	Associate Professor of Criminal Justice
Dr. Jonathan Silberman	Chair, Economics and Finance
Dr. Lawrence Thomas	Chair, Public Administration

Summer 1987

Dr. Virginia Carruthers	Director, Master of Publication Design Program
Dr. Donna Hale	Assistant Professor of Criminal Justice
Dr. George Rawson	Assistant Professor of Public Administration
Dr. Thomas Jacklin	Assistant Professor of History and Philosophy
Dr. Lawrence Markert	Dean
Dr. William Wagman	Professor of Psychology

Fall 1987

Dr. James Watson	
Dr. Ralph Jones	Associate Professor of Recreation and Leisure
Dr. Lawrence Downey	Associate Professor of Government and Public Administration
Dr. Joan Henley	Assistant Professor of English and Communications Design
Dr. William Wagman	Professor of Psychology
Dr. Peter Fitz	Assistant Professor of English and Communications Design
Dr. Richard Cuba	Professor of Management
Dr. Alfred Guy	Chair of History and Philosophy

Spring 1988

Dr. Virginia Carruthers	Director, Master of Publication Design Program
Dr. Donna Hale	Assistant Professor of Criminal Justice
Dr. Charles Walton	Associate Professor of Information and Quantitative Studies
Dr. Joan Henley	Assistant Professor of English and Communications Design

Dr. Willam Wagman  
Dr. Peter Fitz

Professor of Psychology  
Assistant Professor of English and  
Communications Design

Dr. George Lassen  
Dr. Arthur Berkaley

Professor of Psychology  
Assistant Professor of Management

Fall 1988

Dr. Randall Beirne  
Dr. John Gurecki  
Dr. John Mayfield

Professor of Sociology  
Adjunct, Management  
Assistant Professor of History and  
Philosophy

Dr. Dennis McGrath

Assistant Professor of Government  
and Public Administration

Dr. Richard Swain

Associate Professor of Government  
and Public Administration

Dr. Henry Topper

Adjunct, Sociology

## Final Report

### Appendix 3





UNIVERSITY OF BALTIMORE

Humanities and the Professions

Seminar Leaders

Robert Szulkin	Chair, Department of Germanic & Slavic Languages, Brandeis University
Sanford Lottor	Director of Continuing Studies, Brandeis University
Joan Henley	English and Communications Design, Assistant Professor, University of Baltimore
Clifford Thies	Economics and Finance, Assistant Professor, University of Baltimore

Co-directors: "The Humanities and the Professions:  
The University of Baltimore Model"

Jonathan Silberman	Chair, Economics and Finance Department
Richard Swaim	Acting Dean, College of Liberal Arts
Lawrence S. Markert	English and Communications Design, Associate Professor

Participants

D. Randall Beirne	Professor of Sociology
Richard C. Cuba	Professor of Management
David Dianich	Professor of Information & Quantitative Studies
Deborah Ford	Assistant Professor of Economics and Finance
Catherine R. Gira	Provost
Lou Luchsinger	Associate Provost
John Mayfield	Assistant Professor of History
Dennis McGrath	Assistant Professor of Government & Public Administration
Thomas Mitchell	Assistant Professor of Psychology
Carol M Peirce	Chair, English and Communications Design
Peggy Potthast	Assistant Professor of Mathematics
S. Lee Richardson, Jr.	Professor of Marketing
Gail Young	Associate Professor of Accounting

First Day--Wednesday, June 10th

- 4:00 Arrival at Wades Point  
Room assignments. We request that everyone  
settle in by this time.
- 5:30 Dinner in the Bay Room  
at Wades Point Inn
- 7:30 Film: King Lear

Second Day--Thursday, June 11th

- 8:00-9:00 Continental Breakfast  
Dining Room in the Main House
- 9:00-10:30 King Lear  
Led by: Robert Szulkin  
Bay Room
- 10:30-11:00 Coffee Break
- 11:00-12:30 The Secret Sharer  
Led by: Joan Henley  
Bay Room
- 12:30-1:30 Lunch  
Buffet in Dining Room
- 1:30-3:00 "Of This Time, Of That Place"  
Led by: Robert Szulkin  
Bay Room
- Break--enjoy the grounds and/or waterfront
- 7:00 Dinner reservations at the Crab Claw,  
a restaurant in St. Michaels

Third Day--Friday, June 12th

8:00-9:00            Continental Breakfast  
                     Dining Room

9:00-10:30           The Death of Ivan Ilyich  
                     Led by: Robert Szulkin  
                     Bay Room

10:30-12:00           "Shooting An Elephant"  
                     Led by: Clifford Thies  
                     Bay Room

12:00-1:00           Lunch  
                     Buffet in Dining Room

1:30                   End of Conference

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We are requesting that the faculty participants be out of rooms before the morning sessions on Friday. Betsy Feiler, the owner, needs to prepare the rooms for another group arriving that afternoon. You are welcome to stay and walk the grounds and/or enjoy the waterfront. However, everyone must be out of his/her room by 1:30 p.m.

By owner's request, no smoking in the bedrooms. Thank you.

UNIVERSITY OF BALTIMORE

Humanities and the Professions

Seminar Leaders

Robert Szulkin - Chair, Germanic and Slavic Languages,  
Brandeis University  
Sanford Lottor Director of Continuing Studies,  
Brandeis University  
Mollie H. Bowers Associate Professor of Management  
John Mayfield Assistant Professor of History

Co-directors: "The Humanities and the Professions:  
The University of Baltimore Model"

Lawrence W. Markert Associate Professor of English and  
Communications Design  
Jonathan Silberman Chair, Economics and Finance

Participants

Veena Adlakha Associate Professor of Management  
Lawrence L. Downey Associate of Government and Public  
Administration  
Stephan M. Goldberg Assistant Professor of Marketing  
Alfred H. Guy, Jr. Chair, History and Philosophy  
Roxanne Johnson Assistant Professor of Accounting  
Elaine S. Loebner Chair, Sociology  
Lou Luchsinger Associate Provost  
Joel N. Morse Associate Professor of Economics  
and Finance  
Donald R. Paddy Assistant Dean,  
Merrick School of Business  
Dennis M. Pelletier Dean of Student Services  
William D. Wagman Professor of Psychology  
Charles Walton Associate Professor of Information  
and Quantitative Studies  
James Watson Grants Administrator  
John C. Wilson Assistant Professor of English  
and Communications Design

**FIPSE Conference**  
**Coolfont, Berkeley Springs, WV**  
**September 25 to 27, 1987**

**First Day--Friday, September 25th**

5:00                   Arrival at Coolfont  
5:30                   Dinner  
7:00                   Film: King Lear

**Second Day--Saturday, September 26th**

8:00-9:00             Breakfast  
9:00-10:30           King Lear  
                      Led by: Robert Szulkin  
10:30-11:00          Coffee Break  
11:00-12:30          "Of This Time, Of That Place"  
                      Led by: John Mayfield  
12:30-1:30           Lunch  
1:30-3:00            The Death of Ivan Ilyich  
                      Led by: Robert Szulkin  
                      Break  
5:30                   Dinner

**Third Day--Sunday, September 27th**

8:00-8:45             Breakfast  
8:45-10:15           Billy Budd  
                      Led by: Robert Szulkin  
10:15-10:30          Coffee Break  
10:30-11:45          "The Outstation"  
                      Led by: Mollie Bowers  
12:00-1:00           Lunch  
1:30                   End of Conference

**UNIVERSITY OF BALTIMORE**

**Humanities and the Professions**

**Seminar Leaders**

Robert Szulkin	Chair, Germanic and Slavic Languages, Brandeis University
Sanford Lottor	Co-director of Humanities and the Professions Brandeis University
Alfred H. Guy	Chair, Philosophy/History
Ronald M. Stiff	Chair, Marketing

**Co-directors: "The Humanities and the Professions:  
The University of Baltimore Model"**

Lawrence W. Markert	Associate Professor of English and Communications Design
Jonathan Silberman	Chair, Economics and Finance

**Participants**

Kathleen J. Block	Assistant Professor, Criminal Justice
Virginia R. Carruthers	Assistant Professor, English and Communications Design
Richard J. Caston	Chair, Sociology
Lou Luchsinger	Associate Provost
Vincent P. Luchsinger	Professor, Management
Catherine R. Gira	Provost
Alfred E. Gross	Professor, Psychology
Clare MacDonald	Dean of Admissions
Donald Mulcahey	Professor, Philosophy
Marilyn Oblak	Assistant Professor, Information and Quantitative Studies
Katie Ryan	Director, Public Information
Bansi Sawhney	Associate Professor, Economics and Finance
Ruth Smith	Assistant Professor, Marketing
Barbara Stewart	Assistant Professor, Accounting

## HUMANITIES AND THE PROFESSIONS

### Seminar Schedule

#### First Day--Sunday, May 22

- 4:00 Arrive at Harbourtowne Resort  
Room assignments. We request that everyone  
settle in by this time.
- 5:30 Conference begins  
Supper in the Harbour Lodge
- 7:00 Conference Room  
Introduction to the seminar  
Film: King Lear

#### Second Day--Monday, May 23

- 8:00-9:00 Buffet breakfast in the restaurant.
- 9:00-10:30 King Lear  
Leader: Robert Szulkin  
Conference Room
- 10:30-11:00 Coffee Break
- 11:00-12:30 "The Outstation"  
Leader: Ron Stiff  
Conference Room
- 12:30-1:30 Lunch in restaurant.
- 1:30-3:00 "Sonny's Blues"  
Leader: Robert Szulkin  
Conference Room
- Break--enjoy the grounds and/or waterfront
- 7:00 Dinner:  
Lawn Party Crabfeast at Harbourtown Resort

Third day, Tuesday, May 24

8:00--9:00            Buffet breakfast in the restaurant.

9:00--10:30          "A Jury of Her Peers"  
                         Leader: Fred Guy  
                         Conference Room

10:30--11:00         Coffee break  
                         Reminder: must be out of rooms by 11 a.m.

11:00--12:30         Death of Ivan Ilyich  
                         Leader: Robert Szulkin  
                         Conference Room

12:30-1:30            Lunch in the restaurant.

1:30                    Seminar ends.

\*\*\*\*\*

On Tuesday, you must have your personal belongings out of the room by 11:00 a.m. Thank you.

Dress is casual.



UNIVERSITY OF BALTIMORE

Humanities and the Professions

Seminar Leaders

Robert Szulkin	Chair, Department of German and Slavic Languages, Brandeis University
Sanford Lottor	Director of Continuing Studies, Brandeis University
Thomas E. Mitchell, Jr.	Assistant Professor of Psychology, University of Baltimore
Ruth Smith	Assistant Professor of Marketing, University of Baltimore

Co-directors: "The Humanities and the Professions:  
The University of Baltimore Model"

Lawrence W. Markert	Acting Dean, College of Liberal Arts
Jonathan Silberman	Chair, Economics and Finance Department

Participants

Rodney G. Alsup	Associate Professor of Accounting
Irvin Brown	Associate Dean, College of Liberal Arts
Paul Michael Davis	Chair, Accounting Department
Catherine R. Gira	Provost
Arthur B. Kahn	Associate Professor of Information and Quantitative Studies
George Lassen	Professor of Psychology
Daniel W. Martin	Associate Professor and Director of Public Administration
Jerome Paige	American Council on Education Fellow
Carol Peirce	Chair, English Department
Charles A. Register	Assistant Professor of Economics
Jonathan L. Shorr	Associate Professor and Director of Corporate Communications
Becky Strang	Associate Director/Recruiting Coordinator, Career Development Center
Sydney V. Stern	Dean, School of Business
Anne T. Sulton	Assistant Professor and Director of Graduate Criminal Justice Program
Elizabeth S. Cooperman	Assistant Professor of Finance

Guest

Dale Parson, Coordinator for The Humanities Center,  
West Virginia College of Graduate Studies, WV

FIPSE Seminar  
Coolfont Resort  
Berkeley Springs, WV  
October 28 to 30, 1988

Seminar Schedule

Friday, October 28th

4:00 - 5:00           Arrival at Coolfont  
5:30                   Dinner  
7:00                   Film: King Lear

Saturday, October 29th

8:00 - 9:00           Breakfast  
9:00 - 10:30          King Lear  
                          Led by: Robert Szulkin  
10:30 - 11:00         Coffee Break  
11:00 - 12:30         "The Outstation"  
                          Led by: Thomas Mitchell  
12:30 - 1:30          Lunch  
1:30 - 3:00            "Of This Time, Of That Place"  
                          Led by: Robert Szulkin  
  
                          Break  
5:30                   Dinner

Sunday, October 30th

8:00 - 9:00           Breakfast  
9:00 - 10:30          "A Jury of Her Peers"  
                          Led by: Ruth Smith  
10:30 - 11:00         Coffee Break  
11:00 - 12:30         The Death of Ivan Ilyich  
                          Led by: Robert Szulkin  
12:30 - 1:30          Lunch  
1:30                   End of Seminar

## **Final Report**

### **Appendix 4**

FIPSE TEAM TEACHING WORKSHOP

Tuesday, April 28, 1987

Faculty Lounge

AGENDA

Introduction	2 - 2:15
Team Teaching--Round table	2:15 - 3:15
Evaluation--Round table	3:30 - 4:30
Summation	4:30 - 5:30

Co-directors: Jonathan Silberman  
Richard Swaim

## FIPSE TEAM TEACHING WORKSHOP

April 28, 1987  
Faculty Lounge

**Attendees:** Thirteen faculty representing the sociology, political science, english, criminal justice, marketing, psychology, and information and quantitative sciences departments.

The discussion describing approaches to team teaching noted these issues:

Continuity is important. This means that regardless of the particular approach used by faculty in team teaching, i.e., passing the baton, both in the room always, alternating lectures, and so on, it is important to insure that there is some continuity in the progression of the course throughout the semester. This matter was raised by several of the participants. The discussion noted that all members of the "team" should be present in the classroom at all times.

Interaction between the faculty is important. This was also a common concern raised by the participants. This means that advanced work in the preparation of the class, exams and continued work by both faculty is necessary to insure that the course represents a coherent whole. The interaction between the faculty members in the classroom should demonstrate some attention to even participation by students and faculty. The "other" faculty member should not dominate students' discussion.

Recognizing that students are part of the team teaching experience was also listed as a concern. Heretofore, most team teaching experience by the faculty involved students from a single discipline or major. In previous team teaching experiences, where the students did represent various majors, the nature of the class was a small interdisciplinary seminar,

Page 2 of Team Teaching Workshop report

and usually an honors seminar. This was part of an issue raised by several faculty who noted that "we are asking a lot of these students." However, other comments suggested that team teaching may bring different perspectives to the subject and, in fact, may make the material more digestible because of the faculty being able to "de-mystify" the material. For example, the "other" faculty member can ask the basic questions and interpret the jargon with the vernacular or different jargon.

The size of the class was noted as a major variable influencing the team teaching experience. Large classes being inimical to team teaching.

Questions concerning "How a team taught course should function" started a more general discussion regarding the general education curriculum and suggested that team teaching and general education should be more inter-school. This was regarded as a marketing problem and a problem of how to spread the word. Both team teaching and the faculty seminars were cited as ways to do this though these alone would not be enough.

Dr. Baruch A. Brody

Conference Schedule

Sunday, February 28, 1988

Arrives Piedmont, flight #536, at 11:34 a.m.  
Dr. Markert will meet you at the airport.

Reservation at Belvedere Hotel  
Phone: (301) 332-1000

Monday, February 29, 1988

Breakfast: Belvedere Hotel. Dr. Markert will meet you  
for breakfast in the Howard Room (first floor) at 8:00 a.m.

Morning:

9:00 Meet in the University of Baltimore's Faculty Lounge  
Academic Center, Second Floor, Room #252

9:30 First Workshop Session with Faculty members

12:30 Lunch--Poe's Public House

Afternoon

On your own to prepare for evening lecture.

Evening

6:00 to 6:45 Reception--guests include Board members:  
Poe's Public Hoffberger Center for Professional Ethics  
House Schaefer Center  
Faculty members involved in the Upper  
Division Core Course Program  
H. Mebane Turner, President  
Dr. Catherine R. Gira, Provost

7:00 Lecture in Moot Court Room  
Topic: "Profit Motive in the Health  
Care Industry"

8:00 Conclusion

Dinner at the Brass Elephant Restaurant  
Wayne Markert  
Lou Luchsinger

Tuesday, March 1, 1988

Breakfast: Belvedere Hotel. Room service or restaurant on the first floor. Charge to your room number.

9:00 Meet in the Educational Foundation Board Room  
Located at 1304 St. Paul Street

9:30 Second Workshop Session

12:30 Lunch in the Board Room

1:30 Conclusion

Afternoon free. You will need to arrange for transportation service through the Belvedere Hotel to return to the airport.

Return: Piedmont, flight #299, at 6:57 p.m.

\*\*\*\*\*

Dr. Lawrence Markert  
work phone: 625-3286  
home phone: 467-5024



University of Baltimore

MEMORANDUM TO: All Faculty  
Robert G. Merrick School of Business  
Yale Gordon College of Liberal Arts

FROM: Lawrence W. Markert, Chair  
General Education Committee

DATE: February 15, 1988

SUBJECT: Brody Visit and Workshops

---

Yale Gordon  
College of Liberal Arts  
1420 N. Charles Street  
Baltimore, Maryland 21201-5779  
(301) 625-3294

Part of Professor Baruch Brody's visit will involve several workshops, as well as a public lecture on Monday evening, February 29, 1988. I have set up the following schedule of workshops:

WORKSHOP ONE

Monday, February 29, 1988: 9:30-12:30  
Location: Faculty Lounge  
Lunch Provided at Poe's Following the Workshop.

Topic: Inter-Disciplinary Teaching.

Participants Identified Thus Far:

Virginia Carruthers, English Department  
Richard Caston, Sociology Department  
Dick Cuba, Management Department  
Larry Downey, Government and Public Administration  
Fred Guy, Philosophy Department  
Wayne Markert, English Department  
Tom Mitchell, Psychology Department  
Carol Peirce, English Department  
Jon Silberman, Economics Department  
Gail Young, Accounting Department

WORKSHOP TWO

Tuesday, March 1, 1988: 9:30-12:30  
Location: Board Room, Educational Foundation Building  
Lunch Provided in Board Room following Workshop

Topic: Business and Society: The Integration of Values

Participants Identified Thus Far:

Randy Beirne, Sociology Department  
Arthur Berkeley, Management Department  
Derral Cheatwood, Criminal Justice Department  
Al Gross, Psychology Department  
Joan Henley, English Department  
George Lassen, Psychology Department



Wayne Markert, English Department  
Dennis McGrath, Government and Public Administration  
Don Mulchaey, Philosophy Department  
Lee Richardson, Marketing Department  
Jon Shorr, Corporate Communication  
Jon Silberman, Economics Department  
William Wagman, Psychology Department

I want to encourage as many faculty as possible to attend these workshops so that we can have a good exchange of ideas in relation to the upper level core curriculum. Other names will be added as the day approaches. Please note that even though the second workshop will focus on Business and Society, we will address issues that relate to the curriculum as a whole.

Finally, let me remind you that Professor Brody will speak on Monday evening from 7:00 to 8:00 p.m. on "The Profit Motive in the Health Care Industry." If you have a class on Monday, please arrange for your students to attend. If you have classes on other evenings during the week, please encourage your students to attend, or build it into your class assignments.

Thanks for your help on all of these events.

Core Curriculum Spring Retreat

Government House

May 9, 1988

**AGENDA**

8:30 - 9:00 Coffee and Pastries

9:00 - 10:30 Plenary Session

Report on the lower level general education requirement  
Discussion: lower level/upper level coordination

Preliminary Discussion: Coordination of upper level core  
Questions: Common goals for courses (see attached list of goals for the core curriculum). Methods for insuring coordination.

10:30 - 11:00 Coffee Break

11:00 - 12:30 Group Meetings: Core Courses

Discussion Leaders and Groups:

D. Randall Beirne, World Cultures: Room to be Assigned  
Donald Mulcahey, Business and Society: Room to be Assigned  
Lawrence Downey, Modern City: Room to be Assigned  
John Mayfield, Arts and Ideas: Room to be Assigned

Topics to be discussed:

Unifying the Core: How can we work with the other courses, reinforce what's being taught in other courses. Speculate! We will discuss what is being taught in the various courses later.

Content: Take this opportunity to discuss what is being done in the various sections of this course. Perhaps each person who has taught the course should spend some time discussing what he/she does in the course.

Resources for the Core: Spend some time talking about what resources you are using in your courses and what additional resources you need.

**Be Prepared to Report to the Group After Lunch.** We can use this time to inform faculty about the specifics of each course.

12:30 - 1:30 LUNCH (Gourmet Lunch Provided by Mortons)

1:30 - 2:30 Plenary Session: Reports

2:30 - 3:00 Break: Soft Drinks

3:00 - 4:00 Plenary Session

Report on Core Evaluation: Jon Silberman

4:00 - 5:00 Wrap Up Session

Discussion Topics:

Where do we go from here? What should the general education coordinator be working on next year? What's the relation between the major and the Core Curriculum? Do we look the current structure of the courses? Other questions

## Final Report

### Appendix 5



C. Would you say that the following were a limitation of your team teaching experience?

Yes      No

- | Yes | No   |
|-----|--|
|     | 1. Lack of understanding and commitment                            |
|     | 2. Rigidity of structure   |
|     | 3. Demands on faculty time   |
|     | 4. Problems of scheduling  |
|     | 5. Resistance to change  |
|     | 6. Necessity for pre-planning                                      |
|     | 7. Difficulty in maintaining a balance between unity and diversity |
|     | 8. Difficulty in organizing the course                             |
|     | 9. Lack of available research                                      |
|     | 10. Demands of multiplicity of faculty roles                       |

Instructor \_\_\_\_\_

Course \_\_\_\_\_

Team taught with \_\_\_\_\_

**TEAM TEACHING EVALUATION**

Have you team taught before?

Describe the approach you are using in team teaching?  
(for example, syllabus development, presence in  
classroom, grading, and so forth)

If anything, what do you dislike about team teaching?

If anything, what do you like about team teaching?

How should a team taught course work/function?

Would you do anything differently?

--in terms of team teaching?

--in terms of the core course?



NAME:

DEPARTMENT:

RANK:

YEARS OF EXPERIENCE:

TEAM TEACHING EXPERIENCE:

EVALUATION FOR THE TEAM TEACHING FACULTY

A. Were the following activities part of your team teaching experience?

Yes	No	
18		1. Did each instructor determine what he/she wants the students to learn in that section of the course?
15	3	2. Did you use any audio-visual and/or other instructional media? If so, what?
8	10	3. Has a supplemental reading list been developed and been given to the students?
11	1	4. Has each instructor determined how the students will be evaluated?
5	12	5. Has each instructor determined how their instruction will be evaluated?
13	3	6. Are the students given a list of objectives for the course?
5	3	7. Does each instructor attend the course, whether or not they are teaching?

B. Would you say that the following were an advantage of your team teaching experience?

Yes	No	
14	2	1. Developed in students' skills in critical thinking
12	4	2. Developed in students' skills in oral and written expression
15	2	3. Increase students' ability to integrate knowledge from two disciplines
13		4. Developed in students' a humanistic perspective
14	3	5. Developed your appreciation of another discipline
17	1	6. Encouraged students to examine different values
13	4	7. Improved your teaching abilities/methods
13	4	8. Gained insight to be used in teaching courses within your discipline
9	8	9. Gained insight to be used in your research
11	6	10. Interaction/special projects which occurred in the classroom that would not take place except for team teaching
11	2	11. The students benefitted from team teaching

C. Would you say that the following were a limitation of your team teaching experience?

Yes	No	
4	13	1. Lack of understanding and commitment
4	12	2. Rigidity of structure
13	5	3. Demands on faculty time
3	14	4. Problems of scheduling
5	12	5. Resistance to change
11	6	6. Necessity for pre-planning
5	10	7. Difficulty in maintaining a balance between unity and diversity
5	13	8. Difficulty in organizing the course
10	7	9. Lack of available research
7	9	10. Demands of multiplicity of faculty roles

Instructor \_\_\_\_\_

Course \_\_\_\_\_

Team taught with \_\_\_\_\_

**TEAM TEACHING EVALUATION**

Have you team taught before?

Describe the approach you are using in team teaching?  
(for example, syllabus development, presence in  
classroom, grading, and so forth)

If anything, what do you dislike about team teaching?

If anything, what do you like about team teaching?

How should a team taught course work/function?

Would you do anything differently?

--in terms of team teaching?

--in terms of the core course?

# Final Report

## Appendix 6

HUMANITIES AND THE PROFESSIONS: WADES POINT

Program Evaluation

Dear \_\_\_\_\_:

Your evaluation of and comments about this humanities program are essential components of our assessment of its success. Thoughtfully respond to the following questions in a frank and thorough manner. We especially appreciate your taking the time to include your personal reflection and assessment in the "Comments" section at the end.

Jonathan Silberman -- Richard Swaim  
Co-project Directors  
FIPSE Grant

PART 1: Program Objectives

1. Encourage participant discussion of professional conflicts as they relate to the literary characters and conflicts in the selected works.
2. Encourage the exchange of ideas and perceptions on moral issues.
3. Create ideas for enriching the experience of students in the classroom.
4. Foster a greater understanding of the relevance of the humanities to the professions.
5. Create interaction among liberal arts and business faculty.

Circle the number which most closely corresponds to your rating in each category.

1. To what degree was objective '1' attained?

1 2 3 4 5 6 7  
not at all to a high degree

2. To what degree was objective '2' attained?

1 2 3 4 5 6 7  
not at all to a high degree

3. To what degree was objective '3' attained?

1 2 3 4 5 6 7  
not at all to a high degree

4. To what degree was objective '4' attained?

1 2 3 4 5 6 7  
not at all to a high degree

5. To what degree was objective '5' attained?

1 2 3 4 5 6 7  
not at all to a high degree

6. How did the discussion format contribute to meeting the objectives:

1 2 3 4 5 6 7  
not at all to a high degree

7. How did the group facilitator's skill contribute to meeting the objectives?

a. Sandy Lottor 1 2 3 4 5 6 7  
not at all to a high degree

b. Bob Szulkin 1 2 3 4 5 6 7  
not at all to a high degree

8. How well did the literary work assist in encouraging discussion?

- |                                     |            |          |          |                  |          |          |          |
|-------------------------------------|------------|----------|----------|------------------|----------|----------|----------|
| a. <u>King Lear</u>                 | <u>1</u>   | <u>2</u> | <u>3</u> | <u>4</u>         | <u>5</u> | <u>6</u> | <u>7</u> |
|                                     | not at all |          |          | to a high degree |          |          |          |
|                                     |            |          |          |                  |          |          |          |
| b. <u>The Death of Ivan Illyich</u> | <u>1</u>   | <u>2</u> | <u>3</u> | <u>4</u>         | <u>5</u> | <u>6</u> | <u>7</u> |
|                                     | not at all |          |          | to a high degree |          |          |          |
|                                     |            |          |          |                  |          |          |          |
| c. <u>The Secret Sharer</u>         | <u>1</u>   | <u>2</u> | <u>3</u> | <u>4</u>         | <u>5</u> | <u>6</u> | <u>7</u> |
|                                     | not at all |          |          | to a high degree |          |          |          |
|                                     |            |          |          |                  |          |          |          |
| d. "Shooting An Elephant"           | <u>1</u>   | <u>2</u> | <u>3</u> | <u>4</u>         | <u>5</u> | <u>6</u> | <u>7</u> |
|                                     | not at all |          |          | to a high degree |          |          |          |
|                                     |            |          |          |                  |          |          |          |
| e. "Of This Time Of That Place"     | <u>1</u>   | <u>2</u> | <u>3</u> | <u>4</u>         | <u>5</u> | <u>6</u> | <u>7</u> |
|                                     | not at all |          |          | to a high degree |          |          |          |

9. How well did the conference site (accommodations, location, atmosphere) contribute to meeting the objectives?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
not at all			to a high degree			

10. Do you believe that the program design was an effective means of eliciting your feelings, reactions, and personal experiences dealing with your role as a professor?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
not at all			to a high degree			

11. Would you recommend this program to:

- |                                |            |           |
|--------------------------------|------------|-----------|
| a. Other UB professors?        | <u>YES</u> | <u>NO</u> |
| b. Other university personnel? | <u>YES</u> | <u>NO</u> |

(Please specify group(s) and state why.)

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12. Do you feel that future programs should include both faculty and administrators?

YES                      NO

Explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**PART 2: Comments**

1. How would you improve the program (design, facilitators, other participants, works used, location, etc.)?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In what ways did this program meet, exceed, or fall short of your personal expectations?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





3. Do you feel any differently about your role as a professor or administrator after participating in this program? If so, how?

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---

4. If you are a faculty member, do you think that this experience will affect your teaching? YES \_\_\_\_\_ NO \_\_\_\_\_  
If yes, in what ways?

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---

---

---

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---

---

5. Is there anything else you would like to tell us?

---

---

---

---

---

---

---

---

THANK YOU  
Co-project Directors  
FIPSE Grant

HUMANITIES AND THE PROFESSIONS: COOLFONT

September 25 - 27, 1987

Program Evaluation

Dear \_\_\_\_\_:

Your evaluation of and comments about this humanities program are essential components of our assessment of its success. Thoughtfully respond to the following questions in a frank and thorough manner. We especially appreciate your taking the time to include your personal reflection and assessment in the "Comments" section at the end.

Jonathan Silberman -- Wayne Markert  
Co-project Directors  
FIPSE Grant

PART 1: Program Objectives

1. Encourage participant discussion of professional conflicts as they relate to the literary characters and conflicts in the selected works.
2. Encourage the exchange of ideas and perceptions on moral issues.
3. Create ideas for enriching the experience of students in the classroom.
4. Foster a greater understanding of the relevance of the humanities to the professions.
5. Create interaction among liberal arts and business faculty.

Circle the number which most closely corresponds to your rating in each category.

1. To what degree was objective '1' attained?

1	2	3	4	5	6	7
1	2	3	4	5	6	7
not at all			to a high degree			

2. To what degree was objective '2' attained?

1	2	3	4	5	6	7
1	2	3	4	5	6	7
not at all			to a high degree			

3. To what degree was objective '3' attained?

1	2	3	4	5	6	7
1	2	3	4	5	6	7
not at all			to a high degree			

4. To what degree was objective '4' attained?

1	2	3	4	5	6	7
1	2	3	4	5	6	7
not at all			to a high degree			

5. To what degree was objective '5' attained?

1	2	3	4	5	6	7
1	2	3	4	5	6	7
not at all			to a high degree			

6. How did the discussion format contribute to meeting the objectives:

1	2	3	4	5	6	7
1	2	3	4	5	6	7
not at all			to a high degree			

7. How did the group facilitator's skill contribute to meeting the objectives?

a. Sandy Lottor

1	2	3	4	5	6	7
1	2	3	4	5	6	7
not at all			to a high degree			

b. Bob Szulkin

1	2	3	4	5	6	7
1	2	3	4	5	6	7
not at all			to a high degree			

8. How well did the literary work assist in encouraging discussion?

a. King Lear

	1	2	3	4	5	6	7
		2	4	11	15	14	11
	<hr/>			<hr/>			
	not at all			to a high degree			

b. The Death of Ivan Illyich

	1	2	3	4	5	6	7
		3	2	10	15	16	10
	<hr/>			<hr/>			
	not at all			to a high degree			

c. Billy Budd

	1	2	3	4	5	6	7
	<hr/>			<hr/>			
	not at all			to a high degree			

d. "The Outstation"

	1	2	3	4	5	6	7
	<hr/>			<hr/>			
	not at all			to a high degree			

e. "Of This Time Of That Place"

	1	2	3	4	5	6	7
	<hr/>			<hr/>			
	not at all			to a high degree			

9. How well did the conference site (accommodations, location, atmosphere) contribute to meeting the objectives?

	1	2	3	4	5	6	7
	1		1	2	3	19	26
	<hr/>			<hr/>			
	not at all			to a high degree			

10. Do you believe that the program design was an effective means of eliciting your feelings, reactions, and personal experiences dealing with your role as a professor?

	1	2	3	4	5	6	7
			2	7	15	16	16
	<hr/>			<hr/>			
	not at all			to a high degree			

11. Would you recommend this program to:

a. Other UB professors?

<u>56</u>	<u>        </u>
YES	NO

b. Other university personnel?

<u>55</u>	<u>2</u>
YES	NO

(Please specify group(s) and state why.)

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12. Do you feel that future programs should include both faculty and administrators?

45  
YES

10  
NO

Explain:

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PART 2: Comments

1. How would you improve the program (design, facilitators, other participants, works used, location, etc.)?

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2. In what ways did this program meet, exceed, or fall short of your personal expectations?

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3. Do you feel any differently about your role as a professor or administrator after participating in this program? If so, how?

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4. If you are a faculty member, do you think that this experience will affect your teaching? YES \_\_\_\_\_ NO \_\_\_\_\_  
If yes, in what ways?

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5. Is there anything else you would like to tell us?

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THANK YOU  
Co-project Directors  
FIPSE Grant

## Final Report

## Appendix 7

## STUDENT OUTCOME SURVEY

Listed below are fourteen educational outcomes that may be important for undergraduate students preparing for professional careers in several fields. Educators in different fields place different emphases upon them.

1. As a student, how much emphasis do you believe ideally should be placed on each outcome below during the undergraduate program in your professional field? Or, phrased another way, how important is it that you possess each competence or quality described in the list below when you accept your first professional position?
2. How much emphasis do you believe each outcome actually receives at the University of Baltimore.

Using a scale of 1 (no emphasis) to 7 (heavy emphasis), please circle a number on the appropriate scale provided for each item below to show the amount of emphasis you feel the outcome:

- Should receive (**IDEAL**) in an undergraduate program.
- Currently does receive (**OUR PROGRAM**) at the University of Baltimore.

		<u>EMPHASIS ON OUTCOME</u>							
1.	The graduate should be able to use written and oral communication effectively.	IDEAL:	1	2	3	4	5	6	7
		OUR PROGRAM:	1	2	3	4	5	6	7
2.	The graduate should understand the social, environmental, economic, and cultural setting in which business is practiced.	IDEAL:	1	2	3	4	5	6	7
		OUR PROGRAM:	1	2	3	4	5	6	7
3.	The graduate should be able to integrate knowledge from a variety of disciplines.	IDEAL:	1	2	3	4	5	6	7
		OUR PROGRAM:	1	2	3	4	5	6	7
4.	The graduate should know and apply ethical principles in both in his/her personal life and professional life.	IDEAL:	1	2	3	4	5	6	7
		OUR PROGRAM:	1	2	3	4	5	6	7



EMPHASIS ON OUTCOME

5. The graduate should demonstrate the ability to anticipate and adapt to changes in society and technology that are important to the profession.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
6. The graduate should have developed an identification with a professional role.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
7. The graduate should have a broad humanistic perspective.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
8. The graduate should be willing to cooperate with or participate in research or other scholarly activities that improve professional practice.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
9. The graduate should actively seek opportunities to update professional knowledge.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
10. The graduate should understand at least one contemporary culture other than their own.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
11. The graduate should understand the role which humanistic values and perspectives have played in shaping social, political, and economic policies of our nation and our cities.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
12. The graduate should understand the global setting in which business is practiced.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7

EMPHASIS ON OUTCOME

13. The graduate should be able to integrate theory and practice, that is, select the knowledge and skills applicable to a particular professional work setting or problem.

IDEAL:	1	2	3	4	5	6	7
OUR PROGRAM:	1	2	3	4	5	6	7

14. The graduate should understand and appreciate the role that philosophy and the arts (literature, music, painting, sculpture, and architecture) play as an expression of universal themes and ideas.

IDEAL:	1	2	3	4	5	6	7
OUR PROGRAM:	1	2	3	4	5	6	7

\* \* \* \* \*

**DEMOGRAPHIC CHARACTERISTICS**

1. What is your major? \_\_\_\_\_
2. What is your GPA? \_\_\_\_\_
3. How many semesters have you attended the University of Baltimore? \_\_\_\_\_
4. Are you a full-time or part-time student? \_\_\_\_\_
5. What is your current employment status?  
Employed full-time \_\_\_\_\_  
Employed part-time \_\_\_\_\_  
Not employed \_\_\_\_\_
6. What is your marital status?  
Single \_\_\_\_\_  
Married \_\_\_\_\_  
Divorced/Widowed \_\_\_\_\_
7. What is your gender?  
Female \_\_\_\_\_  
Male \_\_\_\_\_
8. What is your age? \_\_\_\_\_



## STUDENT OUTCOME SURVEY

Listed below are fourteen educational outcomes that may be important for students preparing for professional careers in several fields. Educators in different fields place different emphases upon them.

1. As a student, how much emphasis do you believe ideally should be placed on each outcome below during the undergraduate program in your professional field? Or, phrased another way, how important is it that you possess each competence or quality described in the list below when you accept your first professional position?
2. How much emphasis do you believe each outcome actually received at the University of Baltimore.

Using a scale of 1 (no emphasis) to 7 (heavy emphasis), please circle a number on the appropriate scale provided for each item below to show the amount of emphasis you feel the outcome:

- Should receive (IDEAL) in an undergraduate program.
- Currently does receive (OUR PROGRAM) at the University of Baltimore.

		<u>EMPHASIS ON OUTCOME</u>							
1.	The graduate should be able to use written and oral communication effectively.	IDEAL:	1	2	3	4	5	6	7
		OUR PROGRAM:	1	2	3	4	5	6	7
2.	The graduate should understand the social, environmental, economic, and cultural setting in which various professions are practiced.	IDEAL:	1	2	3	4	5	6	7
		OUR PROGRAM:	1	2	3	4	5	6	7
3.	The graduate should be able to integrate knowledge from a variety of disciplines.	IDEAL:	1	2	3	4	5	6	7
		OUR PROGRAM:	1	2	3	4	5	6	7
4.	The graduate should know and apply ethical principles in both in his/her personal life and professional life.	IDEAL:	1	2	3	4	5	6	7
		OUR PROGRAM:	1	2	3	4	5	6	7
5.	The graduate should demonstrate the ability to anticipate and adapt to changes in society and technology that are important to the profession.	IDEAL:	1	2	3	4	5	6	7
		OUR PROGRAM:	1	2	3	4	5	6	7

EMPHASIS ON OUTCOME

6. The graduate should have developed an identification with a professional role.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
7. The graduate should have a broad humanistic perspective.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
8. The graduate should be willing to cooperate with or participate in research or other scholarly activities that improve professional practice.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
9. The graduate should actively seek opportunities to update professional knowledge.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
10. The graduate should understand at least one contemporary culture other than their own.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
11. The graduate should understand the role which humanistic values and perspectives have played in shaping social, political, and economic policies of our nation and our cities.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
12. The graduate should understand the global setting in which various professions are practiced.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
13. The graduate should be able to integrate theory and practice, that is, select the knowledge and skills applicable to a particular professional work setting or problem.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7
14. The graduate should understand and appreciate the role that philosophy and the arts (literature, music, painting, sculpture, and architecture) play as an expression of universal themes and ideas.	IDEAL:	1	2	3	4	5	6	7
	OUR PROGRAM:	1	2	3	4	5	6	7

**DEMOGRAPHIC CHARACTERISTICS**

1. What is your major? \_\_\_\_\_
2. What is your GPA? \_\_\_\_\_
3. How many semesters have you attended the University of Baltimore? \_\_\_\_\_
4. Are you a full-time or part-time student? \_\_\_\_\_
5. What is your current employment status?

Employed full-time 1

Employed part-time 2

Not employed 3

6. What is your marital status?

Single 1

Married 2

Divorced/Widowed 3

7. What is your gender?

Female 1

Male 2

8. What is your age? \_\_\_\_\_

9. Have you taken the following courses?

Modern City Yes 1 No 2

Arts and Ideas Yes 1 No 2

World Cultures Yes 1 No 2

Business and Society Yes 1 No 2

Ideas and Writing Yes 1 No 2

1987 Student Survey  
(General Group)

<u>Question # and</u> <u>Description</u>	<u>Ideally</u> <u>Should</u> <u>Receive</u>		<u>Does</u> <u>Receive</u>	
	<u>RGMSB</u>	<u>YGCLA</u>	<u>RGMSB</u>	<u>YGCLA</u>
1 -Communicate Effectively	6.4493	6.8101*	4.8261	5.2785*
2 -Understnd. Soc. Setting	5.3043	5.7522	4.7754*	4.2895
3 -Integrate Knowledge	5.3203	6.1772	5.0000	5.0759
4 -Apply Ethical Principles	5.7826	6.2765*	4.4618	4.9747*
5 -Adapt to Changes	6.0725	6.1538	4.7536	4.3205
6 -Identify w/Profession	5.6642	5.6456	4.7060	4.6456
7 -Broad Human. Perspective	5.1533	5.8716*	4.2701	5.1410*
8 -Participate in Research	5.1812	5.7975*	4.2174	4.6076
9 -Update Knowledge	6.0584	6.3416*	4.8456	5.1392*
10-Understnd. Another Culture	4.7174	5.2532*	3.2246	3.7089*
11-Understnd. Human. Values	5.1971	5.7179*	4.1367	4.6282*
12-Understnd. Global Setting	5.6957*	5.1139	4.4493*	3.6734
13-Integrate Theory & Practice	6.2391	6.3413	5.0145	5.1266
14-Appreciate Art & Philosophy	4.6394	5.6206*	3.1398	4.6456*

\* Statistical different mean at the 5 percent level or better.

1987 Student Survey  
RGMSB Comparisons  
 (Control Group)

<u>Question # and Description</u>	(1) Ideally Should Receive	(2) Does Receive	(1)-(2) <u>Difference<sup>1</sup></u>
1 -Communicate Effectively	5.4493	4.8261	1.6232
2 -Understnd. Soc. Setting	5.3043	4.7754	1.0289
3 -Integrate Knowledge	5.9203	5.0000	0.9203
4 -Apply Ethical Principles	5.7826	4.4818	1.3008
5 -Adapt to Changes	6.0725	4.7536	1.3189
6 -Identify w/Profession	5.6642	4.7080	0.9562
7 -Broad Human. Perspective	5.1533	4.2701	0.8832
8 -Participate in Research	5.1812	4.2174	0.9638
9 -Update Knowledge	5.0584	4.8456	0.2128
10-Understnd. Another Culture	4.7174	3.2246	1.4928
11-Understnd. Human. Values	5.1971	4.1387	1.0584
12-Understnd. Global Setting	5.6957	4.4493	1.2464
13-Integrate Theory & Prac.	5.2391	5.0145	1.2246
14-Appreciate Art & Phil.	4.6594	3.1898	1.4696

<sup>1</sup> All differences are statistically significant at the 1 percent level or better. Sample size is 135.

1987 Student Survey  
YGCLA Comparisons  
 (Control Group)

<u>Question # and Description</u>	(1) Ideally Should Receive	(2) Does Receive	(1)-(2) <u>Difference<sup>1</sup></u>
1 -Communicate Effectively	6.8101	5.2785	1.5316
2 -Understnd. Soc. Setting	5.7922	4.2895	1.5027
3 -Integrate Knowledge	6.1772	5.0759	1.1013
4 -Apply Ethical Principles	6.2785	4.9747	1.3038
5 -Adapt to Changes	5.1538	4.8205	1.3333
6 -Identify w/Profession	5.6456	4.6456	1.0000
7 -Broad Human. Perspective	5.8718	5.1410	0.7308
8 -Participate in Research	5.7975	4.6076	1.1899
9 -Update Knowledge	6.3418	5.1392	1.2026
10-Understnd. Another Culture	5.2532	3.7089	1.5443
11-Understnd. Human Values	5.7179	4.6282	1.0897
12-Understnd. Global Setting	5.1139	3.8734	1.2405
13-Integrate Theory/Practice	6.3418	5.1266	1.2152
14-Appreciate Art/Philosophy	5.6203	4.6456	0.9747

<sup>1</sup>/ All differences are statistically significant at the 1 percent level or better. Sample size is 79.



THE EFFECT OF THE CORE CURRICULUM ON  
STUDENT PERCEPTION OF EDUCATION OUTCOMES

Question # and <u>Description</u>	<u>Ideally Should Receive</u>		<u>Does Receive</u>	
	<u>Control</u>	<u>Treatment</u>	<u>Control</u>	<u>Treatment</u>
1 -Communicate Effectively	6.4537	6.2826	4.8829	5.2826*
2 -Understand. Soc. Setting	5.7255	5.8478	4.7010	4.9130
3 -Integrate Knowledge	5.8623	5.9348	4.9707	5.1739
4 -Apply Ethical Principles	5.7864	5.8108	4.4762	4.9029*
5 -Adapt to Changes	6.0735	6.1304	4.5000	4.3043
6 -Identify w/Profession	5.5361	5.7778	4.5275	4.5444
7 -Broad Human. Perspective	5.1542	4.9783	4.2426	4.3696
8 -Participate in Research	5.2206	5.3478	4.1961	4.5435
9 -Update Knowledge	5.9951	6.1087	4.8079	5.1333
10-Understand. Another Culture	4.6912	4.8696	3.3480	4.5739*
11-Understand. Human. Values	5.0980	5.0652	4.1765	4.5652*
12-Understand. Global Setting	5.4732	5.1522	4.3073	4.3043
13-Integrate Theory & Prac.	6.2049	6.0870	4.9415	5.0652
14-Appreciate Art & Phil.	4.5171	4.0652	3.2010	3.7391*

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\* Statistically significant at the 5 percent level or better. Treatment group sample size is 46 (all from RGMSB1).

## Final Report

## Appendix 8



GEORGETOWN UNIVERSITY

*School of Business Administration*

28 July 1987

Dr. Jonathan Silberman  
Professor and Chairman  
Department of Economics and Finance  
University of Baltimore  
Baltimore, Maryland 21201

Dear Dr. Silberman:

Congratulations on being selected as a Runner Up for the 1986-87 Exxon Award. I am very interested in learning more about your award winning proposal to integrate liberal arts and business. Would you be willing to send me a copy of the Nomination Outline Forum which you submitted to the Exxon Awards Committee? I would be more than willing to pay for any postage or copying costs.

Please send your proposal to:

William B. Gartner  
School of Business Administration  
Old North Building  
Georgetown University  
Washington, D. C. 20057

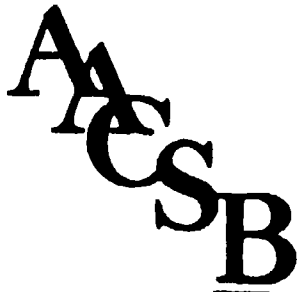
Thank you for your help.

Best Regards,

A handwritten signature in black ink that reads "William B. Gartner".

William B. Gartner, Ph.D  
Assistant Professor

WBG:jtw



AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS  
605 Old Ballas Road Suite 220 St. Louis, Missouri 63141 (314) 872-8481

April 2, 1987

Sydney V. Stern, Dean  
Robert G. Merrick School of Business  
University of Baltimore  
Baltimore, Maryland 21201

Jonathan Silberman, Ph.D. ✓  
Prof. and Chairman Dept. of Economics  
and Finance  
University of Baltimore  
Baltimore, Maryland 21201

Dear Dean Stern and Prof. Silberman:

Although your school was not named recently as a winner of the Exxon Award for innovation in management education, the selection committee has nominated your school as a runner-up for the award.

The strength of your proposal was such that the committee asked us to commend you for your efforts. Furthermore, AACSB is developing plans to disseminate more widely the proposal ideas that you and other schools submitted.

We would appreciate your ideas regarding the most effective means of disseminating your curriculum models.

Please write or call me at your earliest convenience.

Sincerely yours,

Jacqueline V. Crawford  
Assistant Director of Public Policy

cc: Exxon Awards Selection Committee  
Scott Miller, Program Officer,  
Exxon Education Foundation  
Tom Bausch, Liberal Arts Task Force  
AACSB  
Max McCreery, Mainstream Access, Inc

JVC/ac0236A-43

University of Baltimore

*Economics & Finance*

1420 N. Charles Street  
Baltimore, Maryland 21201-5779  
(301) 625-3303

April 10, 1987

Jacqueline V. Crawford  
Assistant Director of Public Policy  
AACSB  
605 Old Ballas Road-Suite 220  
St. Louis, Missouri 63141

Dear Ms. Crawford:

Thank you for your letter of April 2 asking for my ideas about dissemination of the proposals submitted for the Exxon Award. As we discussed on the telephone, I am interested in a compendium that includes an abstract of each proposal.

I am willing to participate in a special conference or a session at the next annual meeting discussing the infusion of liberal arts learning into the business curriculum. I will be able to discuss and provide information on: a description of our program; detailed course syllabi; and an evaluation of our efforts. The evaluation will include input from students, faculty, and outside experts. It is likely that I will be making a presentation on our program at the FIPSE project directors meeting in December.

If I can be of any further assistance, please call me at (301) 625-3065.

Sincerely,

  
Jonathan Silberman, Ph.D.  
Professor and Chairman  
Department of Economics and Finance

Alger to a recent work by John Updike. In addition, Alan Ginsberg, one of America's most famous living poets, will present the business and economic themes of his poetry during one of the semester's classes.

Each three-hour class will begin with a lecture by Lewis Mandell, a business professor, who will outline the economic and business conditions that formed a setting for the literary work. The second part of the class will be devoted to a critical analysis led by Michael Meyer, a literature professor in the English department. The final third of the class will consist of discussions between the professors and the students.

Another Exxon prize, awarded to the University of Nebraska at Omaha, will help fund "The Arts and the Executive," a new course designed to provide MBA students with an understanding of the management issues within arts organizations in the community. The course, developed by professors David M. Ambrose and David L. Shrader, will sensitize

students to the following managerial dimensions: 1) direct positive decision making within corporate organizations that will be supportive of the cultural environment; 2) assure that support and responsiveness of corporate resources are directed toward maintenance and expansion of the arts; 3) provide personal leadership and support to arts organizations through membership on boards of directors; and 4) build dimensions into their personal lives that will enable them to develop an awareness of the arts, thus becoming well-informed arts consumers.

**Dow Jones Award.** Offered again in 1988 will be the Dow Jones Award for distinguished service and outstanding contributions to management education. Nominees for the award need not be affiliated with an AACSB member or any other educational organization but should have made significant contributions in the fields of research and scholarship, curriculum development and design, world applications or administrative activity. A prize of \$10,000 for student financial aid is presented to an AACSB member school designated by the award recipient.

University of Southern California Professor Warren Bennis was named

recipient of the 1987 award. As a faculty member at USC, he has authored or co-authored 15 books, including *Changing Organizations*, *The Unconscious Conspiracy: Why Leaders Can't Lead*, *Temporary Society and Leaders: Strategies for Taking Charge*, which was co-authored with USC faculty member Burt Nanus.

Bennis has held a variety of positions at several leading institutions. For 15 years he was on the faculty at the Massachusetts Institute of Technology's Alfred P. Sloan School of Management and has held various positions at other schools including Harvard, the State University of New York at Buffalo and the University of California. From 1971 to 1977 he was

president of the University of Cincinnati.

As a faculty member and administrator, Bennis has been a pioneer in the process of change in organizations and, most recently, in research on identifying the characteristics of leadership and leaders of organizations.

Bennis is a member of numerous major corporate and civic boards and holds degrees from Antioch College, the London School of Economics and the Massachusetts Institute of Technology.

Other recent award recipients have included management author and consultant Peter F. Drucker of the Claremont Graduate School;

Proposals submitted by several other schools were cited by the Exxon Awards selection committee as runners-up for their innovative potential. They included:

**University of Baltimore, Professor Jonathan Silberman.** The outcomes and an assessment of the development and implementation process of Baltimore's innovative upper division core curriculum would be completed. This curriculum emphasizes liberal arts learning in the business program.

**Clarkson University, Associate Professor Jan Wojcik.** A multi-dimensional seminar in which students examine classical and new ideas about business through study, discussion and exchange with specialist visitors including business professionals, academics and other off-campus visitors.

**Cornell University, Professor Robert Smiley.** Through a course, "The External Environment of Business," students will study domestic and international regulation and deregulation issues. Focus would be on the political, legal, historical and economic factors surrounding these issues.

**University of Denver, Associate Professor Charles Cortese.** Through the proposed course, "Commercial Civilization," business and liberal arts students would examine the political, social, religious and economic ideas and values that form modern commercial civilization. Through study with faculty from the history, business, economics, political science, sociology and religion departments, students would conclude the course with an innovative "history of the future," in which they project economic trends.

**University of Southern California, Professor Richard Eastin.** A series of symposia addressing current business issues would be developed and presented by pairs of faculty members from the business and liberal arts faculty. These position papers and discussions on topics such as insider trading, the concept of progress or the evolution of markets would be the basis of a general education course for pre-business and liberal arts students in their freshman year.

**Wake Forest University, Assistant Professor Lance Kurke.** Through a course using non-fiction classics, the Wake Forest proposal sought to teach business school students about managing and strategy.

**Whittier College, Associate Professor Linda McCallister.** Through the development of five, paired interdisciplinary courses, students would examine the connections between the disciplines. The goal of the program is to develop leaders with broad, problem-solving perspectives.

**University of Wisconsin-Whitewater, Assistant Professor James Winship.** Through the use of paired courses in the liberal arts and business schools, students would have an opportunity to explore the different ways in which individual disciplines form questions, develop and test hypotheses, investigate materials and reach conclusions on a common base of knowledge, and to learn that knowledge generated by one discipline can enhance and clarify knowledge generated by another. These paired courses would include "Administrative Policy-Public Policy Analysis" and "Business Finance-American Literature."



June 22, 1987

Ms. Betty Millin  
Research Assistant  
University of Lowell  
One University Avenue  
Lowell, Massachusetts 01854

Dear Ms. Millin:

Enclosed is some information regarding our efforts to infuse the liberal arts in the professional and pre-professional programs at the University of Baltimore. I have enclosed a copy of the Task Force report which started it all as well as a copy of our grant application "The Humanities and the Professions: The University of Baltimore Model." Grant support has been very helpful. In addition to the FIPSE support, we have also received a NEH Planning Grant which enabled us to develop the upper division general education core courses. Since that time, we have also received a NEH Challenge Grant to bolster our efforts by providing support for endowed chairs in the humanities, humanities texts for the library and continued support for faculty development seminars.

Our curriculum reform borrowed a great deal from the Brooklyn College experience. To help us along, faculty and deans from the College traveled to Brooklyn College and Ethyl Wolfe, Provost at Brooklyn, visited with us. We have had strong guidance and support from our Provost, Catherine Gira, as well as key participation by the faculties and deans of the liberal arts college and the business school.

I hope the enclosed information will help. If you have any questions or need additional information, please call Jon Silberman, Co-director of the FIPSE project or Wayne Markert, who will be taking my place as the other Co-director. I begin a sabbatical year on July 1.

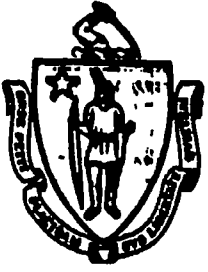
Cordially,

Richard Swaim  
Acting Dean

Co-director  
The Humanities and the Professions:  
The University of Baltimore Model

Enclosures

cc: Jon Silberman  
Wayne Markert



*The Commonwealth of Massachusetts*  
*University of Lowell*  
*One University Avenue*  
*Lowell, Massachusetts 01854*

JUN 10 1987

OFFICE OF THE PRESIDENT

President's Council for  
Implementation

June 9, 1987

*Wayne / Jon*

Mr. Richard Swaim  
Mr. Jon Silberman  
University of Baltimore  
1420 North Charles Street  
Baltimore, MD 21201

Dear Mr. Swaim and Silberman:

The University of Lowell is in the process of studying core curricula and innovative courses in order to design a well integrated program for University of Lowell students in the professional colleges as well as those in the arts and science programs.

The work that you have been doing at the University of Baltimore developing liberal arts content within professional education programs would be of interest to the core curriculum committee here at the University of Lowell. Any information that you could send us about your program would be most appreciated.

Thank you.

Sincerely,

*Betty Millin*  
Betty Millin  
Research Assistant

BM/kv



University of Baltimore

Vale Gordon  
College of Liberal Arts  
Office of the Dean  
1420 N. Charles Street  
Baltimore, Maryland 21201-5779  
(301) 625-3294

February 12, 1987

Dr. Arnold Good  
Division of Graduate and  
Continuing Education  
Framingham State College  
Framingham, Massachusetts 01701

Dear Dr. Good:

Enclosed is the information regarding our general education curriculum. The Task Force report describes the rationale and process leading to the development of the curriculum. I have also enclosed the grant proposal sent to the Fund for the Improvement of Postsecondary Education (FIPSE). We are currently administering the FIPSE grant which supports the goals of the core course curriculum. The report and grant describe some of the factors shaping the University's success in developing a good general education curriculum.

I hope you receive this information in time for your workshop. If you have any questions, don't hesitate to call me (301) 625-3297.

Cordially,

*Richard Swaim*

Richard Swaim  
Acting Dean

cc: J. Silberman  
Enclosures  
RS/csm

*a key element has been  
the unequivocal support  
of the Provost, Catherine Giva.*





## DIVISION OF GRADUATE AND CONTINUING EDUCATION

*Framingham State College*  
*Framingham, Mass. 01701*

DR. JOSEPH R. PALLADINO, DEAN

January 30, 1987

Mr. Jon Silverman  
University of Baltimore  
1420 North Charles Street  
Baltimore, MD 21201

Dear Mr. Silverman:

Framingham State College is currently undergoing a study of the "general education" component of its curriculum. We are requesting your assistance as your name appeared in the 1987 Almanac of Higher Education as a recipient of a Federal higher Education grant addressing general education.

If at all possible please send us the general education/liberal education degree requirements at your institution and/or those curriculum criteria that led to the receipt of the Federal grant.

What you send may be distributed at a General Education Day Workshop to be conducted February 25, 1987. Thus we would certainly appreciate receiving whatever you feel relevant one week in advance of that date.

- Thank you.

Sincerely,

Dr. Arnold Good

cc: Dr. Thomas Eames, Chairman General Education Day Workshop



# Nassau Community College

Garden City, New York 11530

Institutional Grants &  
Private Donor Scholarships

December 8, 1986

University of Baltimore  
1420 North Charles Street  
Baltimore, MD 21201

Attn: Richard Swain  
Jon Silberman

Dear Project Directors;

It is our understanding that you received a grant award from FIPSE. Our college faculty would like to review your preliminary and full proposals. If you are willing to share this data with us, we would appreciate your sending all information directly to my attention, Tower 832, Nassau Community College, Garden City, New York 11530.

Thank you for your cooperation.

Sincerely yours,

Madelyne A. Orsini  
Director of Special  
Programs/Grants

University of Baltimore

*Yule Gordon*  
*College of Liberal Arts*  
*Office of the Dean*  
1420 N. Charles Street  
Baltimore, Maryland 21201-5779  
(301) 625-3294

DATE: December 17, 1986  
TO: Madelyne A. Orsini  
FROM: C. Richard Swaim

Enclosed is a copy of the FIPSE grant, per your request.

