

# Contents

OVERVIEW OF THE PURPOSE	2
THE PURPOSE DIMENSION®	3
THE VALUES & ETHICS DIMENSION®	7
Entrepreneurship and Strategic Management	
THE SELF & OTHERS DIMENSION®	9
International Business II	
THE SYSTEMS DIMENSION®	12
Microeconomics	
THE SKILLS DIMENSION®: TECHNICAL	15
Financial Analysis and Modeling	
THE SKILLS DIMENSION®: COMMUNICATIONS	17
Humanities V: World Civilizations II	
DEFINITIONS	20
WORKING OUTLINE OF CA	21
ACADEMIC CALENDAR	32

## Overview of the Purpose: Development of a Business Plan

### **The Constructive Action**

As a capstone initiative, students are required to develop a strategic plan. They design the plan, do research and forecasting, identify sources for support of the plan, and negotiate the plan with management.

### **Dimensions**

In the Values and Ethics Dimension, you will cover the approaches for analyzing and resolving senior management problems and formulating and implementing corporate objectives and strategies. The course integrates the major functions and disciplines of business.

Self and Others Dimension students will learn how to run and manage businesses overseas. Students will also learn to negotiate the demand of personal and professional goals in an international setting.

In the Systems Dimension, students will learn the theories and concepts influencing consumers, households, firms, and the dynamics of prices and market structure.

The Skills Dimension:

The Communications Dimension: Students will survey world civilizations from 1500 to the present and become familiar with major events that shape contemporary world affairs.

# The Purpose Dimension

## Overview

This weekly seminar serves as the work group for the Constructive Action. Classes and individual sessions with the students concentrate on the techniques of developing a strategic plan.

More specifically, the Constructive Action for Purpose VIII is to develop a strategic plan which includes designing the plan, external research and forecasting, identifying organizational resources and constraints, a financial plan and operational budget, and presenting the plan to management.

## Assessment

Students will be assessed on their use of the Objectives in a well-planned and executed Constructive Action to achieve the Purpose. Special attention will be given to the following:

1. The integration of theory in the Constructive Action.  
This is part of describing how you are using knowledge.
2. The quality of the written document.  
This is part of communicating effectively.
3. Timely submission of work to permit monitoring and supervision.  
This is part of monitoring your progress.
4. Class attendance.  
This is part of building effective relationships.

## Planning Phase

### a. Explore opportunities to improve the world.

Research the needs of potential consumers in the community to specify the goals and services which could be fulfilled through a business plan.

These are some of the questions you should address:

- How can I identify the social, natural, and technological systems that I will incorporate in my business plan? How can I describe the social, natural and technological factors which may impinge on my business plan?
- How can I establish and maintain affective relationships that are necessary to achieving my

Purpose?

- How can I describe my values as they pertain to the development of new products and services for the community? How can I outline and describe the values and attitudes of people in the community towards new products and service development? How can I provide a historical context for the analysis?
- How can I apply mathematical principles and skills to insure the positive outcome of my Constructive Action? How can I conduct on-site inspections of property, plant and equipment which are involved in my business plan? How can I present the business plan to interested individuals and consumer and document its effectiveness?
- How can I research the needs of potential consumers in the community to specify the goals and services which could be fulfilled through the business plan?

Maintain a record of your activities. Evaluate developments. Change the plan if required. Explain how your newly acquired knowledge is being used to achieve the Purpose.

**b. Choose the best goal.**

Use your analysis of the research you have conducted to identify the specific product or service development that you want to address.

- Taking into consideration possible outcomes, time frame, resources, risks, constraints, and my own learning and career needs, which of the possibilities I have reviewed provides the best opportunity for a Constructive Action?
- What long-term goal am I working towards in creating a business plan?
- What are my short-term goals in creating a business plan?
- What is my short-term goal for myself?
- What further information do I need in order to make my plan of action?
- What theories do I intend to use to support my plan and actions?
- What do I need to learn in order to create a business plan?

Maintain a record of your progress with an evaluation of each critical event to facilitate revision of the plan when necessary. Explain how you are using knowledge to achieve your Purpose.

**c. Agree on a plan.**

Based on your study of market conditions, devise a plan to meet your goals. The plan should include clear objectives, realistic strategies, and an evaluation scheme.

1. Objectives: Break your short-term goal into specific measurable objectives.

It may be helpful to write objectives for each Dimension, depending on your goals.

2. **Strategies/Actions:** List the actions you will take to reach your objectives for the Purpose.

There should be at least one strategy for each objective. These actions should be as concrete and practical as possible. You may also suggest alternative strategies or multiple strategies for any one objective.

Analyze resources and constraints relevant to the accomplishment of each strategy.

3. **Evaluation Plan**

Describe the criteria or benchmarks to be used to monitor progress toward achieving the Constructive Action goal and objectives. That is, how exactly you will know whether or not your strategies have helped you to meet your objectives.

Describe the methods to be used for determining whether these criteria have been met. There should be at least one measure for each objective and each strategy. Measures should be both quantitative and qualitative. Evaluation criteria may be altered during the implementation phase.

## Implementation Phase

### **d. Carry out the plan. Monitor progress and use of knowledge. Change plan as needed.**

Maintain a record of your activities. Evaluate developments. Change the plan as required.

Explain how your newly acquired knowledge is being used to achieve the Purpose.

## Assessment Phase

- e. **Assess results and plan next steps. Review and evaluate your accomplishments in relation to the goals that you have established and its accompanying plan of action. Support the conclusion that you have drawn about your achievement of the Purpose with input from your colleagues. Apply information acquired through the Constructive Action to formulate long-range plans for other products and services required by community members.**

Questions to be answered in this section include:

1. Did you achieve your task objective? If not, how far did you progress?
2. Were you successful in your task, action, participation, learning, etc?
3. What objectives were realistic? Were some abandoned? Redefined?
4. What strategies worked? Would you use them again? Which did not work?

5. What are your next steps in the creation of a business plan?
6. By creating a business plan, what did you learn about yourself and the process?
7. Overall, how do you assess your ability to create a business plan?
8. What series of materials were most helpful/least helpful and why?

## **Formatting the Constructive Action Document**

General Format: Typed, double-spaced, 1-inch margin on all sides, Times New Roman, 12 font.

When you have completed the Constructive Action, assemble the document.

At the beginning include:

- Title Page
- Table of Contents
- Abstract

At the end add:

- Appendices

# The Values and Ethics Dimension: Entrepreneurship and Strategic Management

## Overview

This course enables students to determine the feasibility of starting a new business by examining such relevant factors as the market description and analysis, industry trends, and existing and potential competition.

## Objectives

By the end of this semester, students are expected to develop a business plan, which includes:

1. Assumptions regarding environmental and societal change;
2. Economic and financial projections; and
3. Factors affecting the formulation of business policy.

## Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

## Topics

Strategic planning — what it is and how it benefits the organization  
The planning process — outline of key steps  
Mission statements and objective setting criteria  
Links between planning, budgeting and control  
Competition and positioning factors  
Deregulation, diversification and decentralization  
Key strategic variables that indicate performance  
Political/Economic environment  
Marketing and financial projection methodologies  
Situational analysis — internal and external factors  
Strategy formulation — synergistic strategies  
Construction of key strategic components of the business plan

## Required Text

Bangs, Jr., David. *The Business Planning Guide*, 9th ed., NH: Upstart, 2002.  
(Also to be used in Financial Planning and Management dimension.)

Scarborough, Norman M. & Zimmerer, Thomas W. *Effective Small Business Management: An Entrepreneurial Approach*, 8<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2005.

## Bibliography

- Aaker, David A. *Developing Business Strategies*. 4<sup>th</sup> ed. New York: John Wiley, 1995.  
*Accurate Business Forecasting*. Boston: Harvard Business Review, 1991.
- Bolling, G. Frederic. *The Art of Forecasting*. Brookfield, VT: Gower Pub. Co., 1996.
- David, Fred R. *Concepts of Strategic Management*. Englewood Cliffs, NJ: Prentice Hall, 1997.
- Dobson, Paul and Ken Starkey. *The Strategic Management Blueprint*. Cambridge, MA: Blackwell Business, 1993.
- Galpin, Timothy J. *Making Strategy Work: Building Sustainable Growth Capability*. San Francisco: Jossey-Bass, 1997.
- Goldberg, Beverly and John G. Sifonis. *Dynamic Planning: The Art of Managing Beyond Tomorrow*. New York: Oxford University Press, 1994.
- Goodstein, Leonard. *Applied Strategic Planning: A Comprehensive Guide*. New York: McGraw-Hill, 1993.
- Hanke, John E. and Arthur G. Reitsch. *Business Forecasting*. 6<sup>th</sup> ed. Englewood Cliffs, NJ: Prentice Hall, 1998.
- Hax, Arnaldo C. (ed.) *Planning Strategies That Work*. New York: Oxford University Press, 1987.
- Kaufman, Roger. *Strategic Planning Plus: An Organizational Guide*. Newbury Park, CA: Sage, 1992.
- Makridakis, Spyros G. *Forecasting, Planning and Strategy for the 21<sup>st</sup> Century*. New York: Free Press, 1990.
- Mintzberg, Henry and James Brian Quinn. *The Strategy Process: Concepts, Contexts, and Cases*. 3<sup>rd</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1996.
- Ohmae, Kenichi. *The Mind of the Strategist*. New York: Penguin Books, 1983.
- Pfeiffer, J. William. (ed.) *Strategic Planning: Selected Readings*. San Diego: Pfeiffer, 1991.
- Schwartz, Peter. *The Art of the Long View: Planning for the Future in an Uncertain World*. New York: Doubleday, 1996.
- Steiner, George Albert. *Strategic Planning: What Every Manager Must Know*. New York: Free Press, 1997.
- Tryfos, Peter. *Methods for Business Analysis and Forecasting: Text and Cases*. New York: John Wiley, 1997.
- Wright, Peter, et al. *Strategic Management: Text and Cases*. 2<sup>nd</sup> ed. Boston: Allyn and Bacon,

# The Self and Others Dimension: International Business II—The Business Environment

## Overview

This course will explore issues related to managing international businesses overseas. Topics covered include planning, establishing and managing an overseas operation; working with host governments; managing political and economic risk environments; and negotiating personal and professional career objectives within the international business environment.

## Objectives

The objective of this course is for students to further advance their understanding as to how international business operates and to define what role he/she can create for him/her self within the organization, assessing personal attitudes and international business-organization objectives.

The specific objectives of this course are to:

1. Further explore the global context within which international business operates;
2. Provide an understanding of the factors, which must be addressed in establishing and implementing a plan to operate overseas;
3. Establish a method for the management of diverse aspects of international business: applying our attitudes, beliefs, values, personal strengths and creativity;
4. Identify a means to evaluate our own personal and professional futures within the context of the international organization as part of the global community in which we live.

## Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

## Topics

Review of the global context of international business  
Theories of international relations and political economy  
International marketing management  
International finance and trade  
Corporatism and comparative politics  
International business policy and decision making  
Service firms, service sector analyses and global  
Social change and economic development

## Required Text

Daniels, D.J. et al. *International Business Environments and Operations*. 11<sup>th</sup> ed. NJ: Prentice Hall, 2006.

## Bibliography

- Behrman, Jack N. and Robert E. Grosse. *International Business and Governments: Issues and Institutions*. Columbia, SC: University of South Carolina Press, 1990.
- Blaine, Michael James. *Co-operation in International Business: The Use of Limited Equity Arrangements*. Brookfield, VT: Averbury, 1994.
- Brigham, Eugene F. *Fundamentals of Financial Management*. 8<sup>th</sup> ed. Fort Worth, TX: Dryden Press, 1998.
- Copeland, Lennie and Lewis Griggs. *Going International: How to Make Friends and Deal Effectively in the Global Marketplace*. New York: Random House, 1985.
- Daniels, John D. and Lee H. Radebaugh. *International Business: Environments and Operations*. 7<sup>th</sup> ed. Reading, MA: Addison-Wesley, 1995.
- Daniels, John L. *Global Vision: Building New Models for the Corporation of the Future*. New York: McGraw-Hill, 1993.
- Dymsza, William A. and Robert G. Vambery. (eds.) *International Business Knowledge: Managing International Functions in the 1990s*. New York: Praeger, 1987.
- Ferguson, Henry. *Tomorrow's Global Executive*. Homewood, IL: Dow Jones-Irwin, 1988.
- Fifield, Paul. *International Marketing Strategy*. Boston: Butterworth-Heinemann, 1995.
- Foster, Joann McDonald. *The Communitarian Organization: Preserving Cultural Integrity in the Transnational Economy*. New York: Garland Pub., 1998.
- Ghauri, Pervez N. and S. Benjamin Prasad. *International Management: A Reader*. Fort Worth, TX: Dryden Press, 1995.
- Goodman, Louis W. *Small Nations, Giant Firms*. New York: Holmes & Meier, 1987.
- Harris, Philip R. and Robert T. Moran. *Managing Cultural Differences*. 4<sup>th</sup> ed. Houston: Gulf Pub. Co., 1996.
- Hipple, F. Steb. *Multinational companies in United States International Trade: A Statistical and Analytical Sourcebook*. Westport, CT: Quorum Books, 1995.
- Kanter, Rosabeth Moss. *Global Strategies: Insights From the World's Leading Thinkers*. Boston: Harvard Business School Press, 1994.
- Kaynak, Erdener and Kam-Hon Lee. (eds.) *Global Business: Asia-Pacific Dimensions*. New York: Routledge, 1989.
- Lamont, Douglas. *Winning Worldwide: Strategies for Dominating Global Markets*. Homewood, IL:

- Business One Irwin, 1991.
- Mahini, Amir. *Making Decisions in Multinational Corporations: Managing Relations With Sovereign Governments*. New York: John Wiley, 1988.
- Marcus, George E. (ed.) *Corporate Futures: The Diffusion of the Culturally Sensitive Corporate Firm*. Chicago: University of Chicago Press, 1998.
- Moran, Robert T., et al. (eds.) *Global Business Management in the 1900s*. Washington, D.C.: Beacham Pub., 1990.
- Rhinesmith, Stephen H. *A Manager's Guide to Globalization: Six Skills for Success in a Changing World*. 2<sup>nd</sup> ed. Chicago: Irwin Professional Pub., 1996.
- Ricks, David A. *Blunders in International Business*. Cambridge, MA: Blackwell Business, 1993.
- Robock, Stefan H. and Kenneth Simmonds. *International Business and Multinational Enterprises*. 4<sup>th</sup> ed. Homewood, IL: Irwin, 1989.
- Taylor, William C. and Alan M. Webber. *Going Global: Four Entrepreneurs Map the New World Marketplace*. New York: Viking, 1996.
- Terpstra, Vern and Kenneth David. *The Cultural Environment of International Business*. 3<sup>rd</sup> ed. Cincinnati, OH: South-Western Pub. Co., 1991.
- Valentine, Charles. *The Ernest & Young Guide to Expanding in the Global Market*, New York: John Wiley, 1991.
- Waterman, Peter. *Globalization, Social Movement and the New Internationalisms*. London: Mansell, 1998.
- Weaver, Gary R. (ed.) *Culture, Communication and Conflict: Readings in Intercultural Relations*. Needham Heights, MA: Simon & Schuster, 1998.
- Yoffie, David B. *Beyond Free Trade: Firms, Governments, and Global Competition*. Boston: Harvard Business School Press, 1993.
- Yoffie, David B. *International Trade and Competition: Cases and Notes in Strategy And Management*. 2<sup>nd</sup> ed. New York: McGraw-Hill, 1994.

# The Systems Dimension

## MicroEconomics

### Overview

Students will examine the theories and concepts underlying individual areas of economic activity, such as consumers, households and firms, as well as the dynamics of prices and market structure and operations in individual businesses. Particular attention will be paid to the growth of the Service Sector and its impact on the economy.

### Objectives

By the end of this semester, students are expected:

1. To understand the behavior of markets for particular goods or factor services.
2. To understand the role of competitive pricing.
3. Identify factors influencing consumer behavior.
4. Understand the relationship between supply and demand.

### Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

### Topics

Economics and Economic Reasoning  
Supply and Demand  
The Economic Organization of Society  
U.S. Economic Institutions  
An Introduction to World Economy  
Individual Choice and Demand  
Supply, Production and Costs  
Perfect Competition  
Monopoly  
Monopolistic Competition, Oligopoly and Strategic Planning

Competition in the Real World  
 The Regulation of Markets: Antitrust and Industrial Policies  
 Politics, Economics and Agricultural Markets  
 Microeconomics, Social Policy, and Economic Reasoning  
 The Role of Government in the Economy  
 Economics and the Environment  
 The Distribution of Income  
 Work and the Labor Market  
 Nonwage Income: Rents, Profits, and Interest  
 International Trade  
 International Finance  
 Growth and the Economics of Developing Countries  
 Socialist Economies in Transition

## Required Text

Collander, David. *Microeconomics*, 6<sup>th</sup> ed. NY: Irwin/McGraw Hill 2005.

## Bibliography

*American Economic Review* (periodical)

Blair, Roger D. and L. W. Kenny. *Microeconomics for Managerial Decision Making*. New York: McGraw-Hill, 1981.

Cameron, Beverly J. *Microeconomics in Action: An Applications Book*. New York: St. Martin's Press, 1984.

*Econometrica* (periodical)

Earl, Peter E. *Microeconomics for Business and Marketing: Lectures, Cases, and Worked Essays*. Brookfield, VT: E. Elgar, 1995.

Estrin, Saul, et al. *Introduction to Microeconomics*. 4<sup>th</sup> ed. New York: Harvester Wheatsheaf, 1995.

Fair, Ray, et al. *Principles of Microeconomics*. 5<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1998.

Hay, Frederick G., et al. *Intermediate Microeconomics: A Perspective on Price Theory*. New York: Manchester University Press, 1996.

Hey, John D. (ed.) *Current Issues in Microeconomics*. New York: St. Martin's Press, 1989.

Hirshleifer, Jack and David A. Hirshleifer. *Price Theory and Applications*. 6<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 1997.

Jehle, Geoffrey Alexander. *Advanced Microeconomic Theory*. Reading, MA: Addison-Wesley, 1997.

*Journal of Political Economy* (periodical)

Kreps, David M. *A Course in Microeconomic Theory*. Princeton, NJ: Princeton University Press, 1990.

Leibenstein, Harvey. *Beyond Economic Man: A New Foundation for Microeconomics*. Reprint edition. Boston: Harvard University Press, 1980.

Lipsey, Richard G., et al. *Microeconomics*. 7<sup>th</sup> ed. New York: HarperCollins, 1991.

Mansfield, Edwin. *Applied Microeconomics*. New York: Norton, 1994.

Mansfield, Edwin. *Microeconomics: Theory/Applications*. 9<sup>th</sup> ed. New York: W. W. Norton, 1996.

Mansfield, Edwin. *Principles of Microeconomics*. 7<sup>th</sup> ed. New York: Norton, 1992.

Mas-Colell, Andreu, et al. *Microeconomic Theory*. New York: Oxford University Press, 1995.

Miller, Roger Leroy. *Economics Today: The Micro View*. 9<sup>th</sup> ed. Reading, MA: Addison-Wesley, 1996.

Schiller, Bradley R. *The Micro Economy Today*. 7<sup>th</sup> ed. New York: McGraw-Hill, 1996.

Schumacher, E. F. *Small is Beautiful: A Study of Economics as if People Mattered*. 2<sup>nd</sup> ed. Point Roberts, WA: Hartley & Marks, 1998.

Smith, Adam. *An Inquiry into the Matter and Causes of the Wealth of Nations*. New York: Modern Library, 1994.

*Survey of Current Business* (periodical)

Varian, Hal R. *Intermediate Microeconomics: A Modern Approach*. 4<sup>th</sup> ed. New York: W. W. Norton, 1996.

# The Skills Dimension: Financial Analysis and Modeling

## Overview

This course provides students with the additional tools, which they need to assess the implications of creating a new venture or evaluating an existing firm.

## Objectives

By the end of this seminar, students are expected to:

1. be able to read and understand a company's financial statements
2. understand risk analysis verses profitability analysis
3. evaluate income verses cash flows

## Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

## Topics

The Economic and Institutional Setting for Financial Reporting  
Accrual Accounting and Income Determination  
Structure of the Balance Sheet and Statement of Cash Flows  
Essentials of Financial Statement Analysis  
The Role of Financial Information in Valuation, Cash Flow Analysis and Credit Risk Assessment  
The Role of Financial Information in Contracting  
Receivables  
Inventories  
Long-Lived Assets and Depreciation  
Financial Instruments as Liabilities  
Financial Reporting Leases  
Income Tax Reporting  
Pensions and Postretirement Benefits  
Financial Reporting for Owner's Equity  
Intercorporate Equity Investments  
Statement of Cash Flows  
Overview of International Financial Reporting Differences and Inflation

## Required Text

Revinse L. Collins et al. *Financial Reporting and Analysis*, 3<sup>rd</sup> ed. NJ: Prentice Hall, 2005.

## Bibliography

- Benninga, Simon. *Financial Modeling*, 2<sup>nd</sup> Edition. MA: MIT Press, 2000)
- Damodaran, Aswath. *Investment Valuation: Tools and Techniques for Determining the Value of Any Asset*, 2<sup>nd</sup> Ed. NY: Wiley, 2002.
- Higgins, Robert C. *Analysis for Financial Management + Standard & Poor's Educational Version of Market Insight*, 7<sup>th</sup> edition. NY: McGraw Hill, 2003.
- Ho, Thomas S.Y., Sang Bin Lee and Sang-Bin Yi. *The Oxford Guide to Financial Modeling: Applications for Capital Markets, Corporate Finance, Risk Management and Financial Institutions*. MA: Oxford University Press, 2004.
- Hull, John C. *Options, Futures, and Other Derivatives*, 5<sup>th</sup> Edition. NJ: Prentice Hall, 2002.
- Jones, Charles P. *Investments : Analysis and Management*, 9<sup>th</sup> edition. NY: Wiley, 2003.
- Koller, Tim et al. *Valuation: Measuring and Managing the Value of Companies*, 4th edition. , NY: Wiley, 2004.
- Mayes, Timothy R. and Todd M. Shank. *Financial Analysis with Microsoft Excel*, 3<sup>rd</sup> ed. NJ: South-Western College, 2003.
- Revsine, Lawrence et al. *Financial Reporting and Analysis*, 3<sup>rd</sup> edition. NJ: Prentice Hall, 2004
- Sengupta, Chandan. *Financial Modeling using Excel and VBA*. NY: Wiley, 2004.
- Shim, Jae K. and Joel G. Siegel. *Handbook Financial Analysis Forecasting and Modeling*. Prentice Hall, 1991.
- Stanko, Brian and Thomas Zeller. *Understanding the Corporate Annual Report: A User's Guide*. NY: Wiley, 2002.
- Tjia, John. *Building Financial Models*. NY: McGraw Hill, 2004.
- Winston, Wayne L. *Microsoft Excel data Analysis and Business Modeling*. CA: Microsoft Press, 2000)

# The Communications Dimension: Humanities V—World Civilizations II

## Overview

This course will survey world civilizations from AD 1500 to the present. The purpose will be to familiarize students with major events that occurred during this period in world history. Emphasis will be placed on illustrating how these major events combine to create the base of political, economic, social and cultural trends that shape contemporary world affairs.

## Objectives

At the conclusion of this Purpose, students should be able to:

1. Build a framework of world history.
2. Understand the relevance of history to contemporary events.
3. Understand the philosophical and cultural expression of Asia, Africa, and Europe.
4. Understand the factors that create a “civilization”.

## Assessment

1. Attendance;
2. Participation;
3. Exams and assignments on class content and its integration into the Objectives.

## Topics

Protestant Reformation  
Catholic-Counter Reformation  
Ming and Ching China  
Tokugawa Japan  
European State Building I(Stuart England) (France of Louis XIV)  
Central and Eastern Europe (18<sup>th</sup> Century)  
Old Regime-Intellectual History  
European Imperialism (Africa)  
Latin America (Colonial Period-Spain)  
Europe-18<sup>th</sup> Century Wars and Continued Expansion  
Islamic Empires I (Ottomans and Safavids) II (Mughals)

Central Asia, SE Asia  
Scientific Revolution  
Enlightenment  
French Revolution  
Napoleon  
Congress of Vienna  
Century of Independence- 19<sup>th</sup> Century Latin America  
Europe 1820s-30s  
Europe Mid- Century  
Industrialization

### **Required Texts**

Craig, Albert et al. *Heritage of World Civilizations*, 3rd Edition, Combined Volume. NJ: Prentice Hall, 2007. Chapters 19-35

### **Bibliography**

- Adler, Philip J. *World Civilizations*, 3<sup>rd</sup> edition. MA: Wadsworth Publishing, 2002.
- Braudel, Fernand and Sian Reynolds. *The Perspective of the World*. CA: University of California Press, 1992.
- Brummett, Palmira et al. *Civilizations Past and Present*. NY: Longman, 2002.
- Bulliet, Richard W. et al. *The Earth and Its Peoples: A Global History*, 3<sup>rd</sup> ed. NY: Houghton Mifflin, 2005.
- Burenhult, Goran. *Old World Civilizations: The Rise of Cities and States*. NY: Harpercollins, 1994.
- Corse, Theron. *World Civilizations: The Global Experience*, 4<sup>th</sup> edition. NY: Longman, 2004.
- Craig, Albert M. *The Heritage of World Civilizations*, 6<sup>th</sup> edition. NY: Prentice Hall, 2001.
- Langer, Erick et al. *Experiencing World History*. NY: New York University Press, 2000.
- Lerner, Robert E. et al. *World Civilizations: Their History and Their Culture*, 9<sup>th</sup> edition. NJ: W.W. Norton and Co., 1997.
- McKay, John P. et al. *A History of World Societies*, 6<sup>th</sup> ed. NY: Houghton Mifflin, 2004.
- Roberts, J. M. *The New History of the World*, 4<sup>th</sup> edition. MA: Oxford University Press, 2003.
- Rogers, Perry M. *Aspects of World Civilization: Problems and Sources in History*. NY: Prentice Hall, 2002.
- Sterns, Peter et al. *World Civilizations: The Global Experience*. CA: Longman, 2003.
- Veldman, M. and Edward McNall Burns. *World Civilizations*, 9<sup>th</sup> edition MA: Norton & Company, 1999.
- Winks, Robin W. *World Civilizations: A Brief History*, 2<sup>nd</sup> edition. MA: Rowman & Littlefield Publishers, 1993.

## Definitions

### Purpose

Every semester of your education at Audrey Cohen College is organized around a specific Purpose whose achievement benefits you (the professional-in-training) and those you work for and with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action.

### Empowerment

Audrey Cohen College teaches that the empowerment of citizens should be the aim of all human service. By empowerment we mean the ability of people to act purposefully to manage their lives, meet their needs, and work with others in mutually empowering relationships to make a better world.

### Dimensions®

The five Dimensions are lenses for looking at knowledge and performance and for understanding people and the environment. In every semester, you have classes in all five Dimensions. You make use of knowledge from the five Dimensions in your Constructive Action®. The Dimensions provide broad guidelines for assessing your performance in the classroom and the field.

### The Values and Ethics Dimension®

Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Human service professionals need to be clear about their own values, respect the values of others, deal productively with ethical issues, and act ethically.

### The Self and Others Dimension®

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

### The Systems Dimension®

A system is a group of interacting parts that forms an entity. Examples of systems that human service professionals need knowledge about are families, communities, the human body, human service agencies, political systems, the global economy. Systems often serve as resources.

### The Skills Dimension®

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math, accounting, economics and finance are among the skills for which business professionals have a recurring need.

**The Purpose Dimension®**

The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized and thoughtful way to achieve a given Purpose.

**Constructive Action®**

You achieve your Purpose by performing a Constructive Action to benefit yourself and others. You follow the Constructive Action Method, which is a thoughtful, systematic process of planning, carrying out, and assessing the effort to achieve the Purpose.

## Working Outline: Constructive Action Documentation

### Overview

Producing a written documentation of your Constructive Action is a separate endeavor from carrying out the Constructive Action itself. The process of Constructive Action is described in the earlier sections: "Constructive Action: An Overview" and "Purpose." This section provides you with specific guidelines for the documentation of your efforts. This documentation covers:

1. Presentation of the Abstract
2. Exploratory Phase
3. Planning Phase
4. Background Research
5. Implementation Phase
6. Final Assessment Phase
7. Formatting Your Constructive Action Document

### 1. Presentation of the Abstract

Although this section appears first; it is completed at the **END** of your Constructive Action. It includes a brief overview of the Purpose, your own objectives and why chosen, and what you learned and accomplished.

The Final Abstract (1 page, typed, single-spaced) is composed of three parts:

\*Part I - Purpose: What is the Constructive Action and how does it relate to the Purpose of this Semester?

Background: What was the need for the Constructive Action?

Part II - Objectives and Methodology: What is your long-term goal? What were the objectives? What were the methods and strategies employed?

Part III - Conclusions: Assessment of the outcomes. What will be the follow-up?\*

\*Begin with a topic statement: This statement will eventually become the first paragraph of your abstract. Formulate or state your short-term goal.

### 2. Statement of short and long-term goals.

- A. Your short-term goal is what you hope to achieve by the end of the semester.
- B. Long Term Goal – State the Length of Time.

### 3. Exploratory Phase

The background for much of this part comes from:

- your own experience and knowledge;

- material covered in Dimension seminars;
- job-related sources;
- readings and discussions in Purpose class.

After you have written your topic statement, proceed to your Work Setting, Situation and Needs Analyses.

#### A. Analysis of Work setting as it relates to this specific Purpose Semester

An analysis of the work setting takes these factors into account:

1. design of the work area;
2. how design promotes or impedes communications, work flow, and morale;
3. how design reflects promotes or impedes productivity.

#### B. Analysis of the Situation or Problem Description

An analysis of the situation takes these factors into account:

##### Part I:

1. How different macro environments affect your venture: economic, legal, or socio-cultural
2. a description of the industry in which your company operates or venture takes place
3. an overview of your company, its products, services, structure, philosophy, and goals;

##### Part II:

4. a description of your department/function;
5. your formal job description and role in venture at hand.

##### Part III:

6. An extensive description of the problem or circumstances; use examples and illustrations which have motivated this undertaking.

The basic questions to be answered by A and B, then, are:

- What is the environment in which you work? What is its physical setting? What are its professional and psychological conditions?
- How does your environment and/or your position in it support or limit your purpose or opportunity to act and to develop professionally?
- What values are communicated through non-verbal channels (e.g. use of space, size and placement of objects, desks, etc.)?

Setting and situation provide the relevant ground-rules and opportunities for your plan, and the factors which may constrain your actions (i.e. limiting factors or variables).

#### C. Need or Opportunity: Solution Statement

This section contains the rationale and analysis of a solution to be undertaken as related to the Purpose to be achieved.

This need also should apply to your own professional development. Resolving the need should benefit yourself and significant others and contribute to productivity on the job.

The Need, Opportunity or Solution Analysis should include (but need not be limited to):

1. description of the solution you will be undertaking;
2. a rationale for why this solution at this time.
3. a narrative description of objectives and strategies to be undertaken.

#### **4. Planning Phase**

A. The Plan of Action consists of a four section chart:

1. the goal(s) of the Constructive Action (short term - by the end of this term; long term - the next goal to follow from the short term goal);
2. proposed objectives (mini-goals);
3. strategies (how to get there);
4. evaluation criteria (how will you know you got there).

#### **Goals**

- Your goals should be appropriate to the Purpose performance area.
- The Short Term Goal: what you hope to have achieved by the end of the Semester.
- The Long Term Goal: the goal to follow from your short-term goal. Set a realistic time frame as part of your long term goal statement.

#### **Objectives**

In this section, you write the specific, short- term objectives which you hope to accomplish during this Semester. These objectives should be as specific as possible in terms of obviously measurable changes.

The objectives should be related to:

- the Purpose to be achieved,
- the analysis of the needs and setting in which you currently work, and
- the support of your long-term development.

#### **Strategies/Actions**

These are concrete, real life actions you will take to achieve each individual objective:

1. List each action you will take. There should be at least one strategy for each objective. These actions should be as concrete and practical as possible. You may also suggest alternative strategies or multiple strategies for any one objective.

2. Analyze resources and constraints relevant to the accomplishment of each strategy. Decide whether you want to include organizational or external resources. Do you want to include your self-assessment of skills and abilities? Areas for development? Other?
3. After you are at your midpoint assessment phase, ask yourself if you want to change any strategies and implement new ones.

### **Evaluation Plan**

Describe the criteria or benchmarks to be used to monitor progress toward achieving goals and objectives during the Semester; that is, how exactly you will know a) whether or not your strategies have succeeded and b) if these strategies will help you meet your objectives. Also describe the methods to be used for determining whether these criteria have been met.

There should be at least one measure for each objective and strategy. Measures should be both quantitative and qualitative. Evaluation criteria are part of the plan of action and are set out before you begin to implement your plan. They may be altered if the reality of a critical incident so demands. Assessment of learning (Part III) is done after implementation.

**5. Background Research** - [In this semester you must do a major research paper. See [Purpose Overview](#)] Here is your opportunity to explicitly demonstrate the theoretical or conceptual underpinnings of your Constructive Action—the ways in which you have drawn upon theoretical sources and corroborative references.

In applying class content to the Constructive Action process, you will have to sift and filter facts, data, theories, and hypotheses. Decide which sources, illustrations or pieces of evidence are useful towards the conceptualization, implementation and assessment of your specific Constructive Action.

You may choose to write a background essay or a review of the literature on a selected topic or create an annotated bibliography of sources consulted. Targeted sources should be referenced in your document to help you:

- clarify terminology and theories,
- suggest problem solving approaches, and
- enhance analysis of learning.

You must provide footnotes/endnotes and bibliographies for each research paper or project submitted.

### **6. Implementation Phase**

In this section of the document you will record the actual step-by-step implementing of your Constructive Action.

#### **Recording Critical Incidents**

In recording critical incidents, you are asked to describe specific occurrences or interactions based on the implementation of strategies which pertain to your Constructive Action. This written "log" or summary tells: what happened, how you dealt with it, and how you felt and reacted. You can analyze the challenges you encountered, and whether or not you have succeeded. A critical incident report briefly details the following information:

- a. When and where did it happen?

- b. What happened? (What did you see and hear?)
- c. What did you say? Do?
- d. Who else was involved? How did they affect the way the situation went or how you responded?
- e. How did you feel? (Be specific - don't just say "good" or "bad".)
- f. How did it turn out? Why?

When you describe what happened, be sure to give specific behaviors. Include non-verbal action(s) as well as quotations from you and any other person(s) involved. Provide sufficient information so that another reader has a clear picture of the situation or so that the situation can be role-played. You must give careful thought to what information is relevant. Select and focus on what is significant. Each specific situation is different, so no absolute rules can be given.

When you reflect on your personal analysis of the incident, give your inferences, interpretations, feelings, and assumptions about the interaction. You must then state what strategic decision you made to move the interaction along while trying to achieve your purpose.

For your Constructive Action, monitor those incidents, which involve the issues, and/or relationships which are the focus of the Constructive Action. In addition, each incident should illustrate either progress or lack of progress toward the goal(s) you are working to achieve.

Logging or written monitoring is the process by which you record the development of your Constructive Action. It cannot be rushed in the last few weeks; it must be developed over the course of the semester. The material in the recordings, when appropriately detailed, becomes a major part of your analysis. It demonstrates how well you planned and implemented your Constructive Action, and how well you were able to integrate academic learning into "live" situations.

A chart for recording critical incidents is included at the end of this section.

### **7. Final Assessment Phase**

The final phase of the Constructive Action process provides the last major section of the written report. That is, you have researched and planned your goals and objectives, your strategies and evaluation criteria (all in relation to your needs and your current position on the job) and you have spent several weeks acting on your plans (i.e., implementing them).

In the final weeks of the Semester, then, you reflect and assess what has happened, what worked and what didn't work and why, what you learned from your class readings and actions, and their applicability to the Constructive Action.

#### **A. Assessment of Goals**

1. Did you achieve your short-term goal?
2. Was your goal realistic? Explain.
3. Did you reach your objectives? How do you know?
4. Which objectives were redefined, if any. Explain why?

#### **B. Assessment of Strategies**

1. Which strategies worked? Why? Cite references to specific materials to support your discussion.
2. Which strategies did not work? If any, why not? Cite references to specific materials to support your discussion.
3. Would you use these strategies again in similar situations?

#### C. Assessment of Overall Learning

1. Explain what you learned from this experience. What do you know that you did not know before?
2. In what ways did the Dimension classes and their accompanying readings help you with you to achieve your goals? In what ways were they not helpful?

#### D. Conclusion

Write a statement of your plans for further action.

### **8. Formatting Your Constructive Action Document**

General Format/Organization - Constructive Action Document

Typed, double-spaced

Margins: 1 - 1 1/2 inches all around

Parts of the Document

Title Page

Table of Contents

Abstract Short and Long-term Goals

Exploration Phase

1. Setting Analysis
2. Situational Analysis
3. Need/Opportunity/Solution Analysis

Plan of Action

1. Plan of Action Chart

Background Research

Research Essays including footnotes/endnotes, and bibliography for each essay

Implementation

Critical Logs

Minimum 5 logs [NOTE EACH LOG MUST BE ACCOMPANIED BY AN ABILITIES ASSESSMENT PAGE AND A "NEXT STEPS I WILL" SECTION]

with analysis by Dimension and Abilities.

Final Assessment

Appendices

### **Appendices and Other Supporting Documentation**

These may include memos, letters, and/or reports relevant to the Constructive Action, as well as feedback from faculty, supervisor, peers, other company constituents, and personal assessment.

\* At the discretion of the Purpose Instructor, this section may be placed before the plan of action or

incorporated into other sections. Background research and evidence of theoretical ground work must appear as part of the documentation.

**Plan of Action**

Name:	Purpose:
Date Prepared:	Date revised:

Long-term Goal:

Short-term Constructive Action Goal	Objectives	Strategies	Evaluation Plan

CHECKLIST
-----------

CA GOALS:	OBJECTIVES:	STRATEGIES:	EVALUATION PLAN:
<ul style="list-style-type: none"> <li>- appropriate to Purpose of the semester</li> <li>- addresses Needs Analysis;</li> <li>- represents a logical step toward long- range goal;</li> <li>- Are challenging, doable.</li> </ul>	<ul style="list-style-type: none"> <li>- are observable;</li> <li>- are realistic within given time frame;</li> <li>- Are challenging</li> </ul>	<ul style="list-style-type: none"> <li>- define resources to be used, how and by whom;</li> <li>- describe how constraints will be handled;</li> <li>- Are appropriate to Needs Analysis, long- and short-range goals</li> </ul>	<ul style="list-style-type: none"> <li>- identifies evaluation of each strategy</li> <li>- identifies method;</li> <li>- Is appropriate to Needs Analysis, long and short-range goals.</li> </ul>

**Constructive Action: Record of Critical Incident**

Date:	Time:
Place:	Persons Involved:

Strategy Implemented:

Content - text	Interpretation-subtext
	<p>On this side, record your thoughts, feelings inferences, strategies, assumptions, etc.</p> <p>I was really nervous. My tone of voice was apologetic, but I asked for help anyway.</p> <p>Made me angry at being paid attention to; but later I was making him nervous because he doesn't know how to deal with the change I'm proposing.</p>

**Analysis by Dimension®**

Purpose:

Values:

Self & Others:

Systems:

Skills:

Assessment/Summary of New Understanding

What do you know now that you would not have known if this incident had not taken place?

Indicate whether you thought the situation went well or badly. Did it help you reach your goal or objective? Why or why not? (It went well because.../It would have gone better if...)

Next Steps:

I will:

Others (co-workers, supervisor, et al) will:

**Metropolitan College of New York  
Academic Calendar for 2007**

**Spring Semester 2007 (January 8 through April 24)**

---

Monday, January 08, 2007	First day of classes
Monday, January 15, 2007	Dr. Martin Luther King Jr. Birthday (College closed)
Monday, January 15, 2007	Last day to modify (add/drop) your schedule

Monday, February 19, 2007	President's Day (College closed)
Tuesday, February 20, 2007	College follows Monday schedule
Tuesday, February 27, 2007	Last day for student submit work from Fall 2006 incomplete
Tuesday, February 27, 2007	Last day for instructor to submit grade change for Fall 2006 error
Thursday, March 01, 2007	Application for Graduation for Spring 2007 candidates are due
Tuesday, March 20, 2007	Last day for instructor to submit grade change for Fall 2006 incomplete
Tuesday, March 20, 2007	Last day to withdraw for Spring 2007 semester
Tuesday, April 24, 2007	Last day of classes

### Summer Semester 2007 (May 2 through August 16)

---

Wednesday, May 02, 2007	First day of classes (Wednesday classes meet)
Monday, May 28, 2007	Memorial Day (College closed)
Thursday, May 31, 2007	College follows Monday schedule
Friday, June 01, 2007	Application for Graduation for Summer 2007 candidates are due
Saturday, June 09, 2007	2007 Commencement Exercises
Thursday, June 21, 2007	Last day for student submit work from Spring 2007 incomplete
Thursday, June 21, 2007	Last day for instructor to submit grade change for Spring 2007 error
Wednesday, July 04, 2007	Independence Day (College closed)
Thursday, July 12, 2007	Last day for instructor to submit grade change for Spring 2007 incomplete
Thursday, July 12, 2007	Last day to withdraw for Summer 2007 semester
Thursday, August 16, 2007	Last day of classes

### Fall Semester 2007 (September 4 through December 20)

---

Tuesday, September 04, 2007	First day of classes (Tuesday classes meet)
Monday, October 01, 2007	Application for Graduation for Fall 2007 candidates are due
Monday, October 08, 2007	Columbus Day (College closed)
Tuesday, October 09, 2007	College follows Monday schedule
Tuesday, October 23, 2007	Last Day for student to submit work for Summer 2007 incomplete
Tuesday, October 23, 2007	Last day for instructor to submit grade change for Summer 2007 error
Monday, November 12, 2007	Last day for instructor to submit grade change for Summer 2007 incomplete
Monday, November 12, 2007	Last day to withdraw from Fall 2007 semester
Thursday, November 22, 2007	Thanksgiving (College closed Thursday and Friday)
Saturday, November 24, 2007	College reopens
Wednesday, November 28, 2007	College follows Friday schedule
Thursday, December 20, 2007	Last day of classes

