

# Almanac

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## Crowd Alert for Wednesday

A number of campus activities converge on the date of Nation of Islam Minister Louis Farrakhan's campus address Wednesday, April 13:

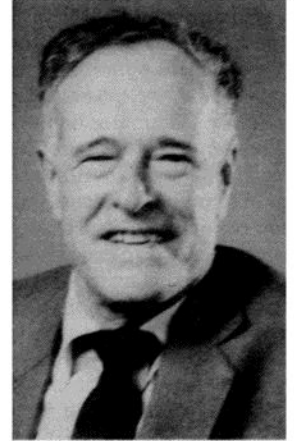
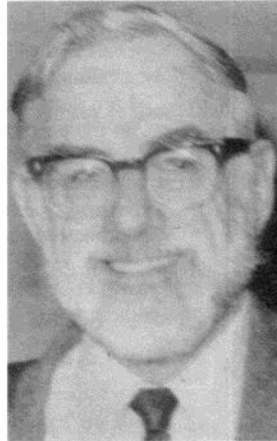
● **1 p.m.:** Several hundred Delaware Valley high school students who have been admitted to Penn for the fall will attend the President's Reception in the Museum's Harrison Auditorium; after the welcome, they will have afternoon tours of the campus.

● **5 p.m.:** Hillel's Holocaust Memorial Committee will hold a six-hour vigil at the Peace Symbol, reading the names of Holocaust victims until 11 p.m., followed by a candlelight march to Superblock.

● **6:30 p.m.:** Minister Farrakhan's address will begin in Irvine Auditorium, sponsored by a variety of student organizations including the Student Activities Committee, Connaissance, Penn Political Union, Organization for Black Consciousness, Black Graduate/Professional Students Assembly, Society of Black Engineers, Black Wharton Undergraduate Association, and Alpha Phi Omega and Delta Sigma Theta. Tickets are \$4 and must be bought in advance on Locust Walk.

Penn Public Safety has increased its coverage, and the Committee on Open Expression will be on duty.

Alex Sutton, D.P.



Chair-Elect: Dr. Davies    Incoming Chair: Dr. Balamuth    To Past Chair: Dr. Adams

**Senate Election Results:** The Senate Nominating Committee's candidate, Dr. Robert E. Davies of Veterinary Medicine, has been chosen by mail ballot as Chair-Elect of the Faculty Senate. The vote was 659 for Dr. Davies and 259 for the petition candidate, Dr. Samuel Klausner of Sociology. Dr. Davies takes office in May, at which time the present Chair-Elect, Dr. David Balamuth of Physics, becomes Senate Chair and Dr. F. Gerard Adams of Economics moves to Past Chair. The three officers serve as a Consultation Committee meeting regularly with the President and Provost on University issues. (See also the agenda and reports for the April 20 Spring Meeting, pages 2 and 3.)

## From the President and the Provost

### On the Farrakhan Appearance

We have heard and we understand the outrage that has been voiced on campus and off campus at the scheduled appearance here by Louis Farrakhan.

Many persons have called on us to prohibit Farrakhan from speaking on campus. This comes as no surprise. We have read Mr. Farrakhan's statements. Some of his previous remarks are racist and anti-Semitic, and amount to scapegoating.

The issue, then, is whether we as University administrators should allow Louis Farrakhan to speak.

As a starting point, the invitation comes from a group of students. As with any such invitation from students or faculty members, the mere appearance of a speaker on campus does not imply the University's endorsement of that speaker's views.

In an academic community, open expression is the most fundamental value. We can't have free speech only some of the time, for only some people. Either we have it, or we don't.

At Penn, we have it. As much as some of us disagree with a speaker, we would be poorly served if the right to free expression were protected selectively.

The payment to Farrakhan—for his speaking fee and his expenses—will come only from student funds. While the students plan that most of the speaking fee and expenses will be covered by ticket sales, any shortfall

will be covered by the student groups that have invited Farrakhan—not by University or administrative funds.

Certain other costs associated with the appearance—security, routine housekeeping, etc.—will be covered by the University, in the same way as they are for any speaker. On the security issue, for instance, the University has an obligation to take reasonable precautions to protect the safety of anyone on campus—including speakers, their audience, and persons protesting a speaker. That obligation holds even if we disagree with a speaker's or protester's statements.

We recognize that at times the exercise of free speech can stir people to anger.

To the extent that this is the case, we hope that all of us who exercise our right to free speech this week—those who agree with Louis Farrakhan and those who don't—recognize that violence and the threat of violence are completely inappropriate. Members of the Penn community or visitors to campus are misguided if they think that violence, threats of imminent bodily harm and incitement to violence will be ignored by the University.

In recent weeks, Louis Farrakhan has spoken without incident at other major universities. No matter how much we disagree with his views, those of us who care about our community also care that the same will be true at Penn.

—Sheldon Hackney, President

—Michael Aiken, Provost

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## SENATE From the Chair

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### Decision-Making at the Spring Meeting

Once a year, we call the entire standing faculty together in the annual meeting of the Faculty Senate. This year the Senate meeting will take place on Wednesday, April 20 at 3 p.m. in 200 College Hall. I urge as many of you as possible to attend this meeting.

Under rules established last year there is only one annual Faculty Senate meeting and Senate business is carried on routinely by the Senate Executive Committee. But sometimes an issue comes up which has broad interest and such a question should be considered by the full Senate (or by a mail ballot). I believe that setting up a Senate Committee on Conduct to deal with harassment cases against faculty is such an issue. Let me use this opportunity to give you some background behind this proposal and to explain some of the considerations which have guided the Senate Committee on the Faculty in making its recommendations.

President Hackney's proposals on dealing with harassment (*Almanac* June 2, 1987) were an effort to bring order and system out of more than a year of tumultuous discussion. This paper contained a proposal to set up a new committee to deal with charges of harassment by students and staff against faculty, a so-called Senate Committee on Conduct. This committee composed of faculty was not intended to replace existing institutions, nor to take the place of the faculty's right to appeal to the Committee on Academic Freedom and Responsibility, but was to be a judicial body, composed of faculty members, to which students or staff could bring charges of harassment.

Some have questioned the need for still another judicial institution. But it is well to remember that last year during the height of the debate on harassment there were demands not only to set up one such judicial body, but possibly two to deal separately with charges of sexual and racial harassment. There are already mechanisms to deal with charges against students or staff so that a separate Senate-sponsored judicial body where faculty would be judged by their peers seemed more appropriate than a campus-wide institution.

The Senate Committee on the Faculty has studied this proposal at

great length. It was not easy to accommodate such an organism in the other already existing mechanisms of the University. The proposal, which has also been discussed at length by the Senate Executive Committee, follows a pattern already well-established by the Faculty Grievance Commission. Charges by students and staff, which have not been adjudicated through the Deans, the Ombudsman, and various school level committees, would be heard by hearing panels set up by the Committee on Conduct.

The committee's decisions would be advisory to the Provost. It is important to emphasize that the Provost and the deans will follow ordinary University procedures in imposing sanctions and that the usual appeals to the Committee on Academic Freedom and Responsibility will be available.

I am confident that this committee will serve as a fair mechanism to meet the needs of complainants and that it will adequately protect the interests of the faculty. I ask you to support this proposal.

We will also be considering some Senate Rules changes that include provisions to choose a replacement for the Past Chair of the Senate in case the outgoing Chair is unable to serve.

April 20 will be the one and only meeting of the Faculty Senate this year. Let's make the Senate as representative as possible. I hope to see you there.

—F. Gerard Adams, Chair, Faculty Senate

### Agenda for the Annual Meeting of the Faculty Senate

Wednesday, April 20, 1988

3 p.m. in 200 College Hall

1. President's Report
2. Chair's Report (see Senate Chair's column above)
3. Proposed Changes in the Senate Rules (see below)
4. Discussion of Proposed Senate Committee on Conduct (see next page)
5. Adjournment by 5:30 p.m.

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## SENATE

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### Proposed Changes in the Rules of the Faculty Senate

The Senate Committee on Administration has given notice (*Almanac* March 15, 1988) that it will propose the following changes to the Rules of the Faculty Senate at the forthcoming Senate Meeting (3 p.m. on Wednesday, April 20, in 200 College Hall). The intent of these changes is to update the Rules to reflect properly the increased importance of formal and informal consultation with the Administration, in the former of which the Chair, past Chair and Chair-elect meet regularly with the President and Provost. Notice was also given of a fourth change, concerning the selection of the assistant professor representatives on the Senate Executive Committee, but this has been withdrawn for further consideration and will not be proposed by the Committee.

#### 1) Role of the past Chair

*The past Chair should be recognized as an officer of the Senate.*

Formerly the past Chair acted as an elder statesperson and occasional advisor to the incumbent Chair, and the current Rules reflect that role. In recent practice the past Chair has assumed wider and more formal responsibilities. These include participation in the consultation process described above that has, through its adroit use by successive Chairs, grown to become an important avenue for faculty influence in governance and in which the past Chair, by virtue of experience, plays a prominent part. This enhanced status should be recognized.

#### 2) Procedure for filling a vacancy in the office of past Chair

*When the past Chair is unable to serve, the vacancy in the office should be filled by the Senate Executive Committee, choosing from among:*

- a) all past Chairs, and

#### b) all full professors who have served as members-at-large of the Senate Executive Committee during two of the past six years.

Current Rules contain no provision for filling such a vacancy (they do provide a mechanism for the assumption of some of the duties of past Chair, and the above is in the spirit of that provision, which it will replace). The importance of consultation and the past Chair's role in it make this procedure necessary. The proposal balances the need to select a senior faculty member with significant recent Senate experience, who has been elected by the faculty at large, against that to assure a sufficient pool of candidates to ensure a successful selection.

#### 3) Rank of the Chair-elect

*The Chair-elect should be required to be a full professor.*

This codifies recent past practice. In view of the important role of the Chair in representing the will of the faculty to the President and Provost, by both formal and informal consultation, it is essential that (s)he be demonstrably free of any of the pressure that might be engendered by real or perceived threats to expectations of future promotion.

These proposed Rules changes will be discussed and voted upon at the Senate Meeting, if it achieves a quorum, otherwise automatically referred to a mail ballot of the Senate membership. A copy of the Rules of the Faculty Senate marked with the modifications necessary to enact them will be available for inspection in the Senate Office, 15 College Hall (call Ms. Burdon, Faculty Senate Staff Assistant, at Ext. 8-6943 for an appointment).

—Martin Pring, Chair  
Senate Committee on Administration

## Report of the Senate Committee on the Faculty on a Proposed Senate Committee on Conduct

April 7, 1988

In his statement of the University's Harassment Policy (*Almanac* June 2, 1987), President Sheldon Hackney proposed a new Faculty Senate Committee on Conduct. The Conduct Committee (CC) described in the Harassment Policy would be a formal body to which students or staff could bring complaints of harassment against faculty members, provided the complaint had not been settled informally or previously referred to another panel or committee. The proposed CC would fill a gap in the University's formal procedures for dealing with racial and sexual harassment. It would provide a forum, at the University level, before which complaints by students and staff against faculty could be dealt with systematically and objectively. The findings and recommendations of the CC would be advisory to the Provost.

The Senate Committee on the Faculty has spent many hours discussing the role and structure of the proposed CC. The CC must fit into the already complex procedures outlined in the *Handbook for Faculty and Academic Administrators*. It should be consistent with the Harassment Policy and the AAUP guidelines. Finally, it must be workable and credible. It is essential that the formal mechanisms established for dealing with complaints of racial and sexual harassment be fair, and that they be perceived as fair by the University community.

In the following proposal, we have adhered to the spirit, although not always to the letter, of the Harassment Policy proposed by President Hackney.

The Senate Committee on Conduct (CC) proposed by the President in the Harassment Policy statement is part of the University's formal procedure for dealing with harassment complaints against faculty by students or staff. The University's Harassment Policy expresses a strong preference for informal resolution of such complaints. Although we share this preference, we recognize, as does the Harassment Policy, that informal mechanisms must be supplemented by formal ones.

A student or staff member whose complaint has not been resolved to his or her satisfaction by the informal processes described in the Harassment Policy may, at any stage, lodge a formal complaint with the Chair of the CC, provided the complaint has not been referred to another panel or committee. The Chair of the CC will form a hearing panel to investigate. The Chair of the CC may determine, however, that a complaint shall not be processed either because the claim is deemed not to be a complaint within the jurisdiction of the CC, because the matter at issue in the complaint has been the subject of a prior complaint or because, in the opinion of the CC Chair, the complaint is of so little consequence or merit that no panel should be created. This decision may be overruled by the entire CC on appeal by the complainant. Filing a complaint with the CC does not automatically stop the informal procedures, and we believe it is desirable that the informal procedures continue. Despite our preference for the continuation of the informal procedure, however, neither the complainant nor the faculty member is obliged to participate in the informal procedure.

The CC shall consist of six tenured faculty members elected by vote of the standing faculty. Candidates shall be selected by the Senate Nominating Committee with due regard for appropriate diversity. Additional nominations may be submitted by petition by members of the standing faculty in accordance with the Senate Rules. The members of the CC shall elect its own Chair; the Chair of the CC shall serve at the pleasure of the CC. We suggest that the first Chair of the CC be someone who has experience with the grievance process. The members of the committee shall serve staggered two-year terms.

CC hearing panels shall consist of three faculty members chosen by the Chair of the CC with the assent of the committee; normally all three members of the hearing panel shall be members of the CC. The Chair of the CC may, with the advice and consent of the CC, the Senate Chair, Senate Chair-elect and Past Senate Chair, designate other faculty members to serve on hearing panels. (Once the CC is in operation, former CC members would be natural candidates for this role.) The chair of the hearing panel shall be a member of the panel designated by the Chair of the CC with the advice and consent of the CC. Unless the accused faculty member is from one of the large schools (i.e., School of Arts and Sciences, Medicine, Engineering, Wharton), no member of the hearing panel shall be from the same school as the accused faculty member; in no case shall any member of the hearing panel be from the same department as the accused faculty member.

The CC shall, with the advice and assistance of its own independent legal counsel, establish its own rules and procedures for the fair and expeditious hearing of complaints. (Although the CC is part of the University's "formal" procedure for dealing with harassment, the CC has substantial latitude in the degree of formality in its hearings. We expect the CC's rules and procedures to evolve in the light of its experience.) Hearing panels shall have the advice and assistance of the CC's legal counsel in dealing with particular cases. The committee may define the role of its counsel. The CC shall meet periodically so that the experience gained by the members of each hearing panel can be shared with the other committee members; the information, however, must be shared in a way that protects the confidentiality of the process and does not identify the individuals involved.

The hearing panel shall conduct a *de novo* hearing, giving no deference to findings of fact or recommendations for sanctions by department chairs, deans, the Ombudsman, or the affirmative action officer. Department chairs, deans, the affirmative action officer, and the Provost shall present to the CC all information and evidence developed by prior informal and formal investigations of these charges, of other charges involving this faculty member except those that were decided to be without basis, and of other charges involving this student or staff member. Such information and evidence shall be presented at a hearing at which both parties have the right to be present. The CC shall devise rules and procedures for protecting the confidentiality of complainants in prior cases. The Ombudsman shall be given the opportunity to present information and evidence to the CC; if the Ombudsman chooses to present information and evidence to the CC, he or she shall do so at a hearing at which both parties have the right to be present.

Complainants and accused faculty members shall each be entitled to the assistance of a representative who is a member of the University community. The representatives of the parties shall be entitled to question witnesses and address the committee. They are not, however, to act in the role of legal counsel. An individual seeking a representative to appear with him or her before the CC is encouraged to request the assistance of the Ombudsman; the Ombudsman may in turn request the assistance of the Senate Chair, Senate Chair-elect, and Past Senate Chair who shall make every effort to identify an appropriate representative. Because these matters may eventually go before the courts, the University's procedures should not require one party to expose itself to examination by a lawyer for the other unless both parties have the option of legal assistance. Hence, when the representative of one side is a lawyer, the other party shall be allowed, at its own expense, to bring in a lawyer who need not be a member of the University community. It is our hope that

this will reduce the incentives for either party to choose a representative who is a lawyer. (The role of the representatives will have to be defined more precisely by the CC in its rules and procedures.) If the CC finds that malicious complaints are a problem, it shall draft procedures for dealing with malicious complaints and propose these procedures to the Faculty Senate. Hearing panels shall be closed. Each hearing panel shall make a tape-recording of all of its evidentiary proceedings. The CC shall develop procedures to ensure that these transcripts shall be sealed in the University's archives in accordance with the University's archival policy.

The hearing panel shall make findings of fact and, if appropriate, after consultation with the CC, shall make recommendations for sanctions and recommendations for redress. The hearing panel shall communicate its report containing both its findings and recommendations to the Provost, with copies to the complainant and to the accused faculty member. The hearing panel's report shall be confidential, and shall not be communicated to anyone other than the CC, the Provost, and the parties except to the Ombudsman or as required by law. In accordance with the

Harassment Policy, the CC shall file with the Ombudsman's Office a summary report of charges brought and their disposition.

Necessary and proper expenses shall be met from University resources.

The CC shall make an annual report to the Faculty Senate, to be published in *Almanac*, summarizing with due regard for confidentiality the nature of the cases presented to it and standards applied in their resolution.

#### 1987-88 Senate Committee on the Faculty

*Arjun Appadurai (anthropology)*

*Shiv Gupta (marketing)*

*Samuel Klausner (sociology)*

*Morris Mendelson (finance)*

*Janet Pack (public policy & management)*

*Robert A. Pollak (economics), Chair*

*ex officio*

*Senate Chair, F. Gerard Adams (economics)*

*Senate Chair-elect, David P. Balamuth (physics)*

## Two Upcoming Mail Ballots on Curriculum in the College

### Discussion Invited

This spring the 500-member faculty of the School of Arts and Sciences will decide two curricular questions by mail ballot. One vote will be taken on the proposal to add a Writing Requirement for College undergraduates (in addition to the 10-unit General Requirement), and the other on a proposal to make one of the General Requirement's 10 units a Perspectives Requirement.

Both proposals, and a minority report concerning the Perspectives Requirement, appear verbatim below. Acting Dean Walter Wales will send out two separate mailings within the next few weeks. In each case the Faculty will have 30 days to return the ballot.

Dr. David Williams, who heads the committees presenting the two proposals, invites discussion in the pages of *Almanac* for the benefit of SAS faculty who will be voting on the two issues. As with *Speaking Out*, the normal Tuesday deadline can be held open to Thursday noon for "... short, timely letters" and advance notice of intention to submit will be appreciated. The phone number is Ext. 8-5274. Authors preparing long texts are particularly asked to call in advance, to discuss scheduling and electronic file transfer.

### A Writing Requirement?

*At the February 2 SAS Faculty Meeting, the School's Committee on Undergraduate Education presented the first proposal below—to add a writing requirement and develop new coursework to support it. The minutes of the Meeting prepared by the SAS Faculty Secretary, Dr. Ivy A. Corfis, and mailed to the SAS faculty in February, summarize a range of views expressed at the Meeting by Professors Michael Cohen, David Brownlee, Paul Guyer, Henry Teune, Alice Kelley, David McWhirter, Ivar Berg, Oliver Williams, David DeLaura and John McCarthy.*

*The vote was a 14-14 tie, broken by Acting Dean Wales in favor of the proposal. In response to comment from the floor on the need to have stronger faculty support before adopting a requirement, Dean Wales agreed to submit the measure to a mail ballot, noting that he would wait two months before sending the ballot in order to allow time for discussion.*

### The Committee on Undergraduate Education's Summary of Proposal for a Writing Requirement for the College

CUE's proposed writing requirement recommends that all freshmen be required to complete a small seminar that focuses on reading, textual analysis, and the writing of prose. A successful precedent for the Writing Seminars we propose is found in those sections of the Freshman English courses (English I-English 12) that originated in a graduate section of English 800 previously or concurrently attended by the Teaching Fellow. The effect of CUE's proposal would be to extend the English 800 instructional model to all Freshman Writing Seminars, and to encourage other Departments and programs to develop similar offerings from their disciplines and perspectives. CUE's proposal outlines the characteristics that would be common to every Freshman Writing Seminar fulfilling the requirement, and recommends a mechanism for college-wide faculty governance.

The proposal has its origin in CUE's consideration of a new distributional requirement: the major adverse impact we anticipated was on the Freshman English courses, which at the time were chosen by nearly 90% of College freshmen, and seemed well addressed to an evident need of undergraduates beginning college work. Those courses counted towards the old distributional requirement in the Humanities, and many felt that this was important to their wide acceptance. CUE was persuaded that courses of this kind play an important role at the beginning of a student's higher education, and deserve a secure place: time is well spent in small classes concerned with the reading and analysis of intellectually worthwhile and accessible material, where attention is paid to each student's individual efforts to formulate and express ideas, and where frequent feedback about the student's performance—both corrective and encouraging—provides the backbone of the educational experience. There is an advantage to developing such skills in a first-class intellectual climate, with first-rate peers and instructors who are actively contributing to their disciplines.

CUE's recommended governance mecha-

nism expresses the principle that a college-wide academic requirement should be governed by a college-wide faculty committee. The College Writing Committee is charged with planning the implementation of the requirement, establishing placement procedures for the various sections, and developing specific means of continuing oversight. The Freshman Writing Seminars will be taught by an ever-changing succession of Teaching Fellows, addressing a variety of specific topics. This contributes to the vitality of the program, but an active Writing Committee is essential for continuity and quality.

The Freshman Writing Seminars would be taught by Teaching Fellows: their content—reading lists, discussion topics, and writing assignments—would be developed by Teaching Fellows in the course of their participation in a graduate (800-level) seminar offered by a regular member of the faculty. The 800-level seminar would typically originate in a Freshman Seminar that the faculty member had prepared, perhaps with assistance from the Educational Development Fund. Typically, the 800-level graduate seminar would involve one faculty member and three to four Fellows. This arrangement opens Freshman Writing Seminars to a variety of topics and disciplines, and provides an appropriate way of extending the intellectual effort behind Freshman Seminars to a broader audience—indeed, at both graduate and undergraduate levels.

The Freshman Writing Requirement would involve approximately 100 Writing Seminars per year. Teaching Fellows would offer a total of four seminars in a two-year period; the first would be offered concurrently with the 800-level seminar, while the remaining three would be provided as required by enrollment patterns. Thus 50 Teaching Fellows would be required in any given year; about 25 would be new enrollees in an 800-level seminar. Each 800-level seminar would meet weekly for one semester, and then reconvene for three sustaining meetings in each of the next two semesters. The Writing Requirement would involve initiating

**continued past inserts**

(continued from page 4)

about eight 800-level seminars per year.

CUE believes the contribution this experience makes to the effectiveness of undergraduate education justifies the allocation of teaching effort. From the faculty side, participation would typically involve preparation and presentation of a Freshman Seminar, and then preparation and offering of an 800-level seminar in one semester, with planned follow-up meetings for two more. Thus, participation by a faculty member would typically involve one summer stipend and three c.u. of teaching: one for the freshman seminar and two for the 800-level course. This is close to a full teaching load: the Program will cost eight faculty slots per year. To ensure fairness and enthusiasm among Departments, participation ought to be treated as though the Faculty member involved were "on leave" from the Department's point of view, with the possibility, therefore, of some sort of temporary "replacement" appointment. In addition, 50 teaching fellows would require yearly support. An undertaking of this magnitude, building on our currently successful practice, seems feasible as well as academically advantageous.

Specifically, CUE proposes:

1. The College Faculty adopt CUE's proposed formulation as the framework for a college-wide writing requirement.
2. The Dean of the College begin implementing the requirement immediately by appointing the College Writing Committee, and charging it to return to the Faculty at the January meeting of 1989 for review of specific plans for implementation of items 1 and 2 of its charge as proposed by CUE.
3. The Dean undertake whatever other steps toward actual implementation seems advantageous and timely, including efforts to secure stable funding and to encourage a diversity of 800-model courses.
4. If possible, the requirement be introduced for the freshman class entering in Fall, 1989.

(Passed 15-14 on 2/1/88, but referred to mail ballot).

## A Perspectives Requirement?

At the April 5 SAS Faculty Meeting, the Ad Hoc Committee on the General (Distributional) Requirement combined its first annual report on the newly implemented "sector" curriculum (Almanac February 10, 1987) with a Resolution for Vote on a Perspectives Requirement.

A minority report (further below) supported the "wider world" part of the proposal but not the "diverse cultures" portion. Dr. Corfis's minutes of the April 5 meeting, now being distributed to SAS faculty, summarize comment by Professors Paul Soven, Peter Gaeffke, Karl Von Vorys, Steven Nichols, Paul Guyer, Albert Lloyd, Alan Kors, Houston Baker, Janice Radway, and Mary Berry.

The minority report's proposed amendment failed, 21-45, and the majority motion passed by voice vote. A motion for a mail ballot—which can be called for if 25% of those present vote in favor of it—drew 23 affirmative votes (37 against, 1 abstention).

## From the Ad Hoc Committee on the General Requirement:

### First Annual Report to the SAS Faculty and Resolution on a "Perspectives" Requirement

The new name for the current distributional plan is "The General Requirement". The plan has gone into effect for the current freshman class without notable problems. At present, we recommend no major changes in the "first tier" of the requirement: ten courses, particularly well-suited to providing educational breadth early in an undergraduate career, selected from carefully structured lists that provide guidance within the various sectors of the curriculum. The list of General Requirement courses for the Class of 1992 is attached.\*

The major concern of the ad hoc Committee has been to complete the distributional plan by formulating a recommendation for the "second tier" of the General Requirement—that part of the requirement whose purpose is to ensure some rigorous encounter with a part of the history, attitudes, and accomplishments of what in the aggregate is the vast majority of the world's population. The Committee is unanimous in believing that the curricular decisions under consideration here ought to represent the collective judgment of the Faculty. While the issues of the second tier are complex and difficult to resolve in the context of realistic curricular limits, they are inescapable in a century of change. They challenge the capacity and integrity of our intellectual stewardship.

A specific recommendation for the "second tier," endorsed by a majority of the ad hoc Committee, is attached, along with an amendment and minority report. Both the Committee motion and the proposed amendment would modify the current General Requirement so that at least one of the ten courses to be counted toward the General Requirement would involve subject matter outside the mainstream of Western cultural, historical, and scientific traditions. This would be accomplished by designating the courses that provide this exposure, and requiring completion of at least one of them. To avoid overspecialization within a Sector, both forms of the resolution provide that only one such designated course per sector may count towards satisfaction of the General Requirement. Neither proposal would increase the number of courses needed to satisfy the General Requirement.

The attached majority report and the amendment differ with respect to the kinds of courses to be included among those that satisfy the "second tier." This is a matter for which the Committee could find no final and decisive principle: we believe there are many responsible and even compelling arguments on both sides of the issue, and that the only appropriate practical resolution is by democratic process involving the College Faculty as a whole—by discussion and vote at a meeting of the College Faculty.

\* The complete list of General Requirement courses by sector, with proposed course for the Perspectives Required marked, was mailed to all SAS Faculty with the Call to Meeting. It is available at the Dean's Office, 16 College Hall.

Accordingly, we have framed the majority proposal and the amendment to facilitate open but focused discussion. At the forthcoming meeting of the Faculty, the majority proposal will be moved, and the amendment will be proposed. If the amendment is seconded, discussion and vote will first take place on the amendment, followed by discussion and vote on the proposal as a whole, whether or not amended by those present and voting.

An important aspect of this Faculty's character will be evident in whatever action—or inaction—is taken with regard to these proposals for a "second tier" of the General Requirement. We believe the discussion and vote on this matter is of great importance—to ourselves as a Faculty, and to our students. This is not a matter that can be left to outside experts or Committee fiat: it constitutes a statement about the educational values of this Faculty. We hope you share our concern and will, by your opinion and vote, contribute to its effective resolution at this time.

#### The Ad Hoc Committee

David Williams, Chair	Paul Soven
David Brownlee	Etienne Van De Walle
Ward Goodenough	Bradford Wayland
David McWhirter	Guy Welbon

## The General Requirement as Presently Constituted

The General Requirement reflects the multiple intellectual commitments and resources of the Faculty of Arts and Sciences and harnesses them to the needs of undergraduate education as we understand them in our time. The six sectors and their lists of courses are designed to guide students in exploring the range of subject matter comprising the intellectual traditions of higher education. Students are expected to take two course units each in the three sectors in the humanities and social sciences and one course unit each in the three sectors in the quantitative and natural sciences with one additional course unit in any of the latter three sectors or from the special optional list relating to those sectors. This requirement is aimed at ensuring a minimum of breadth to an undergraduate education and may be thought of as the "Breadth Requirement."

## Proposal for a "Perspectives" Requirement within the General Requirement

Among the courses listed as satisfying the General Requirement are a limited number, distinctively marked,\* that are suitable for an accompanying requirement that may be thought of as the "Perspectives Requirement." A student must take at least one such course to satisfy the General Requirement, but may count no more than one such course from any one sector toward the requirement. The purpose of the "Perspectives Requirement" is to expose students to the range of human experience that is not normally included in the standard curricula dealing with what has come to be regarded as the "mainstream" of the

Western cultural, historical, and scientific traditions. The "Perspectives Requirement" involves two kinds of subject matter. One provides exposure to cultures or intellectual traditions outside of the Western ones. The other offers exposure to the experiences of women and racial, ethnic or cultural minorities within Western society, experiences that are well represented in literature and the arts but that tend to be omitted from standard curricula. It introduces students to the perspectives and contributions of women and minorities in Western history and contemporary society, matters that also tend to be omitted from standard curricula and syllabi.

#### Comment

The ad hoc committee considered a variety of possibilities regarding the "Perspectives Requirement." It was quickly evident that a two-course-unit requirement for one course in cultures and intellectual traditions outside the Western ones and another course in experiences, perspectives, and contributions of women and minorities is not practicable. At the same time, the committee recognizes the distinctiveness and value of both parts. Our recommendation for one course in either of the two parts seeks, therefore, to implement the goals of the "Perspectives" aspects of the General Requirement in a manner that in our judgement will not strain present resources.

#### Motion

The General Requirement as presently constituted with a requirement of ten course units in six designated sectors shall be amended to require that at least one of these ten course units come from a designated set of courses among those satisfying the General Requirement that deal (1) with cultures or intellectual traditions outside of the Western ones or (2) with the experiences, perspectives, and contributions of women and racial, ethnic, or cultural minorities within Western society. In any sector only one such designated course may be counted towards satisfying the General Requirement.

*(Passed by voice vote 4/5/88; on a later motion at the same meeting, referred to mail ballot.)*

## Minority Report of the Ad-Hoc Committee

The majority proposal will require students to take one of a set of specially designated courses designed to broaden their "perspectives". The courses that we are asked to specially designate are already included in the list of courses approved for the General Requirement. Thus, it is not a question of permitting these courses to be used for distributional purposes, but whether their subject matter is so compelling and/or unique (either with respect to content or methodology) that we should give them special emphasis and insist that a student elect at least one of them. In this context I note that we do not insist that our students take courses in many areas of, for example, history, literature or science which some of our faculty believe exceedingly important and compelling.

I join the Committee in proposing that a course dealing with "non-Western" topics be required of all students. Citizenship in our age is meaningless without an awareness of the existence of a range of cultural and societal traditions of contemporary peoples. For this reason I advocate a requirement that a student take one course relevant to (either dealing directly with or bearing closely upon) the contemporary functioning of a country or group of countries outside the Western European-North American region. Although I will not make a motion to the effect, I invite discussion as to whether the notion of contemporary relevancy is meaningful and, if so, whether all the courses on the list proposed by the majority meet that test.

I also note and support the coda to the majority proposal which permits a student to use only one specially-designated course to meet the requirements of a distributional area. The effect of this is to insist that students take at least one course in each distributional area bearing directly upon our own culture and traditions, a requirement that is not currently part of the distributional pattern but which if adopted greatly strengthens the force of the General Requirement.

I dissent from the majority in their proposal that we establish a second set of courses ("diverse culture") which may be taken in lieu of a course in the "wider world" listing.

Our aim in establishing a "wider world" requirement is to provide exposure to a human

society that differs more than marginally from the one in which our students attain their values and ideals. It is perfectly obvious that such a society need not be physically located outside of the "west" and it is possible that some of the courses on the "diverse culture" list can be included in the "wider world" listing, although the appropriateness of such inclusion would need to be demonstrated on a case by case basis. On the other hand, many of the courses in the second listing deal with particular aspects of our society, and not with a different society, and therefore should not be singled out for special emphasis.

The Committee's argument for presenting the "diverse culture" list as an alternative to the "wider world" is that the subject matter of the courses listed there "tend(s) to be omitted from standard curricula". They do not say that this is intrinsic to the material or that there are modes of inquiry unique to these courses. (The latter assertion would be completely implausible at the level of specialization appropriate to the General Requirement.) Certainly it has not been shown (or even asserted) that the subject matter cannot receive appropriate emphasis within the ordinary distributional pattern. For example, if there are courses that might but do not include the works and contributions of women and minority groups they can be revamped when meaningful. And courses that present a balanced treatment can be encouraged.

In summary, for the reasons cited above I do not support that part of the Committee's proposal which would allow a student to ignore the "wider world" listing in fulfilling the General Requirement. I move that the motion on the floor be amended to read:

The General Requirement as presently constituted with a requirement of ten course units in six designated sectors be amended to require that at least one of these ten course units come from a designated set of courses among those satisfying the General Requirement that deal with cultures or intellectual traditions outside of the Western ones. In any sector only one such designated course may be counted toward satisfying the General Requirement.

—Paul Soven

## Speaking Out

### Commit to Child Care

On April 13 the University Council will discuss the Consultant's Report on Penn Children's Center, as well as a survey from the Student Affairs Committee on the need for childcare. The GAPSA Executive Committee hopes that the President will implement the recommendations of the Citron Report and of Senior Vice President Helen O'Bannon. We also hope that the University will make a firm commitment to preserve the Center for at least five years, and invest the resources necessary to transform it into a first-class, quality child care facility.

Yet there is another crucial step that remains to be taken. There are many graduate students and staff members who cannot afford to pay even \$90 a week to place a child at the Center full time. Thus, even

though Penn Children's Center is cheaper than many other child care facilities in the area, it is still too expensive for many low-income graduate student and staff parents.

Currently graduate student parents are forced to choose between less expensive facilities (such as parent cooperatives and church-run day-care centers) that do not offer educational instruction or centers that do offer educational instruction by licensed and certified teachers but cost more than grad students can afford. In essence it is a choice between "babysitting" and "day school." In a community of scholars and educators, no graduate student should be asked to make that choice.

To address the problem of low-income graduate student parents, the GAPSA Executive Committee once again urges that a

child care benefit be established out of future increases in the general fee. We also urge that graduate student parents be allowed to use this benefit/subsidy at any approved child care center of their choice. Alternatively, there could be a sliding fee scale for Penn students and staff members whose income falls below a certain level.

Whatever the particular means, however, it is imperative that the University recognize and support the need for affordable, quality child care, on or near the campus, with educational instruction by licensed and certified teachers. Anything less than this would be unworthy of a world-renowned institution of higher learning that is also the largest private employer in the City of Philadelphia.

—Wayne C. Glasker, Chair, GAPSA

*SPEAKING OUT welcomes the contributions of readers. Almanac's normal Tuesday deadline for unsolicited material is extended to THURSDAY noon for short, timely letters on University issues. Advance notice of intent to submit is always appreciated.—Ed.*



# Update

APRIL AT PENN

**Correction:** The date and location of the *Fifteenth Anniversary of Penn Women's Center, Women's Studies Department, and Victim's Support Services* listed in the pullout calendar have been changed. The talk will be on *April 20, 4-6 p.m., Room 285, McNeil Building.*

## FITNESS/LEARNING

### Biomedical Library

**12** *Classes for Searching Medline Database;* learn how to use PennLIN, BRS Colleague, or Grateful MED. Registration: Ext. 8-5817. Also *April 14, April 19, April 21, April 26, and April 28.*

### CRC

**12** *IBM-PC Fair;* IBM representatives will demonstrate desktop publishing, AIX, and PS 2 products; 10 a.m.-2 p.m., at CRC opposite the Bookstore. Information: Ext. 8-9085. Also *April 13.*

**13** *IBM-PC Fair;* featuring software and printer demonstrations and a raffle for students; 10 a.m.-2 p.m., at the Computer Connection.

*Introduction to OS/2;* two separate sessions presented by IBM; 1-2:30 p.m. and 3-4:30 p.m., at CRC opposite the Bookstore.

### Faculty/Staff Assistance Program

**12** *Power of the Deeper Mind;* Jeanette Samaner, a psychologist in private practice specializing in hypnosis and imagery to facilitate; noon-1 p.m., Room 304, Houston Hall.

**19** *Warm Breezes, Bathing Suits and the Battle of the Bulge: Feeling Better About How We Look;* Bette

Begleiter, counselor to facilitate; noon-1 p.m., Room 303, Houston Hall.

**13** *Sobriety 1 Group (Less than One Year in Recovery-Learning About Yourself);* Carol Speight, Nancy Madonna, facilitators; noon-1 p.m., Room 301, Houston Hall. Also *April 20.*

## MEETING

**14** *Middle Eastern Women's Group;* brown bag lunch and discussion. Special guest: Mashid Amirshahi; 1 p.m., 8th floor lounge, Williams Hall.

## MUSIC

**17** *Chamber Music Concert;* featuring works by Beethoven, Persichetti, Chavez and Spenger played by area classical musicians including members of the Philadelphia Orchestra; 2:30 p.m., Harrison Auditorium, University Museum. Concert is free with Museum admission (University Museum).

## SPECIAL EVENT

**13** *Swedish Smorgasbord/ Buffet Dinner;* in celebration of the 350th anniversary of the first Swedish colony in America, featuring a variety of Swedish foods; 5:30-7:30 p.m., Faculty Club. Price: \$16.95 plus 18% service charge per person. Reservations: Ext. 8-4618 (Faculty Club).

## TALKS

**12** *Field-Ion Microscopy of Quasi-Crystals;* J. DeHosson, University of Groningen, The Netherlands; 4 p.m., Room 111, LRSM (Department of Materials Science and Engineering).

*Mechanism of Action of Antihypoxic Drugs;* Richard Shank, McNeil Laboratory; 1 p.m., 4th floor, Richards Building (Respiratory Physiology Group, Department of Anesthesiology).

**13** *The Israeli Political Spectrum and Palestinian Arab Issues;* Yossi Amitai, visiting Fulbright scholar, Gettysburg College; 3:30 p.m., Van Pelt Conference Room (Middle East Center/Penn-Israel Exchange).

*El-Quitar: A Hittite Presence in North Syria;* Thomas L. McClelland, University of Chicago; 5:45 p.m., Rainey Auditorium, University Museum. Admission free but reservations are requested. Information: Ext. 8-3024 (International Programs).

*An Evening with Mashid Amirshani (in Persian);* Mashid Amirshani, Iranian writer; 7:30 p.m., Room 109, Annenberg School of Communication (Middle East Center).

*Sound and Scale in Ancient Greek Music;* Otto Steinmeyer, department of classics, Yale University; 4 p.m., Room 208, Music Building (Department of Music).

**14** *Teaching Computer-Assisted Public Opinion Research in Moscow;* Jeffrey Hahn, Villanova University; 1 p.m., 4th floor lounge, Williams Hall (International Programs).

*Private Economic Activity in the Soviet Union;* Anders Aslund, Kennan Institute; 3:15 p.m., Room 309, McNeil Building (International Programs).

*Image of Women in Contemporary Iranian Prose;* Mashid Amirshani, Iranian writer; 4 p.m., 4th floor lounge, Williams Hall (Middle East Center).

*Changes in the Relationship Between the Intellectual and the State in Post-Mao China;* Nathan Sivin, history and sociology of science; 4 p.m., Gates Room, Van Pelt Library (East Asian Colloquium).

**17** *Iranian Identity and the Problems of Youth (in Persian);* Ahmad Mahdavi-Damghani; 3:30 p.m., Room 110, Annenberg School of Communication (Middle East Center).

**18** *Bioenergetic Concomitants of Fuel Stimulated Insulin Secretion;* Martin Meglasson, department of pharmacology; noon, Mezzanine Suite 100-101, John Morgan Building (Department of Pharmacology).

**19** *Subtypes of Muscarinic Receptors;* Barry Wolfe, department of pharmacology; 1 p.m., 4th floor, Richards Building (Respiratory Physiology Group, Department of Anesthesiology).

*Ibn Arabi;* Michael Sells, Haverford College; 4 p.m., Benjamin Franklin Room, Houston Hall (PATHS Colloquium Series: Great Writings of the Medieval Islamic World).

*Marriage Therapy From Some Theological Perspectives;* Stephen Treat, Clergy Training Program, Marriage Council; 1 p.m., Seminar Room, Marriage Council (Marriage Council).

**Correction:** The cost of the Women's Conference *The Balancing Act: Professional Paths and Personal Styles* at Villanova University this Friday, April 15, was listed incorrectly in last week's issue. The correct cost is \$45. Information: Ext. 8-7590.

## Department of Public Safety Crime Report

This report contains tallies of Part I crimes, a listing of Part I crimes against persons, and summaries of Part I crimes in the five busiest sectors on campus where two or more incidents were reported between **April 4, 1988 and April 10, 1988.**

**Total Crime: Crimes Against Persons—0, Burglaries—1, Thefts—18, Thefts of Auto—0, Attempted Thefts of Auto—0**

Date	Time Reported	Location	Incident
<b>34th St. to 36th St., Locust Walk to Walnut St.</b>			
04-04-88	11:01 AM	Van Pelt Library	Cash taken from unattended wallet.
04-06-88	3:07 PM	Meyerson Hall	Wallet taken from unattended backpack.
04-07-88	6:18 PM	Phi Kappa Sigma	Suspect observed/checked/wanted.
<b>34th St. to 36th St., Spruce St. to Locust Walk</b>			
04-04-88	10:24 PM	Houston Hall	Cash taken from unattended register.
04-05-88	1:45 PM	Houston Hall	Wallet taken while in Skolnick's restaurant.
<b>33rd St. to 34th St., Spruce St. to Walnut St.</b>			
04-07-88	11:03 AM	Bennett Hall	Petty cash taken from unattended office.
04-07-88	8:57 PM	200 Blk 34th St.	Male attempted to take purse/fled.
<b>34th St. to 36th St., Walnut St. to Market St.</b>			
04-04-88	11:19 AM	Law Dining Room	Purse recovered by complainant.
04-05-88	8:37 AM	Franklin Annex	Tools taken from locker/forced entry.

**Safety Tip:** Community policing is a new philosophy in the law enforcement profession that marries a police department and its citizenry in a dynamic partnership aimed at reducing crime and fear of crime. Let's get together—report poor lighting, broken windows and doors, inoperative telephones, and all crime to Campus Police as soon as possible.

## 18th Police District

Schuylkill River to 49th St., Market St. to Schuylkill/Woodland Ave.

Reported crimes against persons from 12:01 a.m. 3-28-88 to 11:59 p.m. 4-3-88

**Total: Crimes Against Persons—10, Aggravated Assault/gun—1, Purse snatch—1, Robbery/strongarm—4, Rape/unknown—1, Robbery/gun—1, Robbery/rock—1, Robbery/unknown—1, Arrests—1**

Date	Location/Time Reported	Offense/weapon	Arrest
3-30-88	4600 Cedar Ave., 1:07 AM	Robbery/rock	No
3-31-88	48th and Woodland Ave., 2:32 AM	Aggravated assault/gun	No
4-01-88	43rd and Walnut St., 6:54 AM	Robbery/strongarm	No
4-01-88	43rd and Walnut St., 6:45 AM	Robbery/strongarm	No
4-01-88	47th and Kingsessing Ave., 9:35 PM	Robbery/strongarm	No
4-01-88	44th and Sansom St., 10:15 PM	Purse Snatch	No
4-02-88	4301 Walnut St., 1:08 AM	Robbery/unknown	Yes
4-02-88	4823 Chester Ave., 1:30 PM	Robbery/gun	No
4-02-88	1000 S. 46th St., 2:56 PM	Robbery/strongarm	No
4-03-88	4800 Locust St., 1:30 AM	Rape/unknown	No

## Almanac

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