

Liberal Studies Master Of Arts Proposal

Table of Contents

Abstract

Program Proposal

[Note: Page nos. listed in contents below refer to original print version]

- I. [Program Description 1](#)
- II. [Rationale for the Program 3](#)
 - A. MALS and Oakland University's Strategic Plan 3
 - B. Source of Expected Students 4
 - C. Advice and Consultation 6
 - D. Comparison with Similar Competitive Programs 6
- III. [Self-Study 8](#)
 - A. How are the Goals of the Unit Served 8
 - B. Staffing Needs 9
 - C. Faculty Qualifications 10
 - D. Library Holdings 10
 - E. Classroom, Laboratory, and/or Studio Space 11
 - F. Equipment 11
 - G. Current Resources: The Rationale for Reconfiguration 11
- IV. [Program Plan 12](#)
 - A. Admission Criteria 12
 - B. Degree Requirements 13
 - C. Administrative Personnel & Procedures 14
 - D. Sample Curriculum 15
 - E. New Courses 16
 - F. Support of Other Departments 17
 - G. Student Recruiting 18
 - H. Program Evaluation and Assessment 19
 - I. Revenue/Costs of the Program 19
- V. [Implementation 20](#)
 - A. Timeline for New Faculty and Staff 20
 - B. Purchase of Equipment 21
 - C. Course Offerings Each Semester 21
 - D. New Internal Procedures 21
 - 1. Criteria for Cross-Listing Courses 22
 - 2. Guidelines for Master's Project 23
 - 3. Procedures for Dismissal 24
 - E. Predicted Enrollment Each Year 24

Appendices 25

[Appendix A: Enrollment Projections 26](#)

[Appendix B: 5-Year Budget 27](#)

[Appendix C: Sample Assessment Plan 28](#)

[Appendix D: Library Report 30](#)

Appendix E: Faculty Vitae 37

[Appendix F: List of Available Existing or Possible New Courses 38](#)

[Appendix G: Sample Course Descriptions and Course Syllabi 39](#)

[Appendix H: Guidelines and Procedures for Master's Projects 52](#)

[Appendix I: Sample Student Curriculum 55](#)

[Appendix J: Course Action Forms 57](#)

ABSTRACT

The Oakland University College of Arts and Sciences proposes a new graduate program leading to a Master of Arts in Liberal Studies (MALS). The MALS degree program will be a highly challenging, interdisciplinary exploration of the liberal arts, designed for adult post-baccalaureate students wishing to broaden their education through rigorous study outside of Oakland's traditional areas of specialization. The objectives of this program are in harmony with the goals of a liberal education: that is, to develop critical thinking skills, encourage creativity and intellectual flexibility, and cultivate the individual's ability to integrate diverse fields of human knowledge and activity.

The idea of such a degree is nearly a half-century old and successfully has been practiced at many respected institutions of higher learning such as Wesleyan College, Dartmouth College, Johns Hopkins University, and newer institutions such as Wright State, Kean College, and Moorehead State. According to the Association of Graduate Liberal Studies Programs (AGLSP), the MALS degree is now offered at over 100 institutions and the number continues to grow at the rate of 8 to 10 new programs per year. Moreover, established programs typically have delivered steady increases in enrollment. Nationally, these programs have produced over 25,000 graduates, and AGLSP experience indicates that MALS graduates remain closely tied as alumni to their alma maters.

The College of Arts and Sciences at Oakland University believes the MALS degree program will strengthen the college's traditional mission and will help the university meet its strategic goal of offering education "to a diverse body of students to be productive, contributing members of society" (Strategy 1). This program also will extend the college's long-established interdisciplinary traditions, embodied in interdisciplinary concentrations and areas of study, such as International Studies and Women's Studies. The program will be built on the many and various interdisciplinary pedagogical and research activities of the college's faculty and will foster greater sharing of faculty knowledge and expertise, something that will further the intellectual mission and reputation of Oakland University.

Studies undertaken by the AGLSP suggest that institutions like Oakland University are ideally situated to offer such a degree program. Traditionally, MALS programs succeed best when offered by institutions which historically have had a strong tradition of liberal arts education. In existing programs, typical enrollees live in areas of above average income, are in mid-career, successful in their professional lives, oftentimes are re-evaluating their careers, and desire further

intellectual development and growth. The demographic profile of Oakland and Macomb counties is rich in the professional people who find this kind of degree attractive.

Thus, the College of Arts and Sciences at Oakland University is well-situated to offer a Master of Arts in Liberal Studies, a degree program that has the potential to advance the university's strategic goals and, at the same time, to fill a public need.

Program Proposal

I. Program Description

The Oakland University College of Arts and areas of specialization, the program aims to provide a masters level liberal education for Sciences' proposed Master of Arts in Liberal Studies (MALS) degree program is an innovative and rigorous interdisciplinary approach to graduate education designed for adult post-baccalaureate students. Rather than educating students in a specific vocation or in traditional graduate students wishing to explore new subjects, develop their intellectual resources, and extend their range of knowledge. The objectives of this degree are synonymous with the objectives of liberal education: developing critical thinking skills, encouraging intellectual flexibility, and cultivating an individual's ability to make connections among diverse fields of human thought and activity. Thus, this program will be neither vocational nor professional in its orientation. It will not be intended for students seeking to certify or credential; nor will it be an intermediate step into a Ph.D. program. It will be self-contained, have a definite terminus, and will lead to a degree. It will, nevertheless, develop critical thinking skills and interdisciplinary knowledge and techniques that can be broadly applied in **any** professional or vocational context.

The idea of such a degree is nearly half a century old and the degree program is now offered by a large number of institutions throughout the country. Generally these programs have appealed to mature post-baccalaureate students who have been out of school for some years, yet desire some kind of additional integrative/interdisciplinary educational experience. The majority of these students pursue this degree out of a personal desire for learning rather than to advance their professional interests.

Interest in such a degree appears strong nationally. According to the Association of Graduate Liberal Studies Programs (AGLSP), the MALS degree is now offered at over a hundred institutions of higher learning. Moreover, the number continues to grow with, on average, 8 to 10 new programs added each year. AGLSP data indicates that these programs thrive in areas with high numbers of college graduates and above average incomes, and in institutions with an established tradition in liberal arts education. Demographics for Oakland County and other surrounding communities indicate large numbers of the professional, post-baccalaureates who are the usual market for this degree. Similar programs exist at other institutions in southeastern Michigan (e.g., Wayne State University, University of Michigan, Dearborn). However, none of them is as convenient to students in Oakland and Macomb counties as a program at Oakland University would be. Thus, a significant market remains untapped by existing programs in the area.

Generally, Liberal Studies graduate programs do best when they build on already existing institutional strengths. The proposed program will expand the college's liberal arts offerings, building upon the traditional core around which the university was founded. The college's strengths in the liberal arts, reflected in the rich and diverse pedagogical and research interests of its faculty, as well as its long-standing tradition of interdisciplinary program offerings, is an ideal base upon which to build such a graduate program. Just as the new MALS will incorporate the best of the college's programmatic offerings, it also will draw upon and increase the scholarly and educational expertise of College of Arts and Sciences (CAS) faculty, especially in the areas of interdisciplinary teaching and research.

II. Rationale for the Program

A. MALS and OU's Strategic Plan

The proposed MALS degree program will advance both Oakland's mission and its Strategic Plan, for it seeks to serve a diverse population in a manner consistent with Oakland University's strategic plan and the college's commitment to maintaining high standards in graduate education. Not only will the proposed MALS program, through its interdisciplinary orientation, provide new opportunities for both independent and collaborative study and research, but it will also offer a high quality educational experience to the citizens of southeastern Michigan, and to many of the university's alumni.

The proposed MALS degree will promote the goals of the *Oakland University Strategic Plan* in a number of ways. First, it will advance the goals of Strategy #2, that calls for strengthening graduate education at the university. It will also advance the goals of community interaction described in Strategy #5 by developing an educational program that is attractive to the community. The program also aims both at recruiting a diverse student population, thereby furthering the objectives of Strategy #3, and creating an empowered community of individuals as envisioned in Strategy #7. As the college will continually monitor and modify the program to meet our students' needs, the MALS will enable the college better to meet the goals of Strategy #8, which recognizes that "continuous planning and evaluation are needed to ... chart the future of the university, and therefore Oakland will increase its self-assessment activity." Lastly, the MALS degree, through its emphasis on interdisciplinarity and integrative thinking, will prepare students for an "increasingly international and diverse world" and will enhance the college's reputation "as an intellectual and cultural resource for the community," in line with strategies laid out for the college in the 1998 *Creating the Future Final Report*.

AGLSP data indicates that the most successful Liberal Studies graduate programs are those which are attentive to students' needs and desires. This program will allow students flexibility in the design of their program, while at the same time emphasizing personal advising at every stage of the student's education. In addition, it will offer students and faculty opportunities for interaction and discussion in various scheduling arrangements and learning formats, including core seminars, independent study options, and discipline-based elective courses. Lastly, the proposed program will provide all students the opportunity to conduct original research through writing an integrating Project. In the course of these activities, students will integrate and synthesize what they have learned.

B. Source of Expected Students

National data indicate that the average graduate liberal studies student is 37 years old. Most programs report average ages between 35 and 40, although some institutions in urban settings report older populations. While there is evidence that some suburban universities have average student ages below 30, this seems to be the exception rather than the rule. Oakland can expect students to be within national norms for age and gender. Minority enrollments in similar programs vary widely although the national average for racial minorities is around 9%. Many of the prospective students for the MALS degree will be Oakland University alumni who have stayed in the area and who wish to broaden and deepen their education. We will market the MALS to non-university groups, alumni of other colleges, as well as to our own recent graduates, many of whom are non-traditional students themselves.

Thus, mature, college-educated adults, including Oakland University alumni, seeking personal and intellectual enrichment at the graduate level constitute the primary audience for the proposed MALS degree. Primarily, AGLSP data indicates, the degree will appeal to a diverse group of individuals who desire to broaden their intellectual outlook, many of whom are pursuing careers in medical organizations, in offices of large manufacturing concerns, and in secondary education. They are on the administrative staffs of educational institutions and in a wide variety of financial, engineering, and high-tech industries. In addition to past CAS graduates, a promising source of students for this program can be found among teachers and educational administrators, lawyers and corporate executives, and health care professionals. It is likely that women will form a large percentage of our students, matching the demographics seen in other MALS programs throughout the country. These mature adults have a range of experience and professional success, and they bring to graduate education an awareness of the limitations of their previous educational experiences. According to the AGLSP's *Integrating Knowledge and Action: A Workbook for Graduate Liberal Studies Programs*, "what [prospective students] want is to be able to extend their capacities of intellect and sensibility in a setting of inquiry that is serious, rigorous, and disciplined."

The program will be directed toward student needs and goals and will emphasize access to courses and advising, generally by the director of the MALS program. Since most students will be part-time students who may be employed on a full-time basis, the typical MALS course will be offered once a week, usually in the evenings (including Friday evening), or on Saturdays. Half of the required credits will be in already existing discipline-based elective courses, many of which are already offered in the evenings and which, depending on their enrollments, should be able to accommodate MALS students each semester. The MALS will have its own course numbers, allowing students to enroll for graduate credit in suitable and approved pre-existing upper division courses and approved already existing graduate courses throughout the college.

C. Advice and Consultation

The initiative for developing this program came from the office of the dean of the College of Arts and Sciences. An initial exploratory committee was formed, which drafted a proposal outlining the program's major features. The dean then appointed an advisory committee to review the document and suggest changes. The dean's office consulted with officers of the

national organization and sent a representative to attend an AGLSP workshop on how to set up an MALS degree program. Indeed, extensive use is made of AGLSP literature in writing this proposal. Oakland University has joined the AGLSP as an affiliated institution, with full membership pending approval of this program. In addition, the associate dean met with all the chairpersons in the college, each of whom had reviewed the proposal with his/her department. Finally, a small committee of chairpersons served as the final working committee in the preparation of the proposal.

D. Comparison with similar competitive programs, particularly within the State

Oakland University is ideally located geographically and will suffer very little direct competition from the already existing MALS degree programs in the Detroit metropolitan area. As almost all students in this program will be part-time and will be commuting to classes, Oakland and Macomb county residents in particular will find our location ideally suited to their needs.

The proposed MALS degree program consists of four stages: 1) an introductory colloquium which introduces students to liberal studies concepts; 2) core seminars which present interdisciplinary concepts; 3) electives, in which students have a great deal of flexibility in designing their course of study by drawing on a vast array of course offerings within the college (at this stage, the only requirement is that students take at least four credit hours in each of four areas: language and literature, humanities, social sciences, and sciences); and 4) the final master's Project in which students synthesize the knowledge they have gained in the course of their study. The courses taken in the early stages of this program are intended to create the communal learning experience that graduate liberal students typically crave, while at the same time allowing flexibility to accommodate a diversity of needs. The master's projects enable students to utilize the methodologies and thinking they have developed during their coursework to produce a final piece of original work.

There are currently four other MALS or MALS-type graduate programs in Southeastern Michigan. While the programs at the University of Detroit-Mercy and the University of Michigan-Dearborn are the two most similar to our proposed program, these degree programs are structured around several thematic tracks and electives, allowing for less flexibility for students than the program proposed here. The University of Michigan-Flint offers a more narrowly defined MALS degree in American Studies. Wayne State University offers a Master of Interdisciplinary Studies degree program modeled on its undergraduate Interdisciplinary Studies program. All of these programs differ widely in structure and enrollment. The program at UM-Dearborn, in its third year, is the newest and its director confirms that student interest is strong, with 60 students presently active in the program, with 45 actually enrolled in courses.

AGLSP research indicates that MALS programs thrive when their audiences perceive them to be offered in a student-oriented environment. Since this is an optional degree that is self-contained, it is critical from a marketing standpoint both that the program be offered conveniently to the students and that it be perceived as a quality program. Oakland University's traditional emphasis on the liberal arts serves this mission well, and we believe that the model we have for our program is unique enough, in structural as well as geographical terms, to attract the students we desire.

III. SELF-STUDY

A. How are the Goals of the Unit Served

The recent *Creating the Future Final Report* identified the goals of the College of Arts and Sciences as to:

- emphasize, refine and enhance the traditional liberal arts foundation of the undergraduate curriculum;
- maintain and foster the outstanding research, artistic and instructional activities of the college's faculty;
- respond to the needs of the greater community with relevant and creative programs;
- support and expand community outreach activities to enrich our collective endeavors.

The interdisciplinary nature of the proposed MALS degree program, as well as its traditional commitment to the liberal arts, furthers the college's efforts to meet these goals. The college traditionally has offered interdisciplinary undergraduate courses in such programs as International programs, Environmental studies, Religious studies and Women's studies and numerous cross-disciplinary concentrations. It also has had a long relationship with the Honors College, as well as a tradition of inner colleges such as the New and Charter Colleges. Thus, the MALS degree program will build upon an interdisciplinary base already established in the College of Arts and Sciences. At the same time, the MALS degree program will be among Oakland University's most non-traditional graduate programs, one that, we hope, will raise the level of interdisciplinary education at the university, expand the college's offerings in graduate education, encourage faculty collaboration at the graduate level, and reach a market hitherto untapped by Oakland University.

B. Staffing Needs

The program will require a part-time director and a secretary. Thus, the program will require a part-time faculty position to compensate for release time of one course per semester for the program director. As the director's advising responsibilities grow, it is likely that the director's position will change from a part-time to a full-time appointment. It would be difficult to overestimate the importance of advising to this program. Most of the students will enter the program in the midst of some re-evaluation of their lives and advising and guidance in the program must seek to connect students with the overall goals of the program, while at the same time opening doors for individual exploration of the liberal arts. Thus, the program director will be an integral part of the advising process and his/her careful monitoring of student progress throughout the program will be critical to the progress and retention of our students. In addition, the adviser will make students aware of the academic support services available to them at Oakland. We believe that the additional staffing needs outlined above will be supported by the revenues produced by the increased enrollments in the MALS program.

In the College of Arts and Sciences, over 400 full and part-time faculty teach in fifteen departments and numerous interdisciplinary programs and concentrations. The college hopes to involve many faculty teaching upper-division undergraduate and graduate programs in the

proposed program. Moreover, the proposal allows for and encourages collaboration among the college's departments for teaching the introductory Liberal Studies colloquium, the Liberal Studies core seminars, and the master's Project, and for teaching individual students in the Liberal Studies electives. Often the latter will involve faculty from programs that do not currently offer graduate degrees, thus necessitating cross-listing their courses for the first time at the graduate level. Hence, the proposal does not call for any additional full-time positions at present, although it does require two part-time positions per semester to cover the release of full-time faculty called to teach the introductory colloquia and core seminars. If enrollments increase dramatically, as is hoped, additional full and part-time positions might be needed. If so, the college will request these positions from the Provost at that time.

C. Faculty Qualifications

The faculty which makes up Oakland University's College of Arts and Sciences is diverse and, thus, particularly well-equipped to offer a program of the type proposed here. The college's faculty, already committed to the idea of liberal education which will drive this program, is also well-qualified to do so. The academic and scholarly qualifications of the college faculty are well-documented in publications, grant and fellowship activity, ongoing research, and in its pedagogical diversity. Currently, the college offers 16 different graduate degrees as well as one certificate program. Updated copies of all CAS faculty vitae can be found in the College of Arts and Sciences office.

D. Library Holdings

We expect that students in this program will use the library frequently. Oakland University's library facilities and related services, including interlibrary loans, and internet and computer bibliographical retrieval systems, will be adequate (although the addition of several liberal arts journals is extremely desirable), especially as enhanced by the extensive holdings of Wayne State University, the University of Michigan, Ann Arbor, and other local libraries, to which our students will have access. For a more detailed analysis of Oakland's Kresge Library holdings, please see the library report prepared by Mildred Merz (Appendix D).

E. Classroom, laboratory and/or studio space

The program will require its own "home," which includes an office for the director, space for a secretary, and a conference or seminar room. In addition, the courses offered under the MALS rubric (i.e., the introductory colloquia and the liberal studies core seminars) will require classroom and/or laboratory and studio space.

F. Equipment

New equipment needed at the outset of this program includes two computers (for the director and secretary) with appropriate software, a copy machine, fax machine, and furniture. Revenues generated by the MALS program should more than cover the equipment needs of the program.

G. Current resources: The Rationale for Reconfiguration

We envision that MALS students will strengthen and enrich the undergraduate and graduate programs already offered by the College. The target student of this program is a mature adult post-baccalaureate professional who will bring a wealth of talent, experience, intellectual curiosity, and drive into classrooms across campus. Moreover, the presence of motivated students such as these will encourage departments and individual faculty members to develop new expertise and collaborations. We also hope that it will foster new areas of research and scholarship. The effect of this on existing programs would seem axiomatic--it would improve the quality of what we do and would increase the learning of our students.

IV. PROGRAM PLAN

A. Admission Criteria

Admission to the Master of Arts in Liberal Studies degree program will require a bachelor's degree or its equivalent from an accredited college or university, a minimum 3.0 grade point average on a 4.0 point scale in the latter half of the undergraduate program, and a one-page statement of the student's objectives in entering the program. (Students who do not meet the grade requirements may be admitted on a provisional basis, pending completion of three liberal-arts courses with grades of 3.0 or above and favorable recommendations from the instructors.) Prospective students will have to submit transcripts verifying their previous academic record. An admission's interview with the program director will be required. All students in the program will be expected to maintain at least a 3.0 average, or they may be subject to dismissal from the program. Two grades below 3.0 automatically render a student subject to dismissal, as does one grade below 2.5. No credit will be granted for courses in which students have received grades below 2.7.

B. Degree Requirements

Candidates for the degree of Master of Arts in Liberal Studies will complete 37 credit hours of course work beyond the bachelor's degree. All students must complete a **core** of three courses (3 credit hours each, 9 credit hours total): an introductory colloquium and two core seminars. The introductory colloquium will serve as the prerequisite for the core seminars. Both the colloquium and the seminars will be interdisciplinary in nature and designed expressly for the program. Students will then choose six liberal studies electives (4 credit hours each, 24 credit hours total), cross-listed using an MALS rubric with the college's regular upper-division (generally in the case of courses in departments which do not at present have a graduate program, these would be 500-level courses cross-listed with existing 300- and 400-level courses, in which extra advanced work would be required) and graduate course offerings, taking a minimum of four (4) credit hours in each of the four designated areas: languages and literatures, humanities, social sciences, and science. No more than eight (8) credit hours may be taken as independent study or independent reading courses at the graduate level. Finally, all students will complete a **final Master's Project** which will integrate at two of the designated areas (4 credit hours). Students will have to complete the core courses and four electives before beginning their Master's Project, for the Project represents the culmination of the student's liberal studies. All Project proposals must be approved beforehand by the MALS executive committee (see below) and will require a three-person Project committee which also must be approved by the MALS

executive committee, and which will consist of a chair and two additional members. In addition, in the semester in which students write their projects, they will also enroll in a MALS Project seminar in which they will be expected to share their research and writing with fellow MALS students writing projects that semester.

All students admitted to the program will be assigned a faculty adviser, usually the program director or his/her designee.

Up to eight (8) graduate credits completed in residence at another accredited institution may be applied toward the 37 credit minimum degree requirement. Approval of the transfer of credits must be granted by the MALS executive committee and is subject to the conditions indicated in Oakland University's Graduate Catalog's "Transfer Policies." In addition, up to eight (8) graduate credit hours may be transferred from another Oakland University school, subject to the approval of the MALS executive committee.

C. Administrative Personnel and Procedures

The program will be administered by a **program director**, who will be a tenured faculty member of the College of Arts and Sciences appointed for a three-year term by the dean of the College of Arts and Sciences, to whom he/she will report. The program director will serve as chair of a five-person **MALS Executive Committee**, which, in addition to the director, will consist of one representative from each of the areas of language and literature, humanities, social sciences, and the sciences. The dean will appoint committee members to staggered three-year terms in consultation with the college's executive committee. In addition to matters relating to policy and curriculum, the committee will approve all master's projects, advise and assist the director on issues involving reviews of applications, admission to the program, and dismissal from the program. The MALS director, working with the dean and department chairs, will ensure that a varied, appropriate and adequate number of courses will be offered each semester. After the initial five-year review, the program will be evaluated periodically, in accordance with the standard review practice at the university.

D. Sample Curriculum

The MALS curriculum is designed to be completed in three years, although students will have six years to complete their requirements. Central to the program will be the first year core curriculum. We envision a typical course of study as follows:

FIRST YEAR

Liberal Studies 500 - Introductory Colloquium 3 credit hrs.

Two of the following:

Liberal Studies 501 - Core Seminar 3 credit hrs.

Liberal Studies 502 - Core Seminar 3 credit hrs.

Liberal Studies 503 - Core Seminar 3 credit hrs.
Liberal Studies 504 - Core Seminar 3 credit hrs.

SECOND YEAR

Liberal Studies Elective 4 credit hrs.
Liberal Studies Elective 4 credit hrs.
Liberal Studies Elective 4 credit hrs.
Liberal Studies Elective 4 credit hrs.

THIRD YEAR

Liberal Studies Elective 4 credit hrs.
Liberal Studies Elective 4 credit hrs.
Master's Project and Seminar 4 credit hrs.

Although we envision a three year completion cycle, we recognize that many of our students will pursue the degree over a longer period of time. However, in order to maintain some coherence in the student's learning, students will be required to finish the degree within six years. Students may avail themselves of courses approved for the MALS that are cross-listed with our spring and summer undergraduate offerings at the 300 and 400 course levels as well as disciplinary graduate courses which have been approved as MALS courses that are offered in these semesters. In the courses cross-listed with 300 and 400 level courses, students will be asked to do additional work worthy of a 500 level course. The introductory colloquia and core seminars required for the MALS degree will be offered in the fall and winter semesters. In the beginning the core courses will be offered in the evenings, the optimal time for the students we expect, but it seems likely that with the anticipated growth in the program, we will have to consider early morning and weekend offerings to meet student needs.

E. New Courses

We envision that MALS courses will receive their own course designations and rubrics and will fall into one of three areas: core courses, liberal studies electives, and master's projects. Given that the electives consist of cross-listed upper-division and graduate courses, there is only a net increase of 6 new courses. All students will take:

3 Core Courses (3 credit hours each = 9 required)

a. *Liberal Studies 500: Introductory Colloquium.* (3 credits). Introduction to Liberal Studies. Acquaints students with graduate-level skills, methods, and materials. Considers problems specific to interdisciplinary study and research, as well as ongoing debates about the nature of the liberal arts. Required of all students. Offered each fall and winter term.

b. **Two** of the following *Core Seminars: Liberal Studies 501 (language and literature), 502 (humanities), 503 (social sciences), and 504 (sciences)* (3 credits each = 6 credits total). Prerequisite: Liberal Studies 500. Seminars organized around a single topic or question from one

of the areas: language and literature, humanities, social sciences, and sciences. Topics will be broad enough to require critical treatment from a number of perspectives so that students can analyze them from a comparative perspective. Students will be required to take two of these seminars. Offered each fall and winter term.

Liberal Studies Electives. Prerequisite: Liberal Studies 500 and **two** of either Liberal Studies 501, 502, 503, and 504 (It is recommended that students take these courses prior to taking their Liberal Studies electives). Students must take six liberal studies courses (4 credit hours each - 24 credit hours total) and must take at least 4 credit hours in each of the following areas:

- a. *Liberal Studies 511: Languages and Literature.* (4 credit hours each - up to 12 hours total).
- b. *Liberal Studies 512: Humanities.* (4 credit hours each - up to 12 hours total).
- c. *Liberal Studies 513: Social Sciences.* (4 credit hours each - up to 12 hours total).
- d. *Liberal Studies 514: Sciences.* (4 credit hours each - up to 12 hours total)

The four designated areas are divided by upper-division/graduate course offerings among the various departments as follows:

1. *511 - Languages and Literature:* English, Linguistics, Modern Languages and Literatures and Rhetoric, Communications and Journalism.
2. *512 - Humanities:* Art and Art History, History, Philosophy and Music, Theatre and Dance.
3. *513 - Social Sciences:* Economics, Political Science, Sociology and Anthropology, and Psychology.
4. *514 - Sciences:* Biology, Chemistry, Mathematics and Statistics, and Physics.

Although these courses originate in a particular department and fulfill a requirement in a particular area, they are intended to be interdisciplinary courses. The material covered in the courses need not be limited to the specific department or area represented.

Master's Project and Seminar: Liberal Studies 600 (4 credit hours required - 4 total)

Prerequisites: Liberal Studies 500, **two** of Liberal Studies 501, 502, 503, and 504, and **four** Liberal Studies electives.

Students are expected to enroll in this course during the semester in which they write their Master's Project.

F. Support of other departments

We do not anticipate that this program will require support beyond the college. It will require a system of incentives in the form of small grants to encourage faculty to develop new courses and to sit on a significant number of master's project committees. In addition, the college will fund part-time positions to take on the largely lower-level undergraduate courses left vacant by faculty released to teach MALS courses. The program has support of the units in the college.

G. Student recruiting

The MALS director will be the person chiefly responsible for recruiting students, although we anticipate that the departments, the office of the dean, and the college's advising office will all play an important part in this effort. Although AGLSP data indicates that invariably initial concerns over recruiting adequate numbers of students give way to pleasant concerns as to how to handle all the community interest in the program, the organization also stresses the labor-intensive nature of the director's position in the initial phase of development. In the beginning, we expect that the director will be heavily engaged in publicizing the program. He/she will prepare the program brochure, distribute it to target groups, and meet with community groups, corporations, and interested students, including CAS graduates. While we believe that there will be considerable interest in this program, still it will require some "consciousness raising" to create knowledge and interest.

Overall, MALS students desire some communal experience in this degree, and we envision attempting to use social and intellectual gatherings as a way to build a sense of community and recruit additional students to the program. We plan to hold annual dinners at Meadow Brook Hall for MALS students, faculty and distinguished guests from Detroit and national cultural institutions. With the dean's support, the program will sponsor a series of seminars, talks, and perhaps a triennial graduate student conference.

H. Program Evaluation and Assessment

Once the program is approved, an assessment plan to evaluate student learning outcomes will be filed with the University Assessment committee. A sample assessment plan is included in Appendix (C). In addition, the MALS Executive Committee will undergo a biennial self-evaluation to evaluate the students' progress and to identify areas of weakness in the instructional and administrative components of the program. We will benchmark this new program against other comparable programs in the state. Finally, after the first five years, the Vice Provost of Graduate Study will formally review the program according to the guidelines established for program review at the university.

I. Revenue/Costs of the Program

Resources and Costs

The college already offers 300 and 400 level upper-division courses and the program will cross-list them at the graduate-level under the MALS rubric. Similarly, currently offered graduate courses will be available to MALS students to fulfill their liberal studies electives. These courses previously will be approved as MALS courses and carry the MALS rubric. This practice should not require additional resources or new faculty positions. The introductory curriculum, core seminars and master's projects will require release time for four faculty members a semester. The dean's office will provide monies for part-time faculty to compensate departments for this loss. Staffing needs for the program include a part-time program director and full-time secretarial support. At present the holdings of Kresge Library are adequate, although this program will draw on a wide variety of library resources. Additional office space will be required. The program must have a distinct "home" to create the sense of community necessary for the program to succeed. Critical as well will be a separate and dedicated seminar room. The program will

require two computers and office furniture. In addition, the MALS program will require, especially early on, monies to support publicity in the form of printed materials and a newsletter, and normal office expenses for telephone, copy machine, bulletin board, and faxes. Finally, it is important that the MALS become an associate member of the AGLSP with an eye toward eventual full membership, and money will be needed to support this relationship.

How the Costs of the Program will be Met

Program costs initially will be met with tuition dollars and administrative support from the College of Arts and Sciences. As the program grows, the accompanying growth in tuition dollars will help off-set the cost of administering the program and providing the necessary coursework.

V. Implementation

A. Timeline for new faculty and staff

During the planning year, an MALS program director and the MALS executive committee will be appointed, and a full-time secretary will be hired. No additional staff will be needed, with the exception of student assistance. In addition, during the planning year, as faculty to teach in the first active year of the program are identified, part-time instructors who are willing and able to teach the courses left open by the regular faculty teaching in the program will also need to be identified. If enrollments exceed expectation, then an additional faculty position will need to be hired during the third active year of the program. That faculty search should begin in the second active year of the program, or whenever it becomes clear that such need exists. Finally, annual evaluation should be made to see if any departments, through their participation in this program, show a need for any additional faculty members.

B. Purchase of equipment

Furniture and equipment for the MALS office will need to be purchased during the planning year of the program. Such equipment includes two computers (for the director and secretary), a copy machine, fax machine, laser printer, and appropriate furniture. It would be best if the MALS office could be set up and sufficiently equipped before the first students begin their study, in part because a proper office will allow the director to engage in the planning that will be necessary to make the program a success from the outset. We expect repair and/or replacement of office equipment to take place on a 3-4 year cycle.

C. Course offerings each semester

Course offerings will be developed by the MALS program director, working together with the MALS executive committee and the chairpersons in the College of Arts and Sciences. Students will be allowed to take only those courses which already have been approved as MALS courses. Thus, course offerings each semester will be known well ahead of time for students to meet with their advisers and plan their schedules.

D. New Internal Procedures

New internal procedures include criteria for approving courses in the disciplines as MALS elective courses, guidelines for the Master's Project that clearly outline the expectations for both students and Project committees, and procedures for dismissing students from the program. We expect that the MALS director together with the MALS executive committee will refine these criteria and guidelines during the first several years of the program.

1. Criteria for Cross-Listing Courses

Generally, cross-listed liberal studies elective courses are proposed and developed by faculty with an interest in liberal studies. While we expect that the vast majority of these courses will be from faculty within the college, it is possible that some courses may be offered in disciplines outside of the college. The proposed courses must be approved by the home department as well as by the MALS executive committee. In some cases there are courses already offered that departments feel might be appropriate for MALS students, in other cases existing courses might be modified or new courses proposed (see Appendix F). If the contents of a course make it appear that the course is appropriate for cross-listing, the director will propose the course to the MALS executive committee, which will then make the final decision regarding approval. Descriptions of sample courses from a multi-disciplinary, history of ideas, or area of concentration perspective can be found in Appendix G below. For a course to be deemed appropriate, its approach must "seek to discover not only new knowledge of the 'worlds' in which we live, but also how diverse academic disciplines can together broaden and deepen our grasp of the seminal ideas of our civilization and the critical problems of life and the mind that inform the cultures of the past and present" (AGLSP workbook). All courses and instructors are independently evaluated.

As a matter of policy, all new courses to be cross-listed as liberal studies electives and the specific instructor's approach to a course will be evaluated by the MALS executive committee prior to being accepted for cross-listing. In order for courses to be approved for inclusion in the MALS curriculum, the MALS executive committee will request the following information about the proposed course:

- a detailed course description or syllabus, including a list of readings
- a description of how the course addresses the central goals of the liberal studies program, including how the course encourages students to cut through often arbitrary boundaries and to explore the values and contributions of diverse modes of knowing and seeking knowledge
- any additional material or information that might help in assessing the course's suitability to the MALS curriculum

2. Guidelines for Master's Project

The Master's Project is designed to be the culminating experience for all MALS students. During their final year in the program, all MALS students are required to complete Liberal Studies 600, the Master's Project seminar, in which they will write a Master's Project in a seminar context.

Each Project will integrate material from at least two of the four areas of study and be supervised by a three-person Project committee.

Liberal Studies 600 involves completion of a scholarly project proposed initially by the candidate and approved by the MALS executive committee. Any written work to be submitted in partial or total fulfillment of the Project requirement need not exceed 7,500 words (20-25 pages). Within the framework established by the academic standards applied to these research projects, the student is encouraged to select his or her own topic that reflects a liberal studies perspective. Ideally, students will have been stimulated toward further study by a concept, issue, or problem raised in one or more of the courses they may have taken during their graduate career. See Appendix H below for a draft of the Guidelines and Procedures document.

3. Procedures for Dismissal

As noted above, students who fail to maintain a 3.0 grade point average, who receive two grades below 3.0, or who receive one grade below 2.5, are subject to dismissal. Students will be advised of their status by the director or their adviser once they become subject to dismissal. The director will take all dismissal cases to the MALS executive committee for a recommendation. If the MALS executive committee recommends dismissal, that recommendation will be forwarded to the Office of Graduate Study, which will initiate formal procedures.

E. Predicted enrollment each year

Based on AGLSP data and our marketing results, we anticipate enrolling 18 students the first year. We expect that by the end of the third year of implementation, the program will achieve a "steady state operation" of 54 students. If we are to keep the core curriculum courses at an optimal 18 student class size (equal to the Honors College) any growth beyond the steady state operation will require additional sections of these courses.

Appendices

Appendix A

Master of Arts in Liberal Studies|
Enrollment Projections
Number of Students per year

Calendar Year	1 st Year in Program	2 nd Year in Program	3 rd Year in Program	Total Students
2001	18	0	0	18
2002	18	18	0	36
2003	18	18	18	54

2004	18	18	18	54
2005	18	18	18	54

Appendix B: [Budget.](#)

Appendix C

Sample Assessment Plan

We plan three major formal assessment activities. First we envisage a questionnaire that students would be asked to complete when they leave the program with or without their degrees. A follow-up questionnaire will be sent five years after graduation to those who complete the degree program. Second we plan to measure various academic outcomes by

Project analysis. Finally we envisage a qualitative assessment of students at the beginning of the second year.

The principal goals for students in the proposed MALS program are personal growth and personal satisfaction. We plan to assess personal growth and satisfaction with a questionnaire that students complete upon leaving the program whether they leave with or without completing the MALS degree. We hope to pay particular attention to student satisfaction for students who leave the program without completing the degree. We also plan to follow up with another questionnaire on personal satisfaction with the program five years after the students graduate.

Second, we propose to assess student achievement at the beginning of the second year. We envisage a session early in the second year where all of the students will gather together with the MALS executive committee and other interested faculty for an informal brainstorming session with an eye to developing project topics. While this will be less than a formal oral examination, each student will be expected to propose ideas for his or her project and will receive feedback from the assembled students and faculty. It is hoped that this discussion will allow us to assess the effectiveness of the first year Introductory Colloquium and the Core Seminars. Initially this assessment will be entirely qualitative. The MALS director will prepare a brief report assessing the general quality of the discussion and perhaps also identifying likely project directors. As the program grows and we gain experience we anticipate that this process will eventually lead to a more rigorous

assessment technique. Nevertheless will need to begin informally at least until we have enough experience to know what sort of student performance we will expect at this stage and how we will be able to measure this intermediate outcome more formally.

Our last assessment activity will be project analysis. While it is difficult to translate personal satisfaction and growth into measurable academic outcomes, there are nevertheless significant academic goals for the program. Eight such outcomes have been identified.

1. Students completing the MALS program should demonstrate superior critical reasoning skills. [Abstract, p.1, p.5]
2. Students completing the MALS program should demonstrate creativity and flexibility. [Abstract, p.1]
3. Students completing the MALS program should demonstrate a superior range of knowledge. [p.1]
4. Students completing the MALS program should demonstrate the ability to integrate diverse fields of human knowledge. [Abstract, p. 1.]
5. Students completing the MALS program should demonstrate rigorous reasoning, producing work of high quality in terms of both methodology and mechanics. [Often asserted.]
6. Students completing the MALS program should demonstrate familiarity with the research methods and materials of at least two of the four areas of liberal arts in the program. [p.15]
7. Students completing the MALS program should demonstrate the ability to confront problems of interdisciplinary research and [p.15]
8. Students completing the MALS program should demonstrate the ability to appreciate and evaluate debates on the nature of the liberal arts. [p.15]

We propose to assess student achievement in these eight areas by careful analysis of student projects. Each student's project will be read by two members of the MALS executive committee and given a score on a variety of items designed to assess the degree to which the student has demonstrated the outcomes stated above. The reference standard for each of the measures will be the executive committee's expectations of master's level students. I.e. each of the above statements is interpreted as demonstrating abilities acceptable for students at the master's degree level. The readers for assessment purposes will not be members of the student's project committee. Should there be a significant discrepancy in the scores from the two readers for these evaluations, a third member of the executive committee will review the project in question.

Results of these assessments will be aggregated and reported to the MALS executive committee yearly and compared from year to year to watch for any notable trends. These results will also be aggregated from time to time to report to the University Committee on Assessment on a schedule to be determined in consultation with the Committee. The MALS executive committee will, as needed, revise the MALS program to respond to the results of this assessment process. The MALS committee will also review and revise the assessment process from time to time as needed.

Appendix D

Library Report

See following memorandum from Mildred H. Merz

MEMORANDUM

TO: Mary A. Papazian
Associate Dean, College of Arts and Sciences

FROM: Mildred H. Merz
Coordinator for Collection Development, Library

SUBJECT: Library Collection Evaluation for Master of Arts in Liberal Studies

DATE: March 30, 2000

In anticipating the library requirements of students in the proposed Master of Arts in Liberal Studies, I have tried to consider both library materials they will need and library services that will make their securing of these materials easier.

Collection Strengths

Obviously in a program where more than half the credit hours will be earned by taking already existing courses, the Library should have many of the resources that the students will need. This is true. We have online access to most of the major indexes for the liberal studies subjects—both the broadly focused indexes (Humanities Abstracts, Social Sciences Abstracts, General Science Abstracts) and the more subject focused ones (MLA Bibliography; Historical Abstracts; America, History and Life; Art Abstracts; MathSciNet; Basic Biosis; Chemistry Citation Index; RILM [music]; PAIS International [political science, current affairs]; PsycInfo, etc.) Over the past several years the library has had special gift funding to support the book needs of the humanities departments. Last year's special push to meet book needs of other units resulted in record amounts being spent for books. The Library's "approval plan," in place since early 1994, has also helped strengthen the book collection by regularly making available to us books related to the curriculum. The Library is also attempting to increase its access to online full text or full image journals. Last year we began subscribing to Project Muse journals from Johns Hopkins University Press. The journals numbered around 40 and were heavily in the humanities areas. This year the number of journals has increased to over 100—from several other university presses and in the social sciences and mathematics as well as additional titles in the arts and humanities. Many of these titles are interdisciplinary and seem especially appropriate to this program. (See Appendix B for a selected list of Project Muse titles.) The Library has also subscribed to the full text option of Periodical Abstracts through FirstSearch. Titles here are in many subject areas from very general and popular magazines to scholarly journals in interdisciplinary and subject areas. In addition, the Library has access to the FirstSearch full text database WilsonSelect. (See bottom of Appendix A for titles full text on FirstSearch that we would need to consider adding for this program if they were not already available to us online.)

Collection Needs

Since the program is described as an "interdisciplinary exploration of the liberal arts," in reviewing journals I focused on identifying significant interdisciplinary/multidisciplinary journals being currently published that the Library does not have available. We do have many, but in Appendix A I have listed important titles we are lacking that are frequently cited and indexed. Total cost of all of these titles (excluding those available to us full text via FirstSearch or Project Muse) is almost \$3000. I have budgeted considerably less than this presuming that not all are essential --\$1500 for new subscriptions in year 1, \$500 for still more new subscriptions in

both year 3 and year 5. There may well be other titles more necessary to obtain, but these serve as evidence that there are a number of relevant journals the Library is lacking. I have also budgeted for modest backfiles purchases for titles we add.

Because most students are expected to be mature adults, many of them fully employed and pursuing the degree on a part-time basis, the availability of as many resources as possible online becomes increasingly important. Earlier I have mentioned the availability of indexes and even some full text journal articles through FirstSearch and over 100 full image journals through Project Muse. There is another important online source of full image scholarly journals that the Library has not been able to afford. JSTOR provides backfiles of 117 journals—backfiles beginning three to five years back on a rolling basis. Titles are core journals in disciplines including anthropology, ecology, mathematics, philosophy, political science, history, literature, and sociology. The Library already has print backfiles of most of these, but JSTOR would make these backfiles available to students from their homes. Pricing for OU would be \$25,000 for year one and then \$4,000 per year thereafter. Obviously, the full cost of this resource should not be budgeted against just the Liberal Studies program. However, since I believe that this would be a very important collection for Liberal Studies students, I have built in a portion of the cost in the library budget in Appendix C—hoping that the Library will be able to secure the remaining funding from other sources.

I envision that most book needs will arise from the four core seminar courses. These courses are described as each being "organized around a single topic or question." I am presuming that these topics may change every time the courses are offered. Since these topics may well be ones not covered in existing curricula and/or be quite current, I anticipate that each course will necessitate the addition of 10 to 20 books to the Library's collection and have thus budgeted \$3,000 per year to meet these needs. What will be essential here is that the Library be notified of anticipated topics and needed books in sufficient time to enable us to obtain the books by the time the course begins.

Even if all of the above needs can be met, the Library will still have areas of weakness—no library can have all materials that students desire to peruse. The Library's Interlibrary Loan Department is exceptional in being able to secure, in a timely fashion, resources that we do not own. In addition graduate students have direct access to the UNCOVER Document Delivery Service to order faxes of journal articles the Library does not own. Students are not charged for either of these services. ILL is funded through the regular library budget. UNCOVER for graduate students is currently funded by a grant from the OU Credit Union. However, students are less frustrated if they can find the majority of the resources that they need here in Oakland's Library. Students and faculty both can work with librarians to identify research topics that this Library can support, and faculty can and should work with librarians to build new areas of strength.

Service Needs

The proposal indicates that most students will come to the program "with some anxieties about their abilities, most often related to having been out of school for long periods of time." In the proposal this relates to the importance of the role that the program director will play in assessing

student weaknesses and strengths. However, this observation also serves to point to the students' likely need for guidance in using an academic library that has changed radically since most of them were undergraduates. It would be beneficial to the students if library instruction could be planned for the introductory colloquium and for the four seminar courses. Librarians providing such instruction should be called on to collaborate with faculty teaching the courses to agree on appropriate library instruction goals and objectives for each course.

Conclusion

From the Library's perspective this would be a desirable program to support. Students in it would use many of the materials that the Library already has. Materials purchased specifically for the program would be supportive not only of this program, but of many other programs in Arts and Sciences. Budget needs are rather modest; but if funds are provided, they will strengthen the collections for many.

cc: Elaine K. Didier, Dean of the Library

Library Report Appendix A

Journals to Consider Adding

BIBLION: THE BULLETIN OF THE NEW YORK PUBLIC LIBRARY \$60
CRITICAL REVIEW: AN INTERDISCIPLINARY JOURNAL OF POLITICS AND SOCIETY \$64
CULTURAL CRITIQUE \$78
CULTURAL STUDIES \$220*
CULTUREFRONT: A MAGAZINE OF THE HUMANITIES \$25
ENDEAVOUR: A REVIEW OF THE PROGRESS OF SCIENCE AND TECHNOLOGY IN THE SERVICE OF MANKIND \$370
HISTORY OF THE HUMAN SCIENCES \$378*
HUMAN NATURE: AN INTERDISCIPLINARY BIOSOCIAL PERSPECTIVE \$165
INTERNATIONAL JOURNAL OF POLITICS, CULTURE, AND SOCIETY \$365**\$438***
JOURNAL OF GRADUATE LIBERAL STUDIES \$20
MEDIA, CULTURE, AND SOCIETY \$414*
REPRESENTATIONS [multidisciplinary journal from U. of California Press] \$120
RETHINKING HISTORY \$198*
SCIENCE, TECHNOLOGY, AND HUMAN VALUES \$246*
SOUTHERN HUMANITIES REVIEW \$15
STANFORD HUMANITIES REVIEW \$60
ZYGON: JOURNAL OF RELIGION AND SCIENCE \$108*

- *Cost for print and online subscription
- ** Cost for print **OR** online subscription
- *** Cost for print and online subscription

Other Relevant Titles Considered—but available fulltext through FirstSearch

CROSS-CULTURAL RESEARCH: THE JOURNAL OF COMPARATIVE SOCIAL SCIENCE
 DIOGENES (International Council for Philosophy and Humanistic Studies)
 HUMAN ECOLOGY: AN INTERDISCIPLINARY JOURNAL
 ISSUES IN SCIENCE AND TECHNOLOGY
 JOURNAL OF INTERDISCIPLINARY STUDIES
 PHILOSOPHY OF THE SOCIAL SCIENCES
 THE SCIENCES: THE CULTURAL MAGAZINE OF SCIENCE

Library Report Appendix B

Interdisciplinary Titles Available Full Image Through Library's Subscription to Project Muse
 (URL is muse.jhu.edu/journals/)

- *AFRICA TODAY
- *AMERICAN IMAGO
- *AMERICAN QUARTERLY
- *BIOGRAPHY
- CONFIGURATIONS (Society for Literature and Science)
- DIFFERENCES: A JOURNAL OF FEMINIST CULTURAL STUDIES
- ETHNOHISTORY
- HARVARD INTERNATIONAL JOURNAL OF PRESS/POLITICS
- HISTORY OF POLITICAL ECONOMY
- HOPSCOTCH: A CULTURAL REVIEW (Hispanic culture)
- *JOURNAL OF INTERDISCIPLINARY HISTORY
- JOURNAL OF MEDIEVAL AND EARLY MODERN STUDIES|
- *JOURNAL OF SOCIAL HISTORY
- *JOURNAL OF THE HISTORY OF IDEAS
- MODERNISM/MODERNITY
- NEPANTLA: VIEWS FROM SOUTH (humanities/social sciences and Latin America)
- PERSPECTIVES ON SCIENCE
- PHILOSOPHY AND LITERATURE
- *PHILOSOPHY AND RHETORIC
- PHILOSOPHY, PSYCHIATRY, AND PSYCHOLOGY
- POSTMODERN CULTURE
- PUBLIC CULTURE
- SAIS REVIEW [School of Advanced International Studies, Johns Hopkins]|
- *SOCIAL SCIENCE HISTORY|

SOCIAL TEXT

SubStance [interdisciplinary journal covering topics from literary theory to physics]

TECHNOLOGY AND CULTURE

TRANSITION (Duke University Press and the W. E. B. Du Bois Institute)

*VICTORIAN STUDIES

* These are titles for which Library currently has print subscriptions also.

Library Report Appendix C

Library Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Books	\$3000	\$3000	\$3000	\$3000	\$3000
Journals*	\$1,500	\$1,650	\$2,315	\$2,550	\$3,300
Backfiles	\$2,000	\$1,000	\$ 500	\$ 500	\$ 500
JSTOR**	\$5,000	\$ 500	\$ 500	\$ 500	\$ 500
Totals	\$11,500	\$6,150	\$6,315	\$6,550	\$7,300

*Costs presume \$1500 worth of new subscriptions are added in year 1 and \$500 worth of new subscriptions are added in each of year 3 and year 5. Journal inflation is presumed to be 10% per year.

**Year 1 total cost is \$25,000. While the collection is important to this program, entire cost should not be charged here. After first year, total annual cost is \$4,000.

Appendix E: Faculty Vitae

Updated copies of the vitae of all faculty in the College of Arts and Sciences are on file in the College of Arts and Sciences office (217 Varner Hall).

Appendix F: List of Available Existing or Possible New Courses: [See chart.](#)

Appendix G: Sample Course Descriptions and Course Syllabi

The course descriptions that follow are taken from the Association of Graduate Liberal Studies Programs (AGLSP) booklet, *Integrating Knowledge and Action: A Workbook for Graduate Liberal Studies Programs* (1996), 14-20 . The sample syllabus below is from a course in the Master of Arts in Liberal Arts (MALA) program at San Diego State University. Additional sample course descriptions and sample syllabi are on file in the College of Arts and Sciences office (207 Varner Hall).

MODELS OF GLS COURSES

Because the explicit goal of graduate liberal studies is to provide a foundation for significant integration of disciplines, the educational center of the graduate liberal studies curriculum is the multi-, cross-, or inter-disciplinary course. Such courses seek to discover not only new knowledge of the "worlds" in which we live, but also how diverse academic disciplines can together broaden and deepen our grasp of the seminal ideas of our civilization and the critical problems of life and the mind that inform the cultures of the past and present. Every perspective constitutes a limited vision of the meaning, conditions, and historical contexts of our experience. While each discipline contributes its unique and vital insights, it also imposes its own limitations. Multi-disciplinary courses encourage us to cut through often arbitrary boundaries and to explore the values and contributions of diverse modes of knowing and seeking knowledge.

Core courses in GLS programs are, without exception, multi-disciplinary. Such courses provide a systematic confrontation with the inventiveness of the human mind in finding and imposing order upon experience. They also have the unique function of reminding us that liberal learning literally frees the mind from the constraints that are often the legacy of an over-specialized, narrowly focused undergraduate career, a narrowness that usually gets worse in graduate school.

GLS students welcome this breadth and openness. Because they may have been away from school for some time, however, they may come with considerable anxiety. In recent years many institutions have designed entry-level courses as well as core courses to serve the dual purpose of reintroducing students to intellectual discipline in an interdisciplinary way, as well as providing a common basis for the exploration of some fundamental ideas and questions.

Instructional styles and forms run the gamut of the graduate educational scene, including lecture courses, seminars, team-taught courses, reading courses, tutorials, and independent studies. What follows is a very limited selection of types of courses and their description. They illustrate some of the *kinds* of courses central to any GLS curriculum.

NOTE: *Many more examples of GLS courses, with detailed syllabi, are available in the AGLSP "Workbooks of Course Syllabi" series.*

EXAMPLES OF MULTI- DISCIPLINARY COURSES

1. Optics, Art, Philosophy: Appearance and Reality

Three instructors from three different fields and departments together discuss problems relating the nature of physical reality, the mechanisms of our visual perception of this reality, the role of art in bridging the gap between perceptions and emotion, and the philosophical questions concerning the nature of art, knowledge, and reality itself. Lectures describe and demonstrate such topics as the nature and perception of light, the problem of knowledge, the ways in which color interacts with color and so "deceives continually," "common sense" perception, realism and idealism in representation, and theories and techniques of imaging. Students have three two-hour study sessions to work on exercises designed to develop sensitivity to color relations. Follow-up lectures detail the artistic motivation and theories behind these exercises and compare them to

physiological and psychological theories of perception that are based on identified mechanisms of eye and brain. The course concludes with lectures on the philosophy of art, asking the questions, What is a work of art? and What is the nature of aesthetic experience? The instructors attempt to show how and where their views concur and conflict.

2. Paradise Regained: Literature of Social Change

This course explores the social purpose of art, specifically of literature, and its use in the endless human search for happiness and fulfillment. From earliest history, artists and philosophers have felt compelled to justify their role in society. Some disclaim any responsibility at all. Others see literature as a means of social criticism and improvement accomplished by means such as disapproval of things as they are (the Grand Refusal), or by projection of an ideal order. Examples of literature from past centuries which reflect the social anxieties and aspirations of their own times, and perhaps of ours, are read. Insights drawn from political, psychological, and historical resources help students construct a theoretical framework for the primary reading list.

3. Coping with Disorder

An exploration of human responses to a chaotic world and of the attempts to put structures and restraints on the disorders threatening society. How do persons do this in various situations and at various times? Can we determine patterns in the ways people cope with disorder? If so, do these patterns repeat themselves in the course of history? Are they the same in primitive as in technological societies? Are they "real" or "fictional"? Are the "fictional" as effective as (or more effective than) the "real" structures? Are there specific governmental structures (e.g., monarchy or democracy) which respond to specific disorders? What about specific economic systems (e.g., feudalism or communism)? How is the threat of disorder reflected in literature and the arts? In religion and philosophy?

4. Psychomythology: The Interpretation of Fantasy

This course explores the psychological and cultural context of Greek mythology. It uses psychoanalytic theories of dream interpretation and unconscious mental processes to understand the nature and uses of myths, dreams, folktales and other forms of fantasy.

5. Feminist Perspectives: Literature, Theory, and Public Life

This course begins with literature and theory from the women's movement and seeks to connect the ideas, images, and systems found there to alternative leadership styles and modes of organizational structure and behavior.

6. From Certainty to Chaos

This course begins with Newton, whose calculus and brilliance led scientists and philosophers to envision a time when all facts about the universe would be known and based precisely on mathematical knowledge. It then investigates how continuing work in theoretical mathematics, logic, computability, and the new theory of chaos has seriously questioned this vision and placed

severe limits on how broad and precise human knowledge can ever get. The course links mathematics to the cultural, philosophical, and artistic climate of its time, investigating relationships between math and such things as the physics of Einstein and the painting of Van Gogh.

7. Comparative Values and International Relations

This course examines the value systems of the great cultural ideologies (Buddhist, Chinese, Hindu, Islamic, Japanese, Judeo-Christian), their interaction among themselves and their impact on foreign policy. Emphasis is placed on those elements in the different systems of beliefs which contribute to tensions, conflicts and misunderstandings in international relations. Current international events and policies are used to exemplify the effects of varying beliefs and values.

8. Race, Ethnicity, and the American Experience

This course traces the importance of race and ethnicity to the definition of what "America" is using works and ideas from literature, history, economics, the arts, psychology, and sociology. Its central task is to bring to bear these resources in order to understand the idea of sociologist Mary Waters that "The ultimate goal of a pluralist society should be a situation of symbolic ethnicity for all Americans." How is race and ethnicity "real" versus "symbolic"? How have the "realities" and the "symbols" of race interacted over the course of American history thus far, and what does this mean for the nature of race relations in the future?

EXAMPLES OF HISTORY OF IDEAS COURSES

1. Heroes and Heroism

The hero (either male or female) is a mythical construct through which a society embodies its values, transmits them to the young, and celebrates what it wishes to believe about itself. This course begins with the classical or Greek conception of the hero as seen in *The Odyssey* and the Hebraic-Christian idea in *The Bible*. It then examines how these traditional views of the hero were modified in the Middle Ages by the writers of the tales of chivalry and romance (Tristan and Iseult). Marlowe's *Dr. Faustus* is read as the embodiment of the Renaissance idea of the hero. Shaw's *Saint Joan*, Woolf's *Mrs. Dalloway*, and Camus' *The Plague* grapple with the modern and contemporary question of whether heroism is indeed possible and, if so, in what ways.

2. From Renaissance to Enlightenment-A History of Ideas and the Arts

This course links major European authors, composers and artists such as Shakespeare, Rubens, Monteverdi, Handel, Hogarth, Pope, Schiller, Mozart and Goya as they define changing cultural styles.

3. The Advent of Evolution: An Instance of Transformation In Scientific Ideas

The publication of Charles Darwin's *On the Origin of Species* in 1859 was a landmark event in the history of science, but it was much more: it represented a watershed in Western ideas in

general. While evolution by natural selection came upon the scene as a specifically biological theory, the historical process by which it arrived reflects a very broad shift in the way people looked upon themselves and society as well as the natural world. By studying this process, we can learn some important things about organized thought and about our own cultural heritage.

4. The Mind of America

An examination through literature, philosophy, and the arts of several topics which, taken together, provide an overview of America's intellectual life as a response to, and comprehension of the American experience. The topics investigated include both the traditional intellectual movements of American intellectual history and less traditional, more popular, attitudes and concerns which also reflect the American mind. Such topics include: the Puritan consciousness from New England origins through Faulkner, Eliot, and Niebuhr, American socialism to the New Left; pragmatic assumptions and deterministic constraints as seen in the works of Franklin, Pierce, James, Crane, Dreiser, and Summer; American myths and legends: the frontier, big business, Hollywood, the "very rich"; minority reports on the American mind found in the works of Black, Indian, and Spanish-speaking Americans.

5. *Philosophy and Nature*

This seminar in philosophy serves as the introduction and foundation of the History of Ideas component of this particular GLS program. The course focuses on one of the more profound and enduring concepts to have arisen in human thought and experience: the idea of nature. Beginning with the epochal pre-Socratic discovery of nature as that which grows into appearance, the course traces the complex history of the encounter of philosophy with nature in writings of Plato, Aristotle, Galileo, Hobbes, Descartes, Hume, and Kant. Many significant philosophic problems, such as the knowledge of nature, as well as the nature of knowledge, the relation of being to becoming, the tension between human action and thought, will be analyzed and discussed with regard to the history of the idea of nature. Special emphasis will be placed on the meaning of the development of the modern mathematical conception of nature and its consequences for man's knowledge of himself.

EXAMPLES OF "AREA OF CONCENTRATION" COURSES

1. The Meaning of Number: An Algebraic Approach

Anyone who has sat through an algebra course has almost certainly absorbed some of the aesthetics and meanings of algebra even if all this was obscured by a mass of seemingly irrational and intimidating technicalities. This course will approach the question of the meaning of number by considering it as an element of an algebraic system. A careful attempt to make precise this culture's notions about number will lead us to an uncomplicated but precise language. We will develop an algebraic system in which sometimes mystifying arithmetical and algebraic facts (e.g., "invert and multiply to divide fractions") appear in their true light—that is, as deep theorems. Other imputations of meaning to number and variations on the algebraic theme will be considered as time permits. For the technically-minded: we cover the axiomatic algebra of the rational numbers. Cardinality, ordinality, and some matrix algebra occur as time permits.

The non-technically minded should, by the end of the course, be able to construe the preceding sentence with comfort and confidence.

2. Seminar in Economics

This course traces the institution of the free market. Theories of the laws of the market (laws of value and laws of growth) as developed by Smith, Ricardo, Marx, and Keynes will be discussed as a physics of society with human nature as its ultimate particle, even though common sense and the historical genesis of the market system indicate that it is a form of social organization. The relation of the economic institutions that are historically contemporaneous and compatible with it will be a primary topic of consideration.

3. Images of Authority in African Art

In contrast to 20th century European and American art, traditional African art is overwhelmingly functional in character. This course will investigate the manner in which Sub-Saharan African peoples combine a broad diversity of materials, formal configurations, aesthetic criteria, and philosophical concepts to create art forms which validate and reinforce accepted-as well as changing-forms of social and political organization.

4. The Romantic Imagination

An examination of the English Romantic poets and selected Romantic artists and composers-all seen as reflecting the vitality of "the Romantic Imagination." The course studies the relationships of Wordsworth, Coleridge, Byron, Shelley, and Keats to their times, to the poetic tradition, to selected Romantic artists and composers, and to each other. For instance, what were the political stances they took in a period of change and revolution, and what influence did the first generation of Romantic poets have on the second? The course also assesses the poets' lives as they affected their poetry. Among others, such things as Wordsworth's love for his sister, his affair with Annette Vallon, Coleridge's addiction to opium, and Shelley's devotions to ideals will be examined.

5. Fundamentals of Movement

A course in movement fundamentals, as derived from the work of Irmgard Bartenieff, integrating principles from Laban, physical therapy, and dance. It will involve training connectedness in the body in motion. Concepts to be integrated on both the physical and analytic level include: kinesthetic awareness, differentiation of body units, location of triadic bony landmarks, initiation of movements, breath, center of gravity, weight shift, and the relationship of body and spatial configuration. The course requires active participation, predicated on a personal, individualized understanding and mastery of its elements rather than on a mechanical (exercise) approach to moving.

6. Meaning in History

This course focuses on the problem of understanding the human condition presented by the advent of modern natural sciences. As a result of modern conceptions of the universe bereft of gods and purpose, man has attempted to find meaning in history. Philosophers, Hegel being the major example, have considered history as the process of human progress culminating in the fulfillment of man's highest potentialities. On the basis of Hegel, Marx has been the most influential thinker in advancing the doctrine of social revolution as the prelude to the perfect society founded on communism. Because of increasing doubts that history has a definite intelligible end, the philosophy of history has become "historicism," the view that meaning in history is itself relative to historical time. In recent times this was represented by the work of Collingwood. The course contrasts modern historical thinking with older views of history, the classical or pagan and the biblical. The classical conception considered history as an indeterminate series of political events and actions understood from the standpoint of the order of nature, the cosmic pattern, the recurring cycle of birth, growth, and decay. The biblical conception considered history as the linear process from the creation to the final judgment governed by divine providence and known to man through revelation. Polybius represents the classical view as Augustine best represents the Christian form of the biblical view. Modern historicism is a unique hybrid of these older views, in substance rejecting both.

7. The Universe of Modern Science

Beginning at 10⁻³⁵ seconds after the Big Bang, with a backward glance at 10⁻⁴³ seconds, the course examines the developing scientific view of the universe and our place in it. We proceed from the Big Bang through the earliest expansion of the universe and evolution of elementary particles and the earliest atoms, the birth of galaxies, the evolution of stars and the chemical elements, the origin of planetary systems, and the evolution of the earth and its life. The course then examines various scenarios for the end of the universe in the light of modern particle physics and cosmology. A primary aim of the course is to see how, and whether, the various parts of modern physics, chemistry, biology, and astronomy fit together in a coherent and adequate picture. Throughout, the students examine why science has come to accept various parts of the picture as the best views available in the light of the evidence. This course is taught at an introductory and non-mathematical level; there are no prerequisites.

EXAMPLES OF CULMINATING PROJECTS

ESSAYS

1. An elementary school librarian completing her MALS with a concentration in humanities did a systematic survey to determine which eight books were checked out of the library most frequently by elementary students in ten elementary schools. She then did an analytical critique of how these works of children's literature portrayed the role of men and women with a view to identifying sexist bias in both blatant and subtle forms. Her study concluded with the analysis of five works, not frequently found in elementary libraries, but which presented a more balanced and humane portrayal of women's value and roles.
2. The co-owner of an import business who had begun a masters in philosophy came to an MALS program and concentrated on courses in ethics, religion, and the history of science. His

essay combined concepts from theology and chaos theory to help illuminate the idea of determinism in science and religion.

3. A paralegal whose course work had centered on ethics and theories of justice, wrote an essay on alternative forms of dispute resolution. The idea of the "multi-door" court house and the starting of counseling services to help disputants find means other than formal litigation to resolve problems was aimed at streamlining the court system in his county which, when he started his MALS program, had a backlog of 500 cases and, when he ended, a backlog of 700. He subsequently joined the Alternative Dispute Resolution Association which, just as he finished his project, opened its doors for the first time to non-lawyers.

PROJECTS

1. A music major completed her MALS degree with the production of two 15-minute television scripts which appeared on NBC religious programming. Her project involved writing the scripts, designing the costumes, choosing musical selections, and explicating the rationale justifying her production decisions.

2. A nurse who was also heavily involved in community theater wrote six dramatic monologues entitled "Girls Night Out." The monologues stemmed from courses she had taken on race and ethnicity, public discourse, feminist literature, and ethics. She used part of her project in the speaking she did on behalf of the nurse's association for which she worked, and the entire set of monologues was produced and performed by a well respected community theater.

3. A community college teacher developed, taught, and subsequently created a homepage for introductory courses on Western art and culture. The courses were based on the work of Hans Gadamer, and part of her project involved a detailed analysis of Gadamer and the relationship of his ideas to the various choices of content, evaluative methodology, and mode of presentation she made in developing the course.

"TECHNOLOGY" AND THE GLS CURRICULUM

Given the speed of technological change, whatever we say here will, at the very least, be quaint if not hopelessly outdated in a few years, maybe even a few weeks. For GLS programs the key question seems to be one of distance. Because our students will come from such disparate walks of life, and often literally from places miles from each other and from our schools, technology can help bridge these distances. On the other hand, the GLS movement emphasizes personal attention, comradery, and the forming of close communities. Because technology allows us to communicate over distances more quickly and interactively than ever, how much will the emphasis on actual, personal presence be compromised. Moreover, books like *The Electronic Word* urge us to consider what significant changes technologies bring to the very nature of the humanities themselves. How great a distance, for example, is there between the printed book and the electronic, between actual and virtual presence? How is technology changing not only how we do research, but what we research?

In 1991 Duke University hosted the AGLSP annual conference around the theme "Science and Technology in Graduate Liberal Studies." Subsequently, Diane Sasson, head of the Duke program and soon-to-be president of the AGLSP, edited *Science and Technology in Graduate Liberal Studies Programs*, Volume III of the Association's curriculum guides. In 1995, this time with North Carolina State hosting, the conference theme was "Technology and the Liberal Arts." As a follow up Diane Sasson wrote an AGLSP Occasional Paper titled "Information Technology in Graduate Liberal Studies Programs." Though she reported that responses to a questionnaire suggested that "GLS programs are not in the forefront in integrating technology into the curriculum," her findings imply definite, if guarded, movement in that direction.

Course syllabus (San Diego State University) MALA 601

Introduction to Interdisciplinary Thinking
Professors Howard Kushner and Stephen Roeder
Fall, 1999

An introduction to interdisciplinary thinking and a starting point for new graduate students entering the Master of Arts in Liberal Arts program, this seminar offers students and faculty the opportunity to grapple with contemporary issues that require interdisciplinary approaches. The course explores the current debate among and with evolutionary psychologists and biologists over the extent to which human behavior and culture is shaped by genetic inheritance. We will examine the extent to which the hunter-gatherer experience has framed human cultural assumptions. We will also investigate the role of environmental factors as cultural determinants and "consciousness" as a feature of human evolution. Focusing on issues of language and gender, the reductionist paradigm of evolutionary psychology will be examined from biological, historical, philosophical, and psychological perspectives. At the end of each of these sections, students will be expected to write a 10-page typed essay comparing arguments and use of evidence in the assigned texts and in the class discussions.

Texts

- Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*, Norton, 1997.
Dostoevsky, Fyodor. *Crime and Punishment* (Penguin Edition).
Duncan, Martha Grace. *Romantic Outlaws. Beloved Prisons: The Unconscious Meanings of Punishment*, New York University Press, 1996.
Foucault, Michel, ed. 1. *Pierre Riviere . . . (translated by Frank Jellinek, Pantheon, 1975).*
Freud, Sigmund. *Totem and Taboo* (1913), Norton. 1962.
Jaynes, Julian. *The Origin of Consciousness in the Breakdown of the Bicameral Mind* Houghton-Mifflin, 1977.
Tattersall, Ian. *Becoming Human: Evolution and Human Uniqueness*, San Diego: Harcourt, Brace, 1998.
Tolstoy, Leo. *The Kreutzer Sonata*. (Oxford Univ. Press, paperback).
Wills, Christopher. *Children of Prometheus: The Accelerating Pace of Human Evolution*, Helix

Books, 1998.

Wright, Robert. *The Moral Animal: the Science of Evolutionary Psychology* (New York: Pantheon Books) 1994.

Readings to be Distributed in Class

Gould, Stephen Jay. "Evolution: The Pleasures of Pluralism." *New York Review*, June 12, 1997, pp. 34-37.

Lyons, Sherrie., "Science or Pseudoscience: Phrenology as a Cautionary Tale for Evolutionary Psychology," *Perspectives in Biology and Medicine*, 41 (1998), 491-503

Pinker, "Evolutionary Psychology: An Exchange," *New York Review*, October 7, 1997.

Shoshana Felman. "Forms of Judicial Blindness, or the Evidence of What Cannot Be Seen: Traumatic Narratives and Legal Repetitions in the O. J. Simpson Case and in Tolstoy's *The Kreutzer Sonata*, *Critical Inquiry*," (Summer, 1997).

Tavris, Carol. A. "The Mismeasure of Woman: Paradoxes and Perspective in the Study of Gender," in *Psychological Perspective on Human Diversity in America*, Jacqueline Goodchilds (ed.) (American Psychological Association) 1991.

Film: Woody Allen, Director & Writer, *Crimes and Misdemeanors*, 1989.

Section One: Weeks 1-5: Are We Our Genes? The Challenge of Evolutionary Psychology

Part one explores the current debate among and with evolutionary psychologists over the extent to which human behavior and culture is shaped by genetic inheritance. We will examine the extent to which the hunter-gatherer experience has framed human cultural assumptions. In addition we will investigate the role of environmental factors as cultural determinants.

Assignments

Week 1 (Sept. 1): Introduction

Week 2 (Sept. 8): Labor Day, no class meeting

Week 3 (Sept. 15): Wright, *The Moral Animal*

Week 4 (Sept. 22): Tattersall, *Becoming Human*

Week 5 (Sept. 29): Gould, "Evolution: The Pleasures of Pluralism,"

Pinder, "Evolutionary Psychology: An Exchange"

Lyons, "Science or Pseudoscience: Phrenology as a Cautionary Tale for Evolutionary Psychology"

(Please read in this order)

Week 6 (Oct. 5): Paper Due

Section 2: Weeks 6-10: Culture and the Brain

This section will investigate the role of human "consciousness" as it relates to the evolutionary issues raised in the first part of this course. Focusing on issues of language and gender, the reductionist paradigm of contemporary neuroscience will be examined from historical, philosophical, and psychological perspectives. Students will explore the possible ways in which

seemingly contradictory paradigms of consciousness can be understood as complementary rather than contradictory.

Assignments

Week 6 (Oct. 6): *Diamond, Guns, Germs and Steel*

Week 7 (Oct. 13): *Diamond, Guns, Germs and Steel*

Week 8 (Oct. 20): *Jaynes, Origin of Consciousness, parts 1-2*

Week 9 (Oct. 27): *Jaynes, Origin of Consciousness, part 3; Wills, Children of Prometheus*

Week 10 (Nov. 3): *Wills, Children of Prometheus*

The paper for section 2 will be due Nov. 17

Section 3: Weeks 11-15: Crimes and Punishments

Section 3 will rethink many of the claims of evolutionary biology and psychology in the context of an examination of crimes and punishments as portrayed in film, novels, confessions, and non-fiction. Central to this exploration will be the meaning of guilt and the reasons for punishments.

Here we will examine the conflicts between psychological, judicial, and sociological theories of the causes of criminal behavior, especially homicide, as they inform the practices of punishments.

Assignments

Week 11 (Nov. 10): Introduction to section 3 and Freud, *Totem and Taboo*

Week 11 (Nov. 17): Paper Two Due and film: Woody Allen, Director, *Crimes and Misdemeanors*

Week 13 (Nov. 24): Duncan, *Romantic Outlaws, Beloved Prisons*

Week 14 (Dec. 1): Dostoevsky, *Crime and Punishment*

Week 15 (Dec. 8): Tolstoy, *The Kreuzer Sonata*; Foucault, ed., *Pierre Riviere*. . .

DECEMBER 15: PAPERS DUE

Appendix H: Guidelines and Procedures for Master's Projects

I. PURPOSES

The Master's Project is designed to be the culminating experience for students in the Master of Arts in Liberal Studies program. Its primary goals are to demonstrate that students completing the program have:

- superior critical reasoning skills, creativity and flexibility
- the ability to confront problems of interdisciplinary research
- the ability to integrate diverse fields of knowledge
- the ability to produce work based on rigorous reasoning which is of high quality in terms of both methodology and mechanics

- familiarity with the research methods and materials of at least two of the four areas of liberal arts in the program

II. CRITERIA

Within the framework established by the academic standards applied to these research projects, the student is encouraged to select his/her own topic or problem that relates to liberal studies, broadly defined. Ideally, students will have been stimulated toward further study by a concept, technique, issue or problem raised in one or more of the courses they have taken during their graduate career. Examples of completed Master's projects are on file in the MALS office. (see attached for sample projects)

Specific criteria for the Master's project requirement include the following:

1. The Master's project requirement is designed to be completed in the final year of the program. Students should have completed the three core courses and four electives before beginning their Master's project.
2. In the semester in which students write their projects, they must also enroll in a Master's Project Seminar (Liberal Studies 600), in which they will be expected to share their research and writing with fellow MALS students writing projects that semester.
3. All project proposals must be approved by the MALS executive committee prior to the start of the semester in which the project will be written. Proposal forms can be found in the MALS office. (see attached for a sample form)
4. Students must be sure to integrate material from at least two of the four areas of study. The four areas of study are divided among the various departments as follows:
 - *Language and Literature*: English, Linguistics, Modern Languages and Literatures and Rhetoric, Communications and Journalism.
 - *Humanities*: Art and Art History, History, Philosophy and Music, Theatre and Dance.
 - *Social Sciences*: Economics, Political Science, Psychology, and Sociology and Anthropology.
 - *Sciences*: Biology, Chemistry, Mathematics and Statistics, and Physics.
5. Each Master's project must be supervised by a three-person committee: a chair and two additional members. One member of the project committee must be from each of two areas chosen by the student as their two designated areas. The third member of the committee can be from either of these areas or from a third area of study.
6. Any written work to be submitted in partial or total fulfillment of the project requirement need not exceed 7,500 word (20-25 pages).

III. PROCEDURES

STEP 1: Meet with the MALS director to discuss project topic, method, members of the project committee, and a timetable for completion.

Students should feel free to contact the MALS director and members of the project committee well before they actually wish to begin their project. This allows more time to develop a sound research topic and design, select a project committee, collect necessary research materials, and generally complete the housekeeping tasks associated with projects of this type.

STEP 2: Complete and Submit the MALS Master’s Project proposal form (see attached).

STEP 3: Enroll in Liberal Studies 600: Master’s Project and Seminar.

YOU MUST COMPLETE STEPS 1 AND 2 AND GAIN APPROVAL FOR YOUR PROJECT FROM THE MALS EXECUTIVE COMMITTEE BEFORE YOU WILL BE ALLOWED TO REGISTER FOR THIS COURSE.

Write and complete your paper in consultation with your project committee and in the context of the Master’s Project Seminar.

STEP 4: Submit FIVE COPIES of your final draft: one to each member of your project committee (for final approval), one to the instructor of LS 600, and one to the MALS director, who maintains an archive of all project papers.

**Master of Arts in Liberal Studies
Master’s Project Proposal Form**

Name: _____

Semester: _____

Members of the Project Committee and their areas (please indicate chair):

1. Chair _____
2. _____
3. _____

Topic of Project:

Attach a 1-2 page proposal outlining your project, the two designated areas you will cover, and the procedures and methodology you plan to use, together with a bibliography of primary and secondary sources. Please submit 5 copies to the MALS executive committee.

Please provide the signatures of the professors who have agreed to work with you:

1. signature _____ date _____
(CHAIR)
2. signature _____ date _____
3. signature _____ date _____

MALS Executive Committee Action

The MALS Executive Committee may request additional information or suggest revisions to the project proposal.

Additional Information Requested: _____

Suggested Revisions: _____

Approval: _____

Date: _____

Reminder: Students who have received permission for their projects should be sure to enroll in Liberal Studies 600: The Master’s Project Seminar during the semester in which they are writing their projects.

Appendix I: Sample Student Curriculum

Year 1

Liberal Studies 500 – Introduction to Interdisciplinary Thinking

Liberal Studies 501 – Paradise Regained: Literature of Social Change

This course explores the social purpose of art, specifically of literature, and its use in the endless human search for happiness and fulfillment. From earliest history, artists and philosophers have felt compelled to justify their role in society. Some disclaim any responsibility at all. Others see literature as a means of social criticism and improvement accomplished by means such as disapproval of things as they are, or by projection of an ideal order. Examples of literature from past centuries which reflect the social anxieties and aspirations of their own times, and perhaps

of ours, are read. Insights drawn from political, psychological, and historical resources help students construct a theoretical framework for the primary reading list.

Liberal Studies 504 – Cosmology

Course emphasizes the exciting and somewhat puzzling current developments in understanding the universe on the spatial scales. Includes some basic physics at the general education level. Format includes discussions and student paper presentations which would explore the historical and philosophical issues associated with cosmology.

Year 2

Liberal Studies 511 (cross-listed with Eng 500) – Adv. Topics in Literature and Language

Harlem became the hub of African-American culture in the 1920's and 30's, and the extraordinary writing, art and music which emerged during this time continues to influence American literature and culture. Students in this course will read the literature of the Harlem Renaissance in the context of its history and its social and cultural context. We will study the values and the aesthetics of the "new Negro" movement which emerged during this time, and we will examine the competing theories about race and racial identity which defined its intellectual culture.

Liberal Studies 513 (current Psy 358 revamped) – History and Systems of Psychology

How psychology came to be as it is. The beginning to the great experiments and the schools of psychology; the schools to World War II; World War II to the present. Researchers, experiments, theories.

Liberal Studies 511 (cross-listed with ALS 575) – Language and Culture

Language viewed as cultural behavior, its system, acquisition and use; its relation to history, attitudes and behavior; standard languages; social dialects; pidgins; and creoles.

Liberal Studies 512 (cross-listed with HST 514) – American History, 1900-1928

The social, political and economic developments in the U.S. during the progressive era and the decade of the 1920's.

Year 3

Liberal Studies 512 (cross-listed with PHL 311) – Philosophy of Peace and War

Philosophical issues related to peace and war, including: just war theory, nuclear weapons, international conventions and non-violence as a strategy of conflict resolution.

Liberal Studies 514 (cross-listed with ENV 461) – Environmental Law and Policies

Legislative and legal perspectives on environmental and occupational health issues. Special emphasis on current laws and regulations, as well as their impact on the groups regulated.

Liberal Studies 600 – Master’s Project and Seminar

Appendix J: Course Action Forms

Course action forms follow for ten new courses:

Liberal Studies 500 (Introductory Colloquium)

Liberal Studies 501, 502, 503, and 504 (Core Seminars)

Liberal Studies 511, 512, 513, 514 (Electives)

Liberal Studies 600 (Master’s Project and Seminar)