University at Albany – State University of New York

College of Arts and Sciences

Course and Program Action Form

Proposal No. 12-048

Please check one:  [ ] Course Proposal  [x] Program Proposal

Please mark all that apply:

- New Course
- Cross-Listing
- Shared-Resources Course
- Deactivated/Activate Course (boldface & underline as appropriate)

Revision of:

- Number
- Title
- Credits
- Other (specify):

Department:  English

Effective Semester, Year:  Fall 2012

Course Number:  Current:  New:

Course Title:

Course Description to appear in Bulletin:

See attached

Prerequisites statement to be appended to description in Bulletin:

If S/U is to be designated as the only grading system in the course, check here:

This course is (will be) cross listed with (i.e., CAS ###):

This course is (will be) a shared-resources course with (i.e., CAS ###):

Explanation of proposal:

See attached

Other departments or schools which offer similar or related courses and which have certified that this proposal does not overlap their offering:

Chief of Academic Budgets:

Michael Hill

Approved by Chair(s) of Department(s) having cross-listed courses (copies of e-mail

Appendix V)

See Appendix V

March 12, 2012

Gevorg Gevorgyan/Alfred Wahlst

Chair of Academic Program Committee

Park Choe

4/11/12
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MA in Liberal Studies – Program Revision

The University at Albany’s MA in Liberal Studies stands in need of revision. A review by Dean Elga Wulfert of the College of Arts and Sciences suggests that this program would benefit from restructuring, due to the changing global environment of education, the current goals of the University, and aspects of the program that need to be strengthened and restructured. This document provides a description of the proposed changes.

Current Program

The current MA in Liberal Studies is an interdisciplinary degree designed to serve students who are locally employed and who seek further education. It is a 30-credit degree, including three core courses and a final exam or thesis. Apart from this core, the program allows students to take graduate courses in schools across the entire university, based on their intellectual and professional interests, with the guidance of an advisor. The required core entails introductory courses in humanities, social sciences and sciences. Current program requirements are posted in an appendix to this document.

Current program weaknesses include the following. (1) The current student population is academically weak. There are 50 students currently in the program. Of these, many were denied admission to other programs in the university before coming to Liberal Studies; only 9 are currently registered for classes; 8 have recently had their degrees denied; 6 have been referred to the NY State Attorney General’s Office for collection due to a failure to pay tuition; some have never registered for classes; some have more than 100 credits but no degree; many have not registered for classes for several years; many are approaching the stature of limitations without good prospects of completing the degree. (2) The current program has no clear academic focus. It is spread across all schools and departments, without any particular intellectual orientation or core faculty strength. (3) The current program explicitly states that there is no expectation of particular career enhancement from this degree, and no expectation that students will go on to further graduate study. (4) The program has mainly recruited local students, without the ambition of national or international prestige and visibility.

Proposed Changes

The principle changes to the program under this revision are as follows. We propose (1) to focus the program in the College of Arts and Sciences, limiting it to the Humanities, Arts and Social Sciences (excluding sciences for the present, but including the Political Science Department in Rockefeller College), in order to give the program intellectual coherence and focus; (2) to recruit students with strong academic credentials who intend to go on to doctoral work in a regular discipline, or who come with a particular career goal, and thereby to improve the academic reputation of the program; (3) to recruit nationally and internationally (rather than locally), with the aim of contributing to the university’s efforts at internationalization; (4) to eliminate the core science requirement, and replace the remaining two core courses in humanities and social sciences with a set of targeted options, any of which will fulfill the goals of a basic survey covering major works and/or issues in the arts, humanities and social sciences. Students will still be required to take one option in arts/humanities, and one in social sciences.

A more rigorous advising structure is part of this program revision. Students will be expected to define a particular area of research, and will be required to meet in person with an advisor every semester, before being allowed to register for classes. The director of Liberal Studies will be responsible for advisement, but we anticipate the formation of an advisory committee with (ideally) two members from humanities/arts, and two members from social sciences. These advisors will be drawn from participating faculty, and will insure that students working in diverse areas receive appropriate and knowledgeable advice to guide their course work.
Justification for Revising the Core Requirement

The justification for the change in the core requirements concerns academic rigor, which is tied to the new concentration of the program in CAS, its focus within a limited range of disciplines, and the increased ambition we anticipate from future students. Existing core courses have provided an introductory survey of “humanities,” “sciences,” or “social science” – a focus that is insufficiently deep and rigorous, and not coordinated with the research orientations we expect from students in the revised program. In place of these general surveys, Liberal Studies students would be better served by courses that already exist within departments to introduce graduate students to particular areas of study. A Liberal Studies student working in “philosophy and literature,” for example, would be better served, in terms of academic focus and intellectual rigor, by English 500, the theoretical survey for English MA students, or Philosophy 568, “Philosophy and Literature,” than by a “humanities” survey.

Liberal Studies students working in areas that are likely to be central for the revised program – such as human rights, postcolonial studies, globalization, law and gender/sexuality, American studies, contemporary cultural theory, and related areas – would benefit more from taking an introductory course within a department, appropriately targeted to their interests, than from the current program core. In short, satisfying the Liberal Studies core requirement by this “elective” means will provide a more rigorous foundation for the program, and will better serve the intellectual needs of the students likely to enter the revised program. For the particular research areas listed above, appropriate ways to satisfy a core requirement might include the following courses:

**Phi 574 Contemporary Political Philosophy (4)**
Intensive critical study of political concepts and theories at the center of current discussions, such as liberty, equality, rights, justice, and individualism, communitarianism, liberalism, socialism, conservatism.

**Phi 530 Philosophy and Public Affairs (4)**
Study of issues in public policy from a philosophical perspective. Topics may include biomedical ethics, social goals and individual freedom, social justice, theories of punishment.

**Lcs 592 Transnationalism, Culture, and Power (3)**
This course is designed for graduate students seeking a deeper understanding of the process of transnationalism in the cultural logic of power relations, and hegemonic practices. Methodologically, it juxtaposes political economy, cultural studies, postcolonial studies, and transnational approaches that problematize class, gender, and ethnicity in a comprehensive framework. It focuses on transnational practices in East Asia, Latin America, and the Caribbean in a comparative perspective.

**Lcs 511 Intro to Latin American Cultural Studies (3)**
The course reviews major concepts of cultural studies, such as subjectivity and consciousness, ideology and hegemony, critique and polysemy and their manifestation in Latin American texts. Authors studied will be: Angel Rama, Néstor García Canclini, Eduardo Galeano, Diamela Eltit, Roger Bartra, Román de la Campa, Nelly Richard, Alberto Moreira, John Beverley, Paulo Freyre, Roberto Schwarz.

**Ans 545 (Lcs 545, Wsc 545) Black Diasporas, Feminisms, and Sexual Politics (4)**
This course will explore in global perspective concepts of blackness and its relationship to feminist and other women-led and gender-based political movements that have shaped complex discourses on the intersections of race, gender, sexuality, and nationality. Challenging such terms as the “African Diaspora” – a reference to the dispersed locations of African-descended people across the globe – or even the “Black Atlantic” – as coined by Paul Gilroy – we will expand the geopolitical spheres of Europe, America, Africa, and the Caribbean to traverse different oceanic spaces that include “Black Australia” and Afro-Asia. Through these transnational lenses, we will question how blackness, and black femininity in particular, shift meanings in varied locations but also converge in formations of global identities, marginalized experiences, and political movements. Topics may include history-telling and memory-making, cultural representations of the “black” body in arts and popular culture, sex trafficking and migrations, articulations of “black feminisms” and sexual identities, and social crises and social change.

**His 626 Readings in Global & Comparative History (4)**
Study of historical topics and themes of a cross-cultural and transnational nature, such as concepts of justice, varieties of imperialisms, and social stratification.
HIS 558 New Orders in Asia (4)
This class examines the international orders in place in Asia from the days of nineteenth-century imperialism to the search for a twenty-first century post-Cold War order. The focus will be on political, cultural, and economic interactions among the three main East Asian powers: China, Japan and the US.

HIS 560 History of Nationalism (4)
The nature and development of nationalism, nationalist theories, nationalist leaders, and nationalist movements from the eighteenth century to the present.

HIS 525B American Intellectual and Cultural History Since 1860 (4)
Key ideas and significant patterns of thought in American life: the impact of economic expansion, Darwinian evolution, pragmatism, war and changing ideologies of liberalism, progressivism, and conservatism.

HIS 514 (Eng 514, Gog 514) The United States: An Interdisciplinary Approach (4)
An introductory review of the history, geography and cultures of the United States, with field trips and special projects on the U.S. Northeast. Designed for international students with an in-depth knowledge of their home countries, but with little experience of the United States, this interdisciplinary course integrates the perspectives of the social sciences and the humanities to analyze major themes and issues. It shows how these themes and issues relate to the unique history of the United States – the first nation to gain lasting freedom from European colonialism, a country mainly populated by descendants of immigrants, and for about a century, the world’s largest economy. In addition to coursework and assignments, students will be required to do a research project on topic of their choice.

GOG 540 Advanced Political Geography (3)
Examines major themes and issues in political geography, including: Territory, identity and the state; localization, regionalism and separatism; colonialism and decolonization; geopolitics; and internal and international political conflicts. Includes preparation of one or more research papers on case studies.

GOG 542 Geography of Religion (3)
This course provides a detailed examination of the study of religion from the perspectives of human geography, focusing both of geographical insights into religion as a cultural phenomenon and the ways in which the study of religion can provide insights into broader concerns within human geography. Key topics include the development of religious hearths, processes in the diffusion of religion, the role of place in the diversity within and among religious systems, religious efforts to exert cultural territoriality over secular space, and the meanings and uses of sacred space at various scales. The course will emphasize case studies.

ENG 500 Textual Practices I (4)
This course introduces students to a range of theoretical issues, interpretive strategies, and transdisciplinary interchanges that have transformed the study of English. Permission of instructor.

ENG 522 The History of Rhetoric (4)
Discussion of central figures and lines of thought within the Western rhetorical tradition from the Greco-Roman to the modern era. Emphasis on relations between rhetorical theory and the teaching of reading and writing.

ENG 541 History of Literary Theory (4)
Study of theories about the nature and function of literature, with some attention to the social-historical framework, from classical culture to the end of the nineteenth century.

ENG 542 (Fre 614) Literary Theory Since 1950 (4)
This course explores in depth the debates and issues that have shaped the context for contemporary literary study, focusing in particular on the challenges to reading practices posed by poststructuralism and current concerns over culture and history.

ARH 567 Art Criticism (3)
Investigation of practice and theory of art criticism. In writing about works of art, students will practice basic critical skills of description, formal analysis, interpretation, evaluation and articulation of personal response. Writings by twentieth century critics and theorists will be read and discussed. Prerequisites: ARH 171L and permission of instructor.

ARH 568 Art Since 1945 (3)
Survey and critical analysis of art circa 1945. The course will cover directions in late Modernism and Postmodernism, including Abstract Expressionism, Pop Art, Minimalism, Feminist Art, Graffiti Art, and Political Art. The period will be examined from a global perspective.

SOC 510 Sociological Theories I (3)
Developmental and comparative survey of classical sociological theories. Prerequisite: Admission to graduate study or consent of instructor.
Soc 511 Sociological Theories II (3)
Survey of recent developments in sociological theory. Prerequisite: Admission to graduate study or consent of instructor.

Soc 575 Ethnicity and Race (3)
The role of ethnicity and race in contemporary societies, with a particular focus on the United States. An examination of key issues such as immigration, ethnic and racial inequality, assimilation, ethnic cultures and communities. Prerequisite: Admission to program.

Wss 644 (Soc 644) Global Gender Inequalities (3)
Using feminist theories and research drawn from sociology, political economy, demography, and development studies, the course examines a variety of gender-related international issues including the topics of survival (health, reproductive rights, education, war); population issues (sex ratios, female headed households); economies (informal economy, micro-enterprises, export processing, tourism, migration, transition economies); politics and policies; and social movements (nationalism, environmental movements, women’s movements, lesbian and gay movements). Special emphasis is placed on how global economic and political transformations affect women.

Pos 530 Founding the American National Government (4)
The core of the course will focus on the records of the Federal Convention (with an emphasis on the roles of national and state governments, Congress, and the Presidency), as well as on the ratification debates between Federalists and Anti-Federalists. To fill out the course, we shall also look briefly at the political theory of the American Revolution, government under the Articles of Confederation, the Bill of Rights, and the implementation of the Constitution during the government’s early years. Prerequisite: Permission of instructor.

Pos 550 Field Seminar in Comparative Political Systems (4)
Survey of the basic substantive, methodological, and normative concerns of contemporary scholars of comparative political systems. Offered jointly by the faculty in comparative politics.

Pos 551 Democratization (4)
The causes and effects of democratization are central to political science and recently have taken on added empirical importance. This course will explore theoretically and empirically these causes and effects drawing from the various democratization literatures including political economy, contentious politics, post-communism, gender, ethnicity and area studies.

Pos 561 Nationalism and Nation-Building (4)
Classical and recent scholarly debates regarding nationalism and nation-building; theoretical and historical evolution of nationalism, nationalist movements, and nation-building; some of the most salient contemporary issues related to the national question, including the effects of globalization and the resurgence of nationalist movements in the post-Cold War era.

Pos 554 (Pad 554) Political Violence, Insurgency, and Terrorism (4)
This course examines the relationships among, and differences between the following activities in the international political system: political violence, insurgency, and terrorism. The course will include a consideration of the causes of these activities, their effects on national and international politics, and an evaluation of governmental responses to them.

A menu of options such as the above, replacing the required core but maintaining requirements across humanities/arts and social sciences, will strengthen the program’s academic integrity, developing its new concentration in CAS, and its intellectual focus on the Humanities, Arts and Social Sciences, while also making that focus more concrete and more visible to the outside world.

A list of courses that might fulfill the required core is included as an appendix to this document.
Program Definition and Goals

The above revisions are guided by the following goals, some of which reach well beyond the current Liberal Studies program:

1. to strengthen academic quality;
2. to provide intellectual coherence and focus;
3. to enhance interdisciplinary research and teaching in humanities, arts and social sciences;
4. to support the university's goal of greater internationalization.

The proposed revision of the Liberal Studies Program explicitly reorients this program in a distinctive direction, not only in relation to its current configuration, but also relative to such programs nationally. We will no longer primarily recruit local students who are already employed. We will no longer configure the program as a terminal degree. We will only admit students whose academic backgrounds are substantial, and we expect many of these students to go on doctoral work in regular academic disciplines, or to careers related to their research.

The revised Liberal Studies program will seek to cultivate new areas of interdisciplinary research that are emerging in response to contemporary intellectual life, and that cut across disciplinary boundaries in the Humanities, Arts and Social Sciences – research areas that are crucial to the intellectual culture of the contemporary university (postcolonial studies, globalization, human rights, contemporary cultural theory, issues of race, gender, ethnicity, and religion as they intersect with transnational or diaspora studies, and related areas). Accordingly, the revised program will be loosely focused on "Cultural Theory in a Global Context." This conceptual frame is intended to be broad enough to allow various departments to contribute from a number of disciplinary perspectives, while at the same time providing sufficient intellectual coherence to give the program a visible identity and a core conceptual orientation.

We also aim to contribute to the University's efforts at internationalization, as is fitting for a program focused on Cultural Theory in a Global Context. We aim to cultivate partnerships, exchange programs and dual degree opportunities, and other collaborations with universities abroad. Our aim is to produce a distinctive, intellectually rigorous, and internationally visible degree that responds to the rapidly changing nature of knowledge in the humanities, arts and social sciences, a degree that allows students to pursue areas of research that are not readily available under normal departmental restrictions.

The humanistic disciplines are under considerable pressure to rethink their intellectual orientation in the face of globalization and internationalization. This disciplinary challenge is a very prominent area of interest and concern nationally. Our faculty is very well-positioned to capitalize on our considerable existing strength in this area, but faculty members in different departments do not always have the opportunity to interact as much as they might. Liberal Studies is an ideal vehicle for cultivating new forms of knowledge, pursuing questions that might not fit a traditional department, and redefining liberal education in the contemporary world. Our hope is that Liberal Studies might also serve to reconfigure some research and teaching across departmental boundaries, and thereby help to incubate new models of intellectual work in the humanities, arts and social sciences. In time, we are hopeful that an independent institute will house the Liberal Studies Program, and provide a venue for visiting scholars, graduate student conferences, public lectures, and other projects that enhance humanistic education and cut across departmental boundaries.
As the Liberal Studies Program develops and these larger goals are pursued, the program will be housed in the Department of English. The English Department has developed a strong orientation in contemporary cultural theory in recent years, and is well-prepared to serve as the proposed home of the Liberal Studies Program. Liberal Studies in turn is well-positioned to enhance the role of humanistic education at the University at Albany, which currently stands in need of advancement and conceptual development. As an interdisciplinary program at the MA level, Liberal Studies has the ideal flexibility to cultivate new models of intellectual work, and to play a leading role in national debates on the question of Liberal Education, while strengthening the reputation and international visibility of the University at Albany.

Contributing Faculty and Current Resources

The revised program will be confined to the College of Arts and Sciences. An initial effort has been made to cultivate interest in Liberal Studies, and to ascertain which existing courses might serve as the available platform for the revised program. The response has been impressive and robust. As of Spring 2012, we have expressions of interest from 12 departments, including some 30 faculty members and 50 courses. Courses include 500 and 600 level classes that have been recently taught, and whose instructors have expressed an interest in participating in the renovation of Liberal Studies. We expect this platform will be sufficient to ensure that incoming students will be able to construct an intellectually substantial, individualized curriculum, without the need for new classes, without increasing class size, and without excessive burden on participating faculty. In time, and depending on the growth of the program, new courses might develop that would particularly serve Liberal Studies, but at present, we anticipate that the healthy range of existing courses will be sufficient to support the program, including the two core requirements in humanities and social sciences, which will be fulfilled by a range of classes that cover basic core texts and concepts.

Included as an appendix to this document is a list of courses recently offered at the graduate level by faculty members who have expressed interest in participating in the revised program.

Departmental Restrictions and other Disciplinary Considerations

The revised program has been conceptualized with a substantial concern for the needs and interests of contributing departments. After many individual conversations, a number of issues have arisen concerning the different needs and orientations of various disciplines. Several departments, including Music and East Asian Studies for example, have no graduate programs, but have 400-level courses that might serve Liberal Studies, if cross-listed with Liberal Studies at the 500-level. Some departments have distinctive formats for classes that might need to be considered: the Art Department, for example, has studio classes that are oriented towards production; Music has courses that require an ability to read music; East Asian Studies has advanced classes that require a foreign language; some courses in Philosophy and other disciplines might require a technical background. Liberal Studies is entirely prepared to arrange a "permission of instructor" restriction for any courses or departments that might require this. The New York State Writers Institute expressed a very strong and enthusiastic interest in the program, and its strong resources might offer an excellent vehicle for the development of courses, but these might require a more innovative platform, through an internship model, or an independent study linked to an academic department. These examples are not meant to be exhaustive, but are simply meant to indicate that Liberal Studies is prepared to help cultivate new and emerging forms of education that are tailored to the particular needs of participating departments.
As part of our effort to serve the interests of a variety of departments, we also propose to
develop an Advisory Board with broad disciplinary representation, to guide the program as it develops,
and respond to issues such as these. We also intend to enlist the help of departments and participating
faculty in our recruitment efforts, so that incoming students will have academic profiles and
intellectual interests that fit the particular areas of strength that will constitute the revised program.
Although the program will remain intellectually open, flexible and interdisciplinary, we anticipate that,
in time, a set of quasi-natural “tracks” might emerge, to which particular departments might especially
wish to contribute.
Appendix I: MA in Liberal Studies – Current Program Structure and Requirements

I Required Interdisciplinary Core Courses 12 credits

While the specific topics of these courses will vary from year to year, all of them focus on interdisciplinary approaches and on topics general enough to demand treatment from a variety of perspectives. The following are samples of courses taught in the past: The Modern Tradition; From Darwinism to Biotechnology; Culture and Technology; The Self in Literature: Three Psychological Approaches; Minority Communities; Nineteenth Century American Studies; Science and Gender; The Humanities in Transition

GLS 500 Topics in the Humanities 4 credits

Students will focus on texts in the Humanities, frequently cutting across disciplines within the humanities and drawing upon areas in the Social and Natural Sciences.

GLS 501 Topics in the Social Sciences 4 credits

Students will explore fundamental issues concerning the structure and dynamics of society, drawing upon components of the Humanities and Sciences where appropriate.

GLS 600 Topics in the Natural Sciences 4 credits

Students will examine concepts in the Natural Sciences and the inter-relationships of science, individual values, and social institutions, drawing upon components of the Humanities and Social Sciences where appropriate.

One of these courses is taught each semester in a rotating sequence. Students will not be allowed to substitute another course for one of the core courses.

II Electives 15 credits

Electives provide each student with the opportunity to design her or his own program from a broad spectrum of graduate courses. Selection should be interdisciplinary either in individual courses or in the relationship among a series of courses. Courses must be selected in consultation with the Program Director.

III Final Research Project 3 credits

An independent research project is carried out in consultation with a faculty advisor. Students should use their elective courses to help them define a topic of research and to identify a faculty supervisor for the project.

Total Requirement 30 credits
Appendix II: Current Website Language and Program Description

Masters of Liberal Arts Studies

The Master of Arts in Liberal Studies (MALS) is an interdisciplinary program designed for those wishing to pursue various intellectual and academic topics on the graduate level rather than specializing in a particular discipline. It is intended to foster the intellectual excitement and personal enrichment achieved through an interdisciplinary liberal education. MALS students design their own curricula based on individual interests and goals. It is particularly well-suited for adults who want to work toward a master's degree while maintaining their careers. MALS students come from a wide range of educational backgrounds and professions, but they all share intellectual curiosity and a love of learning.

The MALS program is not intended to prepare students for specific careers, nor is it designed as a transition into future graduate study. At the same time, since it promotes critical thinking and writing skills, and a global perspective on the world, its graduates will be highly regarded by prospective employers and directors of graduate study in a variety of disciplines.

Graduate Liberal Studies (GLS) courses are taught in the late afternoon and evening by regular full-time faculty of the University at Albany and by invited part-time faculty.

If you have questions or wish to apply to the program Contact or schedule an appointment with:

Dr. Rachel Dressler
Director of the Master of Arts in Liberal Studies Program
(518) 442-4730
e-mail: mals@uamail.albany.edu

For application materials call or write to:

The Office of Graduate Admissions
The University at Albany
1400 Washington Avenue
Albany, New York, 12222
(518) 442-3980
Appendix III: Recently-taught courses proposed by interested faculty members

MASTER OF ARTS IN LIBERAL STUDIES

Department of Anthropology

Louise Burkhart, Professor (Ph.D. Yale University, 1986)

ANT 666 (16823) Seminar in Ethnohistory: Historical Anthropology and Colonialism

Jennifer Burrell, Assistant Professor (Ph.D, New School for Social Research, 2005)

ANT 670 Human Rights, Humanitarianism, Development;
ANT 670 Power, Politics & Violence in Latin America;
ANT 670 Global Flows; Transnational Lives

Department of Art

Rachel Dressler, Associate Professor (Ph.D. Columbia University, 1993)

AARH 499 The Art of Death
AARH 499/598 Women in Medieval Art and Society
AARH 442/542 Early Painting – Netherlands (visual culture, class, economics, gender politics)

Department of East Asian Studies

East Asian Studies has 500-level courses officially on the books, but never yet taught, as part of a projected MA program that has yet to be actualized. The department was interested in the prospect of launching some of these courses with enrollment from Liberal Studies students. Appropriate 400-level courses might also be cross-listed with a 500-level Liberal Studies course for graduate credit. Most advanced courses require a foreign language, but this restriction might not be an impediment for a handful of foreign Liberal Studies students, who might help EAS develop them. Courses include:

James Hargett, Professor (Ph.D. Indiana University)

EAC 530 Chinese Travel Literature

Anthony DeBlasi, Associate Professor (Ph.D. Harvard University)

EAC 571 Change in Medieval China
EAS 568 Confucius and Confucianism
Department of English

Richard Barney, Associate Professor (Ph.D. Virginia, 1991)

AENG 580 Sublimations: Aesthetics, Medicine and Politics in 18th-Century Britain

Brct Benjamin, Associate Professor (Ph.D. UT Austin, 1999)

AENG 680 Imperialism in the Age of Decolonization
AENG 642 Keyworks of Transnational Cultural Studies
AENG 642 Reading Capital

Lana Cable, Associate Professor (Ph.d. The Johns Hopkins University)

AENG 500 Textual Practices
AENG 580 Models of History in Literary Criticism: Staging Empire

Helen Blam, Associate Professor (Ph.D. Yale University)

410/681 Authors and Critics: Homer/Auerbach; Kafka/Benjamin; Wordsworth/de Man
615 British Romantic Poets
500 Textual Practices (A Survey of Contemporary Literary Theory)

Jennifer Greiman, Associate Professor (Ph.D. UC Berkeley, 2003)

AENG 580.2, Models of History: Transatlantic Revolution and Empire, 1750-1850

Kir Kuiken Assistant Professor (Ph.D. U of California – Irvine, 2006)

AENG 541 Romantic Ideology/Aesthetic Ideology
AENG 410 Topics: Literature and the Problem of Sovereignty
AENG 410 Topics: Literature and Community

James Lilley, Assistant Professor (Ph.D. Princeton, 2007).

AENG 581 Romance and the Aesthetics of Ruin in Atlantic Modernity
AENG 580 Eccentricities (Colonialism and its Peripheries)

Paul Stasi, Assistant Professor (Ph.D. UC Berkeley, 2006)

AENG 415 The Making of the Working Class
AENG 450 The Postcolonial Novel
AENG 372, Globalization, Commerce and Culture

Charles Shepherdson, Professor (PhD Vanderbilt University, 1986)

AENG 500 Textual Practices: A Survey of 20th-century Literary and Cultural Theory
AENG 642: Current Trends in Critical Theory
Department of History

Richard Fogarty

AHIS 616/626/633: France and Its Empire at War, 1914-1918 (Readings Seminar)
AHIS 616/626/642: Islam, Immigration, and Integration in Modern France (Readings Seminar)
AHIS 620/643/670: War, Society, and Culture (Research Seminar)
AHIS 626/628/642: Race and Racism in the Modern World (Readings Seminar)
AHIS 626/628/642: War, Society, and Culture (Readings Seminar)
AHIS 616/626: European Imperialism (Readings Seminar)

Susan Gauss, Assistant Professor (Ph.D. SUNY Stony Brook)

Gender and Globalization (a 600-level research seminar)
State and Society in Latin America (600-level readings course on nation, nationalism, state and society across the Americas)
Commodities in Global History (I will be teaching this 600-level readings course 2012-13)

Geography and Planning

Ray Bromley, Professor (Ph.D. Cambridge University, 1975)

PLN 510, Globalization and International Planning Practice

John Pipkin, Professor (Ph.D. Northwestern University 1974)

GOG 500 Introduction to Graduate Study (Geographic Thought)
GOG 530 Topics: Symbolic Landscapes
PLN 501 History and Philosophy of Planning

Journalism

Thomas Bass, Professor (Ph.D. U of California – Santa Cruz, 1980)

AJRL 420, Media in the Digital Age
SCIPO Political Economy of the Media (taught at the University of Paris 2011)

Languages, Literatures and Cultures

Susan Blood (Ph.D. Johns Hopkins, 1988)

LLC 610, Baudelaire in Theory (Deconstruction, Marxism, Postcolonial and Trauma Studies)

Latin American and Caribbean Studies

Pedro Caban, Professor (Ph.D. Columbia University)

ACLS 403/599, Latina/os and the New Political Economy
Music

As with East Asian Studies, Music has no graduate program, but has interest in developing courses that might serve the Liberal Studies Program. We discussed the possibility of configuring some advanced 400-level courses, so that they might be appropriate to cross-listing with a 500-level MALC course, as is currently done with cross-listed courses in several different departments.

Robert Gluck (MA Rensselaer Polytechnic University, 2001)
MUS 451, Jazz, Identity and the Human Spirit

Department of Philosophy

Lisa Fuller (Ph.D. University of Toronto)
APH 572 History of Political Philosophy

Robert Meyers (Ph.D. SUNY Buffalo)
APH 546 The Continental Rationalists

Rachel Cohon (Ph.D. UCLA)
APH 524 17-19th Century Ethical Theory

Jonathan Mandle (Ph.D. University of Pittsburgh)
APH 574 Contemporary Political Philosophy

Ronald McClamrock (Ph.D. MIT)
APH 542 Phenomenology

Jason D’Cruz (Ph.D. Brown University)
APH 525 Contemporary Ethical Theory

Nathan Powers (Ph.D. Princeton University)
APH 523 Ancient Ethical Theory

Kristen Hessler (Ph.D. University of Arizona)
APH 506 Phi & Ethical Issues

Department of Political Science, Rockefeller College

Morton Schooelman, Professor (Ph.D. Brown University, 1975)

POS 603 Contemporary Political Theory: The Critical Theory of the Frankfurt School
POS 603 Contemporary Political Theory: Bergson and Deleuze

Torrey Shanks, Assistant Professor (Ph.D. Northwestern, 2006)

POS 500 Inheritance and Critique – The Political Thought of John Locke
POS 565 (AWSS 565), Graduate Seminar in Feminist Theory
Comparative Political Theory and Public Law (race, gender, feminist theory, democracy)

Meredith Weiss, Associate Professor and Chair (Ph.D Yale, 2001)
Comparative Politics, Political Economy, Southeast Asia

RPOS 448z, Identities, Boundaries, Mobilization
RPOS 567, Contentious Politics

Peter Breiner, Associate Professor (Ph.D. Stanford, 1986)

POS 500 Political Philosophy. Topics for this course change each time it is taught; it has included topics such as equality and political theory, as well as on individual theorists such as Machiavelli, Thucydides, Marx and Weber.

POS 501 Field Seminar in Political Theory: This is an overview course for the field of political theory. Professor Breiner has focused on four canonical theorists and some of the commentary on them, as well as contemporary discussion of the problems they raise. For example, Machiavelli’s The Prince, a few commentaries on the work, and then contemporary works that place The Prince in modern conditions such as Gramsci’s “Modern Prince” and Weber’s "Politics as a Vocation." Likewise, Rousseau’s “The Social Contract,” then commentators on Rousseau, then a few works from contemporary democratic theory. The course ends with various approaches to political theory--conceptual, historical, ideological, discursive.

POS 603 Contemporary Political Theory. Most recently Breiner taught a seminar under this number on the relation of political theory to political ideology. He has also used this course to teach contemporary theories of democratic citizenship.
COURSES FROM THE GRADUATE BULLETIN THAT MIGHT SERVE AS A CORE FOR LIBERAL STUDIES

CHARLES SHEPHERDSOHN 3/7/12

Courses listed in the Graduate Bulletin are registered courses that Liberal Studies students could legally take. The following is a narrowly limited list taken from the Graduate Bulletin that might serve as a "menu" of courses that would satisfy the core curriculum. It is not clear how often these courses are taught, but this would be a likely slate of offerings, all of which provide a "survey" style class, in the various fields that are likely to serve Liberal Studies. Note that not all departments are represented here.

This list may be a bit long. We do not imagine that "just any course" will satisfy a core requirement. In fact, these courses are actually surveys of basic disciplinary areas or sub-areas likely to be most relevant to Liberal Studies. And it should be remembered that this list is very limited, and gleaned from approximately 100 pages of course offerings.

Justification. The argument for using these courses as a "menu of options" that would satisfy the two core courses is as follows. (1) The courses that previously constituted the core were not always academically serious enough; they were often designed as very general and insufficiently rigorous surveys which sought to cover large areas ("humanities" or "social sciences") at too elementary a level, for a weak Liberal Studies population that was effectively isolated by this "specially designed" core; furthermore, these core courses were not always taught by strongly credentialed full-time faculty. (2) Given the new orientation of the program, its restriction to CAS, and its new focus within Humanities, Social Sciences and Arts, we believe that the introductory survey courses offered for graduate students within departments will provide a more rigorous foundation, more tailored to the particular intellectual interests of Liberal Studies students. Thus, students working in the areas that are likely to be central for Liberal Studies -- for example globalization, postcolonial studies, human rights, literature and cultural theory, gender and race, political philosophy, social justice, art and society -- will benefit more from a course targeted on that specific area of interest, than from a general course in "humanities" or "social science." The following examples include courses from across the arts, humanities and social sciences, including Africana Studies, Anthropology, Art History, English, History, LACS, Philosophy, Sociology and Women's Studies. Other department can be incorporated.

For example, a student interested in politics and feminist theory might select a core from (a) Lcs 592 Transnationalism, Culture, and Power; (b) Wss 551 Gender and Class in Latin American Development; (c) His 639 Readings in Gender and Society; (d) Afs 545 (Lcs 545, Wss 545) Black Diasporas, Feminisms, and Sexual Politics. A student interested in law and society might select a core from among (a) Phi 530 Philosophy and Public Affairs; (b) Phi 574 Contemporary Political Philosophy; (c) Phi 634 Topics in Philosophy of Law; (d) Soc 515 (Wss 515) Global Politics of Women's Bodies; (e) Wss 604 (Pos 604, Pad 604) Inequality and Public Policy; (f) Pos 510 (Pad 602) Minorities and the Politico-Legal System; (g) Pos 551 Democratization; (h) Pos 554 (Pad 554) Political Violence, Insurgency, and Terrorism. A student interested in Literature, Culture and Identity might select core courses from (a) Wss 512 Race, Gender, and Cultural Politics in the Asian Diaspora; (b) Wss 562 (Ant 562) Folklore and Feminist Theory; (c) Pos 554 (Pad 554) Political Violence, Insurgency, and Terrorism; (d) Ant 660 Seminar in Symbolic Anthropology; (e) Ant 663 Seminar in Cross-Cultural Comparison; (f) Arh 575 Women in Art; (g) Eng 542 (Pre 614) Literary Theory Since 1950; (h) His 626 Readings in Global and Comparative History; (i) His 692 Readings in Visual Media and Culture.
Afs 529 (Lcs 530, Wss 530) Environmental Justice: Racism, Classism, Sexism (4)
In Environmental Justice: Racism, Classism, and Sexism we will explore how, racism, classism and sexism affect current environmental "events", including environmental policy-making, public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public, philosophies behind such awareness and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will consider how various groups have addressed environmental degradation and justice. Also, under consideration will be a set of related issues: how globalization has affected these events, the feminist critique of science and its impact, relationships between grass-roots activism (for example, native American activists and other Environmental Justice group) and between these groups and more scholarly approaches and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists. Prerequisite: Students, at whatever level, are welcome. The requirements will differ for graduate and undergraduate students. For example, graduate students will be reading more theoretical articles, and will be responsible for explaining these to the undergraduate students. Graduate students will also be required to submit a final research paper that is much longer (12-20 pages) than that required for undergraduate students.

Afs 530 Law and the Black Community (3)
This course focuses on African American Legal Studies. The students study Case Law starting with 1607 through the present. The course focuses on the development of the Law and on questions concerning equality and fairness within the Black community. The primary source of legal analysis will be Supreme Court decisions and the evolution of constitutional rights and civil rights. The history of Blacks in America is studied to provide context for understanding legal decisions. The history and impact of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 will also be analyzed.

Afs 545 (Lcs 545, Wss 545) Black Diasporas, Feminisms, and Sexual Politics (4)
This course will explore in global perspective concepts of blackness and its relationship to feminist and other women-led and gender-based political movements that have shaped complex discourses on the intersections of race, gender, sexuality, and nationality. Challenging such terms as the "African Diaspora" -- a reference to the dispersed locations of African-descended people across the globe -- or even the "Black Atlantic" -- as coined by Paul Gilroy -- we will expand the geopolitical spheres of Europe, America, Africa, and the Caribbean to traverse different oceanic spaces that include "Black Australia" and Afro-Asia. Through these transnational lenses, we will question how blackness, and black femininity in particular, shift meanings in varied locations but also converge in formations of global identities, marginalized experiences, and political movements. Topics covered may include history-telling and memory-making, cultural representations of the "black" body in arts and popular culture, sex trafficking and migrations, articulations of "black feminisms" and sexual identities, and social crises and social change.

Afs 623 Africa in World Politics (3)
This seminar explores the role that African states play in international affairs, and the paradigms or prisms through which other international actors view them. Seminar themes include theoretical models, African unity, Africa's role in the global economy and the North-South dialogue, Africa's relations with the Great Powers in a post-cold war world, and the implications of technology, marginalization, and conflict for the future of African states. Case studies of Nigeria and South Africa are examined.
ANTHROPOLOGY

Ant 508 Proseminar in Ethnology (3-4)
Intellectual history of the methods, theories, concepts, and data of the subdiscipline of ethnology. Prerequisite: Graduate standing in the Department of Anthropology or consent of instructor.

Ant 524 Language and Culture (3)
The nature of the interrelationships which exist between linguistic behavior and other aspects of culture. A graduate research paper is required. Prerequisite: An introductory linguistics course or consent of instructor.

Ant 575 Seminar in Anthropology and Folklore (3)
Overview of anthropological literature pertaining to myth, legend, folklore, folk music, and folk drama; "minor" genres such as riddles, proverbs, and folk humor. Theory and field methods are emphasized. Prerequisite: Consent of instructor.

Ant 660 Seminar in Symbolic Anthropology (4)
Critical analysis of theory, methods, and issues addressed by symbolic/interpretive approaches. Prerequisite: Consent of instructor.

Ant 662 Seminar in Economic Anthropology (4)
Advanced study and research in economic anthropology. The analysis of production, distribution, and consumption forms in capitalist and non-capitalist societies. May be repeated for credit with consent of instructor. Prerequisite: Consent of instructor.

Ant 663 Seminar in Cross-Cultural Comparison (4)
World-wide ethnographic surveys of selected behavioral adaptations, institutional forms, or cultural processes. Includes the logic and methods of systematic cross-cultural comparison. Topical focus may vary from semester to semester. May be repeated for credit. Prerequisite: Consent of instructor.

Ant 664 Seminar in Urban Anthropology (4)
Selected topics in the study of complex societies and cities. Prerequisite: Consent of instructor.

Ant 665 Seminar in the Ethnology of Religion (4)
Selected research problems in the anthropological study of the religion. Prerequisite: Consent of instructor.

ART HISTORY

Arh 566 Art Criticism of the Modern Period (3)
A study of the major European and American critics of 20th century art up to circa 1970. Student essays in criticism of actual artworks will emphasize understanding of historically significant critical perspectives, as well as the development of personal approaches to criticism.

Arh 567 Art Criticism of the Post-Modern Period (3)
Investigation of practice and theory of art criticism. Reading will concentrate on critics and writers from the 1970s to the present. In writing about works of art, students will practice the basic critical skill of description, formal analysis, interpretation, and articulation of personal responses.
Arh 567 Art Criticism (3)
Investigation of practice and theory of art criticism. In writing about works of art, students will practice basic critical skills of description, formal analysis, interpretation, evaluation and articulation of personal response. Writings by twentieth century critics and theorists will be read and discussed. Prerequisites: Arh 171L and permission of instructor.

Arh 568 Art Since 1945 (3)
Survey and critical analysis of art circa 1945. The course will cover directions in late Modernism and Postmodernism, including Abstract Expressionism, Pop Art, Minimalism, Feminist Art, Graffiti Art, and Political Art. The period will be examined from a global perspective.

Arh 575 Women in Art (3)
Surveys of women artists from 1550 to the present, including Artemisia Gentileschi, Elizabeth Vigee-Lebrun, Mary Cassatt, Alice Neel. Also includes a feminist analysis of images of women since the Renaissance.

COMMUNICATION

EAST ASIAN

ECONOMICS

ENGLISH

Eng 500 Textual Practices I (4)
This course introduces students to a range of theoretical issues, interpretive strategies, and transdisciplinary interchanges that have transformed the study of English. Permission of instructor.

Eng 522 The History of Rhetoric (4)
Discussion of central figures and lines of thought within the Western rhetorical tradition from the Greco-Roman to the modern era. Emphasis on relations between rhetorical theory and the teaching of reading and writing.

Eng 541 History of Literary Theory (4)
Study of theories about the nature and function of literature, with some attention to the social-historical framework, from classical culture to the end of the nineteenth century.

Eng 542 (Pre 614) Literary Theory Since 1950 (4)
This course explores in depth the debates and issues that have shaped the context for contemporary literary study, focusing in particular on the challenges to reading practices posed by poststructuralism and current concerns over culture and history.

Eng 642 Current Trends in Critical Theory (4)
Investigation of a particular contemporary initiative in literary theory, attempting both to understand it in its own terms and to contextualize it.
GOG 500 Introduction to Graduate Study in Geography (3)
This course provides an introduction to the historical context and contemporary significance of key ideas in geography. Prerequisite: Graduate major in Geography or Regional Planning or permission of instructor.

GOG 506 Introduction to Environmental Studies (3)
Do you want to understand more about current environmental issues such as environmental degradation, human population explosion, energy crisis, global climate change, and ozone depletion? This class provides the underlying scientific facts, challenges, conflicts, and solutions. Since the beginning of industrialization, human activities have tremendously impacted the environment to the point where environmental degradation and exploitation are now affecting human health, quality of life and long term survival of the human race. Prerequisite: Graduate standing in geography or biology or permission of instructor.

GOG 514 (Eng 514, His 514) The United States: An Interdisciplinary Approach (4)
An introductory review of the history, geography and cultures of the United States, with field trips and special projects on the U.S. Northeast. Designed for international students with an in-depth knowledge of their home countries, but with little experience of the United States, this interdisciplinary course integrates the perspectives of the social sciences and the humanities to analyze major themes and issues. It shows how these themes and issues relate to the unique history of the United States – the first nation to gain lasting freedom from European colonialism, a country mainly populated by descended immigrants, and for about a century, the world’s largest economy. In addition to their coursework and assignments, students will be required to do a research project on a course topic of their own choice.

GOG 521 (Pln 501) Planning History and Philosophy (3)
Examines the basic concepts and theories of urban and regional planning in the United States through an historical survey of the origins of the subject, the development of planning thought, the ideas and careers of the principal thinkers, and the relationships between business, government and residential communities.

GOG 540 Advanced Political Geography (3)
Examines major themes and issues in political geography, including: Territory, identity and the state; nationalism, regionalism and separatism; colonialism and decolonization; geopolitics; and internal and international political conflicts. Includes preparation of one or more research papers on case studies.

GOG 542 Geography of Religion (3)
This course provides a detailed examination of the study of religion from the perspectives of human geography, focusing both of geographical insights into religion as a cultural phenomenon and the ways in which the study of religion can provide insights into broader concerns within human geography. Key topics include the development of religious hearths, processes in the diffusion of religion, the role of place in the diversity within and among religious systems, religious efforts to exert cultural territoriality over secular space, and the meanings and uses of sacred space at various scales. The course will emphasize case studies.

GOG 547 Development and Underdevelopment (3)
Analytical survey of "Third World" development theories and the development strategies they inspire. Topics covered include traditional concepts of natural and human resources identification and use, geographical diffusion, modernization, and economic growth, as well as challenges to the prevailing ideas and practices such as dependency, sustainable development, and community empowerment.
Pln 510 Globalization and International Planning Practice (1)
Reviews the history and practice of urban, regional and national planning outside North America and North-West Europe, emphasizing the global diffusion of planning ideas and their adaptation to local cultural and political contexts. Discusses contrasting perspectives on international development, globalization, and the ethics of international practice.

Pln 538 (Gog 504) Energy, Environment, and Climate Change (3)
In this course we will study connections between energy use and global climate change. We will start with review of basic science concepts as well as specific, contemporary applications in energy production and their environmental consequences. Energy, Environment, and Climate is structured on the premise that climate change is the dominant energy-related environmental issue of the twenty-first century. Traditional concerns like pollution and conservation of energy resources are covered with clear, scientific explanations.

HISTORY

His 514 (Eng 514, Gog 514) The United States: An Interdisciplinary Approach (4)
An introductory review of the history, geography and cultures of the United States, with field trips and special projects on the U.S. Northeast. Designed for international students with an in-depth knowledge of their home countries, but with little experience of the United States, this interdisciplinary course integrates the perspectives of the social sciences and the humanities to analyze major themes and issues. It shows how these themes and issues relate to the unique history of the United States — the first nation to gain lasting freedom from European colonialism, a country mainly populated by descendants of immigrants, and for about a century, the world’s largest economy. In addition to their coursework and assignments, students will be required to do a research project on a course topic of their own choice.

His 520 Technology in the Industrial World (4)
Individuals and ideas in the evolution of technology in America from the eighteenth century to the present: pre-industrial technology, the first industrial revolution, the relations between science and technology, the processes of invention and innovation.

His 525 American Intellectual and Cultural History to 1860 (4)
Key ideas and significant patterns of thought in American life: Puritanism, the American Enlightenment, nationalism, transcendentalism, democracy, and reform. Term paper required.

His 525B American Intellectual and Cultural History Since 1860 (4)
Key ideas and significant patterns of thought in American life: the impact of economic expansion, Darwinian evolution, pragmatism, war and changing ideologies of liberalism, progressivism, and conservatism.

His 543R Topics in Asian History (1-4)
Intensive study of themes and topics in East Asian and South Asian history. Topics may cover traditional Asian societies or twenty-first-century Asia, or themes connecting the periods. Some emphasis on particular countries, such as China or India. May be repeated for credit with consent of instructor.

His 551 (Les 551, Wss 551) Gender and Class in Latin American Development (3)
The study of the historical interplay of cultural, ideological, and structural factors affecting women’s lives during the course of Latin America’s experience with modernization and industrialization during the nineteenth and twentieth centuries. Topics covered may include: household work, paid work, migration, growth of female
headed households, women's political participation, and women's participation in social movements.

Prerequisite(s): Any course in Latin American Studies and/or Women's Studies and/or History.

**His 556 The Diplomacy of the Nuclear Age (4)**
History of international relations since World War II, with emphases on the Cold War and its global impact; the collapse of the Soviet Union and manifestations of American unilaterialism; arms control and nuclear proliferation; the end of colonialism and its consequences; ethnic conflicts and terrorism; European economic integration and its problems; the resurgence of Russia; and the rise of China as a global superpower.

**His 558 New Orders in Asia (4)**
This class examines the international orders in place in Asia from the days of nineteenth-century imperialism to the search for a twenty-first century post-Cold War order. The focus will be on political, cultural, and economic interactions among the three main East Asian powers: China, Japan and the US.

**His 560 History of Nationalism (4)**
The nature and development of nationalism, nationalist theories, nationalist leaders, and nationalist movements from the eighteenth century to the present.

**His 562 (Aas 560) African History (4)**
An overview of the history and historiography of Africa that will cover the methodology of historical research, oral tradition, historiographical trends, African theories of colonialism and liberation, and major works in the field. Specific topics may vary according to the background and interests of participants.

**His 573 The United States and Latin America (4)**
The historical development of a distinct system of international relations among the nations of the Western Hemisphere; the Monroe Doctrine; the Pan-American movement; the new nations in the Americas; current problems in inter-American affairs.

**His 602 Readings in Visual Media and Culture (4)**
This course examines the history of American and European photography and related visual media, placing major photographic genres and practitioners within the intellectual and cultural context of their era, as well as incorporating analyses of vernacular practices in the medium. As such, the course will provide a chronological overview of the history of photography and uncover the major themes through which popular and critical audiences have understood the medium since the introduction of photography, circa 1836. By looking at photographs, reading photographic and aesthetic theory, and drawing parallels from other disciplines and media, this course will prioritize photographs as documents in cultural history, providing a basis in critical literature on photography, and will function as an introduction to research in the history of photography and visual media.

**His 608 Historiography (4)**
Our ability to grasp and analyze the importance of historical controversies often depends on a prior knowledge of the way previous historians have approached these subjects. The purpose of His 608 is to provide graduate students with an introduction to the way historians have approached historical problems and the methodological tools they have employed. The course will include readings in cultural, social, and political history, biography, economic history, micro-history, Marxism, structuralism, and the contribution of gender and historical fiction.

**His 626 Readings in Global and Comparative History (4)**
Study of historical topics and themes of a cross-cultural and transnational nature, such as concepts of justice, varieties of imperialisms, and social stratification. May be repeated for credit with consent of instructor.
His 639 Readings in Gender and Society (4)
Examination from a theoretical and historical perspective of the ways that gender analysis has shaped discussion of a variety of historical issues. Readings may focus on one or more geographic areas, themes, or historical periods. May be repeated for credit with consent of instructor.

LATIN AMERICAN, CARIBBEAN AND U.S. LATINO STUDIES

Lcs 502 Latin American and Caribbean Cultures and Societies I (3)
Interdisciplinary study of the interactions between Amerindian, European, and African cultures in the creation of Latin American and Caribbean societies. Analysis of the relationships between cultural development and physical environment.

Lcs 503 Latin American and Caribbean Cultures and Societies II (3)
Comparative study of the interrelationships between the social, economic, and political development of the diverse Latin American and Caribbean countries. Emphasis on societies, economics, and political systems.

Lcs 507 Three Island Revolutions (3)
An in-depth analysis of the revolutions of Haiti (1971), Cuba (1959), and Grenada (1979) designed to sharpen research and writing skills at the beginning graduate level.

Lcs 511 (Spn 511) Introduction to Latin American Cultural Studies (3)
The course reviews major concepts of cultural studies, such as subjectivity and consciousness, ideology and hegemony, critique and polisomy and their manifestation in Latin American texts. Authors studied will be: Angel Rama, Néstor García Canclini, Eduardo Galeano, Diamela Eltit, Roger Bartra, Román de la Campa, Nelly Richard, Alberto Moreiras, John Beverly, Paulo Freyre, Roberto Schwarz.

Lcs 545 (Aas 545, Wss 545) Black Diasporas, Feminisms, and Sexual Politics (4)
This course will explore in global perspective concepts of blackness and its relationship to feminist and other women-led and gender-based political movements that have shaped complex discourses on the intersections of race, gender, sexuality, and nationality. Challenging such terms as the “African Diaspora” — a reference to the dispersed locations of African-descended people across the globe — or even the “Black Atlantic” — as coined by Paul Gilroy — we will expand the geopolitical spheres of Europe, America, Africa, and the Caribbean to traverse different oceanic spaces that include “Black Australia” and Afro-Asia. Through these transnational lenses, we will question how blackness, and black femininity in particular, shift meanings in varied locations but also converge in formations of global identities, marginalized experiences, and political movements. Topics covered may include history-telling and memory-making, cultural representations of the “black” body in arts and popular culture, sex trafficking and migrations, articulations of “black feminisms” and sexual identities, and social crises and social change.

Lcs 575 Caribbean Migration (3)
Focus on post-World War II migration between the Caribbean and the United States. Interdisciplinary in nature, though highlighting approaches from the fields of economics, sociology, political science and history. Major topics include Migration theory; U.S. migration policy impact on receiving and sending populations; socio-historical background to post-war Caribbean Migration; and specific migrations from Cuba, the West Indies, the Dominican Republic, and Puerto Rico.
Lcs 585 Land and Labor in Latin America (4)
An interdisciplinary study of Latin American economies including analysis of productive systems and institutions, with emphasis on the relations between economic and cultural domains. Prerequisite: Admission to any graduate program.

Lcs 592 Transnationalism, Culture, and Power (3)
This course is designed for graduate students seeking a deeper understanding of the process of transnationalism and how it affect cultural logic, power relations, and hegemonic practices. Methodologically, it juxtaposes political economy, cultural studies, postcolonial studies, and transnational approaches that problematize class, gender, and ethnicity in a comprehensive framework. It focuses on transnational practices in East Asia, Latin America, and the Caribbean in a comparative perspective.

PHILOSOPHY

Phi 523 Ancient Ethical Theory (4)
An intensive study of the ethical views of classical Greek and Roman writers such as the Sophists, Socrates, Plato, Aristotle, Epicurus and the Stoics.

Phi 524 17-19th Century Ethical Theory (4)
Intensive historical and critical study of selected ethical theories from the period between 1600 and 1900.

Phi 525 Contemporary Ethical Theory (4)
Examination of selected normative and metaethical theories, with emphasis on issues of interest in contemporary discussions of values and the nature of valuation.

Phi 528 Theory and Function of Religion (4)
Examination of some of the principal attempts to interpret the nature and the function of religion in the light of scientific knowledge and recent philosophical analysis.

Phi 530 Philosophy and Public Affairs (4)
Study of issues in public policy from a philosophical perspective. Some topics may be: issues in biomedical ethics, social goals and individual freedom, social justice, theories of punishment.

Phi 535 Philosophy and Race (4)
Addresses issues of traditional and contemporary interest such as: racial liberation, the epistemology of racial categories, ethical and social issues in race relations, problems with the concept of race from the perspective of philosophy of science (both biological and social), race and gender, and racial and ethnic topics in twentieth century continental philosophy.

Phi 538 Philosophy of the Social Sciences (4)
Systematic study of problems and theories concerning concepts, methods, and presuppositions of the social sciences. Includes a discussion of the relation of the social sciences to the natural sciences.

Phi 540 Philosophy of Person (4)
Critical and historical examination of prominent theories of the person.
Phi 555 Nineteenth Century Continental Philosophy (4)
Major trends in 19th century continental philosophy, including the post- Kantian and Hegelian traditions, and the beginnings of the existentialist and positivist reaction. Among the philosophers considered are Fichte, Hegel, Schopenhauer, Marx, Comte, Kierkegaard, and Nietzsche.

Phi 556 Pragmatism (4)
The philosophy of Peirce, James, Dewey, and Mead and how it forms an organized philosophical position. The effect of this position in various areas of philosophy and in contemporary culture.

Phi 560 Philosophy and the Humanities (4)
Study of the nature of the humanities and the relationships of the different humanistic studies to one another and to philosophy.

Phi 568 Philosophy and Literature (4)
Study of philosophy of/as/in literature: philosophy of literature in examining the ontology of the literary text, representation, evaluation, and the theory of criticism; philosophy in literature which considers the content/form relation and other stylistic questions; philosophy as literature which examines the relevance of literary categories to philosophical writing. Major current trends in aesthetics and literary theory will be brought to bear.

Phi 572 History of Political Philosophy (4)
Intensive critical study of writings selected from such authors as Plato, Aristotle, Hobbes, Locke, Spinoza, Hume, Rousseau, Kant, Mill, Hegel, and Marx.

Phi 574 Contemporary Political Philosophy (4)
Intensive critical study of political concepts and theories at the center of current discussions, such as liberty, equality, rights, justice, and individualism, communitarianism, liberalism, socialism, conservatism.

SOCIETY

Soc 510 Sociological Theories I (3)
Developmental and comparative survey of classical sociological theories. Prerequisite: Admission to graduate study or consent of instructor.

Soc 515 (Wss 515) Global Politics of Women's Bodies (4)
This course is a critical examination of the politics of women's bodies across national boundaries, in diverse cultures, and in relation to pressing social forces, such as militarization, economic globalization, religious fundamentalisms, colonial legacies, and global policies with health and environmental impacts. Ideas, practices, and policies affecting women's bodies in different countries will be examined not only in relation to particular cultural milieus, but also in connection to more global trends, including historical, economic, social, and political linkages among countries. Possible topics include embodiment and social suffering; transnational sexualities; reproductive politics; beauty and the media; bodies as sites of violence; women's bodies, racism, and colonialism; embodiment and political protest; bodily scars of neoliberalism; environment, health, and disability; and transnational activism centered on women's bodies.

Soc 511 Sociological Theories II (3)
Survey of recent developments in sociological theory. Prerequisite: Admission to graduate study or consent of instructor.
Soc 575 Ethnicity and Race (3)
The role of ethnicity and race in contemporary societies, with a particular focus on the United States. An examination of key issues such as immigration, ethnic and racial inequality, assimilation, ethnic cultures and communities. Prerequisite: Admission to program.

Soc 576 (Lcs 509) International Migration and Transnationalism (3)
This course is designed for graduate students seeking a deeper understanding of the processes of international migration and transnationalism. It addresses major conceptual and methodological tools that are being employed in the study of migration and transnationalism. It discusses, among others, the following issues: Why do people move internationally following certain patterns? Why and how do they develop transnational relations? How do migration and transnationalism relate to economic, cultural, political and social processes, and social agency including policymaking? What are the gender, class, and ethnic logic shaping these processes and being shaped by them? What are the global, regional, national, and individual implications of migration and transnationalism? What are the implications for households and enterprises?

Soc 590A,B Orientation to Sociology (0,0)
Required of all first-year graduate students in sociology. Orientes students to the field and the department and acquaints them with the particular research interests of faculty members.

Soc 644 (Wss 644) Global Gender Inequalities (3)
Using feminist theories and research drawn from sociology, political economy, demography, and development studies, the course examines a variety of gender-related international issues including the topics of survival (health, reproductive rights, education, war); population issues (sex ratios, female headed households); economics (informal economy, micro-enterprises, export processing, tourism, migration, transition economies); politics and policies; and social movements (nationalism, environmental movements, women's movements, lesbian and gay movements). Special emphasis is placed on how global economic and political transformations affect women.

Soc 661 Political Sociology (3)
Sociological analysis of political systems; place of political institutions within the social structure; social movements and their political impact; political parties, ideologies, and political symbols. Prerequisite: Admission to graduate study.
Appendix V: Letters of approval from participating departments

Page 29: Letter from English Department agreeing to house new Masters of Arts in Liberal Studies program

Pages 30-40 are individual letters from these participating departments:

- Africana Studies
- East Asian Studies
- English
- Geography & Planning
- History
- Languages Literature & Culture
- Latin American, Caribbean, and US Latino Studies
- Music
- Philosophy
- Political Science
- Rockefeller College of Public Affairs and Policy
- Sociology
To: Elga Wulfert, Dean College of Arts and Sciences
From: Mike Hill, Chair of English
Re.: Housing of new MALS Program in English
Date: April 12, 2012

This is to confirm our agreement on housing the new Masters of Arts in Liberal Studies program in the department of English. Our department will provide office space, clerical support, and distribute any funds that might be raised or otherwise earmarked for use in developing the new MALS.

We also agree that English Prof. Charles Shepherdson will be appointed to direct the program for a period of three years, starting with the Fall 2012, with the possibility of renewal pending agreement between the Dean’s office, the English Chair, and Prof. Shepherdson.

We also assume that new enrollments in the new program will be used as part of the English department’s calculations and projections for the overall total MA enrollments.

I’ve asked Prof. Shepherdson to communicate with you by separate post regarding his preferences for a stipend or teaching release time in support of this directorship. Other items regarding incidental expenses for program development (e.g., money for symposia, interdisciplinary faculty workshops, student events, etc.) will be discussed with you in consultation with the English Chair, at this time.

We very much look forward to helping to develop the new MALS program.

cc: Craig, Benjamin, Shepherdson
April 5, 2012

Dear Professor Shepherdson:

The Department of Africana Studies supports the proposed changes in the Master of Arts in Liberal Studies Program. The Department's faculty members are delighted to continue to work with Liberal Studies students who enroll in our graduate courses.

Sincerely,

Marcia E. Sutherland  
Associate Professor and Chair
April 7, 2012

Dear Professor Shepherdson:

The Department of East Asian Studies (EAS) agrees to participate in the proposed revised MALS program.

As you know, EAS does not at present offer graduate courses. However, at least four of our upper division courses have been recently configured as shared-resource (400/500) level courses. We plan to offer the 300 level versions of these courses as part of our initial contribution to the MALS initiative.

Since robust participation of students from China and Korea in the MALS program is anticipated, the department has also agreed to designate one EAS faculty member as the departmental representative on the MALS advisory board.

Sincerely,

Andrew Sayre, EAS
Department Chair & Associate Professor
April 10, 2012

Dear Professor Shephardson:

I am writing to express the English department's support for the proposed changes in the Liberal Studies program. We are eager to participate in this program, and we are willing to allow Liberal Studies students into our MA level courses.

Sincerely,

Mike Hill
Assoc. Prof. & Department Chair, English
Memo from: Christopher J Smith, Chair Geography and Planning
To: Dean Elga Wulfert, College of Arts and Sciences
Re: Masters of Arts and Liberal Studies (MALS) proposal

4/11/12

The faculty of Geography and Planning whole-heartedly approves the GOG-PLN elective listings in the proposal for the Masters of Arts and Liberal Studies (MALS). If possible, we would like to add more courses in the future.

Yours truly,

Christopher J Smith, Chair G/P
April 9, 2012

Dear Professor Shepherdson:

I write to express History's support for the proposed changes in the Liberal Studies program. History is eager to participate in this program, and we are willing to allow Liberal Studies students into our graduate courses.

Sincerely,

Richard F. Hamm
Professor of History and Public Policy
Chair, History Department
University at Albany, SUNY
Social Science 145
518 442 5205; Fax 518 442 5201
rhamm@albany.edu
April 11, 2012

Dear Charles,

I am writing to express my support for the proposed MALS Program revisions. The LLC Department will be happy to allow MALS students into our graduate courses and contribute in any other way to make this a very successful MA program.

Sincerely,

Lotfi Sayahi
Associate Professor of Spanish and Chair
Department of Languages, Literatures and Cultures
May 12, 2012

Dear Charles,

Just a brief note to say that the Department of Latin American, Caribbean, and US Latino Studies is more than happy to endorse your efforts to revitalize the Liberal Studies program.

We would be delighted to see students in the Liberal Studies program also enroll in appropriate upper level undergraduate and graduate courses in the Department of Latin American, Caribbean, and US Latino Studies.

Much success with all your activities.

Regards,

Max Lifschitz
Latin American, Caribbean, and US Latino Studies
The Department of Music endorses the changes in the MALS program, which includes AMUS 451, which is cross listed with APB 451/553. We look forward to including AMUS 451 in our curriculum and indeed are eager to participate in the program.

Reed J. Hoyt, Associate Professor and Chair
April 12, 2012

Dear Professor Shephardson,

I am writing to express the Philosophy Department’s support for the proposed changes in the Liberal Studies program. We are eager to participate in this program, and we are willing to allow Liberal Studies students into our graduate courses.

Sincerely,

[Signature]

Jon Mandle, Prof. and Chair,
Dept. of Philosophy
Dear Professor Shephardson:

I am writing to express Rockefeller College’s support for the proposed changes in the Liberal Studies program. Many of our faculty (including Mort Schockman, Julie Nocilot and Toney Shanks) have expressed strong interest in supporting this program and our entire faculty is willing to allow Liberal Studies students into our Political Science MA level courses.

If you have any questions or require additional information, please do not hesitate to contact me via telephone (518-442-3243) or email (drousseau@albany.edu).

Sincerely,

David L. Rousseau
Interim Dean
Rockefeller College of
Public Affairs and Policy
University at Albany
To Charles Shephardson:

I am writing to express sociology's support for the proposed changes in the Liberal Studies program. Sociology is eager to participate in this program and we are willing to allow Liberal Studies students into our MA level courses.

Sincerely,

Richard Lachmann
Professor and Chair
Appendix VI: University Policy and Planning Council Campus Impact Form

UNIVERSITY POLICY AND PLANNING COUNCIL
CAMPUS IMPACT FORM

Proposal Title: Liberal Studies MA Program

College or School: CAS
Department: ENGLISH

Program Director or Sponsor: Charles Shihabuddin
E-mail: cshihab@albany.edu

Action Category:
1. Program Proposal
2. Other (describe)
Category Description:

Action Type:
1. New
2. Revision
3. Description
4. Other (describe)
Action type class:

Does this proposal include any
significant social implications?
Yes
No

Approximate sq. ft. needed:

Has this program been identified
as a desirable EMPLOYMENT?
Yes
No

Program (Gen.):

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Brief Description of Proposal:

The Liberal Studies MA Program is an existing MA which is being revised under new directorship. Proposed changes have been approved by CAS Faculty Council and are under review with the Graduate Advisory Committee. It is a 30-32 credit interdisciplinary MA degree that allows students to take courses across the Arts, Humanities, and Social Sciences in CAS, and in Political Science at Rockefeller College.

Impact on Other Programs: List other academic and support units that may be impacted by the proposed program and describe the potential impact (e.g., on student enrollment, faculty recruitment, faculty participation, course content in other programs). Attach letters of collaboration/support from impacted programs.

The MA students in Liberal Studies will enroll in existing courses across the departments mentioned above, and will receive support from faculty for their final exam or MA thesis. The program will be housed in English for an initial term, with graduate enrollments shifted towards English. We anticipate some international recruitment.

Faculty and Staff:

a) Describe new faculty hiring needed during the next 3 years.
b) Explain how program will be administered for the purposes of enrollment, advising, course offerings, etc. Discuss the available support staff.

The admissions committee will be chaired by the program director, Charles Shihabuddin, professor of English. Recruitment efforts will include the director's responsibility, with collaboration from participating departments when possible. Advising will be shared by select participating faculty, with primary responsibility taken by the director. Support staff will be provided by English while the program is housed in English.

Approved:

Charles Shihabuddin
Professor of English
## Resource Apportionment

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## Proposed Concord

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| Total Project and Capital Expenditures |        |

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**Gregory Stevens/Edelgard Wulfert** 4/12/12