Table of Contents:

Section One: Background ............................................................. 3
    Description, Overview, and Summary ........................................ 4

Section Two: Need for the MLS Program .......................................... 5

Section Three: Rationale ........................................................... 6

Section Four: Objectives ............................................................ 7

Section Five: Impact ............................................................... 7

Section Six: Program Detail ......................................................... 9

Section Seven: Administrative Structure and Governance ..................... 10

Section Eight: Resources ............................................................ 12

Section Nine: Projections for the Future ........................................ 14

Appendices .................................................................................... 15

Appendix One: Acknowledgments: MLS Working Group .......................... 15

Appendix Two: Report of Market Survey ............................................ 16

Appendix Three: New Course Proposals .......................................... 24
    LS 401: Self, Society, World .................................................... 24
    LS 598: Independent Study ..................................................... 35
    LS 599: Capstone in Liberal Studies ........................................ 39

Appendix Four: MLS Courses Under Development .................................. 46

Appendix Five: Tentative Initial Four Year Curriculum Map .................... 54

Appendix Six: Courses to be cross-listed from other CAS graduate programs 55

Appendix Seven: Six Year Budget ...................................................... 56

Appendix Eight: Master of Liberal Studies Working Group Meeting Minutes 57
    November 14, 2011 ................................................................. 57
    December 19, 2011 ................................................................. 59
    February 9, 2012 ................................................................. 64
    February 22, 2012 ................................................................. 65
    March 7, 2012 ................................................................. 67
    March 28, 2012 ................................................................. 70
    October 24, 2012 ................................................................. 73
Appendix Nine: A&SCC Approval and Minutes ........................................ 76
  Approval by A&SCC ......................................................................... 76
  A&SCC Meeting of November 13, 2012 ........................................ 77
Appendix Ten: EPC Meeting Draft Minutes ....................................... 80
Appendix Eleven: CVs of MLS Working Group ................................. 83
Section One:
The MLS Working Group is seeking approval of a Master of Liberal Studies program housed in the College of Arts and Sciences at Fairfield University.

Background
This MLS proposal has its roots in a series of meetings, the first of which was facilitated by Dean Robbin Crabtree on 12/15/2010, of faculty interested in the possibility of developing M.A. programs in the humanities.

In the first meeting, it was clear that there was strong interest amongst faculty for developing some sort of master’s degree program(s) in the humanities, but there were two main approaches that different people were interested in: 1) a discipline specific master’s degree program and 2) an interdisciplinary master’s degree program such as a Master of Liberal Studies degree. It was also clear at this meeting that even if faculty interest was high, it would only make sense to move ahead with a new master’s degree program proposal if market research showed that it was likely to be viable.

At a second meeting on 3/16/11 we discussed various approaches to Master of Liberal Studies programs. At the end of that meeting we agreed to undertake a market survey for interest in master’s degrees in the Humanities. Steven Bayne agreed to work with Corey Wrinn, Judy Dobai, and Aaron Perkus to formulate the market survey. The market survey was run in the first week of May 2011 (see section 2 and Appendix Two for the results of the survey).

At a third meeting on 6/8/2011 the results of the market survey were discussed and those attending agreed that the results looked very promising for the prospects of developing an MLS program at Fairfield University, and we agreed to move forward.

On 10/12/2011 an informational meeting was held with a wide audience of interested CAS faculty. At that meeting interested faculty volunteered to serve as members of the MLS Working Group to begin development of this MLS proposal.

On October 13-15, 2011 Steven Bayne and Aaron Perkus represented Fairfield University at the Association of Graduate Liberal Studies Programs (AGLSP) annual workshop and conference.

On November 14, 2011 the MLS Working Group met for the first time, and has continued to meet on a regular basis to work on the details of this proposal.

The members of the MLS Working Group are:
Steven Bachelor, Department of History
Peter Bayers, Department of English
Steven Bayne, Department of Philosophy
Cecelia Bucki, Department of History
Angela Harkins, Department of Religious Studies
Olivia Harriott, Department of Biology
Martha LoMonaco, Department of Visual and Performing Arts, Theatre Program
Eric Mielants, Sociology
Aaron Perkus, Associate Dean, College of Arts and Sciences
Gita Rajan, Department of English
Giovanni Ruffini, Department of History
On October 24, 2012 the MLS Working Group approved the MLS program proposal to be submitted to the Arts and Sciences Curriculum Committee.

On November 13, 2012 the Arts and Sciences Curriculum Committee approved the MLS proposal along with the three new courses included in the proposal.

On December 20, 2012 the Educational Planning Committee approved the MLS proposal.

**Description, Overview, and Summary**

The Master of Liberal Studies program is designed to provide adults with a transformative experience through a broad interdisciplinary liberal arts curriculum. The program is intended to prepare graduates to be successful professionals, scholars, and life-long learners—to this end, the curriculum focuses on developing critical thinking and writing skills, expanding cultural perspectives, promoting integrative learning, and fostering independent and original research.

- The MLS is a 33 credit master’s degree. Students will complete one team-taught interdisciplinary foundational course, nine electives, and a capstone course in which they complete a master’s thesis or project (see section six below for more details).
  - Courses will be offered in the evenings.
  - The MLS can be completed through part- or full-time study (Note: at inception the full-time study option will depend on the availability of appropriate cross-listed courses from other Fairfield University graduate programs).
- The development of the MLS was driven by faculty interest in graduate teaching opportunities in the humanities, and there is also a clear interest within our geographical region (Fairfield and the four adjacent counties) in an interdisciplinary master’s degree in the liberal arts from Fairfield University (see section two below for more details).
- As an interdisciplinary master’s degree aimed at regional adult learners, the MLS fits squarely within the mission and strategic vision of Fairfield University (see section three below for more details).
- With its team-taught foundational course Fairfield University’s MLS program will offer students a unique opportunity amongst graduate liberal studies programs in our area (see sections three and six below for more details).
- Students in the MLS program will develop the ability to make connections across disciplines in order to develop a critical understanding of the self and its relation to society and the world (see section four below for more details).
- The MLS program will have a mutually beneficial symbiotic relationship with other College of Arts and Sciences graduate programs (see section five below for more details).
- The MLS program will be housed in the College of Arts and Sciences, it will have a Director, Assistant Director (at the discretion of the Director and Dean), and a representative Steering Committee (see section seven below for more details).
- The MLS program’s startup costs would be minor, and it is expected to be profitable by year two (see section eight and Appendix Seven below for more details).
- Assessment of MLS student learning will be carried out by the MLS Steering Committee from the outset of the program, after three years the MLSSC will conduct an internal review of the program, in the fifth year the program will undergo new program review in conjunction with the requirements for Full Membership in the Association of Graduate Liberal Studies Programs (see sections four and nine below for more details).
Section Two: Need for the MLS Program

Faculty Interest:

This Master of Liberal Studies degree proposal has its roots in the interest of a number of CAS faculty in an opportunity to offer disciplinary or interdisciplinary graduate courses at Fairfield University. These interests come together well in an interdisciplinary MLS program, as both disciplinary and interdisciplinary graduate level courses will contribute to the program. Many faculty find teaching at the master’s level to be an attractive option. Teaching master’s level students allows professors to share their expertise with students at a more sophisticated level, which is fulfilling in itself, but also has the benefit of allowing professors the opportunity to bring their teaching and research closer together.

Student Need:

An MLS degree serves two main populations of students: those students seeking personal enrichment through education and those seeking career enhancement. With its interdisciplinary approach and broad range of classes, an MLS degree is an excellent fit for an adult learner interested in continuing their post baccalaureate education in an academic setting. An MLS degree can also be an excellent choice for some seeking professional enhancement, for example a Connecticut public school teacher might find an interdisciplinary master’s degree program an attractive way to complete the current requirement for an MA or 30 credits beyond a baccalaureate. An MLS can also be a good fit for some students seeking an academic career. With its broad range of classes an MLS degree can be a good choice for those students who know they want to pursue graduate school and a career in academia, but are not ready to commit to a particular discipline. Being able to take a range of interdisciplinary and disciplinary courses can help these students determine which field they want to do Ph.D. research in—or they may even decide to pursue one of the recently developed Doctor of Liberal Studies degrees.

The vast majority of graduate liberal studies programs are designed predominately for adult part-time students. Adult part-time students tend to have substantial ties to the community in which they live, and as a result this means one of the main considerations for where to pursue an MLS degree is location. Adult part-time students interested in an MLS will be looking for a quality program close to home or work. Currently there are no graduate liberal studies programs in Fairfield County.

There are currently two colleges in Connecticut, and one in Westchester County, NY that have graduate liberal studies programs. The closest of these (forty minutes in good traffic) is Albertus Magnus College in New Haven, which has a relatively small MA in Liberal Studies program, graduating about 6 students per year. Wesleyan University in Middletown (slightly more than an hour in good traffic) houses the hallmark program in the state, and the oldest in the country, granting about 60 degrees per year. Manhattanville College in Purchase, NY also has a MA in Liberal Studies program, graduating about 5 students per year, but they are not a member of the AGLSP.

Market Survey:

Fairfield University conducted market research to assess the regional demand for a Master of Liberal Studies degree. Using the resources of a research panel firm, Fairfield faculty designed a survey with the assistance of the Office of Institutional Research and Enrollment Management. An
electronic survey was conducted in May 2011 of individuals with a baccalaureate degree between
the ages of 20-50 who live in a five-county region in proximity to and including Fairfield County, plus
local retirees who live within the town of Fairfield. The survey had 1069 respondents. 216 (20%)
of the initial respondents indicated a potential interest in an MLS degree. From this group of
potential students interested in an MLS program, 152 (70%) reported that they were either
definitely, very likely, or likely to enroll in an MLS program within five years. 119 (78%) of these
respondents further reported that they were either definitely, very likely, or likely to enroll in a
Fairfield University MLS program within five years. These likely to enroll numbers are strong and
it may be worth noting that they compare quite favorably with the numbers for the recently
approved MPA program.

Section Three: Rationale

As seen in Section Two above, the MLS program makes sense given faculty interest and student
need, but it also makes sense in terms of both Fairfield University’s mission and strategic plan.

The MLS program’s mission of providing adults with a transformative experience through a
broad interdisciplinary liberal arts curriculum synthesizes nicely with Fairfield University’s
commitment to a liberal education in which “[a]ll of its schools share a liberal and humanistic
perspective and . . . a respect for all the disciplines—their similarities, their differences, and their
interrelationships” (Fairfield University Mission Statement). The MLS program’s focus on adult
learners also fits well with the fact that

Fairfield recognizes that learning is a life-long process and sees the education which it
provides as the foundation upon which its students may continue to build within their
chosen areas of scholarly study or professional development. It also seeks to foster in its
students a continuing intellectual curiosity and a desire for self-education which will
extend to the broad range of areas to which they have been introduced in their studies.
(Fairfield University Mission Statement)

The interdisciplinary focus of the MLS program also fits well with the spirit of Goal I of Fairfield
University’s Strategic Plan: Integration of the Core Curriculum. Although Goal I is aimed at the
undergraduate curriculum, the interdisciplinary MLS program can be seen as an extension of Goal
I’s aim “to begin breaking down the tendency toward mental compartmentalization, and help
students transfer information and skills from one discipline to another” (Strategic Vision, p. 11).

The MLS program in this proposal also fits well with the Strategic Plan’s “goal that in the next
decade, Fairfield University will be known for distinctive graduate and professional programs”
(Strategic Vision, p. 17). This MLS program will be a distinctive graduate program in liberal studies.
Most graduate liberal studies programs are interdisciplinary in focus, but Fairfield’s team-taught
interdisciplinary foundational course will make us distinctive. Having two professors trained in
different disciplines engaged with students in our interdisciplinary foundational investigation of the
self, society, and world will lay the groundwork for our MLS in a dynamic and distinctive way. None
of the graduate liberal studies programs in the region, and very few nationally, have this distinctive
way of grounding their graduate programs in liberal studies.
Section Four: Objectives

Mission:
To deliver a transformative experience for students through a broad liberal arts curriculum focused on developing critical thinking and writing skills, expanding cultural perspectives, and promoting integrative learning by providing students with team-taught foundational courses, diverse seminars, and independent and original research opportunities. The MLS will culminate in a master’s thesis or project. The program is intended to prepare graduates to be successful professionals, scholars, and life-long learners.

Program Goals:
1) Students will develop the ability to make connections across disciplines in order to understand the convergence and divergence of different fields of knowledge and to understand the nature of an academic community.
2) Students will develop a critical understanding of the self and its relation to society and the world.
3) Students will develop a critical understanding of their own commitments regarding ethics and aesthetics.

Program Outcomes:
- Students will demonstrate proficiency in critical thinking.
- Students will write accomplished academic prose.
- Students will produce an original master’s thesis or project that considers or transcends disciplinary boundaries.

Assessment of Student Learning:
No assessment work will be conducted for the first two years of the program in order to allow time for the inaugural and subsequent cohorts to produce a substantial enough amount of artifacts to assess. Starting in the third year members of the MLSSC will annually identify which outcome(s) will be assessed in an annual iterative process that reflects best practices in assessment. The design of the assessment project will be determined by the MLSSC, but it will be informed by the expectation that assessment of student learning, over time, needs to evaluate student achievement after completion of the foundational course(s), student achievement in the capstone, and student growth over time as a result of education. To accomplish this goal, the committee will use identical rubrics when assessing the same outcomes at different levels of the curriculum.

Section Five: Impact
The MLS program will not replace any other programs at the university. The MLS is a graduate program that is unique in its focus and content. As a graduate program, it will not have any effect on Fairfield University’s undergraduate core curriculum.
With regard to resources, as it is designed to be a self-supporting program, the MLS is not expected to have any major impact on existing programs. According to our six year revenue projections (see section eight below), the MLS will operate at a loss during the first year. In the second year, however, the MLS program will have a yearly positive net revenue and will have already made up for the first year’s revenue loss.

We expect the MLS program to have a mutually beneficial symbiotic relationship with other graduate programs in CAS. We expect to cross-list courses from other graduate programs in CAS—in particular we expect there to be a number of American Studies courses that will be suitable for MLS students. The same will also be true, to a lesser extent with the MA in Communication and the MPA. We also expect that some of the new courses developed for the MLS would be suitable to be cross-listed by other graduate programs.

Faculty for MLS courses will predominately be drawn from Fairfield University’s full-time faculty. We do not believe, however, that this will have a negative effect on the undergraduate curriculum or departments.

First, when an MLS course is taught as part of a faculty member’s regular teaching load, this means that during a particular semester she or he will teach one fewer undergraduate course. In some cases, however, a faculty member’s department will have the ability (based on curricular need and staffing) to allow that faculty member to teach an MLS course without needing to replace it in a particular semester’s schedule. In other cases, departments will need to replace the course that is usually taught by the faculty member, and the replacement cost of staffing these courses is included in our six year budget in Appendix Seven below.

Second, some MLS courses will be taught by faculty as overloads, and in these cases the MLS course will not affect the number of undergraduate courses a faculty member teaches in a particular semester.

Third, under normal conditions in any given year, faculty members will be limited to teaching at most one sixth of their regular yearly teaching load in the MLS program. Furthermore, as can be seen in the tentative initial four year curriculum map in Appendix Five, except for the foundational course and the capstone course, we do not plan to offer any MLS course more than once in this initial four year cycle. We also expect this pattern to continue with subsequent four year cycles. As a result of this, very few faculty members will be teaching more than one MLS course in any four year period. Consequently, in any given year, as well as in the long run, the vast majority of individual MLS faculty members’ teaching loads will still be at the undergraduate level.

Fourth, as can be seen from the four year curriculum map in Appendix Five below, MLS courses will be taught by faculty from a wide range of departments. The fifteen courses taught in fall and spring semesters over the course of the first four years represent the contributions of faculty from nine different departments. As the program moves forward, it is our intention to involve faculty from an even wider range of departments. So, even when faculty teach in the MLS program as part of load, this should not represent a burden on individual departments.

Finally, preserving the integrity of the undergraduate curriculum is one of the main reasons that the estimated expense/revenue model for the MLS includes two new full-time faculty lines (the first in year four and the second in year six). We project that in year four there will be seven MLS courses offered (one team taught), but with the new full-time faculty line, and on the supposition that two MLS sections would be taught as overloads, the MLS program would be responsible for
adding at least as many undergraduate sections per year as the number of sections that would need to be covered due to faculty teaching MLS courses. In year six and beyond, the addition of a second full-time faculty line would allow the MLS program to actually strengthen the undergraduate curriculum. With two full-time faculty lines, but with only seven MLS courses offered per year (one team taught), the MLS program would be responsible for adding at least four more undergraduate sections per year than the number of sections that would need to be covered due to faculty teaching MLS courses.

Section Six: Program Detail

The MLS will be a 33 credit degree (11 three credit courses)

- An accredited baccalaureate degree is a prerequisite for matriculation.
- Qualified students with a baccalaureate degree may take up to four courses before matriculating into the MLS program.
- Students are subject to the academic policies and general regulations in the College of Arts and Sciences Graduate Programs Catalog.

The MLS will have the following program requirements:

- LS 401: Self, Society, World (see new course proposal in Appendix Three below):
  
  How do people make sense of themselves, their experience, and their place in the world? What insight can we gain on those identities and meanings through disciplinary theories and methodologies of the humanities, the natural sciences, the social sciences, or the arts? How are these insights influenced by family, geography, culture, religion, class, race, gender, etc? In this team-taught introductory course, we will explore the self, society, and the world through an interdisciplinary range of historical and contemporary sources and methodologies. Through this exploration students will be asked to deepen their ability to think, read, and write critically. Three credits.
  
  - This is the team-taught foundational course and is required of all MLS students.
  - MLS students are required to take this course the first time it is offered after their matriculation into the program.
  - Normally, this course will be offered annually in Fall.

- Students will then be required to take nine three credit elective courses. These courses will be selected from:
  
  - Those designed specifically for the MLS program (see Appendix Four below for list of courses currently under development),
  - Those that are cross-listed from other CAS graduate programs (see Appendix Six below for list of courses to be cross-listed),
○ Up to two of these, may, with approval of the Director and Dean, be 300 level courses (extra work will be required), or independent studies courses. These courses may not be from the same discipline, or be taught by the same instructor.

○ Up to six credits may, with approval of the Director and Dean, be transferred from other universities.

- LS 599: Capstone in Liberal Studies (see new course proposal in Appendix Three below).

This course is the culminating experience in the MLS program. It is designed to bring all MLS students together at the end of their experience. Students beginning together in LS 401 have since diverged to explore many different areas of interest and will now return to a single classroom to share the fruit of their exploration. Students in consultation with the instructor will design and complete a final project. The semester's out of class work will focus on that project's development and completion. Students will design outlines, proposals, reading lists and drafts of their final project to be submitted for critique by their peers. That critique will take the form of both in-class oral discussion and assigned written responses. Both the instructor and the students will assign readings from the fields of knowledge relevant to each final project. In-class work will be divided between student presentations at each stage of their final project; student critique of that product; and seminar discussion of the relevant readings. Three credits.

○ Prerequisites for this course are
  • Completion of LS 401, and
  • Submission and approval of a capstone project prospectus by the MLS Steering Committee.

○ The Capstone in Liberal Studies is to be taken in the final semester of study.

○ This course will be offered as a seminar.
  • Except in the most unusual of circumstances, the Capstone in Liberal Studies may not be completed through an Independent Study.

○ Normally the Capstone will be offered in spring semester, but we don’t expect to offer it until the third year of the program.

**Section Seven: Administrative Structure and Governance**

**Internal Administrative Structure and Governance:**

The internal administrative structure for the MLS Program shall consist of a Director, Assistant Director (at the discretion of the Director), and a Steering Committee.

**Program Director:**

Initially the director shall be appointed to a three year term by the CAS Dean upon the recommendation of the MLS Working Group. Subsequently, the director shall be nominated by the MLS Steering Committee (MLSSC) and appointed to a three year term
by the CAS Dean. No more than two consecutive terms may be served as director. The Director’s term begins on July 1st.

The duties of the MLS Program Director are those in accordance with the duties for Graduate Program Directors outlined in section 1.13 of the CAS Governance Document.

**Assistant Program Director:**

At her or his discretion, and in consultation with the Dean and MLSSC, the MLS Program Director may appoint an Assistant Program Director on a yearly basis.

The duties of the MLS Assistant Program Director shall be determined by agreement between the Director and Assistant Director.

**Steering Committee:**

The MLS Steering Committee shall consist of nine CAS faculty members with at least one each from the Humanities, the Natural Sciences/Mathematics, and the Behavioral & Social Sciences and six positions at large. The Director and Assistant Director (if any) shall serve as ex officio voting members. Initially the MLSSC will be formed from the members of the MLS Working Group. After the first three years, the members of the MLSSC shall be nominated by CAS faculty and appointed to staggered three year terms by the Director in consultation with the Dean and appropriate department chairs.

The duties of the MLS Steering Committee shall be to advise and aid the director in the administration of and planning for the MLS program. Additionally the MLS Steering Committee shall be responsible for vetting MLS course and curriculum proposals, vetting applicants for admission into the MLS program, and carrying out program assessment.

**External Structures and Governance:**

**College of Arts and Sciences:**

The MLS program will be housed in the College of Arts and Sciences, and as a result it shall be subject to the governance structures of the CAS as detailed in the CAS Governance Document, which is available on the CAS Faculty Website at http://faculty.fairfield.edu/cas.

Additional or simply noteworthy relations between the MLS program and CAS are:

As it does for all of its graduate programs, CAS will provide some administrative support to the MLS program. This will include enrollment management and course schedule planning (currently through Associate Dean Aaron Perkus), assistance for the Council of Graduate Programs (currently through Ms. Fran Yadre, its administrative assistant), and the assignment of a Program Assistant to the MLS program (either dedicated or shared).

The Dean of CAS shall be apprised of all program details and outcomes through regular reports from the MLS Program Director, and periodic meetings with the Steering Committee. The CAS Dean shall be consulted on any major decisions related to program revenues. Any permanent faculty lines must be approved by the CAS Dean, and the Dean shall be afforded all hiring privileges belonging to the office.

The Dean must monitor and approve the percentage of full-time faculty time devoted to part-of-load teaching in the program.
The Dean reports to the Senior Vice President for Academic Affairs.

Since the MLS program is housed in CAS, all new courses, cross-listings, and curriculum revisions must be reviewed by the Arts and Sciences Curriculum Committee.

**Office of Graduate Admissions and Enrollment Management:**

The Office of Graduate Admission will handle admissions according to all policies and procedures currently in effect for other CAS graduate programs.

The OGA will manage the receipt of eligibility documents (e.g., undergraduate transcripts, requests for transfer credits) and other admissions functions.

The OGA will facilitate the process of accepting students into the MLS Program as they would for other graduate programs at the University.

The OGA, under the direction of the Vice President for Admissions, will continue to oversee the marketing research process and will participate in the development of financial models for the program.

The Vice President for Admissions reports to the Sr. vice President for Strategic Initiatives on matters related to market research, graduate enrollments, and program outcomes.

**Office of Graduate Marketing:**

Development of program materials and program marketing will be managed by the Office of Graduate Marketing and Enrollment Management.

**Section Eight: Resources**

**Physical:**

The main physical requirements for the MLS program will be seminar style classrooms, and office space for a Program Assistant—both of these can be met within the parameters of currently available university resources.

The library has the necessary resources for the MLS program. If new library acquisitions become necessary, these would be provided for from the revenues generated by the program or purchased through normal department and library acquisition processes.

**Marketing:**

All CAS graduate programs use centralized marketing strategies in conjunction with the university’s marketing division. According to our six year budget projections (see Appendix Seven below), for the first two years the biggest expense of the MLS program will be for marketing. At the start, it will be important to get the word out about the program, but as the program becomes known in the area we project that marketing costs will decrease.

**Personnel:**

As can be seen in the tentative initial four year curriculum map in Appendix Five, we plan to offer a total of eighteen MLS courses (including three summer courses) during the initial four year cycle. After the program reaches maturity in year four, we expect to offer twenty-eight MLS courses (including four summer courses) during a regular four year cycle.
There will be no faculty assigned to teach full-time in the MLS program. Instead, MLS classes will be staffed by a combination of full-time faculty teaching as part of load, full-time faculty teaching as overload, and part-time faculty.

Full-time faculty teaching as part of load, under normal circumstances, will not be permitted to teach more than one sixth of the normal teaching load in the MLS program in any given year.

When an MLS course is taught as part of regular teaching load, this means that during a particular semester the faculty member will teach one fewer undergraduate course. In some cases, a faculty member’s department will have the ability, based on its curricular needs, to allow that faculty member to teach an MLS course without needing to replace it in a particular semester’s schedule. In other cases, departments will need to replace the course that is usually taught by the faculty member. In light of this, replacement costs for staffing undergraduate courses that would normally be taught by faculty members who are teaching in the MLS program are included in the six year budget in Appendix Seven below.

Full-time faculty teaching overloads and part-time faculty will be compensated according to the salaries for part-time instruction specified in the Memo of Understanding in place at the time the courses are run. Stipend costs are reflected in the six year budget in Appendix Seven below.

The six year budget includes a projection of the addition of new full-time faculty lines in years four and six. As mentioned above, these full-time faculty lines will enable us to make sure that the MLS program does not negatively affect the undergraduate curriculum, while at the same time allowing for much of MLS teaching to be done as part of load.

One of the resource issues with these two faculty lines is their equitable distribution. Since the faculty teaching in the MLS program will be drawn from many different departments in CAS, it would be difficult to equitably assign two tenure track lines. One possibility is that the two full-time faculty lines projected in the budget be rotating full-time Visiting Assistant Professor positions. For example, since the MLS Director’s department will be contributing the most regular resources, the first full-time faculty line (projected to be created in year four) could be a full-time Visiting Assistant Professor position that rotates with the director of the MLS program. In turn the second full-time faculty line (projected to be created in year six) could then be a full-time Visiting Assistant Professor position annually rotated in a systematic way amongst the departments that contribute faculty to the MLS program.

**Budget:**

A six year budget is included in Appendix Seven and it provides information on expected enrollment, projected number of courses offered, expected tuition revenues, projected full-time and part-time faculty expense, marketing expenses, and an overview of expected net revenue from the program.

Our projected number of students in the first year is quite conservative, but even with eight students taking an average of only three credits (one course) per semester, this will allow us to offer our team-taught foundational course along with one new MLS course (along with any courses from other CAS graduate programs that are suitable for cross-listing). With this conservative estimate and the higher initial cost for marketing, the MLS program would lose $27,500 the first year.

In the second year with a conservative estimate of twenty total students taking an average of only 3.5 credits (on average just over one course) in fall and spring semester and an average of 3 credits in summer (one course), we would be able to offer our team-taught foundational course and
three new MLS courses including summer (along with suitable cross-listed courses). With this conservative estimate and still higher initial costs for marketing, the MLS program would have net revenue of $39,500 in the second year and a cumulative net revenue of $12,000 (thus already making up for the loss from the first year).

In the third year with thirty-three total students in the program taking an average of only 3.5 credits (on average just over one course) in fall and spring semester and an average of 3 credits in summer (one course), we would offer our team-taught foundational course and four new MLS courses (along with suitable cross-listed courses). With normal costs for marketing, the MLS program would have net revenue of $113,758 in the third year and a cumulative net revenue of $125,758. Note: the numbers in the third year budget reflect that from the third year on, the largest yearly expense will be the cost of faculty.

In the fourth year with forty-five total students in the program taking an average of only 3.5 credits in fall and spring semester and an average of 3 credits in summer, we would offer our team-taught foundational course and six MLS courses (along with suitable cross-listed courses). With the addition of a full-time faculty line, and having reached the expected on-going normal number of course offerings, the MLS program would have net revenue of $114,660 in the fourth year and a cumulative net revenue of $240,418.

In the fifth year with forty-five total students in the program taking an average of only 3.5 credits in fall and spring semester and an average of 3 credits in summer, we would offer our team-taught foundational course and six MLS courses (along with suitable cross-listed courses). In the fifth year we project that the MLS program would have net revenue of $121,269 and a cumulative net revenue of $361,687.

In the sixth year with forty-five total students in the program taking an average of only 3.5 credits in fall and spring semester and an average of 3 credits in summer, we would offer our team-taught foundational course and six MLS courses (along with suitable cross-listed courses). In the sixth year we project that with the addition of a second full-time faculty line, the MLS program would have net revenue of $41,198 and a cumulative net revenue of $402,886.

Section Nine: Projections for the Future

In addition to our expectations for the number of students, number of classes, and number of full-time faculty lines (all spelled out in the previous section) we have not so much projections for the future, but expectations for moments of reflection on our program and its curriculum.

After the third year the MLSSC will carry out an internal review of the program. There are two curricular issues in particular that we expect to reassess at that time.

One issue concerns the number (and content) of foundational courses. In the MLS Working Group there was a good amount of discussion of having one foundational course that is an interdisciplinary introduction to knowledge of the self, society, and world and a second foundational course that is an interdisciplinary introduction to the different methodologies used to create knowledge of the self, society, and world. We ultimately agreed that for the purposes of starting an MLS program it made sense to try to combine both the theoretical and methodological aspects in one single foundational course. We also agreed, however, that this was an issue that is worth evaluating again after the program has been up and running for three years.
A second issue concerns whether the MLS program should offer students the option of concentrations—that is, the ability, once they have taken the interdisciplinary foundational course(s), to focus their studies within a particular discipline before returning to the interdisciplinary capstone experience. The MLS Working Group did not reach consensus about the advisability of having concentrations in an MLS program. We did agree, however, that given the logistical and financial constraints of getting a new program started, it would not be possible to offer a sufficient number of courses to support even a small number of concentrations at the beginning of the MLS program. We also agreed that after the third year we could revisit this issue to first evaluate whether concentrations are logistically possible for Fairfield’s program, and, second, if they are logistically possible, to evaluate the advisability of having concentrations in Fairfield’s MLS program.

In the fifth year the program will undergo new program review. This will involve both an internal and external review in accordance with the Guidelines for Academic Program Review in the College of Arts & Sciences, which were developed by a task force of the CAS Planning Committee and endorsed by A&SCC. Additionally in the fifth year, we also plan to apply to become Full Members of the Association of Graduate Liberal Studies Programs. As the application requirements for Full Membership in the AGLSP are closely aligned with the A&SCC fifth year review guidelines, we expect to be able to undertake them in conjunction with each other.

Appendices:
Appendix One: Acknowledgments:

MLS Working Group:
Steve Bachelor, Peter Bayers, Steve Bayne, Cecelia Bucki, Angela Harkins, Olivia Harriott, Marti LoMonaco, Eric Mielants, Aaron Perkus, Gita Rajan, Giovanni Ruffini. See CVs in Appendix Ten below.

Additional support:
We received invaluable support from:
Judy Dobai, Vice President for Enrollment Management.
Cory Wrinn, Assistant Director of Institutional Research/Coordinator of Enrollment Research & Data Analysis.
Marianne Gumpper, Director Graduate Admission.
Robbin Crabtree, Dean, College of Arts and Sciences.
Paul Fitzgerald, S.J., Senior Vice President for Academic Affairs.
Mark LeClair, Chair Economics and more relevantly author of the Fairfield University MPA proposal.
The authors of the 2007 On Campus M.A. in Communication proposal.
Appendix Two: Report of Market Survey

Master of Arts in Liberal Studies
Market Survey Results

Fairfield University Enrollment Management/Institutional Research
October 12, 2011

MLS Market Survey Methodology

- Survey designed internally with faculty input
- Launched through Fairfield’s own online survey system
- Names purchased through a panel provider
  - Ages 20-50 + Local Retirees
  - Live in surrounding five counties
  - Attained BA
  - Interested in MA or further education
  - Work in all industries
Screening Question Results

- Yes, I'm potentially interested in a MLS: 216 (20%)
- No, I'm not interested in a MLS nor a specific Arts & Sciences degree program: 710 (67%)
- I'm more interested in a specific Arts & Sciences degree program than an Interdisciplinary program: 143 (13%)
Interest in MLS

Concentrations

- History: 93
- Film and New Media: 82
- Writing and Rhetoric: 81
- Literature: 60
- Fine Arts: 58
- Philosophy (Including Ethics): 57
- Modern Languages: 51
- American Studies: 48
- Religious Studies: 41
- Museum Studies: 33
- Public History (Archiving): 26
- Classical Studies: 25
- Other: 9

Program Structure: Modes of Instruction

- Mostly face-to-face classroom instruction: 160
- Only face-to-face classroom instruction: 140
- Mostly online instruction: 120
- Only online instruction: 100
Program Structure: Types of Instruction

Internship Aspect

- Most liberal studies programs provide students with the opportunity to complete a final project to connect their individual ideas to themes learned in the core and concentration courses. Which option is most appealing to you?

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>96</td>
</tr>
<tr>
<td>Traditional Masters thesis</td>
<td>59</td>
</tr>
<tr>
<td>Group research seminar</td>
<td>40</td>
</tr>
</tbody>
</table>
Study Abroad Option

- Are you interested in a study abroad portion of the program which would involve a small group of students attending a course overseas for credit? The course would be taught by US-based faculty who travel abroad with the students. The course would last around two weeks and revolve around a subject to the area traveled to.

| Yes, interested | 121 |
| No, not interested | 72 |

Future after MLS

- Reasons for pursuing a graduate degree in Liberal Studies
  1. Enrichment and interest in the content
  2. Opportunity to change field completely
  3. Advancement in my current career within my organization
    - Not Preparation for further graduate study
- Career path/ideal field with achievement of a MLS
  1. Arts & Culture
  2. Education
  3. Non-profit
    - Not Journalism nor Public Affairs
Enrollment Drivers

- Top reasons for interest in Fairfield-specific MLS
  1. Close proximity to work and home
  2. Fairfield’s overall academic reputation
  3. Interest in educational enrichment

- Fairfield’s current graduate students display similar preferences (2010 Adult Student Survey)
  - Top enrollment drivers for current Fairfield students:
    1. Programs offered
    2. Location
    3. Academic reputation
    4. Course selection

Respondents “Likely to Enroll in a Fairfield MLS Program” in the next Five Years
Enrollment Drivers – Summary and Future

- Important factors for potential MLS students
  - Affordability
  - Flexibility in course offerings
  - Ability to mix concentrations
  - “Real world” experiences

- Fairfield offers these features already, and can continue to for the benefit of a MLS program
  - Faculty guidance
  - Develop curriculum
  - Marketing of program

Projected Interest

- Over 1000 respondents to survey
- Sample is representative of Fairfield University’s graduate programs’ reach
- Demographic of sample is also comparable to current graduate population

- 20% are potentially interested in a MLS
- 15% are likely to enroll in a MLS program within five years
- 12% are likely to enroll in a Fairfield MLS program within five years
### Projected Enrollment

<table>
<thead>
<tr>
<th>Program</th>
<th>Avg. current first-time students per year</th>
<th>Projected first-time students for next fiscal year</th>
<th>Avg. projected credits per student per fiscal year</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Communication</td>
<td>15</td>
<td>15</td>
<td>12.0</td>
</tr>
<tr>
<td>MA in American Studies</td>
<td>20</td>
<td>17</td>
<td>10.0</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>-</td>
<td>15</td>
<td>14.8</td>
</tr>
<tr>
<td>MA in Liberal Studies</td>
<td>-</td>
<td>12</td>
<td>10.0</td>
</tr>
</tbody>
</table>
Appendix Three: New Course Proposals:

LS 401: Self, Society, World.

NEW GRADUATE COURSE PROPOSAL FORM
COLLEGE OF ARTS AND SCIENCES

Items #1-8 to be completed by proposer (please type):

1. Department/Program: Master of Liberal Studies  Proposer: MLS Working Group  Date: 03/07/12

2. Course Name and Number:

   LS 401: Self, Society, World.

   (Please follow numbering policy from catalogue)

3. Number of credits: 3  Are there prerequisites? Yes

   If YES, please list prerequisite course names and numbers:

   Admission to MLS Program and/or Bachelor’s Degree.

4. Course format (please check all that apply):

   Lecture_____  Discussion_____  Seminar  X  Lab_____  Other (explain) ______

5. Catalogue description, 100 word limit in the style of the catalogue, mentioning the prerequisites

   How do people make sense of themselves, their experience, and their place in the world? What insight can we gain on those identities and meanings through disciplinary theories and methodologies of the humanities, the natural sciences, the social sciences, or the arts? How are these insights influenced by family, geography, culture, religion, class, race, gender, etc? In this team-taught introductory course, we will explore the self, society, and the world through an interdisciplinary range of historical and contemporary sources and methodologies. Through this exploration students will be asked to deepen their ability to think, read, and write critically.

6. Syllabus information

   a. Course overview or summary:

   This course is the foundational course in the Master of Liberal Studies (MLS) program. It will be a team-taught course, and it will serve as an introduction to the interdisciplinary exploration
of the self and its relation to society and the world. Students will be asked to carry out this exploration through an examination of an interdisciplinary range of historical and contemporary sources, theories, and methodologies. As the foundational course for the MLS program this course will also introduce students to the program and help them develop the intellectual tools they will find necessary as they progress through the MLS.

b. Fully developed course outline:

i. Goals/Desired Student Learning Outcomes:

Goals:
1) to provide students with an interdisciplinary introduction to the self and its relation to society and the world;
2) to help students arrive at a better understanding of the multiple interpretations that exist across a range of disciplines that attempt to make sense of the self, society, and the world;
3) to help students arrive at a clearer understanding of the competing methodologies scholars use in arriving at their conclusions concerning the self, society, and the world.
4) to develop a sense of community among our new MLS students.

Learning Objectives:
1) Students will be able to make connections between various disciplines with regard to their understanding of self, society and the world.
2) Students will be able to recognize and understand the multiple interpretations that exist across the range of disciplines concerning self, society and the world.
3) Students will be able to evaluate competing methodologies scholars use in arriving at their conclusions concerning the self, society, and the world.
4) Students will realize the essential social nature of learning by engaging in a dialogue with peers from many disciplines.

ii. Topics to be covered:
The specific topics covered in a given section of this course will be chosen by the instructors as they seek to achieve the above course goals.

iii. Requirements:
The specific course requirements for each section will be chosen by the instructors consistent with MLS, college, and university standards.

iv. Testing/evaluation methods:
The specific testing/evaluation methods for each section will be chosen by the instructors consistent with MLS, college, and university standards.
v. Required and supplementary student reading:

The specific required and supplementary student readings for each section will be chosen by the instructors consistent with department, college, and university standards.

Please also see attached sample syllabus.

7 Will this course contribute to any interdisciplinary program?

The MLS program is by design an interdisciplinary degree program.

8. Instructional resources:

a. The Fairfield University Library should have adequate materials to support the work of this course. The resources available in the Fairfield University Library would always be taken into consideration as the instructors in a given semester plan their section of the course. Any library resources that are found to be insufficient at that time would need to be supplemented through the MLS program’s library budget before the beginning of the course.

b. Since this course will be run as a seminar, the only special academic space requirements will be an available seminar room.

c. Since this course will be run as a seminar, it will not require the use of any special instructional technologies beyond what is already available in most Fairfield University classrooms.

Items #9-12 to be completed by chair or program director (please type):

9. a. Will this course replace another course in the departmental curriculum? __No

   If so, which? ____________________________________________________________

b. Since individual faculty typically teach the same number of courses from year to year, how will the proposed new course be accommodated within your department’s existing teaching obligations (by an authorized new hire, by replacing an existing course, by alternating with a current course that will now be taught less frequently, etc.). Please provide details below or on a separate sheet, including any course(s) which will be offered less frequently.

The MLS program is new, so there is no existing teaching rotation within the program itself. The instructors teaching this course will be drawn from departments within the College of Arts and Sciences, and the normal expectation is that they will teach this course as part of their regular teaching load. The director of the MLS program will work with the instructors’ home departments to minimize any adverse effect on their curriculum.

10. a. Over a four-year cycle, how often will this course be offered? Four times.

   b. In each Term that the course is offered, how many sections will there be? One.
11. Explanation of what addition this course would make to your departmental offerings and of its importance to your students.

This course is the foundational course in the MLS program, and will be required of all MLS students. It will introduce MLS students to the MLS program, and provide them with a grounding in interdisciplinary graduate liberal studies within a community of students and faculty.

12. Approval by Department or Program:______________________________

(Chair or Director)

Date of departmental approval (submit copy of meeting minutes) 2/22/2012 and 9/2/2012

13. Approval by College Curriculum Committee:__________________________

(Chair)

Date of College Curriculum Committee approval__________________________

14. Approval by Dean of College:______________________________ Date:__________
Course Description

How do people make sense of themselves, their experience, and their place in the world? What insight can we gain on those identities and meanings through disciplinary theories and methodologies of the humanities, the natural sciences, the social sciences, or the arts? How are these insights influenced by family, geography, culture, religion, class, race, gender, etc? In this team taught introductory course, we will explore the self, society, and the world through an interdisciplinary range of historical and contemporary sources and methodologies. Through this exploration students will be asked to deepen their ability to think, read, and write critically.

Student Learning Goals

- To provide students with an interdisciplinary introduction to the self and its relation to society and the world.
- To help students arrive at a better understanding of the multiple interpretations that exist across a range of disciplines that attempt to make sense of the self, society, and the world.
- To help students arrive at a clearer understanding of the competing methodologies scholars use in arriving at their conclusions concerning the self, society, and the world.
- To develop a sense of community among our new MLS students.

Student Learning Objectives

- Students will make connections between various disciplines with regard to their understanding of the self, society and the world.
- Students will recognize and understand the multiple interpretations that exist across the range of disciplines concerning self, society and the world.
- Students will evaluate competing methodologies scholars use in arriving at their conclusions concerning the self, society, and the world.
- Students will realize the essential social nature of learning by engaging in a dialogue with peers from many disciplines.
Course Requirements and Grading

The requirements for this course are:

- **Attendance and Participation:** 10%
- **Weekly Writing Assignments:** 10%
- **First Paper:** 25%
- **Presentation:** 20%
- **Second Paper on Presentation Topic:** 35%

Please note:

- **Minimum Attendance Requirement:** If you have more than two unexcused absences, you will receive a zero for the class attendance and participation component of your grade.
- You will be required to complete regular writing assignments throughout the semester.
  - In these assignments you will be asked to answer questions about the readings we will be discussing in each week’s class.
  - These assignments will be posted on, and turned in through, the Mentor course management system (https://www.axiommentor.us).
  - Late writing assignments will not be counted.
- If for some reason you cannot meet a paper deadline or take the midterm at the scheduled time, then you must inform us as soon as you know this. If you have what we deem to be a good excuse, then we will make arrangements for you to turn in the paper at some other time. If you miss a paper deadline without speaking to us before the deadline, then one third letter grade will be deducted from your score for each day your paper is late.
- Phones and computers must be turned off and out of sight during class.
- Fairfield University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please contact the office of Academic and Disability Support Services.

Academic Integrity

We expect you to abide by Fairfield University’s policies on academic honesty (see p. 47-48 of the current catalogue). Academic dishonesty of any kind (see p. 47-48 of the current catalog for more information) will not be tolerated, but since most of the assignments in this class will be completed outside of the classroom, we want to include a special note concerning plagiarism. Plagiarism is committed anytime a person directly quotes, closely paraphrases, or uses some original idea from another author without citing the source of this material. It does not matter whether this other material comes from a lecture, a journal article, a book, or even a web site.
If you are using material from another author, then you must cite the source. This applies to both your final version and any drafts you turn in to us. If anyone is caught plagiarizing (or committing any other act of academic dishonesty) in this class, there will be three initial consequences. First, this student will receive a grade of F for the course. Second, we will send an official letter to the Dean of the College of Arts and Sciences explaining the academic misconduct that occurred. Finally, this letter will then be kept on file in the Dean’s office where it will be a permanent part of your academic record.

**Tentative Schedule of Readings**

<table>
<thead>
<tr>
<th>Date</th>
<th>Methods for Knowing the World: Ways of Knowing and the Nature of Truth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 7</td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td>Jack S. Crumley II, <em>An Introduction to Epistemology</em>, 2nd edition,</td>
</tr>
<tr>
<td></td>
<td>Broadview Press, 2009, Ch 4, 5, and 3.</td>
</tr>
<tr>
<td></td>
<td>selections from Bertrand Russell’s <em>The Problems of Philosophy</em>.</td>
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<tr>
<td></td>
<td>Friedrich Nietzsche <em>On Truth and Lies in a Nonmoral Sense</em>.</td>
</tr>
<tr>
<td></td>
<td><em>The Invention of Lying</em> (2009 movie, streamed).</td>
</tr>
<tr>
<td></td>
<td>William James’ Pragmatism’s Conception of Truth.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Methods for Knowing the World: The Rise of Modern Science:</th>
</tr>
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<tbody>
<tr>
<td>September 14</td>
<td>Readings:</td>
</tr>
<tr>
<td>September 21</td>
<td><a href="http://undsci.berkeley.edu/article/intro_01">http://undsci.berkeley.edu/article/intro_01</a></td>
</tr>
<tr>
<td></td>
<td>Aristotle, selections from <em>Physics</em>, and <em>Posterior Analytics</em>.</td>
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<tr>
<td></td>
<td>René Descartes, selections from <em>The World</em>.</td>
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<tr>
<td></td>
<td>Francis Bacon, selections from <em>The New Organon</em>.</td>
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<tr>
<td></td>
<td>John Locke, selections from <em>An Essay Concerning Human Understanding.</em></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Date</th>
<th>The Self and Personhood:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 28,</td>
<td>Readings:</td>
</tr>
<tr>
<td>October 5,</td>
<td>Plato, selections from <em>Phaedo</em>.</td>
</tr>
<tr>
<td>October 12</td>
<td>Aristotle, selections from <em>De Anima</em></td>
</tr>
<tr>
<td></td>
<td>Descartes, selections from <em>Discourse on the Method, Meditations on First Philosophy</em>,</td>
</tr>
</tbody>
</table>
Correspondence with Elisabeth.


http://evolution.berkeley.edu/evolibrary/article/0_0_0/evo_02


John Locke, Identity and Diversity, from *An Essay Concerning Human Understanding*.

David Hume, Of Personal Identity, from *A Treatise of Human Nature*.

*Immortal Cells Enduring Issues* by Dale Keiger:

http://archive.maryland.edu/2010/06/immortal-cells-enduring-issues/

*What does it mean to be human?* [http://humanorigins.nationalgeographic.com/human-characteristics](http://humanorigins.nationalgeographic.com/human-characteristics)

*The Journey of Man* (video); National Geographic (streamed)

*GATTACA* (1997 movie, streamed)


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**October 19, October 26, and November 2:**

**Society: Morality and Human Conflict**

Readings:


John Rawls, selections from *A Theory of Justice*


Steven Pinker, *The better angels of our nature*, Penguin Group Inc., 2011


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**November 9:**

**World: Independent reality or Human Construction?**

Readings:

Edwin A. Abbott, *Flatland*

Immanuel Kant, selections from *Critique of Pure Reason*.
God and the Meaning of Life:

Readings:
- Anselm, selection from *Proslogium*,
- Gaunilo's *Reply on Behalf of the Fool*
- Anselm's *Reply to Gaunilo*,
- G.W. Leibniz, selections from *Monadology*,
- Friedrich Nietzsche, selections from *Joyful Wisdom*,
- Albert Camus, selections from the *Myth of Sisyphus and other essays*,
- Camus, *The Stranger*.
- Jean Paul Sartre, Existentialism is a Humanism.

Presentations

December 7 and
December 14:
Relevant Excerpt from MLS Working Group Minutes (please see Appendix Eight below for broader discussion of foundational courses)

MLS Working Group
Thursday, February 22, 2012
1:30-3:30 PM in CNS 8

In attendance: Steve Bayne (chair), Peter Bayers, Cecelia Bucki, Eric Mielants, Angela Harkins, Aaron Perkus, Giovanni Ruffini.
Regrets: Steve Bachelor, Marti LoMonaco, Gita Rajan.

1. Meeting was called to order by Steve Bayne at 1:35 PM.

4. Core Course Proposal:
A. Number of Core Courses: Steve opened the discussion of the “core course” for the MLS program. During the first 3 years, he proposed that having 1 core course rather than 2 or more, would help with the quality and quantity of the electives that could be offered. Eric agreed that this could help with marketing the program and suggested that this could be easily revisited in the future if needed.

- Motion: Cecelia moved that the Working Group begin with 1 core course, but that this decision should be revisited after the first 3 years. Motion seconded by Peter.
- Discussion of the motion: Aaron said that there were many comparable programs that offered 2 or more core courses; Cecelia responded and said that it was not clear that those core courses served the same purpose as our core courses. Eric expressed the desire to someday see 2 core courses after the 3 year period.
- VOTE: all in favor; motion unanimously passed.

B. Core Course Proposal: MLS 401 dated 2/16/12

There was an open discussion of the proposal. Cecelia complimented the course's title (“self” has an appeal for an American audience) and also the use of the word “world” has a good international dimension.

Criticisms of the proposal: There were various aspects of the proposal itself that were critiqued by the group.

- Weekend events. Several members of the group found the required weekend events to be burdensome and potentially a problem for busy student schedules. Steve described some of the rationale for including this language: to create community, to make use of the city and its resources. It was decided by the group that this was not an essential aspect of the course that needed to be encoded in the course proposal. This however does not mean that faculty would be unable to offer this if they so desired.

- Team-teaching: Giovanni questioned whether students would find team-teaching to be attractive and questioned whether it belonged in the proposal. Many people expressed that team-teaching was a desirable feature of the program. Aaron raised the point that having the language of team-teaching in the course proposal would help to secure funding for this for faculty. Steve also thought that team-teaching would be more cost-efficient than asking for a new hire line, and so more desirable. Eric and Angela expressed that the team teaching helped
to enrich and enhance the experience of the core course which is intentionally broad.

- **Wording:** some discussion followed about changing the wording of the proposal to include “perspectives” and “theories” throughout and to delete redundancies.

- **Goals/Objectives:** Aaron initiated a discussion of the course proposal’s “goals/objectives” section and said that what was listed were not objectives because they were not measurable. He also proposed removing #4 listed there; the group did not agree to remove #4. It was decided that the New Course Proposal form was ambiguous and that the MLS working group was interpreting the category to read: GOALS and/or Objectives.

- **Format of the course:** Cecelia noted that the New Course Proposal form specifies all three: lecture, discussion, and seminar, and proposed that we choose only “seminar” format. All agreed.
  - Motion: Giovanni moved to adopt the proposal with minor changes; seconded by Aaron. There were 6 votes in favor; one opposed.

Submitted by
Angela Kim Harkins
LS 598: Independent Study.

NEW GRADUATE COURSE PROPOSAL FORM
COLLEGE OF ARTS AND SCIENCES

Items #1-8 to be completed by proposer (please type):

1. Department/Program: Master of Liberal Studies  Proposer: MLS Working Group  Date: 10/7/12

2. Course Name and Number: LS 598: Independent Study
   (Please follow numbering policy from catalogue)

3. Number of credits:___3___  Are there prerequisites? Y
   If YES, please list prerequisite course names and numbers
   Completion of LS 401, and approval of both MLS Program Director and CAS Dean.

4. Course format (please check all that apply):
   Lecture_____  Discussion_____  Seminar_____  Lab_____  Other (explain) ___X___
   In this course an individual student will study with an individual professor.

5. Catalogue description, 100 word limit in the style of the catalogue, mentioning the prerequisites
   Upon request and by agreement with an individual professor a student may conduct a one-semester independent study on a specific topic within liberal studies. (Prerequisites: LS 401, permission of professor, and approval of both MLS Program Director and CAS Dean) Three credits.

6. Syllabus information
   The content and schedule for this course will be determined by mutual agreement between the professor and student. Whatever form the content and schedule take, however, the workload will be equivalent to that in a regular LS 500 level three credit course.

7. Will this course contribute to any interdisciplinary program?_____________________________
   The MLS program is by design an interdisciplinary degree program.

8. Instructional resources:
   a. Since Independent Studies courses are designed for students who wish to examine a subject in depth for which no course is available, it is possible that additional library resources would be desirable. In normal circumstances the funds for the additional resources could be accommodated through the MLS program’s library budget.
   b. Since these independent studies will involve the collaboration of an individual
student and an individual professor, it is unlikely to have any special academic space requirements.

c. Since these independent studies will involve the collaboration of an individual student and an individual professor, it is unlikely to require the use of any special instructional technologies.

Items #9-12 to be completed by chair or program director (please type):

9. a. Will this course replace another course in the departmental curriculum? ___ No. _____ _____

If so, which? ____________________________________________________________

b. Since individual faculty typically teach the same number of courses from year to year, how will the proposed new course be accommodated within your department’s existing teaching obligations (by an authorized new hire, by replacing an existing course, by alternating with a current course that will now be taught less frequently, etc.). Please provide details below or on a separate sheet, including any course(s) which will be offered less frequently.

Since this is an independent study course it will be offered on demand rather than on a regular rotation. Additionally, when it is offered it would be taught as an overload, so it would not affect other course offerings.

10. a. Over a four-year cycle, how often will this course be offered?

   Since this is an independent study course, it will be offered on demand rather than a set number of times as part of a regular cycle.

b. In each Term that the course is offered, how many sections will there be?

   This will vary depending on the demand in a given semester.

11. Explanation of what addition this course would make to your departmental offerings and of its importance to your students (provide on separate page).

   This is a standard course offering available in most departments and programs. It provides an opportunity for students to do work on a topic not available in the other course offerings.

12. Approval by Department or Program: ______________________________

   (Chair or Director)

Date of departmental approval (submit copy of meeting minutes) __10/24/2012__
13. Approval by College Curriculum Committee:_____________________________

(Chair)

Date of College Curriculum Committee approval__________________________

14. Approval by Dean of College:__________________________ Date:__________
Relevant Excerpt from MLS Working Group Minutes

MLS Working Group
Meeting of Wednesday, October 24, 2012 in DMH 330.
Draft Minutes

Present: Peter Bayers, Steve Bayne, Olivia Harriott, Marti LoMonaco, Aaron Perkus, Giovanni Ruffini.
Regrets: Cecelia Bucki (sabbatical), Angela Harkins, Eric Mielants (sabbatical), Gita Rajan.

10:11—Meeting called to order (Bayne).

1. Announcements:

5. Approval of LS 598: Independent Study. (Ruffini, Perkus). Starts on page 34 of program proposal. Dr. Ruffini—looks like an excellent course that he would be happy to take if he were a student and would love to teach as a professor. A robust discussion followed regarding limitations to the number of IS or 300 level a student should take (see 6g under discussion of program below). Dr. LoMonaco added that it is important to have this (of independent studies courses) flexibility in the program. (Passed Unanimously)

6. Approval of MLS program proposal. (LoMonaco/Harriott)

8. Meeting Adjourned 11:50am

Minutes respectfully submitted by Aaron Perkus
LS 599: Capstone in Liberal Studies.

NEW GRADUATE COURSE PROPOSAL FORM

COLLEGE OF ARTS AND SCIENCES

Items #1-8 to be completed by proposer (please type):

1. Department/Program: Master of Liberal Studies  Proposer: MLS Working Group  Date: 1/30/12

2. Course Name and Number: LS 599: Capstone in Liberal Studies

   (Please follow numbering policy from catalogue)

3. Number of credits: 3  Are there prerequisites? Y

   If YES, please list prerequisite course names and numbers

   Completion of LS 401 and submission and approval of a capstone project prospectus by
   the MLS Steering Committee; course is to be taken in the final semester of study.

4. Course format (please check all that apply):

   Lecture______  Discussion_____  Seminar_x__  Lab______  Other (explain) ______

5. Catalogue description, 100 word limit in the style of the catalogue, mentioning the prerequisites

   This course is the culminating experience in the MLS program. Students in consultation with the
   instructor will design a final project. The semester’s work will focus on that project’s design,
   development and completion. Students will read instructor and peer-assigned selections of theory
   and methodology from a variety of disciplines, and provide ongoing feedback and analysis of the
projects of their peers. Prerequisites: Completion of LS 401 and submission and approval of a capstone project prospectus by the MLS Steering Committee; course is to be taken in the final semester of study.

6. Syllabus information (provide on separate page)

a. Course overview or summary

This course is the culminating experience in the MLS program. It is designed to bring all MLS students together at the end of their experience. Students beginning together in MLS 401 have since diverged to explore many different areas of interest and will now return to a single classroom to share the fruit of their exploration. Students in consultation with the instructor will design and complete a final project. The semester’s out of class work will focus on that project’s development and completion. Students will design outlines, proposals, reading lists and drafts of their final project to be submitted for critique by their peers. That critique will take the form of both in-class oral discussion and assigned written responses. Both the instructor and the students will assign readings from the fields of knowledge relevant to each final project. In-class work will be divided between student presentations at each stage of their final project; student critique of that product; and seminar discussion of the relevant readings.

b. Fully developed course outline:

i. Goals/Desired Student Learning Outcomes

a) Students will demonstrate a mastery of the theory and methods in their areas of interest through development of a specific final project.

b) Students will be able to educate their peers on the scholarly literature at stake in their final project.

c) Students will be able to engage in scholarly criticism of and debate over the construction of the final projects of their peers and the fields from which those projects come.

ii. Topics to be covered

The specific topics covered in a given section of this course will be chosen by the instructors based on the submitted capstone project prospectus as they seek to achieve the above course goals.

iii. Requirements

The specific course requirements for each section will be chosen by the instructors consistent with MLS, college, and university standards. One of those requirements, however, will be the completion of the capstone project.
iv. Testing/evaluation methods

The specific testing/evaluation methods for each section will be chosen by the instructors consistent with MLS, college, and university standards.

v. Required and supplementary student reading

The specific required and supplementary student readings for each section will be chosen by the instructors consistent with department, college, and university standards.

7 Will this course contribute to any interdisciplinary program? ____________________________

The MLS program is by design an interdisciplinary degree program.

8. Instructional resources:

a. The Fairfield University Library should have adequate materials to support the work of this course. The resources available in the Fairfield University Library would always be taken into consideration as the instructors in a given semester plan their section of the course. Any library resources that are found to be insufficient at that time would need to be supplemented through the MLS program’s library budget before the beginning of the course.

b. Since this course will be run as a lecture/discussion/seminar, the only special academic space requirements will be an available seminar room.

c. Since this course will be run as a lecture/discussion/seminar, it will not require the use of any special instructional technologies beyond what is already available in most Fairfield University classrooms.

Items #9-12 to be completed by chair or program director (please type):

9. a. Will this course replace another course in the departmental curriculum? ___ No. ______

If so, which? ____________________________

b. Since individual faculty typically teach the same number of courses from year to year, how
will the proposed new course be accommodated within your department’s existing teaching obligations (by an authorized new hire, by replacing an existing course, by alternating with a current course that will now be taught less frequently, etc.). Please provide details below or on a separate sheet, including any course(s) which will be offered less frequently.

The MLS program is new, so there is no existing teaching rotation within the program itself. The instructors teaching this course will be drawn from departments within the College of Arts and Sciences, and the normal expectation is that they will teach this course as part of their regular teaching load. The director of the MLS program will work with the instructors’ home departments to minimize any adverse effect on their curriculum.

10. a. Over a four-year cycle, how often will this course be offered? **Four times.**

   b. In each Term that the course is offered, how many sections will there be? **One.**

11. Explanation of what addition this course would make to your departmental offerings and of its importance to your students (provide on separate page).

   **This course is the culminating experience in the MLS program. It is required of all MLS students. It is designed to provide MLS students with the opportunity to synthesize the knowledge and apply the methods they have encountered throughout their MLS experience.**

12. Approval by Department or Program: __________________________

   (Chair or Director)

   Date of departmental approval (submit copy of meeting minutes) **3/28/2012**

13. Approval by College Curriculum Committee: __________________________

   (Chair)

   Date of College Curriculum Committee approval __________________________

14. Approval by Dean of College: __________________________ Date: ________
Relevant Excerpt from MLS Working Group Minutes

Master of Liberal Studies (MLS) Working Group Minutes

Submitted by Olivia Harriott

March 28, 2012

In Attendance:

Professors Steve Bachelor, Peter Bayers, Steve Bayne (Chair), Cecelia Bucki, Angela Harkins, Olivia Harriott, Marti LoMonaco, Eric Mielants, Aaron Perkus, Giovanni Ruffini.

1.) Announcements: none

2.) Approval of minutes

Dr. Ruffini moved to accept the minutes as written; seconded by Dr. Bachelor. The motion passed unanimously.

3.) Capstone experience. (hand-out)

Dr. Perkus moved to approve the MLS capstone experience and Dr. Bachelor seconded.

A discussion about the details of the capstone ensued.

Dr. Bucki inquired about the course description, specifically whether the capstone was a culminating seminar or individual projects. She presented as one model a capstone class as the culminating experience with individual projects or thesis as the final result. She furthered that this model gives faculty latitude to create projects based on their preferences. Dr. Bucki expressed concern about workload for the faculty teaching the capstone and the potential involvement of external faculty. She stated that it is not necessary to be specific about the project/thesis format and that the project should have some interdisciplinary nature.

Dr. Bachelor spoke in favor of the proposal stating that the professor controls the “rigor”. 

Dr. Perkus added that students may not have common texts because they’ll be doing independent work; the instructors will give deadlines, workshops, etc. Dr. Perkus then posed the question: How do you create a community of scholars and commonality among members in order to give meaningful feedback?

Dr. Mielants said that the capstone will bring all the different specialties together and provide research
methodologies.

**Dr. Bayers** said that the capstone could grow out of a smaller project (under a particular professor) and that the language in the description should be clear, “disciplinary or interdisciplinary or either.”

**Dr. Bucki** asked if one instructor could shepherd a number of students through a project and said that various fields of expertise could be useful to students.

**Dr. Bayne** said he liked the peer-review aspect of the capstone where students teach and defend their work, and read the work of others.

**Dr. Harkins** proposed the portfolio model, which she said offers quality control and where students may develop a small project, which can be further developed as the capstone project. With respect to peer review, Dr. Harkins expressed concern that peer review will only be as good as the participants and will be based on the quality of the group of students involved.

**Dr. Perkus** spoke in favor of the proposal highlighting as strengths the community and interdisciplinary aspects, and its detailed vision for the program.

A discussion about capstone preparation and rigor continued. Dr. Perkus suggested language that would recommend that students propose a project after the completion of “X” courses and identify a mentor before beginning the capstone. He furthered that we should trust our own ability to have students ready for a rigorous Master’s program. He thought that the Peer review aspects were strong, and that faculty will attend the presentations (e.g. symposium style presentations)

**Dr. Bayers** asked if the capstone course should be a one-credit course.

**Dr. Bachelor** responded that a one-credit model will be difficult for assigning faculty teaching load.

**Dr. Harkins** suggested a time-line for the capstone course, where at the beginning of the course, students present to the group their best piece of preliminary work, receive feedback, then at half-way point, present again with improvements. Dr. Harkins said that this approach will enrich the conversation and students can see how the projects develop.

**Dr. Bucki** added that a statement of thesis and bibliography should be required.

**Dr. Perkus** said the capstone should have the same goals and learning outcomes and descriptions and that a “model syllabus” should be added.

**Dr. Ruffini** provided a definition of the “syllabus,” requirement in the course proposal, which includes: goals, learning outcomes and course description only.

**Dr. Bucki** moved to amend MLS 401 in prerequisites under #3, completion of MLS 401 a submission and approval by the program committee of a Prospectus, seconded by Dr. LoMonaco.
The motion passed unanimously.

Discussion of the proposal then turned to a number of small specific changes to the language that were agreed on by the group before the motion to approve the proposal as variously amended was accepted unanimously.

...
Appendix Four: MLS Courses Under Development

Note:

1) Each of these courses must be vetted by the MLSSC and the A&SCC, and approved by the CAS Dean before being offered.

2) The numbering of these courses is mostly alphabetical by author, and is very likely to change when courses are vetted by the MLSSC.

**LS: 501: Cold War Anglo Masculinity**
Bayers

This course examines the construction of middle and upper-class Anglo masculinity in the post-WWII era, particularly how that masculinity was shaped by popular media such as television, magazines, advertising, men’s service clubs, and sport. In addition, the course will examine how film and literature responded to Anglo masculine norms that more often than not were seen as psychologically stifling. Films might include Easy Rider, The Graduate, Rebel Without a Cause, and literature might include works by Updike, Kerouac, and Cheever.

**LS 502: The Frontier in American Literature**
Bayers

For the last five centuries, the frontier - understood as the place where humanity comes into contact with its apparent absence in the shape of alien beings and landscapes - has been the subject of some of the most lasting and powerful American stories. In this course, students concentrate on some of the major representations of the frontier produced between the 1820s and the present to learn how to recognize and talk about the position that the American western has occupied in our culture. Authors include Cooper, Twain, Cather, and McCarthy; filmmakers include Ford, Peckinpah, and Eastwood.

**LS 503: Native American Literature and Philosophy**
Bayers and Bayne

In this course we will focus on novels, short stories, poems, and essays written by Native American writers. In addition to focusing on these texts for their literary value, we will place special emphasis on the philosophical themes developed by Native American writers. We will investigate Native American themes in Metaphysics, Epistemology, Logic, Philosophy of Science, Ethics, and Political Philosophy. Additionally, we will investigate how Native American approaches to philosophy compare to western philosophical approaches, and how Native American philosophy relates to religion or spirituality.

**LS 504: Kant’s Transcendental Idealism and the American Transcendentalists**
Bayne and Petrino

The roots of the American Transcendentalist movement of the mid-19th Century are often traced to the Transcendental Idealism of Immanuel Kant. In this course we will begin by focusing on Kant’s Transcendental Idealism and then we will investigate how themes in Transcendental Idealism are
taken up, developed, changed, and perhaps misunderstood by the American Transcendentalists. In addition to Kant, we will read authors such as Emerson, Fuller, Thoreau, Alcott, Poe, Hawthorne, Melville, Douglass, Davis, Whitman, and Dickinson.

LS 505: David Hume and Jane Austen: Ethics, Aesthetics, and Knowledge
Bayne and ?

It has recently been argued by E. M. Dadlez that the novels of Jane Austen provide illustrations, support, and even demonstrations of various aspects of Hume’s moral theory as well as aspects of his theories in aesthetics and epistemology. In this course we will read Hume’s Treatise of Human Nature, Enquiry Concerning the Principles of Morals, and the novels of Jane Austen in order to investigate the connections between Austen and Hume.

LS 506: The Morality of Politics
Boryczka

Family values. Culture Wars. These phrases capture a political landscape shaped by debates over morality that continue to determine power dynamics in the United States and abroad. This course explores the relationship between morality and politics as they influence local, national and global institutions and processes of power. Second wave feminism provides the course’s point of departure that examines how this U.S. based movement intersects with global feminisms, particularly among women in developing countries. This lens of analysis further introduces the phenomena of backlash politics that ushered in the culture wars and family values debates. The course then moves to examining specific policy issues such as sex education, gay marriage, pornography, and food politics to consider how we understand the moral subject as political citizen and what this means to our political lives. The course concludes by focusing on immigration as a means of considering alternative moral frameworks more conducive to a politics of belonging aligned with global citizenship and more inclusionary visions for twenty-first century political life.

LS 507: Philosophical Perspectives on Women in Classical Literature
Brill

Ancient Greek and Latin literature presented its audiences with a cast of characters who continue to enjoy social, political and cultural currency. Antigone and Oedipus, Helen and Paris, Cassandra and Prometheus have all had a hand in shaping western thought about the natures of beauty and freedom, the limits of human knowledge, and the role of law. The prominence and frequency with which ancient Greek and Latin cultures presented in text and on stage aspects of the lives of the very characters—women, ‘barbarians’ and slaves—who were marginalized in those same societies is striking. In this course we will focus specifically upon the literary characterizations of women found throughout the ancient Greek and Latin worlds.

LS 508: Ancient Medicine and Philosophy
Brill

The human body is a unique mixture of the self-evident and the mysterious. Identifying its basic elements, determining its health and sickness, and healing its diseases are projects that have been
matters of contention and debate spanning the course of written history. The various methods for investigating the human body have been subject to foundational questions of scientific investigation, religious sanction, social condemnation and philosophical impasse. In this class, we will look at the way in which Ancient Greek medical practitioners and philosophers took up these investigations, negotiated problems of method, and profoundly influenced the ways we talk about, think about and treat the body today.

As we follow several philosophical transformations concerning how to conceive of the body we will organize our investigation around the following questions: How does each thinker conceive of the relationship between the body and the soul? Where does each thinker locate the person in relation to the body and the soul? What are the dominant models for describing the organization of the body with which each thinker is working?

LS 509: Rome in the Cultural Imagination
Carolan

The city of Rome has been a source of wonder and amazement throughout recorded history. A center of artistic, cultural, religious, and political power, Rome has attracted legions of artists, religious pilgrims, politicians, and entrepreneurs over its long history. Both the home of the Catholic Church and a center of licentiousness, Rome is a paradox whose contrasting charms captivate our imagination. This course will examine the foundation myths of the city recounted in the works of Virgil and Livy. We will study the cultural mores of antiquity in Ovid as well. We will consider the riches of Renaissance and Baroque Rome, especially in regards to the Papal court, found in the autobiography of the artist Cellini. We will read poetry written expressively for and about the Roman plebe in the works of the nineteenth century popular writer Belli as well as those of the twentieth century man of letters Pasolini. This course includes an analysis of Rome’s centrality in the world of art; we will pay particular attention to the representation of this city in the films of Rossellini, Fellini and Ozpetek and in an opera by Puccini. We will study the political importance of Rome from its inception in antiquity, through the Risorgimento (Italian Unification), to Fascism, World War II, to present day. The goal of this course is to provide a wide-ranging, interdisciplinary approach to the study of the city of Rome that has played a critical role in the development of the West.

LS 510: East/West Dialogue: China and Italy through the Ages
Carolan

This course examines the relationship between China and Italy throughout the ages. Initially, the promise of riches from trade inspired Italians to venture to China. In the fourteenth century Marco Polo famously wrote of his travels to the East in Il Milione. This text inspired Columbus, who possessed a heavily annotated version of the travelogue, to explore a new route to the East. Thus the discovery of the “new world” in the fifteenth century resonates with the European preoccupation with the East. The Jesuit Matteo Ricci traveled to China in the sixteenth century as a one of the first Westerners who had learned the language well enough to read and write classical Chinese, the language of scholars and officials. This accomplishment, along with Ricci’s appreciation of indigenous Chinese culture and Confucianism in particular, allowed the Jesuit to develop a dialogue regarding religion and culture. In the eighteenth century Giuseppe Castiglione, an Italian
Jesuit who took the Chinese name of Lang Shi-Ning, assisted in the design of the Imperial Garden in addition to his work as a court painter. Early in the twentieth century Imperial China granted a concession zone in Tientsin (now Tianjin) to the Kingdom of Italy. Administered by an Italian official from Rome for almost forty years, the zone was finally returned to Nationalist China following the conclusion of World War II. In contemporary times, we see representations of dynamic social and cultural change in Antonioni’s documentary Chung Kuo (1972), Bertolucci’s epic tale The Last Emperor (1987) and Amelio’s haunting drama The Missing Star (2006). The course concludes with a consideration of Chinese presence in Italy today as represented in Saviano’s novel Gomorrah as well as in recent Italian documentaries.

**LS 511: Art, Myths & Politics: Pharaohs to U.S. Presidents**
Eliasoph

**LS 512: Sacred Texts in America**
Harkins

This course is an introduction to the academic study of religion. This course has two major foci: (1) The History of the Sacred Text: Material Aspects of Sacred Texts in Judaism and Christianity; (2) Sacred Texts in American Contexts. The first half of this course will establish a working vocabulary and conceptual framework for the study of religion, both of which will prove useful in our semester-long conversation about sacred texts. While there will be some discussion of a number of religious traditions, this course will focus on the particular religious traditions of Judaism and Christianity, in their diverse forms in America.

This course will examine the continuity and change of the religious experience of sacred texts over time in the religions of Judaism and Christianity from antiquity to the modern period. Included in the topics of this section of the course is an examination of the process of canonization and the relationship between texts and their communities. Some questions that concern this part of the course include: how have sacred texts been produced, by whom and for what particular purposes? How have the various forms and format of sacred texts in Judaism and Christianity influenced the use, the reading, and the interpretation of these texts throughout history? The course will address how sacred texts appear and are experienced in American contexts. In this part of the course, we will reflect upon the diverse expressions sacred writings take in America. What does the examination of sacred texts say about American culture and its experience of religion?

**LS 513: History and Memory: Coming to Terms with Traumatic Pasts**
Rosenfeld

Genuine historical understanding requires not only knowledge of what transpired in the past but an appreciation of how perceptions have changed over time. This course introduces students to the complex relationship between history and memory by examining how divisive pasts have been remembered, politicized and, if at all possible, come to terms with the 20th century. The pasts in questions are historical legacies that have been marked by extremity rather than normalcy. They include cases of genocide, such as the Nazi Holocaust and the decimation of Native Americans in the New World, as well as episodes of military conflict such as World War II and the American Civil War. Marked by war, criminality, and death, these historical events have left deep scars upon the
collective memories of the nations involved. They are thus excellent case studies for understanding how the past has evolved into the present.

**LS 514: History of Feminism in the West**  
Hohl

Feminism is a multi-faceted struggle for women’s autonomy and self-determination. Based on initial protests against subordination followed by a more complex series of manifestations, feminism has been characterized by some scholars as the “longest non-violent revolution”. During the 19th and 20th centuries, the development of feminist consciousness reached a critical stage under the aegis of reform initiatives and with the evolution of theories designed to explain women’s oppression and to offer frameworks for emancipation. Beginning with the United States, birthplace of the first organized woman’s movement, this course looks beyond the U.S. to analyze responses to the “woman question” in Western Europe. We explore the tension between relational and individualistic approaches, the limits of gender as a category and in human rights discourse and the linkage of gender, race and class with other features of identity. Finally, we focus on the confines and possibilities of global feminism. This course is designed to assist students interested in women and gender as components of their future research.

**LS 515: Inventing Themselves: African American Women’s History**  
Hohl

At the intersection of race, gender and class, African-American women often challenged the codification of blackness and femaleness as well as limited conceptions of class consciousness. From the Diaspora to the present, they established forms of resistance, devised survival strategies and transmitted cultural knowledge while defying racial/gendered stereotypes. The multiple roles assumed by Black women during their struggle from slaves to citizens in the U.S. require a careful study of the relational nature of difference and identity. This course focuses on African-American women as subjects and as agents of pivotal importance within the family, community, church and the labor force. Special attention will be paid to theory surrounding Black women’s roles in social justice movements such as abolition, social welfare and civil rights. A writing-intensive seminar, we engage in intensive primary source analysis and in historiographical debate.

**LS 516: Problems in Ancient History**  
Ruffini

This course explores the major debates among scholars of Greco-Roman antiquity. Students will examine the role of class conflict in social and political change; the nature of ancient money and trade; explanations for ancient imperialism and colonialism; the chief causes of religious change; and changing attitudes towards sex and sexuality in antiquity. Focus will be on classical Athens, the late Roman republic and the late Roman empire.

**LS 517: European History for Americanists**  
Behre

A broad survey of European history from the Middle Ages until the dawn of the modern era designed for teachers and other specialists in American history. Topics covered include: the
invention of Europe and its cultural diversity; the intellectual expansion of Europe and the questions posed by European thinkers; skepticism and the Enlightenment; European Revolutions and their connection to events in America; traditions of radical thought, women's rights and religious freedom.

**LS 518: The Making of French History**
**Behre**

This course considers the Annales School of French historiography and its impact on the study of history in general. Growing from the groundbreaking efforts of Marc Bloch and Lucien Febvre in the 1930s, this quantitative effort at comparative "total history" has changed the way historians approach their work ever since. Knowledge of French history is not required; students will look at important moments in French history as necessary background to this inquiry.

**LS 519: War in European History, 1300-1945**
**Abbott**

This course will focus upon relationships between war and social, political, economic, and technological developments in Europe from the later Middle Ages to the end of the Second World War. The course will deal with the specifics of warfare (strategy, tactics, training, and weaponry) only in the context of broader issues: the various costs of war (taxation, social disruption, changes in political systems), attitudes toward war (reasons for going to war, rules of warfare, peace negotiations), and the different kinds of warfare possible (conventional, guerilla, terror). A major research project will be required.

**LS 520: England, 1485-1688**
**Abbott**

This course will focus upon the political and religious changes that took place in England from the death of Henry VII to the Glorious Revolution. During this period England went from a feudal monarchy to a constitutional one, from a Roman Catholic Church that controlled all religious activity to a religiously pluralistic state, and from a single country to an empire that not only included Scotland and Ireland but colonies in the New World and trading bases in Africa and Asia. The course will also deal with the ramifications of this period of change in England for American government, law, and society. A major research project will be required.

**LS 521: Death**
**Keenan**

This course will explore the issue of death from a variety of perspectives: philosophical, literary, anthropological, and historical.

Readings to be drawn from:

Aries, *The Hour of Our Death: The Classic History of Western Attitudes Toward Death over the Last One Thousand Years*  
Becker, *The Denial of Death*  
Faust, *This Republic of Suffering: Death and the American Civil War*
Tolstoy, The Death of Ivan Ilyich
Faulkner, As I Lay Dying
Blanchot, Death Sentence
Mann, Death in Venice
Plato, Apology, and Phaedo
Montaigne, “That to Philosophize is the Learn How to Die”
Hegel, “Independence and Dependence of Self-Consciousness: Lordship and Bondage” (from Phenomenology of Spirit)
Kierkegaard, “The Decisiveness of Death (At the Side of a Grave)”
Freud, Beyond the Pleasure Principle, and Civilization and Its Discontents
Heidegger, “Dasein’s Possibility of Being-a-whole, and Being-towards-death” (from Being and Time), and “What is Metaphysics?”
Jonas, “The Burden and Blessing of Mortality”
Derrida, The Gift of Death

**LS 522: The Gift**
Keenan

This course will explore the philosophical, anthropological, and sociological aspects of the phenomenon of the gift.

Readings to be drawn from:

Emerson, “Gifts”
Nietzsche, “On the Gift-Giving Virtue” (from Thus Spoke Zarathustra)
Mauss, The Gift: The Form and Reason for Exchange in Archaic Societies
Bataille, The Accursed Share: An Essay on General Economy
Benveniste, “Gift and Exchange in the Indo-European Vocabulary” (from Problems in General Linguistics)
Lévi-Strauss, Introduction to the Work of Marcel Mauss
Sahlins, “The Spirit of the Gift”
Gasché, “Heliocentric Exchange”
Irigaray, “Women on the Market” (from The Sex Which Is Not One)
Derrida, “The Time of the King” (from Given Time)
Cixous, “Sorties: Out and Out: Attacks/Ways Out/Forays” (from The Newly Born Woman)
Bourdieu, The Logic of Practice
Godelier, The Enigma of the Gift
Godbout (in collaboration with Caillé), The World of the Gift
Shapiro, “The Metaphysics of Presents: Nietzsche’s Gift, the Debt to Emerson, Heidegger’s Values”
Shershow, The Work and the Gift

**LS 523: The Rise of China in Historical Perspective**
Li

China's recent rapid rise has caught the world's attention. How did China manage to transform itself
from being one of the poorest countries in the world to the second largest world economy in the past three decades? Using a historical perspective, this course examines the ideas and institutions that shaped China and its people and the internal and external dynamics that contributed to China's rise from the 1800s to the present. In this seminar students will learn historical approach and methods and engage in critical analysis of historical and secondary sources published in English language.

**LS 524: Music of Black Americans**  
Torff

This course is a musical and historical survey of African-American music and its essential contributions to American culture. African heritage, slave songs, and the colonial era will be studied followed by the role of black Americans in the music and culture of the Revolutionary and Civil War periods. The evolution of the spirituals, minstrel songs, and ragtime as it relates to dance forms will be examined along with the role of blacks as performers in classical music and theatre. The final section will look at racism and issues of gender in America, and how musicians of diverse backgrounds have collaborated and contributed to the evolution of American culture despite adversity.

**LS 525: The Encounter of China and the West: Texts and Images**  
Xiao

This course examines the relationship between China and the West throughout the centuries. Drawing upon a rich body of historical and fictional materials, the course emphasizes the intellectual and artistic aspects of the encounter in modern times. We discuss both the West's experience and views of China and China's response to the West. The course materials, which include fiction, films, non-fictional essays as well as theoretical articles, are arranged based on key historical figures, events, and issues. Students not only develop a foundational knowledge about China-and-the-West intercultural experience and representations but also learn to think and analyze critically the relationships between fiction and history, between art and life, and between self and society. All texts are in English. Films have subtitles.
Appendix Five: Tentative Initial Four Year Curriculum Map

Fall 2013

Spring 2014

Fall 2014

Spring 2015
LS 516: Problems in Ancient History: Ruffini.

Summer 2015

Fall 2015

Spring 2016
LS 599: Capstone in Liberal Studies: Mielants.
LS 502: The Frontier in American Literature: Bayers

Summer 2016
LS 505: David Hume and Jane Austen: Ethics, Aesthetics, and Knowledge: Bayne (Travel Course).

Fall 2016
LS 506: The Morality of Politics: Boryczka.
LS 523: The Rise of China in Historical Perspective: Li.

Spring 2017
LS 599: Capstone in Liberal Studies.

Summer 2017
LS 509: Rome in the Cultural Imagination: Carolan (Travel Course).
Appendix Six: Courses to be cross-listed from other CAS graduate programs

Note:

1) The cross-listing of each of these courses must be approved by both programs, and reviewed by (at least) the chair of A&SCC.
2) There will very likely be additions to this list.

Courses to be cross-listed from the American Studies graduate program:

AS 402 American Historiography
AS 410 Introduction to Women’s and Gender Studies
AS 420 Feminist Theory and Gender Studies
ASAH 441 Fine Art vs. Anti-Art: 1917-1967
ASHI 442 Immigration, Ethnicity, and Race in U.S. History
ASHI 459 Working in America: A Social History
ASIT 481 Visions of Italy and America in Film
ASMU 401 The History of Jazz
ASMU 402 The History of Rock
ASPO 467 Politics in Film
ASSO 463 Urban/Suburban Sociology
ASSO 465 Urban Sociology: New York
ASSO 469 Women: Work and Sport
ASTA 421 Ethnic American Performance & Society
ASTA 452 Art & Entertainment in America: 1950 to the Present
ASTA 453 American Popular Entertainments and Social History

Courses to be cross-listed from Communication:

CO 440 Ethics and Communication
CO 535 Globalization, Communication, and Culture
## Appendix Seven: Six Year Budget

### Revenue

<table>
<thead>
<tr>
<th>Year (FY)</th>
<th>Projected # of students</th>
<th>Avg # Credits per term</th>
<th>Projected Hours</th>
<th>Per Credit Rate</th>
<th>Total Tuition Revenue</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summer</td>
<td>Fall</td>
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### Expenses

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### Notes and Clarifications related to MLS program budget:

- New faculty lines estimated at $92,991K, calculated using estimated salary for asst professors, plus 45% benefits.
- Year 6 includes additional faculty line; to be evaluated based on actual enrollment.
- Likely courses: 2 in year 1; 4 in year 2; 5 in year 3; 7 each year thereafter.
- Pace of enrollment based on MA American Studies.
- Adjunct pay rate calculated at $5000 per course for model purposes; increased by $200 per year for potential salary increases.
- Supplemental Pay includes estimate for $300 stipend per student enrolled in 300 level courses at 3 per year and 12% stipend for supervision of independent studies at 3 per year starting in year 3.
Appendix Eight: Master of Liberal Studies Working Group Meeting Minutes:
Meeting of the Masters of Liberal Studies Working Group
November 14, 2011

Present: Steve Bachelor, Peter Bayers, Steve Bayne (Chair), Olivia Harriot, Eric Milients, Aaron Perkus, Gita Rajan, Giovanni Ruffini.

Regrets: Cecelia Bucki, Nancy Dallavalle

Background—During initial conversations, we asked the question: “do we want disciplinary masters programs or interdisciplinary programs.” A market survey was conducted. Asked which types of programs are people most interested in. Response for MLS was substantially higher than for discipline specific programs—this doesn’t preclude moving in that direction in the future. When asked about concentrations, history had the highest rating. About 1000 people completed the survey. Population is a representative of our area and whom we would expect to enroll. Enrollment management was pleasantly surprised by the market response. One of the challenges will be to lure people away from other institutions while not cannibalizing from our own programs. Thus, markets this program to retirees, spouses, etc. Target these two groups to make it appealing to them.

Although the sciences were not part of the initial survey, after the conference we (Steve and Aaron) saw the draw and importance of including.

Course descriptions were solicited from faculty from a wide variety of disciplines. Participation in the working group was sought out. Our next step is to write the proposal. Aaron and Steve attended the AGLSP (Association of Graduate Liberal Studies Programs) conference.

Conversation about the basic structure:

Two Core courses (interdisciplinary): team-taught courses—courses that build the community of those who are in the MLS program. Perhaps a very small residential component—retreat/residency. (1) there are not many programs out there that team teach courses so this will set us apart (2) Community building connected to the mission—makes us distinctive.

Eight interdisciplinary electives

Capstone (thesis/research/performance)—portfolio. If you do away with the requirement of the thesis, enrollment boost. Need to remember what our target audience—lifetime learners, those doing this for personal enrichment. Great many possibilities for encouraging, through intellectual discourse, to keep the students interested. Has to be fun, as open as possible, etc. We meet their demands in terms of capstone while ensuring that it meets out demands.

33 credits

Who is going to write the proposals for each of the various parts?

Back to the capstone—a single person assigned to the class as opposed to individual advisors. It is a “credit” argument. We might simply have a rotation as far as who gets to do this. Similar to the variety of independent studies. Program director can keep an eye on the pool of students.

Core course and community catharsis of the capstone. Connecting someone who is overseeing the
research as well as someone who helps with advising.

Core: One core methodology course broadly conceived (toolbox) quantitative and qualitative aspects. One interdisciplinary theory class. Opportunity to use other resources on campus to cover places that might be gaps. LACs uses weekly guest lectures—one specific person to talk about their expertise.

First Year

**Fall one**
- 1 core
- 1 elective

**Spring one**
- 1 core
- 1 elective

**Fall two**
- 1 core
- 2 electives

**Spring two**
- 1 core
- 2 electives
- etc.

Need to look at the possibility of using undergraduate courses for masters credit. More the model of using courses that are legitimate graduate courses for a masters program. How many of those? Under what circumstances? Perhaps allow them to take one class.

There currently a problem because all programs present to the A&S curriculum committee—since there are not currently criteria in place, it is all rather in flux.

Down the road there has to be some sort of oversight mechanism…the director makes the decisions, faculty invited to meetings to vote…clearly a problem. Look to the interdisciplinary programs for help on how to resolve the role of the director.

General agreement to 2 core, 8 electives, 1 capstone.

Steve will write the description, overview and summary.

Who will write the two core courses—Eric, Gita.

Timeline—at the end of spring, we would want to have a draft that we are pretty much in agreement about.

Aaron Perkus and Steve Bachelor will write the Objectives section.
Giovianni agreed to work on the Capstone proposal.

We discussed the timeline for getting drafts of this work done and discussing the results. There was general agreement that sooner is better than later, and the possibility of a final meeting before the end of the semester to discuss drafts of the core course proposals and the governance structure was proposed.

Given this timeline and Gita’s availability, it was agreed that Eric would work on drafts of the core course proposals, he would try to contact Olivia, and he would also work with Steve Bayne.

Steve Bayne agreed to work on a draft of the governance section, and would investigate the possibility of using the recent IL governance document as a model.

The meeting adjourned at 5:00 p.m.

Respectfully submitted,

Aaron Perkus, and

Steve Bayne

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**MLS Working Group**

**Meeting of December 19, 2011**

**Minutes**

Present: Professors Peter Bayers; Steve Bayne; Cecelia Bucki; Angela Harkins; Olivia Harriott; Eric Mielants; Dean Aaron Perkus;

Regrets: Professors Steve Bachelor; Gita Rajan.

I. Announcements Prof. Nancy Dallavalle will be unable to participate in the Working Group. Angela Harkins will be her replacement. Prof. Bayne also asked Prof. Mary Ann Carolan, who is also unable to serve. Prof. Bayne remarked that he regrets that Modern Languages does not have a participant. Both Prof. Bayne and Prof. Mielants suggested Prof. Joel Goldfield as a possibility, too. Dean Perkus commented that he thinks the MLS Working Group has a good blend of departments, and thus the Committee does not necessarily have to have a member from Modern Languages.

Prof. Bayne also explained that by Fall of 2012 he would like to be able to submit the MLS proposal to Arts and Sciences Curriculum Committee to begin the formal approval process for the MLS program, though he is concerned about approval given current budgetary constraints. Dean Perkus commented that the curriculum committee would not be concerned with budget issues, and that as it is, the market research shows that this would be a revenue generating program. Prof. Harkins asked about the sciences as part of the MLS program. Prof. Bayne explained that most MLS programs involve the sciences. Prof. Perkus said many students for programs like these want exposure to sciences from the “5000” ft. level. Interested in non-technical view of science. Prof. Bucki remarked that she thinks that including the sciences is a plus for the program.
II. Minutes from Nov. 3, 2011 Meeting:
Minutes approved unanimously.

III. Review of Sample Core Course Syllabi:

Context: At the previous meeting of the Working Group, Prof. Mielants volunteered to construct two sample syllabi as core courses for the MLS program: one that concentrated on how knowledge has been constructed over the past 2000 years; the other seeks to examine multiple methodologies as well as heuristic tools used in the humanities, social sciences and natural sciences to critically consider the nature of scientific evidence. It is important to note that these syllabi were constructed as a starting point to facilitate discussion about core courses for the MLS program.

Discussion:

Prof. Bayne explained that the courses would be at the 400 level. Electives in the MLS will be at 500 level.

Prof. Mielants explained that he tried to construct the courses in such a way that science would include a Nobel Prize winning author. Prof. Mielants remarked that he was trying to create an introduction to methodologies in the sciences course. Moreover, the course also seeks to create a broad syllabus.

Prof. Bayne underscored that these are sample syllabi. Prof. Bayne also commented that the framework of the course proposal is what matters; how it’s taught will be up to a given instructor.

Prof. Bucki raised questions and concerns. Prof. Bucki explained that she thinks that these courses are unmarketable as introductory courses. Prof. Bucki believes that the first course in the program should be discipline specific, and that Fairfield should consider following the model of Wesleyan, which does not have required courses.

Prof. Bayne commented that at the annual Association of Graduate Liberal Studies Programs Workshop and Conference he and Aaron attended, they found that most MLS programs have required core courses.

Prof. Harkins commented on the two syllabi. Prof. Harkins explained that she thinks that a paper that is weighed 50% is too daunting, and instead encouraged smaller stake projects. Prof. Harkins also commented that she would like to see the courses designed to be more topical, and that the amount of topics would be relatively narrow. Prof. Harkins also remarked that she thinks assignments that would enliven the courses, for instance taking advantage of museums like the Met would be interesting. Prof. Harkins feels too that the course might include Near East topics such as Near East mythologies. Prof. Harkins also pointed out that this student body is different than students in a Ph.D. program. Prof. Harkin also wondered if an intro course might be 2 credits.

Prof. Perkus remarked that he thinks it’s important to think about marketing. He commented that he thinks that conceptually these courses are on the right track, but the committee needs to think how these courses are presented to a potential audience.

Prof. Harriott commented that she is enthusiastic about the content of the 402 course.

Prof. Bayne asked that the committee think about the course proposal as opposed to the syllabus
itself.

Prof. Bucki pointed out that in her experience teaching Historiography to graduate students in American Studies shows that rigor can be expected in a course, but how the course is pitched to students is important.

Prof. Harkins also commented that the course needs to be appealing to potential untraditional graduate students.

Prof. Perkus suggested that a potential key to either courses success would be to frame it by asking good questions.

Prof. Mielants suggested that a way to appeal to older students would be to ask questions about their own past experiences as students in a way they may not have considered when they were students twenty or thirty years ago. Perhaps ask questions that would help them understand the relevance of various past educational experiences in a new way.

Prof. Perkus suggested that students ask questions that take stock of their own lives.

Prof. Harriott commented that it can be the student’s task to ask how a course is relevant to them.

Prof. Bucki asked if two courses were necessary, and suggested that a foundational course in a specific discipline concentration might be less daunting.

Prof. Bayne explained that based on market research that the program would not have enough students to offer concentrations right from the outset.

Prof. Bucki commented that the MLS concentrations at Wesleyan are multi-disciplinary, and expressed concern about the marketability of an interdisciplinary core course.

Members of the Working Group wondered if perhaps one course should be offered instead of two.

Prof. Mielants remarked that these courses can reflect the interdisciplinary nature of the program, and that combining two courses may not be feasible.

Prof. Bucki commented that interdisciplinary goals need to be balanced with a concentration. Prof. Bucki believes this would offer a more concrete structure to the program.

Prof. Bayne commented that he thinks both courses overlap in terms of their attention to the humanities and sciences.

Prof. Harkins remarked that the 401 course seemed to focus on knowledge, and wondered if the marketing research said anything about the appeal of the arts to students.

Prof. Bayne commented that he saw no reason that this course would not potentially include art and music.

Prof. Bayne commented that different professors would teach the course in different ways. He observed that professors would offer content in a way that goes beyond the actual course description.

Prof. Bucki commented that she thinks the current proposed courses are too constricted by the current suggested format.
Prof. Harkins suggested that a version of this course could have a number of professors play in role in teaching an introductory course.

Prof. Bayne pointed to the difficulties of making this work, and that as a rule, this course would be taught as part of a professors teaching load.

Prof. Bucki noted that American Studies 403 has different professors lecture each week. So there is a model, though it has its limits.

Prof. Harriott asked what the market survey said about how many students would be enrolled each year.

Prof. Bayne explained that Judy Dubai said the program would get 15 students in the first year, and then 10-15 added per year.

Prof. Bayne also commented that he would certainly be willing to consider perhaps having only one core course.

Prof. Perkus pointed out that potential MLS students 10 to 15 years out of college, so some kind of core course might be needed, though he underscored the need to make the course appealing to attract students to the program.

Prof. Mielants imagined that this course could provide linkages to specific disciplines that students may have not thought about. When they take discipline specific courses, it will be framed in respect to a context established in the foundational course.

Prof. Bucki commented that all courses, whatever the discipline, would be at some level interdisciplinary.

Prof. Harkins asked if a methods course should be sequenced first as a core course.

Prof. Bucki commented that she thought you cannot in theory do all methodologies without content. Students need a “hands on” approach.

Dean Perkus thought the committee should consider one course that combines some ideas from each of the proposed courses that does not try to do it all.

Prof. Mielants again commented that he fears that trying to combine it all into one course is too much.

Prof. Bayne offered that he has course syllabi from other graduate liberal studies programs as possible models.

Prof. Bayne commented that at the next meeting the committee needs to continue this discussion. He suggested that committee members take the current course proposals and modify them to perhaps come up with a new single course or a new version of both courses. The members of the committee agreed to do so individually.

Prof. Bayne also explained that his inclination at this point is to consider asking interested faculty for proposals for electives.

Prof. Perkus commented that without developing learning outcomes he thought we are not ready
to ask for proposals for electives yet.

Prof. Bayne mentioned that Prof. Bachelor had emailed him before the meeting and wrote that he (Prof. Bachelor) was interested in working on the outcomes for the program. Prof. Perkus agreed that he would work together with Prof. Bachelor to create a mission statement and outcomes.

**Item IV: Governance structure**

Prof. Bayne pointed out that he has looked at International Studies as a possible model for the MLS program government structure, but he thinks the I.S. structure will not work for the MLS. Professor Bayne explained that the thinks the government structure should include a Director and/or associate; Steering committee; a curriculum committee; a program assistant.

Prof. Bayne commented that we need to think about how to decide membership on the steering committee. And we need to think about the size of the committee.

Prof. Bayne also pointed out that we would need to think about membership in regard to the Curriculum Committee.

Prof. Bayne commented that he expected the first steering committee to be composed of the current members of the working group.

Prof. Harkins thought that perhaps the current committee could solicit committee members from each relevant department.

Prof. Bayne commented that he thought the steering committee could use a distribution similar to the steering committee for the College of A&S. Prof. Bayne also stated that we would set up term limits in a similar fashion.

The Working Group discussed composition of steering committee, and Prof. Bayne said he will begin the process of constructing a governance structure, and that for the time being, he sees no objections to the current Working Group members remaining as is.

Prof. Bayne concluded the meeting reiterating the need to revisit the current proposed core courses. He also talked about a possible residency model for these courses, perhaps creating weekend sessions in order to help build a program community.

Meeting Adjourned.

Respectfully submitted,

Peter Bayers
MLS Working Group  
Meeting of February 9, 2012  
Approved MINUTES  

Present: Professors: Steve Bachelor, Peter Bayers, Steve Bayne (chair), Cecelia Bucki, Olivia Harriott, Eric Mielants, Gita Rajan. Associate Dean Aaron Perkus.  

Regrets: Angela Harkin, Giovanni Ruffini.  

1. Announcement: Chair Bayne, along with Mark LeClair, will be at meeting on Feb. 22, 2012 called by SVP Fitzgerald to discuss future implementation of MLS and MPA plans. Stay tuned.  

2. Minutes of last meeting ((12/19/11) approved unanimously, with 3 abstentions.  

3. Core Courses:  

   a. Three proposals: two re. one core course plus concentrations (Bucki, Ruffini); one proposal for one core course along the lines of Duke’s MLS Intro core “The Self in the World” by Kent Wicker (Bayers).  
   b. Bayne distributed his projection, based on market data, of how many courses could be offered each year and how long it would take to complete program without concentrations (Year Three) and with concentrations (Year Five) based on 30-credit program without capstone.  
   c. discussion ensued, with split between those who favored concentrations and those who favored quick completion through interdisciplinary courses (i.e. no concentrations).  

   > Motion (Mielants): to approve the development of a 33-credit Masters of Liberal Studies curriculum without concentrations, containing at least one foundational, team-taught course, one capstone experience, and up to nine elective courses designed to support this interdisciplinary program. Seconded by Bachelor. **Unanimously Approved.**  

   > Motion (Bucki): Since the previous motion was approved based on expediency, to get the program up and running and to attract students, I move to revisit the question of concentrations after Year Three. Seconded by Bachelor. **Unanimously Approved.**  

   c. further discussion about core courses: consider the SMU model of a foundation course and a “writing-intensive” course. What about a “writing facilitator”?  

   d. Steve Bayne volunteered to work on a general proposal for core-course guidelines for next meeting.  


Respectfully submitted,  
Cecelia Bucki, Scribe *du jour*
MLS Working Group
Thursday, February 22, 2012
1:30-3:30 PM in CNS 8

In attendance: Steve Bayne (chair), Peter Bayers, Cecelia Bucki, Eric Mielants, Angela Harkins, Aaron Perkus, Giovanni Ruffini.

Regrets: Steve Bachelor, Marti LoMonaco, Gita Rajan.

1. Meeting was called to order by Steve Bayne at 1:35 PM.

2. Chair’s Announcements:
   - Steve reported that Marti LoMonaco was interested in joining the working group but sends her regrets for today’s meeting.
   - Steve announced that the meeting with Mark LeClair and Aaron Perkus and Paul Fitzgerald has been rescheduled.

3. Approval of Minutes: Motion to approve by Peter; Seconded by Eric. Minutes were approved with minor corrections.

4. Core Course Proposal:
   A. Number of Core Courses: Steve opened the discussion of the “core course” for the MLS program. During the first 3 years, he proposed that having 1 core course rather than 2 or more, would help with the quality and quantity of the electives that could be offered. Eric agreed that this could help with marketing the program and suggested that this could be easily revisited in the future if needed.

   - Motion: Cecelia moved that the Working Group begin with 1 core course, but that this decision should be revisited after the first 3 years. Motion seconded by Peter.
   - Discussion of the motion: Aaron said that there were many comparable programs that offered 2 or more core courses; Cecelia responded and said that it was not clear that those core courses served the same purpose as our core courses. Eric expressed the desire to someday see 2 core courses after the 3 year period.
   - VOTE: all in favor; motion unanimously passed.

   B. Core Course Proposal: MLS 401 dated 2/16/12

   There was an open discussion of the proposal. Cecelia complimented the course’s title (“self” has an appeal for an American audience) and also the use of the word “world” has a good international dimension.

   Criticisms of the proposal: There were various aspects of the proposal itself that were critiqued by the group.
   - Weekend events. Several members of the group found the required weekend events to be burdensome and potentially a problem for busy student schedules. Steve described some
of the rationale for including this language: to create community, to make use of the city and its resources. It was decided by the group that this was not an essential aspect of the course that needed to be encoded in the course proposal. This however does not mean that faculty would be unable to offer this if they so desired.

- Team-teaching: Giovanni questioned whether students would find team-teaching to be attractive and questioned whether it belonged in the proposal. Many people expressed that team-teaching was a desirable feature of the program. Aaron raised the point that having the language of team-teaching in the course proposal would help to secure funding for this for faculty. Steve also thought that team-teaching would be more cost-efficient than asking for a new hire line, and so more desirable. Eric and Angela expressed that the team teaching helped to enrich and enhance the experience of the core course which is intentionally broad.

- Wording: some discussion followed about changing the wording of the proposal to include “perspectives” and “theories” throughout and to delete redundancies.

- Goals/Objectives: Aaron initiated a discussion of the course proposal’s “goals/objectives” section and said that what was listed were not objectives because they were not measurable. He also proposed removing #4 listed there; the group did not agree to remove #4. It was decided that the New Course Proposal form was ambiguous and that the MLS working group was interpreting the category to read: GOALS and/or Objectives.

- Format of the course: Cecelia noted that the New Course Proposal form specifies all three: lecture, discussion, and seminar, and proposed that we choose only “seminar” format. All agreed.

  Motion: Giovanni moved to adopt the proposal with minor changes; seconded by Aaron. There were 6 votes in favor; one opposed.

C. Administrative Structure:

- Motion: Giovanni moved to adopt section #7 on the Administrative Structure; seconded by Aaron.

Discussion of this motion followed. Cecelia expressed strongly that she did not feel comfortable with having the CAS faculty elect members of the MLS steering committee. Steve said that he thinks that these positions should be elected offices. Eric agreed with Cecelia that it is important for stability not to have open elections for the MLS at the beginning. Eric suggested that there be open elections after the 1st three years. It was agreed that the director should be appointed and that there should be 9 people on the committee total. It was decided not to include an ex officio member from the administration at this time. Angela suggested that the statement “six positions at large” be added to the membership of the group.

  VOTE: to adopt #7 with changes was passed unanimously.

D. Mission Statement

Some discussion of the mission statement was begun but it was decided that a motion to approve the Mission statement would be postponed until the next meeting. Several people expressed concerns about the wording of this mission, specifically the ‘undergraduate’ context of certain
phrases. Several changes were suggested to this mission statement which resulted in the following version:

To deliver a transformative experience for students through a broad liberal arts curriculum focused on developing critical thinking and writing skills, expanding cultural perspectives, and promoting integrative learning by providing students with team-taught courses, diverse community engagement, independent and original research opportunities culminating in a capstone experience. The program is intended to prepare graduates to be successful professionals or life-long learners.

There was no time to complete the discussion of this mission statement and further revisions may be needed. Concerns were also raised about program goal #3, and program outcome #3, but neither of these were discussed in any detail.

5. Next meeting was scheduled for March 7 at 11:30 AM (Minutes: Eric Mielants). Location TBA. Discussion of the MLS 499 course is scheduled for that time. Giovanni will prepare necessary revisions in light of today’s meeting and Steve will circulate it ahead of time.

Submitted by
Angela Kim Harkins

MLS Working Group

Meeting of Wednesday, March 7, 2012
at 11:30 a.m. in DMH 230.

In attendance: Steve Bachelor, Peter Bayers, Steve Bayne (chair), Cecelia Bucki, Angela Harkins, Olivia Harriott, Marti LoMonaco, Eric Mielants, Aaron Perkus, Gita Rajan, Giovanni Ruffini.

Minute taker: Eric Mielants

1. Announcements: Discussion of the MLS meeting with Dean Crabtree and AVP Fitzgerald and Steve Bayne as Chair of the MLS Working Group. This group has the full support of the administration to continue moving forward. Questions raised were whether we would be willing to allow students to take 300 level courses as part of their requirements. This will be discussed at a further meeting. Dean Crabtree also would like one of our courses to be crosslisted with other graduate programs every single semester. This may be feasible in crosslisting with graduate American Studies courses. This comes out of a concern with an incoming class with only 15 students and give them enough flexibility.
2. Approval of previous minutes. No corrections. Motion to approve by Peter, seconded by Eric. 5 in favor, 4 abstentions.

3. Section 4 of program proposal: Objectives. Discussion of attachment and relevant section of attached minutes from the 2/22 meeting.

The mission statement should state specifically it’s a graduate program.

The paragraph D, p. 3 should end with “successful professionals, scholars, and life-long learners.”

Dr. Ruffini: I’d like to eliminate the mission statement reference to the promotion of social justice. A majority agrees the reference should be moved elsewhere.

Dr Bucki: Should the mission statement include references to team-taught courses.

Dr Perkus: It sends a message to prospective students about the foundational course(s) which will be team-taught. But it can be moved to the course proposal instead.

Dr. Bucki: I’d like to avoid false advertising and call it a “team-taught foundational course” and “diverse seminars” instead of “community engagement” and “master’s thesis or ‘project” instead of experience.

Dr Bachelor: we should insert a period after ‘opportunities’, followed by “The MLS will culminate in a master’s thesis or project.’

Motion to approve revised mission statement as follows (Dr. Mielants/Dr. Ruffini):

Mission:

To deliver a transformative experience for students through a broad liberal arts curriculum focused on developing critical thinking and writing skills, expanding cultural perspectives, and promoting integrative learning by providing students with team-taught foundational courses, diverse seminars, and independent and original research opportunities. The MLS will culminate in a master’s thesis or project. The program is intended to prepare graduates to be successful professionals, scholars, and life-long learners.

Motion approved unanimously.

A discussion followed about the program goals.

Dr Bayne: I’d like to see an addition in nr. 1 which refers to a critical appraisal of the world.

Dr. Harkins: Perhaps we should reformulate goal nr. 2 as the word physical is ambiguous as stated.

Dr Perkus: we could say “students would explore a critical understanding of the self and its relation to society and the world” instead of the current wording.

Dr. Ruffini: comments about nr. 3: sounds very vague

Dr. Perkus: perhaps the focus on values is out of place

Dr. Mielants: Nr. 3 could be rephrased “Students will develop a clear and consistent understanding of and commitment to their own preferences regarding ethics and aesthetics.”
Motion to approve the new 3 goals as follows (Dr. Rajan/Dr Bayers):

Program Goals:

1. Students will develop the ability to make connections across disciplines in order to understand the convergence and divergence of different fields of knowledge and to understand the nature of an academic community.
2. Students will develop a critical understanding of the self and its relation to society and the world.
3. Students will develop a clear and consistent understanding of, and commitment to, their own preferences regarding ethics and aesthetics.

Motion approved unanimously. One Abstention by Dr. Ruffini.

Discussion on outcomes which need to be measurable.

Dr. Ruffini: “switch words considers and transcend” in nr. 3
Dr Bayers: replace “research with project” in nr 3

Motion to approve the program outcomes as follows (Dr. Bayers/Dr. Mielants):

Program Outcomes:

1. Students will demonstrate proficiency in critical thinking.
2. Students will write accomplished academic prose.
3. Students will produce an original master’s thesis or project that considers or transcends disciplinary boundaries.

Motion approved unanimously

4. Capstone experience. See attachment. This will be discussed at the next meeting.
5. Next meeting date to be determined by Doodle poll.
6. Adjournment.
Master of Liberal Studies (MLS) Working Group Draft Minutes
Submitted by Olivia Harriott
March 28, 2012

In Attendance:
Professors Steve Bachelor, Peter Bayers, Steve Bayne (Chair), Cecelia Bucki, Angela Harkins, Olivia Harriott, Marti LoMonaco, Eric Mielants, Aaron Perkus, Giovanni Ruffini.

1.) Announcements: none

2.) Approval of minutes
Dr. Ruffini moved to accept the minutes as written; seconded by Dr. Bachelor. The motion passed unanimously.

3.) Capstone experience. (hand-out)
Dr. Perkus moved to approve the MLS capstone experience and Dr. Bachelor seconded.

A discussion about the details of the capstone ensued.

Dr. Bucki inquired about the course description, specifically whether the capstone was a culminating seminar or individual projects. She presented as one model a capstone class as the culminating experience with individual projects or thesis as the final result. She furthered that this model gives faculty latitude to create projects based on their preferences. Dr. Bucki expressed concern about workload for the faculty teaching the capstone and the potential involvement of external faculty. She stated that it is not necessary to be specific about the project/thesis format and that the project should have some interdisciplinary nature.

Dr. Bachelor spoke in favor of the proposal stating that the professor controls the “rigor”.

Dr. Perkus added that students may not have common texts because they’ll be doing independent work; the instructors will give deadlines, workshops, etc. Dr. Perkus then posed the question: How do you create a community of scholars and commonality among members in order to give meaningful feedback?

Dr. Mielants said that the capstone will bring all the different specialties together and provide research methodologies.

Dr. Bayers said that the capstone could grow out of a smaller project (under a particular professor) and that the language in the description should be clear, “disciplinary or interdisciplinary or either.”

Dr. Bucki asked if one instructor could shepherd a number of students through a project and said that various fields of expertise could be useful to students.

Dr. Bayne said he liked the peer-review aspect of the capstone where students teach and defend their work, and read the work of others.

Dr. Harkins proposed the portfolio model, which she said offers quality control and where student
may develop a small project, which can be further developed as the capstone project. With respect to peer review, Dr. Harkins expressed concern that peer review will only be as good as the participants and will be based on the quality of the group of students involved.

Dr. Perkus spoke in favor of the proposal highlighting as strengths the community and interdisciplinary aspects, and its detailed vision for the program.

A discussion about capstone preparation and rigor continued. Dr. Perkus suggested language that would recommend that students propose a project after the completion of “X” courses and identify a mentor before beginning the capstone. He furthered that we should trust our own ability to have students ready for a rigorous Master’s program. He thought that the Peer review aspects were strong, and that faculty will attend the presentations (e.g. symposium style presentations)

Dr. Bayers asked if the capstone course should be a one-credit course.

Dr. Bachelor responded that a one-credit model will be difficult for assigning faculty teaching load.

Dr. Harkins suggested a time-line for the capstone course, where at the beginning of the course, students present to the group their best piece of preliminary work, receive feedback, then at halfway point, present again with improvements. Dr. Harkins said that this approach will enrich the conversation and students can see how the projects develop.

Dr. Bucki added that a statement of thesis and bibliography should be required.

Dr. Perkus said the capstone should have the same goals and learning outcomes and descriptions and that a “model syllabus” should be added.

Dr. Ruffini provided a definition of the “syllabus,” requirement in the course proposal, which includes: goals, learning outcomes and course description only.

Dr. Bucki moved to amend MLS 401 in prerequisites under #3, completion of MLS 401 a submission and approval by the program committee of a Prospectus, seconded by Dr. LoMonaco.

The motion passed unanimously.

Discussion of the proposal then turned to a number of small specific changes to the language that were agreed on by the group before the motion to approve the proposal as variously amended was accepted unanimously.

4.) Discussion of whether to allow MLS students to take some number of 300 level courses to fulfill the requirements of the MLS degree.

Dr. Ruffini spoke in favor and thought that students can be challenged intellectually in the class.

Dr. Bucki commented that some graduate students don’t like mixed classes because of the lack of rigor. She furthered that the instructor can give extra readings for grad students if course is mixed.

Dr. Harkins favors a contract that outlines additional readings and the higher expectations of the student.

Dr. Bayers added that mixed classes can potentially elevate the course experience, but questioned do we risk not filling grad courses.
**Dr. Meilents** spoke against enrolling grad students in 300-level undergrad courses. He stated that this policy will water down content, is bad for marketing and that some grad students may not want to be in a mixed class with undergrads.

**Dr. LoMonaco** spoke of the existing successful model in American Studies, which allows some students to complete their degree within a given time period.

**Dr. Perkus** added that it may be important to help launch the MLS program and that it could change the revenue model for the program. He said eventually the policy can be changed.

**Dr. Bucki** recommended that MLS students be allowed to take grad level courses in other professional programs.

**Dr. Bayne** reported that the deadline for MLS course proposals is April 16th. He said we may need to extend the deadline to end of April.

5.) **Next meeting** - middle of April sometime. Tentative timeline given by **Dr. Bayne**:

- End of April – MLS proposal submissions due
- Mid April – MLS working group meeting
- Early May – MLS working group meeting to discuss course proposals
- This semester Dr. Bayne (Chair) meeting with Judy Dubai to discuss budget
- Summer 2012 – MLS working group work on MLS draft proposal
- September: MLS working group finalize MLS proposal
- October: submit MLS proposal to ASCC
- Fall of 2013: – start program

6.) **Adjournment**

Dr. Ruffini moved to adjourn and Dr. Bayers seconded.
MLS Working Group
Meeting of Wednesday, October 24, 2012 in DMH 330.
Draft Minutes

Present: Peter Bayers, Steve Bayne, Olivia Harriott, Marti LoMonaco, Aaron Perkus, Giovanni Ruffini.

Regrets: Cecelia Bucki (sabbatical), Angela Harkins, Eric Mielants (sabbatical), Gita Rajan.

10:11—Meeting called to order (Bayne).

1. Announcements:
   a. **Dr. Bayne** attended an excellent AGLSP conference in Portland. Next year it is in Chicago and we should consider sending several people. Since this conference accepts papers, participation might be fundable by department budgets. Pre-conference workshops involving all the details involved in creating and maintaining a program would also be advisable.

   b. **Dr. Bayne**: We (the working group) will have to generate additional course proposals, as well as meet to approve these before we are actually tapped to be the steering committee. We are fine to launch the program now since the Fall 2013 course, our Foundational Course, is already in the proposal. That is the only first semester course. **Dr. Perkus** mentioned that the MPA proposal, currently at the state level, is getting pushback from the state because it doesn’t have the entire curriculum developed and approved. **Dr. Bayne** is looking to create a four year curriculum map of initial courses. **Dr. Bayers** reminded the committee that we already have courses on the books through American Studies. **Dr. Perkus** also indicated that a new course, connecting Science, Technology and Literature interdisciplinarily, has been proposed by **Dr Rajan** and will be developed by **Drs. Rajan, Perkus and Harriott** for review in Spring 13. **Dr. Perkus** also noted that the Dean has reviewed and endorsed the proposal—indicating that it was well written and thought through. Several of her suggestions have been incorporated into the most recent draft (noted below).

2. **Dr. Bayne**: Our current plan, pending approval from this committee, is to go to ASCC November 13; EPC in Dec; AC in Feb; State in March; BoT March/April.

3. **Dr. Bayne** and **Dr. Perkus** will be meeting with marketing next week to begin strategizing about the launch for Fall 13. At that time, a contingency plan will also be discussed should the program not be ready to launch until Spring 14.

4. Approval of minutes. (LoMonaco, Ruffini). Approved unanimously.
5. Approval of LS 598: Independent Study. (Ruffini, Perkus). Starts on page 34 of program proposal. Dr. Ruffini—looks like an excellent course that he would be happy to take if he were a student and would love to teach as a professor. A robust discussion followed regarding limitations to the number of IS or 300 level a student should take (see 6g under discussion of program below). Dr. LoMonaco added that it is important to have this (of independent studies courses) flexibility in the program. (Passed Unanimously)

6. Approval of MLS program proposal. (LoMonaco/Harriott)

Dr Bayne highlighted the major changes since the program proposal was last reviewed.

a) Sample syllabus for the foundation course has been included.

b) Regarding the steering committee, Dean Crabtree was opposed to an election—preferred a nomination process, wherein appointments are made through consultation with director and dean. This change was incorporated into the proposal (page 10). None of the other grad programs directly elect their steering committees. There were no objections to this change.

c) Discussion about budget—Dr. Perkus: stated that this was very similar to the MPA program in terms of the enrollment numbers for first three years, return to the university, etc. Dr. Ruffini initiated a discussion regarding the scalability of the program. Dr. Perkus offered that the challenge is both to launch and sustain this (and any graduate) program. Dr. Bayne mentioned that in regards to scalability, 45 students is the current ceiling. It is unlikely that we will be so many more than 45 (in years 4,5,6) that this would be a problem. The question of selectivity is going to be a challenge in the beginning, but once we are established, the selection process will become much more important. Should the program reach its enrollment goals, two lines will be created (first by year four) for rotating visiting professors. At that point, we will have recommendations on how this new line would be decided. If we do explode in enrollment (and consequently raise the ceiling), we have a case to make about increasing the number of lines generated.

d) Based upon discussion as a whole, the program director stipend will be raised to $5000 (from $4500) to be consistent to the other graduate program directors in CAS.

e) Resources Section (page 10/11)—discussion ensued regarding faculty teaching as part of load for the program. Dr. Bayne: The task will be to choose faculty from participating departments wherein departments are able to allow a faculty member to teach in the MLS program as part of load, or to choose faculty who would like to teach in the MLS as an overload. All of this is in consultation with the dean based on an overall assessment of faculty and programmatic load. The group discussed the possibility of noting on the budget page indicating that if enrollment goes as planned, by year 4, the entire curriculum could be taught as part of load for participating faculty and noting in the budget narrative that faculty members will have the option to teach as part of load depending upon an assessment of the overall curricular and departmental demands. Dr. Harriot: Similar to the Honors
Program, permission is historically always been granted to allow departmental faculty to teach Honors courses as part of load. The proposal suggests that a rotating visiting position lines would provide for sufficient coverage for the undergraduate curriculum. Dr. Perkus: Careful consideration must be placed on ensuring that the undergraduate programs do not suffer as a result of part-of-load teaching in the graduate program.

f) Discussion on Appendix 5—Dr. LoMonaco indicated that many more AS courses should be included with the possible courses that will be cross-listed with the MLS program. Dr. Bayne: the vision is that moving forward, a new course proposal needs to be created for a course to be cross-listed. Courses will not be allowed to be cross-listed without MLS curriculum committee review in consultation with the program wherein the course is housed.

g) (Continued from number 5 above). Dr. Bayne: In the program proposal, (page 8) students may take up to two 300 level courses or Independent Studies. These courses may not be in the same discipline or with the same instructor.

h) Dr. Bayers indicated his support for the governance structure section of the proposal. Dr. Bayne mentioned that he used all the existing governance structures as a basis for developing this one.

i) Dr. Harriott wanted to discuss of how this program might be marketed: wealthy adults, teachers needing credentials, and graduates from our BPS program. This degree will rely a great deal on how it enters the market—identifying and appealing to the target populations will be essential.

j) It was decided by the whole that the program requirements would be based on the established language contained in the Graduate Programs catalog.

k) Dr. Bayne reiterated the importance of receiving vitas from the entire working group. He needs them all by November 1st, no more than 4 pages.

l) Motion to approve the MLS program passed unanimously.

7 Next meeting has been tentatively scheduled to be held before the end of the semester.

8 Meeting Adjourned 11:50am

Minutes respectfully submitted by Aaron Perkus
Appendix Nine: A&SCC Approval and Minutes:

Notification of Approval by A&SCC:

From: Rosivach, Vincent
Sent: Thursday, November 15, 2012 9:47 PM
To: Bayne, Steven
Subject: MLS proposal
Attachments: ascc minutes october 2012.docx

Dear Prof. Bayne:

The Arts and Sciences Curriculum Committee, at its meeting of November 13, approved the proposal for a Master of Arts in Liberal Studies with the proviso that the MALS steering committee provide in future drafts of its proposal greater specificity as to the program’s use of faculty resources, including consideration of how the program will be staffed, the number of times the courses are taught and its impact on teaching loads.

I have attached a draft copy of the minutes of the meeting to give you a sense of the Committee’s discussion.

If you have any questions about the Committee’s approval, the proviso which it has attached, or the Committee’s discussion please do not hesitate to speak with me.

Best wishes for the success of this proposal.

Vincent J. Rosivach
Chair, Arts and Sciences Curriculum Committee
Arts and Sciences Curriculum Committee  
A&SCC Meeting of November 13, 2012  
Draft Minutes

Present: Crabtree (Dean, CAS), Fernandez, Garvey, Miners, Rosivach (chair), Ruffini (recording), Xie  
Absent: Lacy, Johnson, Williams  
Guests: Steve Bayne (Philosophy for MLS)

Called to order at 3:30 PM.

In absence of old business and minutes for approval, the meeting proceeded to new business.

1) MOTION  
At the chair’s request, Fernandez makes and Garvey seconds a motion to re-order the agenda to proceed directly to the MLS proposal’s curricular aspects. The motion passes unanimously.

Chair invites Prof. Bayne to present the curriculum of the proposed Master of Liberal Studies program. Bayne then discusses the sequence of study in the program; its required courses; its possible courses of study; and the general philosophy behind the program in its interdisciplinary aspect.

A question period follows. Xie asks how the capstone experience can work in an interdisciplinary way, and whether only one professor is at stake. Bayne confirms that one professor will teach the class, and that that professor will work with outside specialists, and that the class members as a whole will also contribute to that process. Miners asked about the survey response rate; how instruction will count towards faculty schedules; and whether undergraduates will take any of these classes. Bayne states that teaching will be a mix of load and overload, adding that desire to avoid taking away from undergraduate instruction is behind the desire to add new faculty lines in years four and six of the program’s development. Crabtree notes that all graduate programs work on a similar mix of load and overload. Both Bayne and Crabtree note that some classes will be open to undergraduates. Bayne departs.

MOTION  
Xie makes and Fernandez seconds the motion to recommend the approval of this proposal. Miners expresses doubts about the market survey, having never seen one historically which admits to negative results; and also expresses concern about the impact for full-time faculty and their undergraduate teaching responsibilities. The chair suggests a response, which follows as a:

MOTION  
By Miners seconded by Ruffini that the motion on the floor be amended so that the A&SCC’s recommendation of the acceptance of the proposal be contingent on the MLS steering committee providing in future drafts of its proposal greater specificity as to the program’s use of faculty resources, including consideration of how the program will be staffed, the number of times the
courses are taught and its impact on teaching loads. Fernandez believes this has been addressed in the proposal. Miners responds by stating that our approval of the proposal will provide momentum to a proliferation of new programs. Crabtree speaks against the motion to amend, also pointing to previous discussion of this issue in the process of creating the proposal; pointing to historical success in getting promised new faculty lines for new programs; and pointing to existing mechanisms for departments to contribute fractional lines. Garvey believes that the proposal does not give enough specificity as to the use of faculty resources, particularly in the first few years.

The motion passes 3 votes to 1 with 1 abstention.

THE AMENDED MOTION
To recommend approval of this proposal with further specificity on the use of faculty resources. Crabtree speaks in favor of the motion; notes that the greater resource specificity will help the proposal in further steps of the approval process; and compliments the proposal for its organization. Miners has reservations about its success in the marketplace, but likes the flavor of the proposal and its broad learning objectives. Ruffini speaks in favor of the motion, noting the hard work and energy of the MLS committee and the ideas for course proposals coming down the pipeline. Crabtree points to nascent state approval issues potentially requiring the A&SCC to see future course proposals sooner than we might have anticipated. The chair asks that the committee receive this courses as soon as possible.

The motion passes unanimously.

MOTION
Fernandez makes and Garvey seconds a motion to approve LS 401. Fernandez thinks that it is a great way to start a multi-disciplinary masters. The chair thinks that this course and the others we are to consider today are rather like shell or special topics courses, and notes that each time such courses are done, they need to be reapproved by the chair of the A&SCC, suggesting that an amended motion could make that point or that at least the MALS steering committee may have to monitor future iterations of the courses. Discussion on this issue but no motion follows.

The motion passes unanimously.

MOTION
Garvey makes and Miners seconds a motion to approve LS 598. Fernandez, Garvey and Miners speak in favor of the motion. Xie notes that independent studies are crucial to potential concentrations.

The motion passes unanimously.

MOTION
Fernandez makes and Miners seconds a motion to approve LS 599. Fernandez asks whether there are precedents for this sort of capstone class. Garvey and Rosivach point to existing examples. In response to a question from Garvey, Ruffini explains the rationale behind having
an instructor-guided capstone course. Xie is concerned that there is inadequate production. Ruffini points to the MLS steering committee’s approval process for the course as adequate for this quality control.

The motion passes unanimously.

2) MOTION
Fernandez makes and Miners seconds a motion to approve the proposed revision to the mathematics requirement in the Biology major. Miners speaks in favor of the motion, noting that Biology is in the position to best decide what math is best for its students.

The motion passes unanimously.

3) MOTION
Xie makes and Garvey seconds a motion to approve the proposed revision to the Environmental Studies minor to make Environmental Ethics a required course.

The motion passes unanimously.

Adjournment
A motion to adjourn passes unanimously at 4:24.
3. Consideration of the Master of Liberal Studies (MLS)
Professor Bayne presented the MLS as a 33-credit interdisciplinary master’s degree housed in the CAS. He stated that the conception of the program was motivated by faculty interest. Professor Bayne noted the loss of money during the first year. Dean Franzosa questioned the stipend of $5,000 for the MLS program coordinator, which is higher than the $2,750 stipend for program directors. Professor Bayne responded that the America Studies program director receives $5,000. Professor Giapponi asked about demographics of the market research survey. Professor Bayne indicated that he didn’t have those data. Associate Dean Perkus responded that ages 20-50 was the target. SVPAA Fitzgerald asked if a MLS degree would be helpful for a high school teacher. Professor Bayne responded yes but added that the intention is not to take students away from other programs. Professor Scheraga agreed that teachers would find this program very interesting. Dean Franzosa felt that the MLS program would compete with GSEAP’s Master of Foundations of Teaching, which allows candidates to incorporate specialties into the subjects taught. Dean Franzosa continued by saying that teachers often want to earn a master’s in the subject they teach. Assoc. Dean Perkus said that the market survey results indicated that the majority of respondents wanted flexibility in a program. Professor Grossman said she was impressed with the response rate of the market survey and asked about projected numbers of students. Assoc Dean Perkus said the goal is to enroll 12 students the first year of the program, then 20 in the second. Professor Bayne shared enrollment data from the University of Southern California (USC) MLS program, reporting a total population of <45 students in the program. SVPAA Fitzgerald reported that USC is located in a bad neighborhood and would not attract certain adult learners. Assoc. Dean Perkus said that we are likely to target 40-70 year old adult learners who may be retired and want to return to school. He also reported that the
professional studies program at the former university college graduated up to ~12 bachelors of professional studies students per year. He said it would be these students directed to this type of program. Professor Bayers spoke of the problems with justification of team-taught courses. Professor Bayne stated that aside from year one, the budget should support a team-taught course. Assoc. Dean Perkus added that the curriculum was designed with just one team taught course that will offer students a community building experience at the start of the program. SVPAA Fitzgerald said that we are comfortable losing money the first year and that it’s understood that we need to invest in a program for a couple of years to get it launched. He said that the university will build into the revenue stream over time by adding a faculty line or an endowed chair. Professor Bayers said that because there is an overlap with American Studies, students could take courses in both programs. He continued that with careful planning we can ensure that the classes fill and that students have a robust experience in the class. Dean Franzosa shared her experience developing a similar program at her former institution and said they had a hard time obtaining students who were committed to pursuing a degree. Dean Franzosa also expressed concern about the marketing and financial structure and noted that the stated 25% gross revenue to the University is unlikely accomplished with other programs. SVPAA Fitzgerald said that this approach is part of the new financial model for graduate programs. Professor Scalese asked about the existence of guidelines for new course proposals to the program. Professor Bayne referred to the mission statement and goals and objectives outlined in the program. Bayne said that interdisciplinary courses that contribute to the interdisciplinary nature of the program are welcome and that the goal is for students see how disciplines differ in their approaches. Assoc. Dean Perkus added that the capstone clarifies the intent of the program, which is to think in inter-, cross- and trans-disciplinary ways. Professor Bayne said that our university is already interdisciplinary-based and looking at the course pre-proposals already submitted, it shouldn’t be difficult to get interdisciplinary courses. Dean Franzosa inquired about internships and service learning. Professor Bayne responded that no structure for internships or service learning was developed and that if they are, they will be based on individual courses.

Professor Grossman motioned to approve, SVPAA Fitzgerald seconded.

Professor Bayers spoke in favor of the program and thought that the population of individuals who would be interested is out there. He furthered that marketing data indicated that students don’t know about our program and that the University needs to do a better job identifying marketing streams. SVPAA Fitzgerald reported that President von Arx invested $200,000 into marketing of graduate programs with additional marketing on Metro North, Google ads, electronic and static billboards, and radio and television. Professor Giapponi said that demographic data would help target certain groups. Professor Zhang responded that interest is there, the market is there, and there are no competitors. Dean Franzosa added that marketing that is specific to certain constituents would be crucial to the success of the program. She thought that the program would compete with the GSEAP, and she was disappointed that GSEAP was not consulted. Professor Harriott said that she thought the omission of GSEAP was unintentional. Professor Bilias Lolis asked if the 20% of survey respondents who expressed interest in the program was congruent with what was wanted. SPAA Fitzgerald responded yes. Dean Franzosa said that the state looks at the academic quality of a program and not whether or not it is viable. She also said and that the first cohorts are the best marketers of any program.
SPAA Fitzgerald expressed optimism about internship opportunities and study trips, referring to the recent successful Bellarmine museum of art trip to Cuba as an example. He further stated that this type of program would help us make friends with a certain demographic profile.

The motion was unanimously approved.
Appendix Eleven: CVs of MLS Working Group

Curriculum Vitae

Steven J. Bachelor
Department of History
Fairfield University
Fairfield, CT 06824

Teaching Interests

Modern Latin America, colonial Latin America, Mexico, environmental history, social and cultural history of the Americas.

Research Interests

Postrevolutionary Mexico, globalization, transnationalism, political economy, and ethnography.

Positions Held

Assistant Professor, Department of History, Fairfield University, 2006—present.

Visiting Assistant Professor of History, Colgate University, 2004—2006.

Education


Yale University, M.Phil. in History, 1996. Fields: Modern Latin America, Colonial Latin America, and the United States since 1865.

Yale University, M.A. in History, 1994.

University of California, Los Angeles, B.A. in History, magna cum laude, Phi Beta Kappa, 1991.

Publications

Books

*Miracle to Maquila: The Big Three Automakers in Mexico.* University of Alabama Press, under contract.
Peer-Reviewed Book Chapters


Book Reviews


Other Peer-Reviewed Publications


Professional Service

Article Referee, Hispanic American Historical Review, 2007, 2006
Chair, “Transnational Cultural Representation in Latin American Film,” North Central Council of Latin Americanists Annual Conference, Decorah, Iowa. October, 2004

Membership in Professional Organizations

American Historical Society
Latin American Studies Association
Labor and Working-Class History Association
New England Council on Latin American Studies

Language Proficiencies

Spanish (reading, writing, conversation)
Portuguese (reading)
French (reading)
Curriculum Vitae

PETER L. BAYERS

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English Department
Fairfield University
Fairfield, CT 06430
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pbayers@fairfield.edu

EDUCATION

1994    Ph.D., University of Rhode Island, English
1990    M.A., New York University, English
1988    B.A., Villanova University, English

TEACHING EXPERIENCE

Fairfield University
Associate Professor of English 2007—
Assistant Professor of English 2004—2007

Minds and Bodies; Independent Study; Myth in American Literature; The American Novel;
Native American Literature; Contemporary American Literature; American Modernism;
Colonial American Literature; Imperial Fictions and Colonial Voice-overs; The Romantic
Movement; Adventure and Empire in British Literature; The Frontier in American Literature;
Studies in American Literature (Colonial-1865);
Survey of British Literature II; Survey of British Literature; Texts and Contexts I & II

Adjunct Professor
Fairfield University 1994—1999 (4 Sections Per Year)

Adjunct Professor
Quinnipiac College 1994—1999 (4 Sections Per Year)

Adjunct Professor
Sacred Heart University: 1995—1996
SELECT CONFERENCE PRESENTATIONS

National Conferences

“States of Manhood in the Works of Luther Standing Bear.” Futures of American Studies Institute, Dartmouth College, June 2012.


“Yvon Chouinard, Patagonia®, and the Imagining of the American West,” Western Literature Association, Prescott, AZ, October 2010


PUBLICATIONS

Books


Edited Scholarly Journal Issues


Select Scholarly Articles


**Book Reviews and Encyclopedia Entries**


**AWARDS AND HONORS**

- 2008 Summer Research Grant ($3000.00) from Fairfield University
- 2005 Pre-Tenure Leave, Fairfield University
- 2003 Nominee: MLA Prize for First Book
- 2001 Alpha Sigma Nu’s ‘Teacher of the Year,’ Fairfield University
- 1996 Exceptional Teacher, for Eng 241, American Literature Colonial--1865 University of Rhode Island
- 1988 B.A. Cum Laude
  Villanova University
SELECT PROFESSIONAL SERVICE

Fairfield University Service

Handbook Committees

2011- Educational Planning Committee  
2009-11 Academic Council  
2009-10 Chair, Educational Planning Committee  
2008-10 Educational Planning Committee  
2006-7 Undergraduate Curriculum Committee (1-year sabbatical replacement)  
2004-7 Admissions and Scholarships Committee, Fairfield University

Other University Service

2012- Co-Director Undergraduate American Studies  
2012- American Studies Program Review Committee  
2011- Masters in Liberal Studies Working Group  
2011- Executive Board: Program in American Studies

English Department Service

2012 EN 12 Assessment Committee  
2011 Coordinator, English Major/Minor Night  
2010-11 Search Committee Member

Other Professional Service

2011 Article Reviewer, The International Journal of the History of Sport  
2010 Article Reviewer, The American Indian Quarterly  
2006 Manuscript Reviewer, University of Nevada Press  
2003- Article Reviewer, Western American Literature  
2001 NEPCA Graduate Student Paper Prize Committee  
2001 Article Reviewer, The Rocky Mountain Review  
1995-2009 Editorial Board  
ATQ: 19th Century American Literature and Culture
Curriculum Vitae
Steven M. Bayne

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(203) 254-4000 x2857
http://pages.cthome.net/keatingbayne

Academic Positions

Chair, Department of Philosophy, Fairfield University, Fall 2010 to Fall 2012.
Associate Professor, Department of Philosophy, Fairfield University, Fall 2008 to present.
Assistant Professor, Department of Philosophy, Fairfield University, Fall 2005 to Spring 2008.
Visiting Instructor, Department of Philosophy, Fairfield University, Fall 2002 to Spring 2005.
Adjunct Assistant Professor, School of Continuing Education and Department of Philosophy,
Fairfield University, Spring 1994 to Spring 2002.
Adjunct Assistant Professor, Division of Humanities, Medgar Evers College of The City University
of New York, Brooklyn, NY, Fall 1993 to Spring 1996.
Lecturer, The Ohio State University, Columbus, OH, Fall 1992 to Spring 1993.

Education

Ph.D. Philosophy, The Ohio State University, 1992.
M.A. Philosophy, The Ohio State University, 1988.

Areas of Specialization

History of Modern Philosophy, Kant, Epistemology.

Books

Kant on Causation: On the Fivefold Routes to the Principle of Causation, State University of New

Book Chapters

Empiricism, Experience, Hume, Imagination, Leibniz, Schematism, and Transcendental entries in
The Continuum Companion to Kant, ed., Banham, Schulting, and Hems, Continuum International
Publishing Group, 2012.


**Articles**


“Kant’s answer to Hume: How Kant should have tried to stand Hume’s Copy Thesis on its head,” *British Journal for the History of Philosophy*, Volume 8, Number 2, June 2000, p. 207-224.


**Book Review**


**Sponsored Research**

“Kant’s Critique of Leibniz on the Distinction between Sensible and Intellectual Representations,” Pre-Tenure Research Leave, Fairfield University, Fall 2006.

**Conference Presentations**


“Kant, Concepts, and Transcendental Idealism,” presented at Kant’s Transcendental Logic and Transcendental Idealism an International workshop, hosted by the Department of Philosophy, University of Amsterdam, The Netherlands, May 15-17, 2008. Invited speaker.


“Hume on miracles: It would take a miracle to believe in a miracle,” presented at the 2005 Midwest Seminar in Early Modern Philosophy, University of Chicago, Chicago, Illinois, November 12, 2005


“The Ontological Status of Events in Kant,” presented at the Third Symposium On Field-Being And The Non-Substantialistic Turn, Fairfield University - August 12-17, 1999

“Representations and Kant’s Answer to Hume...the Saga Continues,” presented at The 2nd Annual New York City Conference on The History of Philosophy & Religion, May 1, 1998.

Curriculum Development

Project manager for Master of Liberal Studies Program Proposal 2011-present.

Project manager for Department of Philosophy Curriculum Revision 2010-12.

Developed PH 202: Modern Philosophy, to be taught Fall 2012.

Co-author of Department of Philosophy Self-Study, 2009-2010.

Developed PH 240 G. W. Leibniz, Fairfield University, to be taught Spring 2008.

Developed Knowledge, Politics, Morality, and the British Empire, 1550-1832, a Fairfield University cluster course (learning community), with William M. Abbott, Department of History, Fairfield University.

Developed PH 238 Descartes, Fairfield University, first taught Fall 1999.

Fairfield University Service

Academic Council, Fall 2009 to Fall 2012.

Academic Council Executive Secretary, Spring 2010.

Undergraduate Curriculum Committee, Fall 2005 to Spring 2008.

Arts and Sciences Curriculum Committee, Fall 2005 to Spring 2008.

Chair, Arts and Sciences Curriculum Committee, Fall 2007 to Spring 2008.

Faculty advisor for the Fairfield Philosophy Academy, Fall 2005 to present.
Faculty advisor for the Connecticut Alpha Chapter of Phi Sigma Tau—the International Philosophy Honor Society, Fall 2005 to present.
Member of the committee on the use of adjuncts at Fairfield University, Fall 1999 to Spring 2000.
Philosophy Department Recording Secretary, Fall 2002 to Spring 2003.

**Professional Service**

Member of the American Association of Philosophy Teachers, Fall 2006 to present.
Member of the Hume Society, Fall 2003 to present.
Manuscript referee for the State University of New York Press, Fall 2003.
Member of the North American Kant Society, Fall 1990 to present.
Member of the American Philosophical Association, Fall 1990 to present.
Curriculum Vitae [brief 10/25/12]

CECELIA BUCKI

Department of History
Fairfield University
Fairfield, CT 06824-5195
(203) 254-4000 x2307
E-mail: cbucki@fairfield.edu

EDUCATION

   (Dissertation Director: David Montgomery, Farnam Professor of History, Yale University)

PUBLICATIONS

Books and Articles

The 1930s: Social History of the United States. In the 10-volume ABC-CLIO American Social History in the Twentieth Century. (Santa Barbara, CA: ABC-CLIO, 2009)


Metal, Minds and Machines: Waterbury at Work 1820-1920 (Waterbury, CT: Mattatuck Historical Society, 1980).
Book Reviews


Encyclopedia contributions


Professional Service-Publishing

TEACHING FIELDS
General Field: U.S. Social and Political History, 1865-Present
Special Fields:
- Labor and Working-Class History
- Immigration and Ethnicity
- Social Movements
- American Studies

TEACHING EXPERIENCE
1990-present Professor of History (2009- ), Associate (1997-2009), Assistant (1990-97), Fairfield University, Fairfield, CT. (Chair, Department of History, 2009-2012)

Spring 1999 Visiting Associate Professor of History (adjunct), Yale University, New Haven, CT.


1985-88 Visiting Instructor in Liberal Studies (adjunct), Wesleyan University, Middletown, CT.

Spring 1987 Visiting Lecturer in History (adjunct), Yale University, New Haven, CT.

Courses designed and taught at Fairfield University:
Survey Courses:
- Twentieth Century U.S. History.
- Emergence of Modern America, 1865-1920
Who Built America?: Working People in United States History.

Seminars:
Immigration, Race, and Ethnicity in U.S. History. (Undergraduate History and Graduate American Studies).
Social Movements in Twentieth-Century U.S. History. (Undergraduate History and Graduate American Studies).
American Historiography (Graduate American Studies).
Historical Cultural Geography (Graduate American Studies), co-taught with Prof. Kristen Keegan.

HONORS, APPOINTMENTS, AND AWARDS

Fairfield University Faculty Sabbatical Leave, Fall 2012, 2006, 1998-99.
Homer D. Babbidge, Jr. Award for Best Book in Connecticut history, presented by Association for the Study of Connecticut History, November 9, 2002.
Visiting Fellow in History, Yale University, 2000-2006.
Berkshire Summer Research Fellowship, Bunting Institute of Radcliffe College, Harvard University, Summer 1996.
Mellon Visiting Faculty Fellow, Yale University, 1995-1996.
NEH-Chicago Historical Society Travel Award, for NEH “Modes of Inquiry in American Urban History” Conference, Chicago, IL, Oct. 1990.

PROFESSIONAL SERVICE

Organization of American Historians, National Membership Committee, 1993-present; Executive Board, 2003-2009
Treasurer, Connecticut Coordinating Committee for the Promotion of History, 2001-present.
(Chair, Education subcommittee, 1998-99.)
National Secretary, Labor and Working-Class History Association (housed at Duke University), 2003-present; Steering Committee, 1998-99; Graduate Student Awards Committee, 2001-03.
Grant reviewer, National Endowment for the Humanities, 1999.

**PROFESSIONAL MEMBERSHIPS**
American Historical Association.
Association for the Study of Connecticut History.
Connecticut Academy of Arts and Sciences (elected).
Connecticut Coordinating Committee for the Promotion of History (elected)
Immigration and Ethnic History Society.
Labor and Working-Class History Association.
Organization of American Historians.
ANGELA KIM HARKINS
Department of Religious Studies
Fairfield University
1073 North Benson Road
Fairfield, CT 06824

Professional Employment:
2011- current  Associate Professor, Religious Studies Department, Fairfield University
2006-2011  Assistant Professor, Religious Studies Department, Fairfield University
2003-2006  Assistant Professor, Department of Theology, Duquesne University
2002-2003  Instructor, Department of Theology, University of Notre Dame

I. Education
2003  Ph.D. Theology, University of Notre Dame
Christianity and Judaism in Antiquity Program
Major area: Hebrew Bible and Dead Sea Scrolls
Minor area: Liturgical Studies; Textual Criticism; Syriac Exegesis

1997-1998  Hebrew University, Jerusalem, Israel
Fulbright Fellow, supervisor: Emanuel Tov
Research Fellow, Orion Center for the Study of the Dead Sea Scrolls
Honorary Fellow, Interuniversity Fellowship Program in Jewish Studies

1997  M.A. Theology, University of Notre Dame
Biblical Studies, Concentration in Ancient Languages
B.A. Honors, Loyola University, Chicago. Magna cum laude
Major area: Theology; Minor area: Philosophy

Honors and Other Distinctions:
2011  College of Arts and Sciences, Distinguished Teaching Award
2011  Honorary Faculty Member of Alpha Mu Gamma: National Collegiate Foreign Language Honor Society, nominated by student members of Alpha Mu Gamma

2004  Nominee for the Regional Scholar of the Year Award by the Midwest Regional Society of Biblical Literature


1997  Fulbright Award for research at Hebrew University Jerusalem
1993  Alpha Sigma Nu

Languages:
Ancient  Biblical Hebrew, Aramaic (including Syriac), Greek, Coptic, Latin, Ethiopic
Modern  French, Modern Hebrew, Korean, German, Arabic
II. SCHOLARSHIP
Monographs:

2012  
*Reading with an ‘I’ to the Heavens: Looking at the Qumran Hodayot through the Lens of Visionary Traditions.* Ekstasis: Religious Experience from Antiquity to the Medieval Period 3; Berlin: de Gruyter Press.

Edited Collections:

2012  

Publications in Scholarly Refereed Journals (*as Angela Y. Kim):

2011  

2010  

2008  

2006  

2005  

2003*  

2002*  
“A Study of the Textual Alignment of the Tabernacle Sections of 4Q365 (fragments 8a-b, 9a-b i, 9b ii, 12a i, 12b iii).” *Textus: Studies of the Hebrew University Bible Project* 21 (2002): 45-69.

2001*  

2000*  

Chapters in Edited Collections Published by Scholarly Presses:

2012  

2012  
“Who is the Teacher of the Teacher Hymns? Re-examining the Teacher Hymns Hypothesis Fifty Years Later.” Pages 449-467 in *A Teacher for All*

2010 “A New Proposal for Thinking about 1QH Sixty Years after its Discovery.” Pages 101-134 in Qumran Cave 1 Revisited: Texts from Cave 1 Sixty Years after Their Discovery. Proceedings of the Sixth Meeting of the International Organization of Qumran Studies in Ljubljana. Edited by Daniel K. Falk, Sarianna Metso, Donald W. Parry and Eibert J. C. Tigchelaar. STDJ 91. Leiden: Brill.


Grants, Fellowships, and Scholarships Awards:

2012 Research Grant. Fairfield University. Funding for library research at the École Biblique on the Syriac Odes of Solomon. $1000.

2012 Humanities Institute Award. Fairfield University. Summer. $500.


2010 Summer Research Grant. Wabash Center for Teaching and Learning in Theology and Religion. ($5,000) for research on the project, “Reading with an ‘I’ to the Heavens.”

2010 Pre-Tenure Research Leave. Fairfield University, (spring semester). During this research leave, I completed the research for the journal article that was published in Henoch 32.2 (2010): 359-400 and also began significant work on a monograph that was accepted for publication in the series Ekstasis (Berlin: de Gruyter, 2012).


2007 Summer Research Stipend, Fairfield University, “The Thanksgiving Hymns from Qumran in Critical Perspective” $3500 (May-Aug); This work was submitted in Jan 2009 and is expected to appear in 2013 in Outside the Bible (Jewish Publication Society).

2007 Catholic Biblical Association, Post-doctoral Fellowship for “Apocalyptic Images of Birthing in the Qumran Hodayot” $20,000 (Jan-May); This was
published as “Reading the Qumran Hodayot in Light of the Traditions Associated with Enoch.” *Henoch* 32.2 (2010).

2004 Presidential Scholarship Award, Duquesne University competitive grants award (2004-2006)

2005 Wimmer Family Foundation Faculty Development Research Award, Duquesne U.

2003 Postdoctoral Teaching Fellowship, College of Arts & Letters, Univ. Notre Dame, for AY 2003-2004, renewable for 2 yrs. (declined to accept a tenure-track position)

2000 The Institute for Advanced Studies, The Hebrew University, Jerusalem, Israel, funding for participation in the 10th Jerusalem Summer School in Jewish Studies on Jewish Liturgy and Synagogue Life, Jerusalem, Israel, June 26- July 5.


1997 Fulbright Grant for Graduate Study and Research Abroad, Hebrew University, Jerusalem, Israel

1997 Interuniversity Fellowship Program in Jewish Studies, Brooklyn College, Honorary Fellow

1997 Orion Center for the Study of the Dead Sea Scrolls and Associated Literature, Research Grant, Hebrew University, Jerusalem, Israel.

1997 Zahm Research Travel Grant, University of Notre Dame, for fees related to the excavation at Tel Hazor, Israel, Summer.

1996 Downes Memorial Travel Grant, University of Notre Dame, for fees related to the excavation at Banias (Caesarea Philippi), Israel, Summer.

1990-1994 Presidential Scholarship, full tuition, Loyola University of Chicago.

**Edited Collections in Progress:**


**III. SERVICE**

**Professional Service:**

2012 Co-chair of the Religious Experience Section of the SBL (3 year term)

2013 Board Member of the Lilly Fellows Program (3 year term)

2011 Member of the Board of the Religious Experience in Early Judaism and Christianity Section at the Society of Biblical Literature. (3 year term)

2010 National Jesuit Advisory Board on Interreligious Dialogue and Relations Representative, appointed by Dr. John Borelli (Georgetown U.)

2008 Lilly Fellows Program Faculty Representative for Fairfield University

2007 Co-convener of Scripture in Early Judaism and Christianity Task Force at the Catholic Biblical Association Meeting with John Endres, SJ

2007-2010 Co-convener of Christianity and Judaism Developing Group, Catholic Theological Society of America
O. HARRIOTT

EDUCATION AND TRAINING

May 1994  Ph. D., Microbiology, University of Connecticut, Storrs, CT
May 1988  B.S., Biological Sciences, University of Connecticut, Storrs, CT

PROFESSIONAL APPOINTMENTS

Sep 2002-present  Associate Professor of Biology, Fairfield University, Fairfield, CT
Sep 1997-May 2002  Assistant Professor of Biology, Fairfield University, Fairfield CT
Mar 1994-Jul 1997  Postdoctoral Research Associate, Biotechnology Center for Agriculture
                    and the Environment, Rutgers The State University of New Jersey,
                    New Brunswick, NJ

COURSES AND LABORATORIES TAUGHT (Department, School or Program)

• BI 261 Genetics Laboratory (Biology)
• BI 352 Fundamentals of Microbiology lecture and lab (Biology)
• BI 358 Recombinant DNA Technology laboratory (Biology)
• BI 151 Elements of Microbiology lecture & lab (School of Nursing)
• BI 386 Bacterial Pathogenesis Seminar (Biology)
• BI 391 Independent Research/Internship (Biology)
• HR 101 Minds & Bodies (Co-instructor, Honors Program)
• HR 202 Human Perspectives on Infectious Disease (Honors Program)
• BI 171 General Biology: Animal Form & Function lecture & lab (Biology)
• BI 170 General Biology: The Cell, Genetics & Development lab (Biology)
• BI 71 Identity and the Human Genome (Biology/Core Science/Women’s Studies/Black Studies)

SCHOLARLY PUBLICATIONS

Hill, M., Hill, A., Lopez, N., & O. Harriott. 2006. Sponge-specific bacterial symbionts of
the Caribbean sponge, Chondrilla nucula (Demospongiae Chondrosida). Marine Biology
148(6) 1221-1230.

Harriott, O. & A. Bourret. 2003. Improving dispersed growth of Frankia using

Harriott, O. T. and A. C. Frazer. 1997. Enumeration of acetogens by a colorimetric

Harriott, O. T., T. J. Hosted and D. R. Benson. 1995. Nucleotide sequence of nifX,
nifW, nifZ, nifB and two ORF’s in the Frankia nitrogen fixation gene cluster. Gene

miniplasmid from the hyperthermophilic bacterium Thermotoga strain RQ7. J.


Funded Grants


The microbiology of marine sponges. P. I. O. Harriott, Faculty Research Committee Grant, Fairfield University, $1,000.00, Dec 2003 – Dec 2005

Viability analysis of Frankia. P. I. O. Harriott, National Science Foundation Minority Scientist Research Planning Grant, Molecular & Cellular Biosciences - Microbial Genetics Program, $18,000; Jul 2001- Dec 2003


Genetic Characterization of Anaerobic Aryl-O-Demethylation in Acetogenic Bacteria. PI O. Harriott, National Research Initiative Competitive Grants Program, USDA, Improved Utilization of Wood and Wood Fiber Program. Grant # 95-37103-2006, $80,000; Sep 1995-Dec 1998 (postdoctoral research)

Professional (External) Presentations (Last 5 Years)


Harriott, O. M. Dancho, B. West, B. Jones, J. White, G. Heussler, G. Thomson, A. Hill, J. D. Dattelbaum, & M. Hill. 2009. Marine heterotrophic bacteria associated with larvae from the Chesapeake Bay Sponges Halichondria bowerbankii and Clathria prolifera. Abstract #N-072 In Abstracts of the 109th General Meeting of the American Society for Microbiology, Philadelphia

SERVICE TO THE UNIVERSITY & DEPARTMENT (Current)

- Chair, Department of Biology; July 2012 – present
- Masters in Liberal Studies Working Group; Spring 2012-present
- Educational Planning Committee
- Biology Department Core Science Assessment Committee
- Women’s Studies Coordinating Committee
- Biology Secondary Education Advisor
- Health Sciences Advisory Committee
- Supervision & mentoring of student research in microbiology

SERVICE TO PROFESSION

Current

- American Society for Microbiology Committee on Minority Education; 2007-present

Past

- Abstract reviewer and judge of oral and poster student presentations and attendee; Annual Biomedical Research Conference for Minority Students; 2007 - present
- Grant reviewer, National Science Foundation, Cellular Regulation (Division of Molecular and Cellular Biosciences)
- External reviewer, Loyola College of Maryland promotion and tenure applicant
- Grant reviewer, United States Department of Agriculture CSRES
- Grant reviewer, Ohio University Research Committee
- Manuscript reviewer, Journal of Sustainable Agriculture
- Manuscript reviewer, Plant & Soil
- Book reviewer, John Wiley & Sons

PROFESSIONAL SOCIETIES

American Association for the Advancement of Science
American Society for Microbiology

AWARDS AND HONORS

2002 Women’s Studies Award, Fairfield University
2001 Christopher Blake Love Faculty Award, Fairfield University
1994 Invited Convocation speaker, University of Connecticut Fall Convocation
1988 -1994 University of Connecticut Multicultural Scholar
1992, 1994 American Society for Microbiology Minority Student Careers Support Program Travel Award
CURRICULUM VITAE

Martha S. LoMonaco
170 Wade Street, Unit 12
Bridgeport, Connecticut 06604
(203) 330-8438

Educational Background

Doctor of Philosophy with distinction
New York University, Tisch School of the Arts and Graduate School of Arts and Sciences
Major: Performance Studies
1988

Master of Arts
Tufts University
Major: Drama
1981

Bachelor of Arts
Boston College
Majors: English and Theatre
Summa Cum Laude
1977
Elected to Phi Beta Kappa

Additional coursework in the literature, theatre, and art of Great Britain was taken at Ithaca College London Center, London, England.

Employment History

1989-present Professor of Visual and Performing Arts, Fairfield University, Fairfield, CT
Chair, Department of Visual and Performing Arts, 2002-2005, 2008
Resident Theatre Director, 1989 to present
Producer, Theatre Fairfield, 1990-2000, 2006 to present
Director, Master of Arts Program, American Studies, 2012-2014; Graduate Faculty 1997-present
Developed and Directed Visual and Performing Arts—Theatre Major and Minor Programs and Curricula
Selected Courses: American Drama (U.S. Diversity); History of Theatre I and II; Asian Theatre; American Women Playwrights; Technique and Theory of Production (theatre capstone); Restoration Theatre Seminar; Shakespearean Production Seminar; Acting I and II; Advanced Acting; Technique and Art of Directing; Freshman Honors Minds & Bodies (team-taught); The 1960s: History, Art, and Legacy (team-taught); Art and Entertainment in America: 1950 to the Present (graduate seminar); American Drama and Society (graduate seminar)

Summer 1997 Visiting Professor and MA Course Coordinator--Theatre, University College Bretton Hall, University of Leeds, West Yorkshire, England
Taught and Coordinated for Graduate Theatre Students on the MA Contemporary Performing Arts degree program

Publications

Books

Exhibition Curator

*Bravo! A Century of Theatre in Fairfield County*, Fairfield Museum and History Center, Fairfield, CT, 25 September 2011-1 April 2012

Book Chapter


Editor


Contributions to Reference Books


Peer-Reviewed Journal Articles


Contributions to Published Conference Proceedings


“Portraying the Other through the Dramatic Monologue,” *American Studies through Russian & American Eyes: In search of Mutual Understanding*, Kaliningrad State University, Kaliningrad, Russia (2005).
"Exploring the Essence of Americanism through Drama," American Studies through Russian & American Eyes: In search of Mutual Understanding, Herzen State Pedagogical University, St. Petersburg, Russia (2001).

**Peer-Reviewed Papers Delivered**


"Putting the Public on Stage: Scripting American History as Tourist Performance," Mid- America Theatre Conference, Cleveland, OH (March 2010).


"The Local and the National in American Theatre," Seminar Co-Chair and Respondent, American Society for Theatre Research, Chicago, IL (November 2006).


**Professional Lectures and Expert Testimony**

"Barnyards and Straw Hats: The History of Summer Stock Theatre," Fairfield Museum and History Center, Fairfield, CT, November 2011.


"American Summer Stock Theatre and the Cherry County Playhouse," Grand Traverse Heritage Center, Traverse City, Michigan, where I also helped develop wall text for the Cherry County Playhouse Exhibition as a Michigan Humanities Scholar, January-August 2006.

"Bernstein on Broadway: With a Little Help from His Friends," Leonard Bernstein Festival lecture, Quick Center for the Arts, Fairfield University, April 2006.


"American Scenography." Presented as part of 3-member panels on Theatrical Design, Technology, and Standards in Beijing (Beijing Special Engineering Design and Research Institute), in Guangzhou (Guangdong Science-Technology Exchange Center with Foreign Countries), and in Shanghai (Shanghai Theatre Academy), People's Republic of China, July 2004.


**Theatrical Direction--Selected Productions**

Resident Director, Fairfield University, Fairfield, CT, 1989-present

The Glass Menagerie by Tennessee Williams, Wien Theatre, Spring 2012.
Machinal by Sophie Treadwell. Wien Theatre, Fall 2009

As You Like It by William Shakespeare. PepsiCo Theatre, Spring 2007

Laundry and Bourbon by James McLure. PepsiCo Theatre, Spring 2006

The Birds by Aristophanes, translated by Peter Meineck. Wien Theatre, Fall 2004

Tokyo Notes by Hirata Oriza, world English-language premiere, translated by M. Cody Poulton. Wien Theatre, Spring 2004

Other Professional Productions:

Writing on the Wall by Carol Mack. Theatre Artists Workshop, East Norwalk, CT, 2003.

Out Of Focus by Carol Mack. Theatre Artists Workshop 2002 Playwright Festival, East Norwalk, CT.

Related Professional Information
Theatre Library Association

American Society for Theatre Research
Executive Board Liaison with the Theatre Library Association, 1997-2004; Annual Conference Planning Committee, 2004; Strategic Planning Committee, 2002-03; Co-Chair of Local Arrangements, Annual Conference, City University of New York, November 2000.

Theatre Artists Workshop of Westport
Elected to membership in 2002.

Community Advisory Task Force, American Shakespeare Festival Theatre/Stratford Center for the Arts, Stratford, CT
Mayoral Appointment 2011-present.

Fairfield Arts Center, Fairfield, CT
Elected and re-elected to Board of Directors in 2004-2012.

Regional Center for the Arts/Academy for the Performing Arts, Trumbull, CT
Member, Board of Trustees 2005-2009; 2011-present.

League of Professional Theatre Women
Elected to membership in 2007. The League is a professional association of women in theatre based in New York City.

Phi Beta Kappa, Zeta of Connecticut

Book Reviewer, Choice, 2008 to present.

Abbreviated Curriculum Vitae, October 2012
Dr. Eric H. Mielants
Associate Professor, Department of Sociology & Anthropology,
FAIRFIELD UNIVERSITY
Donnarumma Hall 212, 1073 North Benson Road, Fairfield, CT 06824 USA
Tel: (203) 254-4000, ext. 2783; e-mail: emielants@fairfield.edu
http://www.fairfield.edu/academic/profile.html?id=150

EDUCATION
2002  Ph.D., Sociology, State University of New York at Binghamton, USA
1995  Licenciaat, History, State University of Ghent, Belgium

ACADEMIC POSITIONS
Fairfield University:
Associate Professor, Department of Sociology & Anthropology, 2008 - present
Assistant Professor, Department of Sociology & Anthropology, 2005-2008

University of Utah:
Assistant Professor, Department of Sociology, 2003-2005

Western Kentucky University:
Assistant Professor, Department of Sociology, 2002-2003

State University of New York at Morrisville:
Assistant Professor, Dept. of Social Science, 2001-2002

State University of New York at Cortland:
Adjunct Professor, Economics Dept., Fall 2000 - Spring 2001;
Adjunct Professor, Sociology/Anthropology Dept., Spring 2001

State University of New York at Binghamton:
Adjunct Professor, Dept. of Sociology, Spring 1999;
Adjunct Professor, School of Education and Human Development, Spring & Fall 1997

TEACHING INTERESTS
Globalization, Comparative Sociology, Introduction to Sociology, International Migration,
Comparative Race / Ethnic Studies, Classical Social Theories, Contemporary Social Theories,
Contemporary Global Issues, International Political Economy, Social Structure and Social
Change

RESEARCH INTERESTS
I have written articles and essays on classical and contemporary social theory, cultural
prejudices and racism, and international migration issues which have also been
published in Dutch, French, Spanish, Korean, Turkish and Japanese. My comparative and
historical social science research focuses on how to explain the origins and nature of
globalization/capitalism and the cultural reactions to international migration. How the
modernity came into existence and how it continues to function in terms of politics, cultural
identities as well as racial formations is part of my ongoing research agenda. I also write about
the epistemological challenges of studying the modern world in all its complexity.
RESEARCH ACTIVITIES / AFFILIATIONS

- Member, Waves of Anti-Systemic Movements Research Working Group, SUNY-Binghamton, chaired by Prof. William G. Martin (Fall 1999-2006).
- Research Associate, Fernand Braudel Center, SUNY Binghamton (1996-2002).

SELECT PUBLICATIONS

Books


Recently Published and Forthcoming Scholarly Articles & Essays


**RECENT HONORS AND AWARDS**

Extraordinary Achievement Award in the area of excellence in research and scholarship from Fairfield University (Spring 2010).

Summer Research Stipend, Fairfield University, Summer 2008 ($3500).
Humanities Institute Grant, Fairfield University ($7000) for the organization (with Dr. Terry-Ann Jones) of the 32nd Annual Political Economy of the World-System (PEWS) Conference at Fairfield University, April 2008.

Maison des Sciences de l'Homme Post-Doctoral Grants for research on comparative migration issues, June 1-August 1, 2004-2007 ($4000 per annum).

FAIRFIELD UNIVERSITY SERVICE

Fall 2011-Summer 2012, Mentor, Cura Personalis Mentoring Program.
Fall 2011-Summer 2012, Mentor, Service for Justice Sophomore Residential College.
Fall 2011-Summer 2012, Member, College of Arts and Sciences Planning Committee.
Fall 2011-Spring 2012, Member, Master's of Liberal Studies Working Group.
Spring 2011-Spring 2012, Chair, Social Sciences Divisional Merit Review Committee.
Fall 2011-Spring 2012, Mentor to new faculty (Dr. Gwendoline Alphonso, CAS).
Fall 2010-Spring 2011, Mentor to new faculty (Dr. Eunsook Jung, CAS).
In 2011 and 2012, I also gave guest lectures in the classes of Dr. Giovanni Ruffini (CAS) and Dr. Mousumi Bhattacharya (DSB).

Fall 2011-Spring 2012, Chair, World Diversity Committee.
Fall 2007-Fall 2010, Member, World Diversity Committee.
Acad. Yr 2008-2010, Chair, World Diversity Committee.
2007 - 2008, Member, Fulbright Committee.
April 2008, Co-Organizer of the 32nd Annual Political Economy of the World-System (PEWS) Conference at Fairfield University's Campus, April 24-26, 2008.

2006 - 2007, Member, University Faculty Salary Committee.
Spring 2006 - Present, Member, Department Curriculum Review Committee.
Fall 2005-present, Library Liaison Officer, Dept. of Sociology & Anthropology.

SELECT PROFESSIONAL SERVICE

Reviewer
American Journal of Sociology
International Journal of Comparative Sociology
Social Problems
Comparative Sociology
Contemporary Sociology: A Journal of Reviews
Humanity and Society
Historical Materialism
Journal of World Systems Research
Journal of Ethnic and Migration Studies
Human Architecture: Journal of the Sociology of Self-Knowledge

Editorial Board Member

Human Architecture: Journal of the Sociology of Self-Knowledge (2009-present)
Current Position: Associate Dean of Arts and Sciences/ Acting Director of Distance Learning/ Assistant Professor, English Department, Fairfield University

A. Education

Binghamton University (SUNY)

Ph.D. Comparative Literature 1994
Summa cum laude
Comprehensive Exams passed with Highest Distinction

M.A. English 1990
Summa cum laude

University of Arizona

Summer Abroad Language Training (Guadalajara, Mexico) 1989

Southern Methodist University

B.A. Creative Writing and Psychology 1988
Cum laude, Phi Beta Kappa, Honors General Education

B. Academic Service

Fairfield University

On a rotating basis, Ex Officio member of UCC, FDEC, Ed Tech, and guest for CUC (2006-present)
Advisory Committee, Applied Ethics Program (2010-)
Steering Committee Member for NEASC Five Year ReAccreditation: chair of Section 11; co-chair section on Assessment, Retention and Student Success
Lead Facilitator, CAE Technology Brown Bag Series (2009)
Committee Chair, ePortfolio Initiative (2008-)
Steering Committee Member, Portal, ePortfolio, CMS Initiatives (2009-)
Lead Administrator, Master of Fine Arts Program in Creative Writing, (2006-)
Phi Beta Kappa committee (2006-) Interim President (October 2012-persent)
Center for Academic Excellence Advisory Board (2006-)
Lead Facilitator for Faculty Learning Community program initiator (2007-9)
Committee Member for NEASC Goal I and Standard IV (2006-2007)
Facilitator, Mission and Identity Retreat (2008)

Norwalk Community College

Core Team member for the Achieve the Dream Grant sponsored by the Lumina Foundation (2005-)
Faculty Facilitator for Online Learning Community initiative (2005-)
Panelist for Assessment Breakout during Professional Day (2005)
Chair of Instructor of English Search Committee (2004)
Chair of the Curriculum Committee (2002-2004)
Member of the Curriculum Committee (1998-present)
Steering Committee Chair and editor for Norwalk Community College’s Five-Year NEASC Reaccreditation Self-Study (1998-2000) and Ten-Year NEASC Accreditation Self-Study (2002-2004)
Member of Title III Planning Grant and Comprehensive Grant team (2003-present)
Founding Member and Faculty Facilitator for Technology Across the Disciplines (TAD) (2003-present)
Member of the IT Forum (2002-present)
Chair of Instructor of English Search Committee (1998)
Member of search committees for English, Instructional Technology, Financial Aid, ESL, and Development (grants writer). (1998-present)
Team member for National Science Foundation Advanced Technological Education Grant Writing Team (2001)
Presented in Faculty Forums on Plagiarism, Blackboard.com, local research papers, and experimental learning (1998-present)
Taught Beginners and Practitioner’s workshops in technology for faculty, administration and staff, Summer 2000
Member of the Student Success Council (1999)
Member of the Informational Technology Advisory Board (1999-2000)

C. Administrative Experience

Associate Dean, College of Arts and Sciences, Fairfield University (July 2012-)

- Director of Graduate Programs in the College of Arts and Sciences
- Director of Distance Education
- Oversee Part-Time students
- Institutional Assessment and Strategic Planning
- Implementation of ePortfolio/Core Pathways Initiative

Associate Dean, University College at Fairfield University (Jan 2006-July 2012)

- Manage entire credit division including summer, winter and online programming as well as MFA in Creative Writing
- Oversee UC’s bachelor degree completion programs and part-time student programming
- New program initiatives—both credit and non-credit
- Responsibility for strategic planning, budgeting, assessment and promotion for college and university wide initiatives
- Articulation and Planning liaison for UC with all 12 Connecticut Community Colleges

Associate to the Academic Dean, Norwalk Community College (January-July 2005)

- Attend Management Council
- Manage all budgets for Academic Area
- Advise Department Chairs, Division Directors and Program Coordinators in every academic area except union/management disputes
- Attend statewide management meetings
- Spearhead NCC NEASC related initiatives (including assessment, strategic planning, and communication)
- Perform all the Academic Dean’s functions when he is unavailable

NCC Writing Coordinator Administrative Experience (1998-2004)

- Secretary of CCET (Connecticut Coalition of English Teachers)
- Recruit, train, develop and evaluate Writing Center Counselors
- Publicize and monitor the Writing Center
- Recruit, hire, develop and evaluate English adjunct faculty for developmental and first year composition courses
- Update the English Faculty and Writing Center manuals
- Conduct periodical self-studies for EN 101
- Piloted the experimental portfolio, which expands the types of writing and number of pages required for exit
- Served as NCC English representative for the State-wide Common Course Numbering initiative
- Served as the NCC English representative for UCONN articulation agreements
- Founding member of the Great Books Program
- Writing across the curriculum contact person (held workshops, attended department meetings, visited classes)
**Coordinator of NCC Honors Program (2001-2005)**
- Developed Great Books courses (with Honors Committee)
- Recruited and Advised Honors Students
- Promoted the Program both internally and externally

**D. Teaching Experience**

I have taught the following courses (* denotes classes I designed):

<table>
<thead>
<tr>
<th>Fairfield University</th>
<th>Norwalk Community College</th>
<th>Paul Smith's College</th>
<th>Binghamton University</th>
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</thead>
<tbody>
<tr>
<td>Major Works of</td>
<td>Writing Coordinator / Assistant</td>
<td>Assistant</td>
<td>Teaching</td>
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<tr>
<td>European Literature</td>
<td>Professor</td>
<td>Professor</td>
<td>Assistant</td>
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<td>Greek Masterpieces</td>
<td>English Composition</td>
<td>Introduction to</td>
<td>Greek</td>
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<td>in Translation</td>
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<td>Literature</td>
<td>Mythology</td>
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<td>International Short Story</td>
<td>Academic Writing</td>
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<td>The Epic Hero</td>
<td>Literature and Composition</td>
<td>Developmental</td>
<td>Fairy Tale</td>
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<td>Major Works of</td>
<td>Expository Writing</td>
<td>English</td>
<td>English</td>
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<td>World Literature</td>
<td>English Composition online*</td>
<td>Composition</td>
<td>Composition</td>
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<td></td>
<td>Literature and Composition online*</td>
<td>Introduction to</td>
<td>International</td>
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<tr>
<td>Interdisciplinary</td>
<td>Literature and Composition online*</td>
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<td>Short Story</td>
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<td>Creative Writing</td>
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<td>The Creative Voice</td>
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<td>Speech</td>
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<td>Persuasive Writing</td>
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<tr>
<td>Allegory and the Canon I-IV *(an Honors Course)</td>
<td>Greek</td>
<td>Mythology*</td>
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<td>Mythology*</td>
<td>Comparative Mythology*</td>
<td>American Literature</td>
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<tr>
<td>Great Books I*</td>
<td>Great Books online*</td>
<td>Travel Literature*</td>
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<tr>
<td>Short Story</td>
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</table>

**E. Publications**


 Web-based Timeline to support the 6th edition of *Literature and the Writing Process*, Prentice Hall 2004

"Dr. Jekyll Hydeing in the Garden of Eden." *Mythos Journal* (Frontanac, MN: Mythos Institute, Summer/Fall 1996)

"Los Reyes" by Julio Cortázar (Translation Spanish into English). *Two Lines* (San Francisco: Armadillo Press, Spring 1996)

F. Grants and Awards

Merit Recognition Award, Norwalk Community College, 2000 and 2004.
Faculty Research and Development Grant for Writing Across the Curriculum Workshops, Paul Smith’s College, 1997

Los Reyes (The Kings) by Julio Cortázar. Winner of American Literary Translators Association's 1994
Kornacker Award for Beginning Translators
Binghamton University Dissertation Year Fellowship, 1993-94
Binghamton University Award for Graduate Student Excellence, 1994
Binghamton University Award for Excellence in Teaching, 1993
Listed on NEH Summer Institute Grant, 1992-93
Ph.D. Examination passed with Highest Distinction, 1992
'M' Award for Outstanding University Service, SMU, 1988
Belle Mayer Bromberg Outstanding English Major Award, SMU, 1987

G. Foreign Languages

Translation training in Latin, Spanish, and French.

H. Conference Presentations

“Dr. Jekyll Hyding in the Garden of Eden,” A Taste of Education. Norwalk Community College, November 2004
“James Joyce the Mythmaker,” Academic Festival, Norwalk Community College, April 2004.
“Using Web-Pages to Promote Audience in Composition,” Conference on College Composition and Communication, Chicago, March 2002
Panels on “Translation” and “Literary Criticism,” Connecticut Writer’s Festival, Norwalk Community College, October 2000
“Sartre’s No Exit,” Great Ideas Day II, Norwalk Community College, November 2000
“How to apply to a Community College,” A Seminar for Graduate Students, Binghamton University, March 2000
Chair for "Roundtable Discussion on Technology and Research Papers," Institute for the Study of Postsecondary Pedagogy, SUNY New Paltz, November 1996
"It Works for Me" (computer journaling), 1995 New York State Association of Two Year Colleges Regional Conference, SUNY Potsdam, March, 1995
"The Kings" (Translation of Julio Cortázar's play "Los Reyes"), 1994 American Literary Translators Association Conference, Albuquerque, New Mexico, November, 1994
"The Challenges of the TA's Role," in Teaching Renewal: Gratitude and Confirmation, Binghamton University, April, 1994
"Monsters Created Through and 20 A Century Discourses," Graduate Student Conference on Agency and Subje ctivity, Binghamton University, 1993
"Borges and Cortázar in the Post-Colonial Labyrinth," Old World Regionalism- New World Order, Romance Languages, Binghamton University, 1992
"The Instincts of 'Race' and 'Text'," The Question of the Other, Comparative Literature, Binghamton University, 1991
Gita Rajan
Department of English
Fairfield University
grajan@fairfield.edu

Current Positions:
Professor of English, 2008 ---
Senior Research Fellow, Center for Faith & Public Life and Associate Women’s Studies Faculty
Associate Professor of English, Fairfield University, 1997 - 2008 (on leave, 2004-06)
Jane Watson Irwin Visiting Associate Professor of Women’s Studies, Hamilton College
2004-2005, and 2005-06. (Endowed Chair)

Education
Ph.D. University of Arizona, Department of English, 1990
Dissertation: “Ecriture Feminine as Autobiography in Walter Pater’s Texts”
M.A. University of Oklahoma, Department of English, 1986
B.A. Banares Hindu University (Varanasi, India), British Literature & Sociology, 1971

Professional Awards
2007 Senior Scholar, Summer Research Award, Fairfield University
2004-06 Jane Watson Irwin Visiting Endowed Chair of Women’s Studies, Hamilton College
2000-01 Research Associate, New York University, Ethics and South Asia
1998 Scholar-In-Residence, New York University
1995 Connecticut Humanities Council Award, Cultural Memory and the Role of Identity
1995 Paul Mellon Foundation Fellow, Yale Center for British Art, Yale University
1993-94 Andrew Mellon Foundation Fellow, University of Pennsylvania

Previous Experience
1997-2008 Associate Professor of English, Fairfield University
1994-97 Assistant Professor of English, Fairfield University
1990-93 Assistant Professor of English, University of New Orleans

Publications
Books
Refereed Articles (Selection only)

Refereed Book Chapters (Selection only)

Completed Manuscript under Review by University Press
Telling Tales: South Asian Writers Script Globalization. This book examines how renowned South Asians discuss the effects of global forces unleashed in the arenas of ethnic cleansing (Sri Lanka and Afghanistan), nuclear proliferation (India and Pakistan), food and water security (India), Islam and gender (India, Pakistan, Bangladesh, and Afghanistan), and the feminization of poverty (All over South
Asia). The two distinguishing factors in this book when compared to innumerable studies of globalization is the consistent focus upon gender with a view to sustaining the positive effects of globalization; and examining many of the pernicious effects of global forces in one region give an understanding of globalization, instead of discrete/fragmentary studies. Writers used to make the two crucial arguments are Khaled Hosseini, Michael Ondaatje, Monica Ali, Mohsin Hamid, Vandana Shiva, Arundhati Roy, Jhumpa Lahiri, and Chitra Davakaruni.

Book Project in Progress:
**Mirrors & Palimpsests: Engendered Indian Bodies.** I analyze “spectacular” moments of imagining and representing the feminized/gendered body in the Indian sub-continent as telescoped over time. Using Walter Benjamin’s theory of elasticized, visualized history together with critical race feminisms theories, I couple and compare Indian mural paintings from the 18th with 19th century policies of Warren Hastings to civilize the colony; colonial photography and contemporary cinema; and South Asian art-works produced in the diasporas. By spotlighting the “uncannily” similar tracts of power and desire traced over these gendered bodies, the palimpsest that polices femininity become legible.

*Seven essays published from this project.*

Select List of Conference Presentations & Invited Lectures Conferences

**Invited Conference Presentations**
2013 Invited speaker: “Sustainable Education: Vibrant Gujarat” by US India Business Council (India)
2009 Role of Higher Education in Global Humanitarian Aid, World University Forum, Mumbai, India.
2008 Liquid Bodies: Representing Migrations on a Global Scale, MESEA, University of Leiden, The Netherlands.

**Invited Lectures**
2011 Keynote Speech: League of Women Voters, CT S West Division. “Gender, Food, and Global Contingencies”
2007 Speech and Workshop coordinator: Gender and Sustainability on a Global Stage, Vital Voices Global Partnership with Bill & Melinda Gates supported project, Cape Town, S Africa.
2008 Workshop: Forging Alliances amongst Business Entrepreneurs & Community Agents, Women’s Cooperative, Life-Skills Workshop, Chennai, India
2009 Inaugural Speaker - Fall Lecture Series. Gender in/and Islam, Providence College, Providence, RI.

**Select List of Internal Grants/Fairfield University (Selection Only)**
2011-2012: Gender and Sustainability Research Initiative Grant to conduct cross-disciplinary pilot study in India on “familial attitudes towards girl-child” and “re-valuing women in contemporary, globalized India.”
2008 Humanities Institute Award to organize a lecture series, “Cultural Critiques: Remapping the Atlantic Space.”
2007 Senior Faculty Summer Research Award: “Globalization, Feminist Ethics, and South Asian Public Intellectuals.”
**Professional Experience & Service**

Manuscript Reviewed for Cambridge University Press (2012)
Manuscript Reviewed for Oxford University Press (2011)
Manuscript Reviewed for University of Illinois Press (2010)
Manuscript Reviewed for Farleigh Dickinson Press (2008, 06)
Reader for *Symplake* (2011)
Reader for *PMLA* (2008, 07, 06, 05, 04)
U.S. Editor, *South Asian Popular Culture*, Taylor & Francis (UK), 2001 — present

**Promotion & Tenure Reviews**

External reviewer for Tenure and Promotion to Associate Rank for junior colleague at Dartmouth (2011)
External reviewer for Promotion to Full Professor from rank of Associate in the English Department at Keane State College (2010).
External reviewer for Promotion to Full Professor from rank of Associate in the English Department at The University of New Hampshire (2010)
External reviewer for Promotion to Full Professor from rank of Associate in the Humanities at St. Joseph University, NY (2008).
External Review for Tenure & Promotion to Associate rank for junior colleague in Asian American studies in the English department at University of San Francisco (2008).
External Reviewer for Tenure & Promotion for junior colleague in Asian American Literatures, University of San Francisco, CA (2008).
External Reviewer for Tenure & Promotion for junior colleague in Asian American Studies, Lehigh University, PA. (2007)
External Reviewer, for promotion to Senior Lecture for Humanities & Media Faculty, Manchester University, UK (2005).
External Reviewer, for Tenure and Promotion for junior colleague in English and Asian American Department, Literature faculty, the University of San Francisco (2004).
External Reviewer, for Tenure & Promotion for junior colleague in Women’s Studies faculty, University of Minnesota (2003).
Giovanni Ruffini
Associate Professor
History & Classical Studies
Fairfield University
1073 North Benson Road
Fairfield, CT 06824
gruffini@fairfield.edu

Family Status: Married.

Teaching Interests: Roman and Hellenistic history, ancient social history, late antiquity, the post-Roman Mediterranean, Nile valley civilizations.

Research Interests: Roman imperial history, Greco-Roman Egypt, Greco-Roman exploration in Africa, history of late antiquity, Christian Nubia, network theory.

Education

Columbia University, Ph.D. in Ancient History, May 20, 2005.

San Francisco State University, MA in European History before 1500, 1999.

University of Chicago, AB in European History, 1996.

Employment History

Fairfield University, Associate Professor, 2012 to Present, and Assistant Professor, Fall 2008 to 2012, History and Classical Studies.
Courses Taught:
CL 115 – Greek Civilization
CL 116 – Roman Civilization
HI 220 – Ancient African Civilizations
HI 221 – The Hellenistic World, 336-30 BC
HI 222 – The Roman Revolution
HI 223 – The Roman World in Late Antiquity, 284-640 AD
HI 301 – Ancient Greece, Rome and Africa
HR 202 – The Fall of the Roman Empire (Honors Seminar)

Brooklyn College, City University of New York, Adjunct Assistant Professor, Department of Classics, Spring and Summer 2008.
Courses Taught:
Classical Cultures

Courses Taught:
Greece, Rome and Africa (Spring 2008)


Courses Taught:
The Roman World in Late Antiquity (Spring 2007 and Summer 2008)
The History of the Early Christian Church (Summer 2007)

University Service

Classical Studies Program, Fall 2008 to Present.

Athletics Committee, Fairfield University, Fall 2009 to Present. Chair since fall 2011.

Undergraduate Curriculum Committee, Fairfield University, Fall 2010 to Present.

Arts and Sciences Curriculum Committee, Fairfield University, Fall 2010 to Present.

Awards & Honors

Summer Research Grant, Fairfield University, 2011.

Summer Research Stipend, Fairfield University, 2009.

Publications

A. Books


B. Book Reviews

1. Edward Watts, *City and School in Late Antique Athens and Alexandria*. Online at Sehepunkte (September 15, 2006): http://www.sehepunkte.de/.


7. Irad Malkin.

C. Articles & Contributions


**Professional Organizations**

The American Historical Association, the American Name Society, the American Philological Association, the American Society of Papyrologists, the Association of Ancient Historians, the Association Internationale de Papyrologues, the International Network for Social Network Analysis and the International Society for Nubian Studies.