



Widener University

Master of Arts in Liberal Studies
2014 Graduate Catalog



Widener University Information

UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, gender, pregnancy status, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, marital status, or genetic information in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university's accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Senior Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013; tel. 610-499-4123. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013; tel. 610-499-1266; or Dean of Students, Delaware Campus of Widener University, P.O. Box 7474, Wilmington, DE 19803; tel. 302-477-2173.

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex and gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid and scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment as well as in all programs and activities.

The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX and/or those who wish to file a complaint of non-compliance may contact the Title IX coordinator or deputy coordinators: The university's Title IX coordinator is Assistant Director for Employee Relations Grace Karmioli, One University Place, Chester, PA 19013; tel. 610-499-1301; e-mail gckarmioli@widener.edu. The university has also appointed several deputy Title IX coordinators: For students on the Chester, PA, campus and Continuing Studies students: Assistant Dean for Residence Life Catherine Bermudez, One University Place, Chester, PA 19013; tel. 610-499-4392; e-mail cabermudez@widener.edu. For Athletics: Assistant Director of Athletics Larissa Gillespie, One University Place, Chester, PA 19013; tel. 610-499-4434; e-mail lagillespie@widener.edu. For students and employees on the Wilmington, DE, campus: Associate Dean for Student Services Susan Goldberg, Widener University School of Law, 4601 Concord Pike, Wilmington, DE 19803; tel. 302-477-2173; e-mail slgoldberg@widener.edu. For students and employees on the Harrisburg, PA, campus: Assistant Dean Keith Sealing, Widener University School of Law, 3800 Vartan Way, Harrisburg, PA 17106; tel. 717-541-3952; e-mail kesealing@widener.edu.

The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at: www.ed.gov/about/offices/list/ocr/index.html. Questions about Title IX may be directed to OCR as well as to the university's Title IX coordinator or deputy coordinators.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In keeping with the educational mission of the university, the information,

policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time, if it is deemed by the university to be in the best interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

ACCREDITATIONS & MEMBERSHIPS

Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Commission on Higher Education.

Widener University's graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), American Association of Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (School of Law), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Division of Education), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (School of Law), Pennsylvania Department of Education (Division of Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Division of Education).

Widener University's graduate programs hold membership in the following: Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (School of Law), Association of Graduate Liberal Studies Program (Master of Arts in Liberal Studies), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (School of Law), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

Master of Arts in Liberal Studies 2014 Graduate Catalog

GRADUATE PROGRAM DIRECTORY

ASSOCIATE PROVOST FOR GRADUATE STUDIES

Penelope Sue Greenberg

610-499-4475 • psgreenberg@widener.edu

LIBERAL STUDIES: Stephanie Schechner

610-499-4346 • saschechner@widener.edu

BUSINESS ADMINISTRATION: Penelope Sue Greenberg

610-499-4475 • psgreenberg@widener.edu

CRIMINAL JUSTICE: Shana Maier

610-499-4651 • slmaier@widener.edu

EDUCATION: John C. Flynn Jr.

610-499-4490 • jcflynn@widener.edu

ENGINEERING: Rudolph Treichel

610-499-1294 • rjtreichel@widener.edu

HOSPITALITY & TOURISM: Shiang-Lih Chen McCain

610-499-1110 • schenmccain@widener.edu

HUMAN SEXUALITY STUDIES: Don Dyson

610-499-4263 • dadyson@widener.edu

LIBERAL STUDIES: Stephanie Schechner

610-499-4346 • saschechner@widener.edu

NURSING

MSN CNS Program: Donna M. Callaghan

610-499-4208 • dmcallaghan@mail.widener.edu

MSN FNP & CRNP Programs Paula Gray

610-499-4232 • pag0203@mail.widener.edu

DNP Program: Shirlee Drayton-Brooks

610-499-4213 • smdrayton-brooks@widener.edu

PhD Program: Barbara Patterson

610-499-4222 • bjpatterson@widener.edu

PSYCHOLOGY: Sanjay R. Nath

610-499-1214 • snath@widener.edu

PHYSICAL THERAPY: Robin Dole

610-499-1277 • rldole@widener.edu

PUBLIC ADMINISTRATION: Gordon Henderson

610-499-4358 • gphenderson@widener.edu

SOCIAL WORK: John Poulin

610-499-1150 • jepoulin@widener.edu

GENERAL DIRECTORY

INFORMATION LINE

610-499-4600

BOOKSTORES

Main Campus, 610-876-7300

Delaware Campus, 302-478-0606

Harrisburg Campus, 717-541-3905

BUSINESS OFFICES

Main Campus, 610-499-4150

Delaware Campus, 302-477-2207

Harrisburg Campus, 717-541-3905

CAMPUS SAFETY

Main Campus, 610-499-4201

Delaware Campus, 302-477-2200

Harrisburg Campus, 717-541-3948

FINANCIAL AID

Main Campus, 610-499-4174

Delaware Campus, 302-478-2209

Harrisburg Campus, 717-541-3961

LIBRARIES

Main Campus, 610-499-4066

Delaware Campus, 302-477-2244

Harrisburg Campus, 717-541-3926

REGISTRAR

Main Campus, 610-499-4141

Delaware Campus, 302-477-2009

Harrisburg Campus, 717-541-3904

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College of Arts & Sciences Information

MISSION AND PHILOSOPHY OF THE PROGRAMS

The graduate programs in the College of Arts and Sciences are built on strong undergraduate programs. The college offers 25 undergraduate majors and 25 minors in the humanities, social sciences, and sciences. The college has 88 full-time faculty members chosen for their demonstrated skills in teaching.

Faculty who are asked to teach in the college's graduate programs have a commitment to excellent teaching. The college's faculty are also extensively involved in research and scholarship, which are brought to bear in the classroom. Because our graduate classes are small in size and taught in a seminar format, students are able to get to know the faculty and their scholarly interests.

STUDENT STATUS

Students pursuing a course of studies in the College of Arts and Sciences are considered to be full-time graduate students when they are enrolled in 9 or more hours of graduate study. It is recommended that students take no more than 12 semester hours of graduate study. Students in these programs who enroll in at least 5 semester hours of graduate study are considered to be half-time students.

COURSE OFFERINGS

Graduate studies brochures are published for the fall and spring semesters and summer sessions. These fully describe registration policies, course schedules, and tuition and fee obligations. To obtain a graduate studies brochure, contact the appropriate graduate program office listed in the directory.

DROP/ADD POLICY—Students taking a course in the College of Arts and Sciences may withdraw from the course at any time prior to the final examination and receive the grade of W. If a course does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting for the course. Graduate students begin the withdrawal process by notifying their program director's office of their intent to withdraw, either orally or in writing. The program director's office submits a drop/add form, which includes the student's last date of attendance at an academically related activity, to the Registrar's Office.

Students may add a course without special permission no later than one week after the semester has begun. If a student wishes to add a course after one week, written permission must be obtained from both the instructor and the appropriate department head.

AUDITING—Students will be permitted to audit courses with the approval of both the director and the instructor. No grade or credit is given for auditing a course and examinations need not be taken; however, the registration procedure and fee structure are the same as those for other students.

GRADING

The following grades (and their associated grade points) are used:

A	(4.0)	I	(Incomplete)
A-	(3.7)	W	(Withdrawn)
B+	(3.3)	P/NP	(Passed/Not Passed)*
B	(3.0)	AU	(Audit: No credit)
B-	(2.7)		
C+	(2.3)		
C	(2.0)		
F	(0.0)		

*Only for courses offered on a Pass/Fail basis.

Note: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of incomplete must arrange to make up all deficiencies with the instructor issuing the grade. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F, unless the course in question is a thesis research course or a dissertation research course. Upon completion of the requirements, the instructor will institute a change of grade. (Note: a student does not register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the grade point average (GPA). When a student is found to have violated Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.

If a student fails to meet the degree requirements in a timely manner or if repeated failure has occurred, the college may terminate the graduate program for the student.

Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled "Standards for Academic Integrity" in the *Graduate Student Handbook*.

DISMISSAL AND READMISSION

A student will be dismissed from the program when his or her cumulative GPA falls below 3.0 and/or he or she receives a grade of C+ or below in a second course. Any student who receives a failing grade for any course is also dismissed from the program. After a semester out of the program, the student may petition the program director for readmission. The student will be readmitted only when the director is satisfied that the poor academic performance will not recur.

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY STATEMENT

Widener University strongly supports the concepts of academic freedom and academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy. Widener University expects all students to be familiar with university policies on academic honesty and will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

This statement was adopted by the Faculty Council on February 24, 1998, upon recommendation of the Academic Affairs Committee.

DEFINITION OF VIOLATIONS OF THE STANDARDS OF ACADEMIC INTEGRITY

Violations of the Standards of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including:

- unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat on a classroom test, take-home examination, final examination, or comprehensive/qualifying/candidacy examination.
- post-test alteration of examination responses.
- plagiarism.
- electronic or computer fraud.

Additionally, each university program may have specific acts particular to a discipline that constitute academic fraud.

DEFINITION OF PLAGIARISM

One of the most common violations of the Standards for Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students are invited to follow the standards articulated in the following statement.

STATEMENT ON PLAGIARISM

PLAGIARISM—passing off the work of others as your own—is a serious offense. In the academic world, plagiarism is theft. Information from sources—whether quoted, paraphrased, or summarized—must be given credit through specific in-text citations. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper. It is especially important that paraphrase be both cited and put into your own words. Merely rearranging a sentence or changing a few words is not sufficient.

PROCEDURES FOR STUDENTS ACCUSED OF VIOLATING THE STANDARDS FOR ACADEMIC INTEGRITY

Informal Process

- A faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student with the opportunity to respond to the charges. If the

matter is resolved informally between the faculty member and the student, the faculty member must communicate in writing to the dean of his or her school or college the nature of the charges made against the student and how the matter was resolved.

Formal Process

- If the faculty member cannot resolve the matter satisfactorily with the student, he or she may file a formal complaint against the student through the office of the dean of the faculty member's school or college.
- Upon receiving formal charges of academic fraud, the office of the dean of the school or college shall thereupon notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and all rights of appeal.
- If a student wishes to contest the allegations of the complaint, he or she may do so according to the process stipulated in the by-laws of the school or college in which the alleged offense occurred. In such a case, the student will also be informed of the time and location of a hearing on the complaint and of all rights of appeal.
- Upon determination by the school/college committee that hears the initial appeal that sufficient evidence exists to support the allegations contained in the complaint, or in cases in which the student chooses not to contest the complaint, the prescribed penalty shall be imposed.
- The dean will notify the associate provost in writing of the name of the student who has been found to have engaged in academic fraud.
- Appeals beyond an individual school/college body may be made by the student to the university's Academic Review Board. Please see the following section for board duties. Appeal to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.
- In the event a complaint is filed against a student alleging academic fraud and the student is not enrolled in the course in which academic fraud is alleged, action will be taken by the dean's office of the school/college in which the student is matriculated.
- An "F" for academic fraud will supersede any other mark including a "W" for withdrawal. When a student is found to have engaged in academic fraud under Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the "F" grade (given as a result of fraud) from the GPA calculation.
- A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of the filing of a complaint alleging a second offense, the student will be informed, in writing, by the Office of the Provost of such complaint. Names will be dropped from the list of first offenders upon graduation or at the end of seven years after the last attendance.
- The above articulated steps constitute due process when students are accused of academic fraud.

PENALTIES

- The minimum penalty for individuals found through the formal complaint process described above to have engaged in academic fraud will be failure in the course. For a second offense, the penalty will be failure in the course and expulsion from the university.

- For attempting to steal or stealing an examination for a course, students will be failed in the course and expelled from the university. For attempting to steal or stealing a comprehensive/qualifying/candidacy examination in a program, students will be expelled from the university.
- Programs that require comprehensive/qualifying/candidacy examinations may elect to impose the penalties of failure on the examination and expulsion from the university for individuals who cheat or attempt to cheat on the comprehensive/qualifying/candidacy examination.
- Individuals found through the formal complaint process described above to have engaged in academic fraud in the completion of a dissertation or thesis may be expelled from the university.

These policies and procedures were approved by Faculty Council on April 28, 2008.

ACADEMIC REVIEW BOARD

The Academic Review Board consists of the provost, the associate provosts, the deans of each school/college, the vice-chairperson of the Faculty Council, and the chair of the Faculty Council Academic Affairs Committee. Duties of the board include: (1) hearing petitions for the waiver of academic regulations that transcend a single school/college (e.g., withdrawal from a course); (2) serving as the appeal body in cases where there is an alleged violation of procedure in school/college Academic Council hearings.

ACADEMIC GRIEVANCE APPEAL PROCEDURE

If a student has a grievance concerning a class in which he or she is enrolled, he/she will first try to resolve the problem with the instructor of the class. If a student has a grievance concerning an academic requirement of the program (e.g., comprehensive examination, final clinical oral examination, clinical placements), he/she will first try to resolve the problem with the director of the program. If it is impossible to resolve the matter at this initial level, the grievance must be placed in writing. Then the student may appeal to the next higher level. The student should inquire in the office of the dean responsible for the course or program in question for the proper appeal procedure if the student's grievance is not resolved to the student's satisfaction after initial appeal to the instructor or the program director.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

Students are responsible for knowing and meeting curriculum requirements as shown in this catalog.

Those who expect to receive a graduate degree should make clear their intentions to their advisors. A student who completes requirements for the degree at the conclusion of either summer session will be awarded the degree in August of that year; **the student must submit a graduation petition online via CampusCruiser by March 1.** A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; **the student must submit a graduation petition online via CampusCruiser by**

July 1. A student who completes requirements for the degree at the conclusion of the spring semester will be awarded the degree in May of that year; **the student must submit a graduation petition online via CampusCruiser by November 1 of the previous year.** The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university's website and on CampusCruiser.

ACADEMIC CALENDAR

At the start of each semester, students should check CampusCruiser for academic calendar and deadline information.

ANNUAL NOTICE TO STUDENTS REGARDING EDUCATION RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

- The right to inspect and review the student's education records within 45 days after the day the university receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the university discloses personally identifiable information (PII) from the

student's education records, except to the extent that FERPA authorizes disclosure without consent.

The university discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official is a person employed by the university in an administrative, supervisory, academic, research, or support staff position (including, without limitation, law enforcement unit personnel, health staff, athletic coaches and trainers, and admissions counselors and recruiters); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who performs an institutional service or function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, contractor, consultant, or collection agent, or a student volunteering to assist another university official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

Upon request, the university also discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Such education records may include updated or corrected information, including, without limitation, disciplinary and health records.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

- The right to withhold public disclosure of any or all items of "directory information" by written notification to the Registrar's Office of the university or the School of Law, as applicable, within two weeks after the commencement of the fall or spring semesters of any given academic year. Under current university policy, the term "directory information" includes, without limitation, a student's name, home and campus address, telephone listing(s), electronic mail address, photograph, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors, and awards received, and the most recent educational agency or institution attended.

CAMPUS SAFETY

Widener is committed to the safety and security of all members of the Widener University community. The university's annual Campus Safety and Fire Safety Reports are on the Widener website and contain information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. The Campus Safety Reports contain statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings and property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university's policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university's procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics (commencing with calendar year 2009) for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports for the Main and Exton Campuses are available online at www.widener.edu/campussafety. The annual security reports for the Delaware and Harrisburg Campuses are available online at www.law.widener.edu by selecting "More Links," then "Campus Safety." If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

Master of Arts in Liberal Studies

GENERAL INFORMATION

GOALS

The Master of Arts in Liberal Studies (MLS) program provides an interdisciplinary and humanistic approach to an understanding of self, society, and human accomplishment. It is based on the conviction that the cultivation of general knowledge and the study of the human experience have a strong and exciting appeal for adult students who wish to learn, discuss, wonder, and enjoy.

Emphasis is placed on the development of a unified understanding of the arts and sciences. Through core courses in cultural anthropology, philosophy, and science, a basis is provided for students to move into elective courses in sociology, history, art history, folklore, literature, political science, writing, and communications, as well as additional courses in cultural anthropology, philosophy, and science. All courses are specially created for the program. Classes are small in size, have a seminar format, and are offered in the evening.

The program is designed for people who feel that as undergraduates they were taught the answers. Now they want to come back to ask the questions.

INTERDISCIPLINARY MASTER'S PROGRAMS

The concept of interdisciplinary graduate liberal studies is relatively new. Most programs in American universities were established in the late 1970s and 1980s. In 1975, the Association of Graduate Liberal Studies Programs came into existence with 13 members. Presently there are over 120 member programs, including Widener.

The national growth is indicative of the increasing value placed on interdisciplinary approaches to knowledge. Interdisciplinary graduate liberal studies programs are a response to people's recognition that in a world of specialized knowledge and professions it is easy to lose sight of the interconnectedness of knowledge, of the intellectual debt to our predecessors, and of the enduring social and ethical questions humans face. MLS faculty consciously design courses that bridge different disciplines in content and perspective. Interdisciplinary graduate liberal studies programs represent a reassertion by the academic community that understanding the human condition is most likely to come from broad and integrated approaches.

DIVERSITY OF STUDENT BACKGROUNDS

In the same way that courses contain a diversity of perspectives, students in the program come from a variety of academic and professional backgrounds. The MLS faculty make no assumptions that students have common academic preparation in the liberal arts. Rather, the faculty appreciate that MLS students bring a variety of perspectives that contribute to the discussions and analysis of material. Since its inception, the MLS program at Widener has admitted, for example, accountants, a refinery operator, teachers, a real estate appraiser, a pharmaceutical company manager, nurses, sales representatives, and librarians.

STUDENT STATUS

Matriculating—A student who meets all entrance requirements and is working in a program toward a graduate degree is said to be matriculated.

Special—Students may be required to take certain undergraduate courses or other graduate courses in order to acquire a necessary background. A grade of B or better must be achieved.

Auditing—Students are permitted to audit courses with the approval of both the director and the instructor. No grade or credit is given. Full tuition and fees for the course must be paid.

Visiting—Students who do not wish to pursue the formal degree but who do want to complete courses offered in the program are considered nonmatriculated. All course requirements must be completed and a grade received. A change in status to degree candidate will be considered after having submitted a written request and required admission documentation to the director of the program.

ADMISSIONS

An applicant for admission to the Master of Arts in Liberal Studies program must have earned a baccalaureate degree from an accredited college or university. Candidates are considered for admission after having submitted:

- A completed application form.
- The nonrefundable application fee (\$25).
- Two academic or professional letters of recommendation.
- Transcripts from all previously attended institutions.
- A brief statement describing reasons and expectations for study in the program.

A personal interview with the program's director is also required.

All inquiries and submissions should be addressed to:

Director
Master of Arts in Liberal Studies Program
Widener University
One University Place
Chester, PA 19013

A decision on any application for admission will be made when all required materials have been received and reviewed.

International Students

International students should consult the International Student Services web page at www.widener.edu for international graduate student guidelines or contact the Office of International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499.

DEGREE REQUIREMENTS

To qualify for the degree of Master of Arts in Liberal Studies, the candidate must:

1. Comply with all general requirements of Widener University relating to the governance of graduate programs.
2. Complete at least 33 semester hours of credit in the MLS program (including transfer credit). This credit must contain:
 - Three core courses (9 semester hours):
 - GLS 500, Self and Nature through Philosophy
 - GLS 501, Self and Society
 - GLS 502, Self and Nature through Science
 - Seven elective courses (21 semester hours)
 - To be chosen from the Liberal Studies course offerings (prefix GLS) at Widener.
 - GLS 599, Capstone Project (3 semester hours)
3. Complete the program with a minimum 3.0 average.

Please note that a waiver of any requirement for the degree must be approved in writing by the liberal studies program director.

TRANSFER CREDIT

Students who apply for admission in the Master of Arts in Liberal Studies program may transfer a maximum of 12 semester hours of previous graduate course work. To be accepted for transfer credit, graduate courses must be recent (within 5 calendar years), indicate a high degree of scholarship (a grade of A or B), and be evaluated as in conformity with the philosophy and interdisciplinary content of the MLS program as determined by the Advisory Committee. Students must file official transcripts from the graduate institutions in which the course work was completed.

CAPSTONE PROJECT

The Capstone Project is designed to be a unifying or culminating project in which the student brings to bear on some topic or issue the judgment and perspectives arising from the liberal studies courses taken. The Capstone Project provides an opportunity to integrate and expand upon material from the core and elective courses. In addition, the student focuses on a specific topic that requires additional reading and/or research. The student's treatment of the topic should benefit from the insights and knowledge derived from completed MLS courses. As an interdisciplinary degree, the Master of Arts in Liberal Studies signifies that students have been exposed to a broad range of perspectives in the liberal arts and sciences. The Capstone Project, as a final exercise, should reveal what has been gained by this exposure.

Each student works under the guidance of a faculty supervisor whom the student selects from among the MLS faculty. The proposed project must be approved by the MLS Advisory Committee no later than the eighth week of the semester prior to the semester of registration in the Capstone Project. Students who do not meet the deadline for submission of a proposal will not be permitted to register for the Capstone Project in the next semester.

Students have chosen a wide variety of topics for their Capstone Projects. The following list is a small sample selected to show this variety.

- The Challenge of the Renaissance
- Musical Comedy in Twentieth-Century America
- Whose Disciple Is He, Anyway?: Applying the Label Through an Analysis of the Writings of Jeremy Bentham
- Mythology and Gender Roles: How Mythology Has Helped Shape Gender Roles in Society
- The Influence of Japanese Art on the Impressionist and Post-Impressionist French Painters
- Interfaith Marriage: Religion, Tradition, Children

Students can register for the Capstone Project after completing all work in the three core courses and a minimum of six elective courses.

INDEPENDENT STUDY

Independent studies are available only for students wishing to expand their knowledge in course areas already completed or to intensify work in areas directly related to Capstone Projects they may be contemplating.

The policy governing independent study is:

- The student must have completed the three core courses and a minimum of two elective courses.
- A petition requesting independent study must be submitted to the MLS Advisory Committee at least one full semester in advance of taking the course.
- A proposal must be submitted providing justification for the request.

- No more than two independent studies are permitted for a student. These credits will be included in the 12 permitted as transfer credits.

COURSES

CORE

GLS 500 SELF AND NATURE THROUGH PHILOSOPHY

Beginning with the roots of Western views of nature, a survey in philosophy treating such topics as the early Judeo-Christian view, Classical Greece, the Medieval Synthesis, the rise of modernism, responses to the failure of the Kantian program, pragmatism, and the contemporary period. *(Required course) 3 semester hours*

GLS 501 SELF AND SOCIETY

An anthropological approach to human society and the position of the individual in society. The changes that have occurred in the basic structures of society are presented within models of evolution commonly used to organize our understanding of these changes. These models draw our attention to the issue of what constitutes "modern" society, the "modern" self, "modern" religion, and so forth. Our predecessors, the so-called primitive or simple societies, provide a basis for comparison and critique. *(Required course) 3 semester hours*

GLS 502 SELF AND NATURE THROUGH SCIENCE

This course will investigate the evolution of humankind's conception of the universe from ancient Greek times until the present. The ideas, theories, and discoveries of such renowned figures as Pythagoras, Aristotle, Aristarchus, Ptolemy, Copernicus, Kepler, Galileo, Newton, Hubble, and Einstein will be examined and compared. The course will focus on three distinct periods in scientific history of Western culture: (1) the early Greek era, (2) the Renaissance period, and (3) the modern era, covering the 20th and early 21st centuries. While the emphasis of this course will be on history, some scientific concepts such as gravity, general relativity, the uncertainty principle, and dark matter/energy will also be discussed. *(Required course) 3 semester hours*

ELECTIVES

GLS 511 SHAKESPEARE AND HUMAN EXPERIENCE

An examination of selected sonnets and major plays of Shakespeare. The course begins with a look at Elizabethan England and Shakespeare's life. Students read plays representing the types Shakespeare wrote. In the consideration of each play, the focus is on how it expresses enduring truths of our human experience. *3 semester hours*

GLS 512 THE AMERICAN SHORT STORY

This survey of the American short story begins with Washington Irving's "Rip Van Winkle" and ends with contemporary fiction. Stories are examined in light of numerous perspectives, including autobiographical, Freudian, historical, New Critical, and philosophical aspects. This course is intended to focus the student's attention on the relevant questions that our most serious thinkers have been posing for the past two centuries. Not only has American culture broadened and progressed at an amazing rate during this time, but it has also in many ways remained constant. "Who am I?" a bewildered Rip Van Winkle asks. Rip has slept through the most significant event in American history, the American Revolution, and he must discover his own identity

anew. By examining the ways that our most influential writers have posed the problem of the individual's relation to society, this course can help students confront the questions that are most relevant to their own intellectual development. *3 semester hours*

GLS 513 THE MODERN AMERICAN NOVEL

This course examines major American novels of the 20th century. Focusing on a broad range of American fiction, the course examines both the traditionally recognized "masters" of modern fiction (Cather, Dos Passos, Faulkner, Glasgow, Hemingway, O'Connor, Steinbeck, West, and Wharton) and significant contemporary voices (Don DeLillo, Louise Erdrich, Toni Morrison, and Alice Walker). *3 semester hours*

GLS 514 MODERN AMERICAN POETRY

This course focuses on the broad range of poetic voices that have manifested themselves in modern America, from 1914 to the present. Attention will be paid to major individual poets and to literary movements such as the Imagists, the Harlem Renaissance, the Beat poets, the Southern Agrarians, and the Confessional poets. Authors to be studied include Robert Frost, Langston Hughes, Sylvia Plath, T. S. Eliot, Wallace Stevens, and Adrienne Rich. *3 semester hours*

**GLS 515 DIVERSE AND DISTINCT VOICES:
INTERNATIONAL ENGLISH LITERATURE**

This course examines selected works from the growing body of postcolonial or international English literature from Africa, the Caribbean, and the Pacific. Readings include short stories, novels, poetry, plays, and essays. All works are in their original English. *3 semester hours*

**GLS 516 PERSPECTIVES IN INTERCULTURAL
COMMUNICATION**

The study of intercultural communication focuses on aspects of the communication process and the cultural factors that influence it. Using films and texts, students analyze the difficulties that arise when people belonging to different cultures attempt to communicate. Cases of misunderstanding are analyzed with the purpose of observing patterns of cultural behavior and identifying strategies for enhancing communication across cultures. An interdisciplinary approach to selection of resource material, readings, and lecture topics encourages students to explore psychological and philosophical considerations of how people become what they are, anthropological and sociological considerations of society and the individual, and linguistic and sociolinguistic considerations of cross-cultural communication. *3 semester hours*

GLS 517 POETRY WRITING

In this introductory course in the writing of poetry, the student will examine the necessary elements (imagery, figurative language, sound, and voice) for creating original and evocative poetry. In addition, the students will write poems in both formal and free verse. Readings from modernist and contemporary poets will help the student to see what makes a poem fresh and enduring. *3 semester hours*

**GLS 518 WHO ARE AND AREN'T: WRITING SHORT
FICTION AND DISCOVERY**

Identity is a subject with which fiction writers struggle. Characters can raise questions about who we are, the selves we hide from or pretend don't exist, selves we would hope to see emerge. In this creative writing course, students write stories of varying lengths to probe these issues. To help with the creation of these works, students read stories by writers who also consider these issues—from an American perspective but including other cultures, too. *3 semester hours*

GLS 519 LITERATURE AND THE PROBLEM OF EVIL

The question of why bad things happen to good people is a philosophical and theological quandary as ancient as the Book of Job. The problem of evil, thus, arises from the seeming incongruity between the individual's faith in God's benevolence and omnipotence and the irrefutable existence of evil. Literary theodicy, then, becomes an attempt to reconcile these elements of one's faith and one's experience. Students study the development of literary theodicy and its various approaches to the problem of evil from ancient constructions of theodicy through Renaissance, Enlightenment, Romantic, and Modernist literary explorations. The course presents theodicy and anti-theodicy in relation to questions of faith, society, history, politics, philosophy, and artistic expression throughout the Western literary tradition. *3 semester hours*

GLS 520 LITERATURE OF WAR IN THE 20TH CENTURY

The philosopher Theodor Adorno claimed that "to write poetry after Auschwitz is barbaric." Yet literature has always been and remains a way to express the fears and questions raised by the experience of war both on and off the battlefield. In this course, students examine fiction, poetry, and memoirs that have emerged from those experiences in the 20th century. The class draws on the literature of a range of nations, considering civilian and combatant perspectives. In doing so, students think about the relationship between the individual and society and the physical and moral threats to the self in wartime, the effects of a civilian and century caught in total war, and the ways literature may be used to express and explore these concerns. *3 semester hours*

**GLS 521 SEXISM IN CONTEMPORARY
SOCIETY AND CULTURE**

This course examines the nature and manifestation of sexism in contemporary Western society and culture. The aim of the course is to investigate the origins of sexism and how its influence may be altered. The course includes a survey of historical and contemporary ideas about sex roles and their effect on social structure. It also examines how these ideas and structures inform our worldview and our image of self as women and men. *3 semester hours*

**GLS 523 SELF AND SOCIETY IN RUSSIA:
PAST AND PRESENT**

This course seeks to examine the Russians' search for identity, both societal and individual, from the early 18th century to the present. It focuses, in particular, on the persistent conflict between modern Western notions of individualism and Russia's traditional collectivist concept of society. Topics for discussion include the limits of modernization schemes initiated by Russia's autocratic rulers; the conflicting conceptions of self and society articulated by revolutionary and other oppositional movements; and the emergence and uneven evolution of a civil society amidst the competing allegiances of corporate and class identities. In this discussion, special attention is given to competing conceptions of family and gender relations as they mirror the dilemmas of Russian society. *3 semester hours*

**GLS 524 AMERICAN THOUGHT AND CULTURE IN THE
1920S AND 1930S: DIVISION AND DISILLUSION,
DESPAIR AND DISCOVERY**

This course examines developments in American thought and culture in the twenties and thirties—probably the richest period of artistic and intellectual endeavor in the nation's history to date. Particular emphasis is placed upon the relationship between intellectuals and the general public. Public perception of intellectuals and intellectuals' perceptions of the public underwent a rapid and acute transition

as the Great Depression began. The course examines recent historical work on these decades, along with historical and literary writing from the period, and various other mediums of cultural expression—art, music, film, dance, architecture, etc. It then draws parallels between the social problems and cultural expressions of that earlier period and those of today. *3 semester hours*

**GLS 525 REASON AND IMAGINATION:
TRANSFORMATIONS IN 19TH CENTURY ART**

An examination of the cultural, social, and political changes affecting Europe in the late 18th and early 19th centuries through an intensive study of individual artists from England, France, Germany, and Spain. Of central concern is how society affects the creative individual, particularly in the areas of artistic training, patronage, and personal psychology. Assigned readings and seminar discussions follow each artist as they come to accept or reject the limitations placed upon them by academic training and, in many cases, by officially sanctioned careers, and explore how individual involvement in or isolation from social and political forces shape artistic response. *3 semester hours*

GLS 527 ART AND EXPERIENCE IN RENAISSANCE ITALY

The course examines the production of Italian painting, sculpture, and architecture from the 14th through the 16th centuries, and focuses on the geographical centers of Florence, Venice, and Rome. Through studying the styles of the artists working in these areas, as well as the systems of patronage that supported them, students confront related scientific, religious, and historical issues shaping the world of art. Most significantly, the course addresses three of the key ideas to arise out of the period: the return to the world of classical antiquity, the development of new modes of representation, and the changing concept of the artist and patron. *3 semester hours*

GLS 528 ROMANTICISM

This course explores the art, literature, music, and philosophy of Europe in the late 18th and early 19th centuries. Special consideration is given to the diverse paradigmatic shifts that mark the transition from the age of the Enlightenment to the Romantic era. Through interdisciplinary study, the course charts how many of our modern concepts are grounded in this historical period, including the reverence for nature, the privileging of subjectivity, and the valorization of personal freedom and national independence. *3 semester hours*

GLS 530 SEEING OTHERS, SEEING OURSELVES

This course explores representations of the relations between dominant and minority cultures. The representations under scrutiny enter into a wide range of cultural practices and thus call for an interdisciplinary study involving various branches of the humanities. Literature, music, art, film, and history—all are considered in an examination of how culture creates systems of inclusion and exclusion that position individuals inside or outside a domain of privilege on the basis of criteria such as class, race, and gender. *3 semester hours*

GLS 533 ETHICS

This course in ethics includes both examination of the classical ethical theories and metaethical questions and application of these theories to normative problems. *3 semester hours*

GLS 534 AESTHETICS

An examination of the classical problems in aesthetics with an emphasis on contemporary renderings of the traditional questions. Discussion of these issues involves examples from a wide

range of the arts: painting and drawing, literature, sculpture, music, dance, film and video, and architecture. *3 semester hours*

GLS 535 PHILOSOPHY OF SEX AND LOVE

This course provides a graduate-level examination of philosophical issues relating to romantic love and human sexuality. Readings include philosophical, social science, and literary selections from a variety of intellectual perspectives, including contemporary feminist thought, Christian thought, Classical Greek and Roman thought, psychoanalytic thought, Marxist thought, and contemporary analytic thought. *3 semester hours*

GLS 537 THE DAWN OF THE RENAISSANCE IN ITALY

This course is a study of the most representative writers of the late 13th century in Florence, Italy, with special emphasis on the revival of Roman traditions, social and political institutions, and the status of women. In this course, students try to re-create the social, political, and intellectual life of Florence during the last years of the 13th century. The readings from Dante's *Inferno*, Boccaccio's *Decameron*, and Petrarch's *Canzoniere* reveal the importance of humanism, the struggle for democracy in Medieval Florence, and the emergence of a new feeling of independence in all layers of Florentine life. *3 semester hours*

**GLS 540 AMERICAN THOUGHT AND CULTURE IN
THE 1950S AND 1960S: FROM CONSENSUS
TO COUNTERCULTURE?**

The American 1950s are generally viewed as an era of anticommunist conformity, aesthetic complacency, conservative consensus, and suburban sterility. The 1960s, on the other hand, are remembered as the age of sexual revolution, artistic experimentation, musical innovation, and political rebellion. But were these two decades so very different? Or, is there perhaps as much continuity as contrast between the fifties and sixties? Were the roots of 1960s protest developing below the surface of 1950s conformity? And were the sixties really as liberal as our stereotyped images suggest, or was there a significant underlying conservatism in that decade, too? This exploration of aspects of continuity and contrast is the key thematic thrust of the course. Special attention is focused on currents of American intellectual and cultural thought. Among the tools that are used in this exploration are works of history, literature, social criticism, film, popular music, and art. Key topics include McCarthyism, the civil rights movement, counterculture, domestic reactions to the Vietnam War, and the ever-pervasive Cold War climate. *3 semester hours*

GLS 542 AMERICAN MUSIC

The course examines music in the United States within a cultural and historical context, from the colonial period through the present (ca. 1980). This includes both sacred and secular music in the cultivated and vernacular forms. Discussions of identified periods of American history begin with concise overviews of historical and political events and pertinent social/cultural material. Representative musical selections are listened to, examined, and discussed in light of this information. *3 semester hours*

GLS 546 CHANGING FAMILIES IN A CHANGING WORLD

Family is a social group; it is an organized way for people to meet their material and emotional needs. Yet, how family is conceived and structured varies from a single's lifestyle to polygamous marriage to communal living. This course provides a historical and cross-cultural perspective of changing personal relations connected to ideological and structural social change. Patterns of change in the United States are compared with change in other industrialized countries and nonindustrialized

countries. The course offers an analytic focus on marriage and family as global social institutions, as well as a critical reflection of American values and social practices. *3 semester hours*

GLS 548 WOMEN, LEADERSHIP, AND EDUCATION

Using a historical perspective, this course examines the role of women in education, both as learners and as leaders. The focus is on policy and leadership issues as well as how education in our society has served the needs of women. It also examines women's concept of self in educational settings. The course concludes with an examination of current issues concerning women in education. *3 semester hours*

GLS 555 SCARECROWS, COVENS, BUMPER STICKERS, AND TALES: FOLKLORE IN SOCIETY

This course begins with an examination of definition and structure of the discipline of folklore. Four specific areas of the field are then explored in depth: oral narratives, belief systems, material culture, and popular culture. When considering these genres, emphasis is placed on their role in nature and society and their eventual influence upon self. *3 semester hours*

GLS 556 'TELL ME, O MUSE . . .': MYTHOLOGY'S INFLUENCE ON SELF, SOCIETY, AND CULTURE IN AMERICA

A day does not pass that the influence of mythology is not felt to some degree. This impact upon the various cultural aspects of human nature is examined and analyzed. From a folkloric perspective, the interrelationship between mythology and art, sculpture, music, theatre, architecture, literature, advertising, and language serves as the primary focus. The mythologies of Egypt, Greece, Rome, Scandinavia, Africa, North America, South America, and China serve as sources for content. Mythological influence upon human development and evolution across time, space, and attitude constitutes the direction of the course. *3 semester hours*

GLS 557 'DID YOU HEAR WHAT I HEARD?': TRADITIONAL USE OF ORAL NARRATIVE BY SELF IN SOCIETY

Humans spoke before they read or wrote. Folklore, primarily concerned with oral tradition, is the most appropriate discipline in which to study the use of the spoken word as a means of conveying narrative. What is preserved in the oral tradition? How is it transmitted? Why is it preserved? These are questions whose answers will be investigated. A close study of this genre as well as an investigation into the realm of rumor and gossip is also addressed. Through the examination and analysis of tales, verse, songs, slogans, and other oral forms, the nature and evolution and the subsequent impact upon oral tradition transmissions are revealed. The role played by oral narrative over time and across culture and how it affects self in society are of primary concern. *3 semester hours*

GLS 558 THE AMERICAN CONSTITUTION: BINDING SELF AND SOCIETY

The American Constitution—its prehistory, its drafting, and its ratification—embodies some of the most complex ideas and principles on the subject of forming individuals into a society ever entertained by the human mind. It is impossible to overlook its assumptions about human nature, the ancient Greek (and Jeffersonian) notion of politics as community, society as a contract, the notion of a right to ownership of self versus the right of sovereignty, political economy, the Anglo-American legal heritage, and the status of nationhood in a world of nations. In short, no other subject could, in one semester, so completely expose students to the

many facets of the problem of self and society while also drawing upon so many essential components of a liberal education. The course incorporates treatments of the following general subject areas: history, political philosophy, drafting the constitution and politics, and implication. *3 semester hours*

GLS 559 INDIVIDUALS, CITIZENS, AND DEMOCRACY

The focus of this course is on the often tense relationship between the private rights of individuals and the public responsibilities of citizens in a liberal democratic society such as the United States. Through class discussion of classic and contemporary writings in the political theory of liberal democracy, students enter the rich debate over the meaning of citizenship and the rights of individuals. Current policy and constitutional issues are addressed in these discussions. Some examples might be personal autonomy, private property, and environmental regulation; gun control and urban crime; public support for education; toleration and race relations; and taxation. *3 semester hours*

GLS 571 DARWIN'S THEORIES TO THE MODERN SYNTHESIS

This course first thoroughly explores the nature of Charles Darwin's two fundamental theories: evolution by natural selection and descent by modification. Since the field of biology was in its infancy at the time these theories were developed, little knowledge of biological science is required by students in this early part of the course. Following this, the course then proceeds to look into the modern nature of biology—DNA, population dynamics, and cell biology—at an elementary level. With this background, the students then explore the current status of the synthetic theory of evolution, as the modern view of life's origins, history, and operation over time is called. *3 semester hours*

GLS 575 CONTEMPORARY ISSUES IN BIOMEDICAL ETHICS

Modern scientific and clinical research has made possible the medical use of fetal tissue to address symptoms of Parkinson's Disease, the increased extension of life for the terminally ill, and the transplantation of organs and tissues from animals such as pigs and baboons to humans. Experimentation on humans, advanced directives (living wills), Medicare, and health maintenance organizations (HMOs) are occupying the thoughts of many with increasing concern. Students explore these issues using the logic and rationale of scientific inquiry tempered with the views of the utilitarian and deontological philosophers and several theological traditions. Readings focus on publications of the Hastings Center, which has a long and respected tradition of examining such issues from all perspectives. *3 semester hours*

GLS 578 FRONTIERS IN MODERN ASTROPHYSICS

The primary goal of this course is to investigate in some depth the most prominent and intriguing subjects in contemporary astronomy and space exploration. Topics discussed include space missions to the planets; theories regarding the origin of the solar system; nemesis; the death star hypothesis; black holes (mythological beasts?); quasars and the early universe; and the possibility of life existing elsewhere. *3 semester hours*

GLS 588 SPECIAL TOPICS

Courses of interest to students and faculty that are taught on an experimental or one-time basis. *3 semester hours*

GLS 595 INDEPENDENT STUDY

Designed to meet the needs and interests of Master of Liberal Studies students who wish to pursue the study of topics beyond

the range of the graduate curriculum. A student must work under the guidance and supervision of a faculty member who teaches in the liberal studies program. *3 semester hours*

GLS 599 CAPSTONE PROJECT

Faculty-directed research project/thesis. Guidelines for preparing the Capstone Project proposal are available from the MLS office. *(Required course.) 3 semester hours*

LIBERAL STUDIES FACULTY

Bretton Alvare

Assistant Professor, Anthropology
BA, Univ. of Richmond; MA, PhD, Temple Univ.
(Caribbean studies)

Harry John Augensen

Professor, Physics and Astronomy
BA, Elmhurst College; MS, PhD, Northwestern Univ.
(galactic structure and stellar evolution, planetary nebulae)

Loyd D. Bastin

Associate Professor, Chemistry
BA, Univ. of Kentucky; PhD Univ. of Washington
(sustainability, environmental issues)

Rachel A. Batch

Associate Professor, History
BA, Carnegie Mellon Univ.; MA, PhD, Univ. of Pennsylvania
(U.S. labor, immigration, 20th century social history)

Annalisa Castaldo

Associate Professor, English; Director, Gender & Women's Studies Program
BA, Wellesly College; MA, Johns Hopkins Univ.; PhD, Temple Univ.
(Shakespeare, Medieval & Renaissance literature)

Patricia M. Dyer

Professor, English
BA, Cornell Univ.; MEd, PhD, Univ. of Delaware
(linguistics, intercultural communication)

Mark S. Graybill

Associate Professor, English
BA, Roanoke College; MA, Univ. of Tennessee; PhD, Univ. of South Carolina
(20th century American literature)

Ilene D. Lieberman

Professor, Art History; Gabriel Lukas Endowed Professorship of Fine Arts
BA, Univ. of California at Berkeley; PhD, Princeton Univ.
(18th and 19th century art, public art)

Barbara T. Norton

Professor, History
BA, Guilford College; MA, PhD, Pennsylvania State Univ.
(Russian history, women's history)

Mara Parker

Professor, Musicology and String Performance
BM, San Francisco Conservatory of Music; MA, San Francisco State Univ., PhD, Indiana Univ.
(Western music history, ethnomusicology, cello performance)

Kenneth G. Pobo

Professor, English
BA, Wheaton College; MA, PhD, Univ. of Wisconsin, Milwaukee
(poetry, feminist literature)

Daniel Robinson

Professor, English
BA, James Madison Univ.; MA, PhD, Univ. of South Carolina
(18th and 19th century British literature)

Beatriz Urraca

Associate Professor, Modern Languages
BA, Universidad Complutense; MA, PhD, Univ. of Michigan
(modern languages)

Janine M. Utell

Associate Professor, English
BA, Barnard College; MA, Catholic Univ. of America; PhD, City Univ. of New York
(20th century British literature)

David V. Ward

Professor, Philosophy
BA, Pennsylvania State Univ.; PhD, Temple Univ.
(ethics, contemporary analytic metaphysics)