



MASTER OF ARTS **in LIBERAL STUDIES**

SUNY College at Old Westbury, 2015-16

Old Westbury's *Master of Arts in Liberal Studies* (MALS) degree is a self-directed, interdisciplinary graduate degree designed on the Wesleyan model of graduate liberal arts education. The MALS degree enables adult, working students to:

- *enrich* workplace credentials with graduate study that is tailored to meet specific areas of need and interest;
- *access* rigorous graduate education that is priced within the means of moderate-income, working residents of Long Island and New York;
- *enhance* skills in fact-based analysis, in-depth research, critical understanding, ethical decision-making, digital literacy and public presentation;
- *experience* internship opportunities in the arts, academia, government, business, non-profit and human service areas.

The **flexible curriculum**, delivered by highly-qualified, full-time faculty, fosters active, analytical and synthetic learning and an ongoing pursuit of knowledge. Guided by a faculty advisor, students structure their own programs of study, combining courses in the humanities and social sciences to create an individual degree plan. The range of formal and individually-designed coursework, framed to meet students' interests and workplace needs in cultural, governmental, business, educational and human service areas, allows students to achieve personal and professional goals.

Course work combines an inter-disciplinary core seminar, a selection of elective courses across disciplines that includes a cluster within a single thematic or disciplinary area of study as well as courses from at least three disciplines, and a capstone experience of either a master's thesis or an internship placement with one of Old Westbury's dozens of partners in health, government, community, business and not-for-profit venues. Completion can be paced to meet students' individual needs. The 30-credit degree can be completed within three semesters of full-time study; students attending part-time may take up to five years to complete their degree.

REQUIRED COURSES

a. Core Seminar: 3 credits (1 course, taken in first semester)

LI 6000, Introduction to Interdisciplinary Study. This variable topics course, offered by qualifying School of Arts and Sciences departments on a rotating basis, will provide students with a foundation in cross-disciplinary analysis and methodology. Students will develop their main areas of emphasis for subsequent work in the program. Selection of an academic advisor will also occur here. The products of the course will include a tentative outline of individual plans for progress through the degree and certification of graduate-level research and writing skills. Students who do not earn a grade of B or better in LS6000 will not be permitted to continue in the program.

b. Elective Courses: 21-24 credits (7 – 8 courses)

Students choose from a range of elective courses offered in the various disciplines, including an option for directed study. Students will select at least four courses from within a thematic or disciplinary area of study determined in consultation with their faculty Advisor and approved by the Graduate Program Director. To ensure a truly interdisciplinary liberal arts approach to knowledge, elective courses must be selected from at least three of the participating disciplines, with no more than five courses from any single discipline. Two possible paths are available. One will allow students to select seven (7) elective courses, along with a two-semester Thesis Option. Alternatively, students may select eight (8) elective courses, along with a one-semester Internship, and write a paper connecting their experiential learning with elective coursework in lieu of writing the thesis.

Elective courses will be selected from the following courses, as available:

MALS Elective Courses:

AS6310 Atlantic Slavery and Folklore

AS6320 American Cities in the 20th Century

AS6330 Visualizing America

AS6340 New Media Narratives

EL6310 Moral Choices in Classical Literature

EL6320 From Homer to Aristotle: Classical Origins of Western Civilization

HI6310 The French Revolution (1789-1815): A Social History

HI6320 Transnational Migration and Identity: Asian American History

LI6300 Internship/Field Placement

ML6310 Latin American & Spanish Cinemas in Context

SY6310 The Sociology of Music and Listening

SY6320 Nationhood, Citizenship and International Migration
SY6330 Contemporary Social Theory

M.A.T. and MSMHC Elective Courses:

MALS students possessing the necessary pre-requisites (and/or instructor permission, where required) may select elective courses from the Master of Arts in Teaching (M.A.T.) and Master of Science in Mental Health Counseling (MSMHC) programs, on a space-available basis.

EL6510 Foundations of U.S. Literature

EL6520 Foundations of English Literature

EL6530 Topics in Multicultural Literature

EL6540 Topics in World Literature

EL6550 Rhetoric and Composition

HI6510 Topics in U.S. History

HI6520 U.S. Constitutional and Political History

HI6530 Economics: Theories, Tools, and Debates

HI6540 Topics in European History

HI6550 Topics in African History

HI6560 Topics in Chinese Civilization

HI6565 Topics in the History of India

HI6570 Topics in Islamic Civilizations

HI6580 Topics in Latin American History

HI7500 Questioning Global History

MH6120 Psychopathology

MH6500 Lifespan Development

MH7500 Diagnosis and Treatment of Addictive Disorders

MH7510 Career Development

*ML6510 Structure of Spanish**

*ML6520 Masterpieces of Hispanic Literature**

*ML6530 Cervantes and the Golden Age**

*ML6540 Points of Contact: United States and Latin America**

*ML6810 Topics in Peninsular and Latin American Art**

*ML6820 Topics in Spanish and Latin American Cinema**

*ML6830 Topics in Caribbean Anti-Slavery Narrative**

*ML6840 Topics in Pre-Columbian Cultures and Literature**

*ML7500 Culture and Literature for Classroom Instruction**

* Taught in Spanish

Students will select one of two capstone options within the program: the Thesis Option or the Internship Option, as described below.

c. Thesis Option: 6 credits (2 courses)

Students who opt for the thesis option will take a two-course sequence of Thesis Research and Thesis Workshop along with seven (7) elective courses from the list in b. above.

LI7510 Thesis Research: 3 credits (1 course)

Developed in collaboration with faculty advisor.

LI7520 Thesis Workshop: 3 credits (1 course)

Students complete thesis in collaborative seminar environment.

OR

d. Internship Option: 3 credits (1 course)

Students who opt for the internship option as an alternative to the thesis will take a culminating Internship field placement during their final semester, along with eight (8) electives from the list in b. above.

LI6300 Internship/Field Placement: 3 credits (1 course)

Placement determined in collaboration with the Graduate Director.



COURSE DESCRIPTIONS

MALS Courses

LI6000 Introduction to Interdisciplinary Study

This variable topics course, offered by qualifying School of Arts and Sciences departments on a rotating basis, will provide students with a foundation in cross-disciplinary analysis and methodology. Students will develop their main areas of emphasis for subsequent work in the MALS program. Selection of an academic advisor will also occur here. The products of the course will include a tentative outline of individual plans for progress through the degree and certification of graduate-level research and writing skills. Students who do not earn a grade of B or better in LS6000 will not be permitted to continue in the MALS program.

LI6300 Internship/Field Placement

Students who opt to take the MALS Internship track will complete one semester of internship or field placement toward the end of their degree. In consultation with the Graduate Director, students will select an appropriate placement from a range of partners that includes not-for-profits, community organizations, and local government agencies.

LI7990 Independent Study

Students may engage in independent study, guided by their faculty advisor or another faculty member with relevant expertise, to investigate a subject area that is not part of existing course offerings. Offered every semester, including summer session.

AS6310 Atlantic Slavery and Folklore

This course will trace the history of the Atlantic Slave trade and the ensuing political and folkloric developments that emerged in the United States, Latin America and the Caribbean. Lending sustained attention to slave communities who imparted their own stories through songs, dancing customs, folktales, parades, festivals, slave narratives, and material culture, students will comparatively assess some of the major debates and writings on cultural continuities and transformations in the Atlantic World. The value of interdisciplinary methods of investigation will also be considered.

AS6320 American Cities in the 20th Century

This readings course will give graduate students an overview of both the history and the historiography of 20th-century U.S. cities. The course begins with the living conditions and social world of immigrants in the early 20th century and moves toward discussing the formation and segregation of African American communities during the Great Migrations. Students investigate post-WWII suburbanization and its impact on urban economies, and the range of protest responses to the “urban crisis.” Finally, students discuss the rise of “global cities” at the end of the century. Readings will be selected to expose students to both recent and seminal scholarship.

AS6330 Visualizing America

This course examines the visual production of U.S. artists and photographers, ranging from the

majesty of Hudson River school canvases to Andy Warhol's glib, late twentieth-century soup cans. The course identifies and traces central "American" themes. Neither a survey of American art, nor a history survey, the course locates U.S. artists and their work within: U.S. society, politics, economics and culture; ideologies; modes of production and circulation; artistic milieus; and transnational interactions. Themes may include: the individual versus the collective; a unitary versus pluralistic national identity; invented pasts versus modernizing aspirations; and urban versus agrarian or frontier focus.

AS6340 New Media Narratives

The course explores new media storytelling and the sociopolitical implications of interactive and participatory narratives and examines a wide range of new media forms including: online journalism, interactive cinema, database documentaries, digital games, augmented reality and mobile media with a focus on socially engaged media. Students also explore theories of representation, spectacle and engagement while critiquing new media projects. This class is appropriate for students interested in socially engaged media and popular culture; it is also appropriate for educators interested in media literacy and for media producers—journalists, writers, filmmakers, designers, artists—who wish to better understand new media. No prior knowledge of new media is required.

EL6310 Moral Choices in Classical Literature

While providing necessary background on important Greek and Roman contributions to western cultures, this course focuses on moral problems as they were understood by the ancient Greeks and Romans. Topics include justice, honor, reversal of fortune, happiness, the virtues, and the fear of death.

EL6320 From Homer to Aristotle: Classical Origins of Western Civilization

This course aims, through a critical study of the works of the greatest minds and literary artists of classical antiquity, to give an understanding of their contributions to western culture, to provoke thinking on basic problems of human experience, to develop literary taste and judgment, and to improve skills in oral discussion and written analysis. Readings are drawn from the following genres: epic, tragedy, history, philosophy

HI6310 The French Revolution (1789-1815): A Social History

This course focuses on the social, cultural and religious changes brought by the French Revolution. The course is open to all students interested in the period with or without a background in French history. Students will read a range of materials, from classics in the field to recent academic articles that provide in-depth analysis of each topic. The objective of this course is to familiarize students with the major interpretations of the French Revolution by introducing them to standard forms of historical analysis and writing through essays, textbook and journal reviews, and oral presentation.

HI6320 Transnational Migration and Identity: Asian American History

This is a course on Asian American History. Focusing on the 20th century migration patterns, immigration policies, and life of East Asians in the United States, it will discuss the historical context on both shores of the Pacific. Class discussions are based on reading assignments.

ML6310 Latin American & Spanish Cinemas in Context

This course will explore the cinemas of Latin America (including Brazil) and of Spain. Students analyze the characteristics of these film industries by exploring topics of ethnicity, gender, politics and issues of identity as they are presented on the screen. Film theory by Latin American and Spanish film makers and theoreticians will be assigned for class discussions. (Students cannot

take both ML6310 and ML6820). *All films will have subtitles and the course will be conducted in English.*

SY6310 The Sociology of Music and Listening

Music surrounds us in society. At times, we control our own musical soundtracks and music becomes part of our personal and national identities. But sometimes, music is imposed on us (i.e., while shopping or at work): which opens our bodies and emotions to being controlled by sound. The aim of this course is to survey a broad array of European (i.e., Adorno, Barthes, DeNora, Frith) and American (i.e., Grossberg, Kun) work concerning music, in order to view music as a sociological issue that is both highly personal (how do we engage with music in our daily lives?) and also a 'macro' concern (how do institutions affect our relationships with music?).

SY6320 Nationhood, Citizenship and International Migration: 3 credits

Of all dimensions of globalization, the globalization of people – international migration – has been most controversial in many societies, and often provokes highly emotional contention around it. This course investigates theoretical and empirical debates over nationhood, citizenship and immigration. The course begins with discussions on key theories of nationhood, citizenship and immigration, then examines topical issues surrounding immigration. Immigration policies and debates in multiple countries will be covered in order to incorporate multiple viewpoints on international migration.

SY6330 Contemporary Social Theory

This course examines the main strands of contemporary social theory in the 'long' 20th century, with a focus on the tensions between social structure and individual agency. The course will emphasize the issues raised by the modern, scientific perspective and its implications for understanding the causal epistemology that underlies social theory. Students will read and critique major theorists (e.g., Freud, Cooley, Weber, Gramsci, Du Bois, Foucault, Goffman, Smith, Harding and Merton, among others), lead discussions and apply appropriate theories to their own research interests.

M.A.T. and MSMHC Electives:

EL6510 Foundations of U.S. Literature

Foundations of U.S. Literature examines the literary traditions of the United States. It provides a focused study of one or more literary periods or of a literary theme as it develops across time periods. This course examines literary elements, techniques, genres, and traditions. A central focus will be the interrelationship between literature and its cultural-historical context. Requirements include analysis papers, oral assignments, and research projects.

EL6520 Foundations of English Literature: 3 cr

This course maps and interprets the literary traditions of the United Kingdom. It locates the origin of many themes of American literature in the British canon, and examines the development of English Literature in parallel with history and the role of tradition in the formation of identity. A central focus will be the interrelationship between the text and its cultural-historical context. Requirements include analysis papers, oral assignments, and research projects.

EL6530 Topics in Multicultural Literature

This course explores the diverse contributions of writers from a variety of ethnic backgrounds and geographical areas within the United States and England. Students engage the literary traditions

of a particular cultural group or learn to make cross-cultural comparisons of literary traditions of more than one cultural group.

EL6540 Topics in World Literature

This course examines literature in translation from a single country or region or offers a cross-cultural analysis of literature in translation from a particular literary time period. Emphasis is placed on both genre and technique, and the cultural-historical dimensions of the literature.

EL6550 Rhetoric and Composition

This course is a survey of classic and current texts on the teaching of writing. Texts are selected on the basis of usefulness to the junior high and high school teacher and will include theories in the teaching of grammar, developing writing according to purpose and audience, engaging students, responding to writing, and assessment.

HI6510 Topics in U.S. History

Struggles for Justice in U.S. History. This course traces evolving demands for equality, justice and human rights from the Enlightenment-inspired events of the 1760s through the later twentieth century. From the heady days of the American Revolutionary era, when public protests both inspired and contributed to the break from imperial British control, to the multi-faceted activism of the 1960s, individuals and social movements have sought to enlarge the body politic and expand the meaning of citizenship. A tradition of challenging inequity through public demands for government action has been an important component of the American cultural heritage. From white urban artisans to free black abolitionists, from women's rights activists to anti-lynching crusaders, ordinary people have used the tools of civic protest to seek relief from oppression. Course work will examine conflicting historical interpretations of key periods of social and political change through critical reading and writing activities as well as intensive in-class discussion.

HI6520 U.S. Constitutional and Political History

Through an historical survey of constitutional history and debates, this course will focus on political institutions and processes in the United States, as well as on the ways in which the American people participate in the system. The course will begin with a rigorous analysis of the debates over the Articles of Confederation and the Constitution and compare their content to the Declaration of Independence and to basic tenets of liberalism. We will then discuss conflicts over federalism and governmental power particularly surrounding the Civil War, the New Deal and World War II, the Civil Rights Era, and present-day "New Federalism." The course will also examine how the government, and the Supreme Court in particular, has responded to rights claims from various historically-excluded groups, and the ways in which the effects of those struggles have both broadened and narrowed our individual rights and liberties as granted in the Constitution and the Bill of Rights.

HI6530 Economics: Theories, Tools, and Debates

This course introduces teacher candidates to the concepts and theories that are generally characterized under the headings of micro and macroeconomics. Microeconomics offers a variety of tools for deciphering the success and failure of individual markets in bringing about efficient resource allocation and use as well as how government market intervention may benefit or jeopardize those outcomes. Macroeconomics provides categories for evaluating national economic performance. Macroeconomic models seek to explain economic growth and related issues of business cycles, unemployment, price stability, the health of the financial system as well as how government fiscal and monetary policy can be utilized over the course of a business cycle. Providing the student a basic understanding of the range of conceptual and graphical tools and

models utilized by economists and the debates regarding the problems and issues addressed by these two broad areas of economic thought is the substance of the course. Integrated into the course will be the application of how such tools may be used to analyze the changing position of the U.S. in the global economy including foreign trade, currency valuation and U.S. competitiveness.

HI6540 Topics in European History

This course will concentrate on critical continuities, trends, and events in European history, with particular emphasis on historiographical interpretations and controversies from the Classical world to the 20th century. The initial sections of the course focus on the consolidation of European society and its structures underlying the “long duree” from the tenth through the eighteenth centuries: the central Middle Ages, Renaissance and Reformation, Voyages of Exploration, and the Scientific Revolution and Enlightenment. The course ends with Europe’s transformation during the Nineteenth and Twentieth centuries: the Democratic and Industrial Revolutions, Modernism, Imperialism and the two World Wars, the rise and decline of Communism and Fascism. Most units focus on central issues historians have identified and the varying interpretations they have offered, with the goal of both consolidating students’ grasp of the subject matter and introducing them to the constructed and contested nature of historical knowledge.

HI6550 Topics in African History

Until recently the history of the African continent has been either deemed to be non-existent, or subjected to considerable distortions. Yet, Africa is the place where human societies began their process of differentiation, and where seminal civilizations, such as ancient Egypt, the Kongo and Monomotapa developed. This course introduces teacher candidates to the main episodes of the history of African peoples, from an African perspective whenever possible. Topics focus on the medieval empires of Ghana, Mali, and the Songhai; on the Atlantic slave trade; on European colonization; on the struggles for independence from the 1950s through the 1990s; and on the challenges experienced by postcolonial Africa – environmental devastation, genocides and pandemics, among others. The course goal is to expose candidates to the major concepts, theories and epistemological debates in African history and to encourage their active, critical engagement with African sources and African debates and issues.

HI6560 Topics in Chinese Civilization

This course emphasizes the change and the continuity of the world’s oldest civilization, China, focusing on the richness of its long historical record, the enduring value of its cultural achievements and the contemporary importance of the world’s most populated land. Although the standard dynastic framework is used to provide the basic historical chronology, students are expected to develop critical perspectives on important issues, such as education, governance, and modernization based on primary source readings and readings of various historiographies.

HI6565 Topics in the History of India

This course asks students to explore the history of India and question how that history came to be constructed. Students will survey what modern scholarship has determined to be the “facts” of Indian history and civilization—the chronology, the people, the institutions, religions, cultures, and ideas of the subcontinent’s 5,000-year history. At the same time, students will explore the different sets of historical assumptions, values, and contexts that have shaped the works of historians writing India’s history over the past two hundred years: the classic works of “Orientalist” history, the nationalist historians of the early 20th century, the secularists, the Marxists, the post modernists, and, most recently, the Hindu nationalists.

HI6570 Topics in Islamic Civilizations

Islam in World History. With its doctrinal integration of faith and politics, Islam has been a force in world history for nearly 1500 years, encompassing a great range of linguistic, ethnic, and geographic diversity. Topics to be discussed begin with Islam's emergence as a cultural and political power on the Arabian peninsula; early Arab/Islamic encounters with societies such as Byzantium and the Sasanian empires; the formation of the Umayyad and Abbasid caliphates; the Crusades; Persian and Turkic influences, and the role of mysticism. The dissolution of pre-modern Muslim states in the face of imperialism and nationalism brings about the resurgence of Islam in the 20th and 21st centuries, giving rise to such pressing issues as the role of women, regional identity, the role of popular culture and the arts, and Islam's role in geopolitics. For final research projects candidates will work in groups to prepare presentations of selected current issues.

HI6580 Topics in Latin American History

Women in Latin America. For centuries, most history of Latin America (and the Caribbean) was preserved by and written from the vantage point of European conquerors who saw the "new world" only as a part of their own colonizing states – primarily Portugal, Spain, France and England. A more inclusive history is more accurate and is necessary in today's world. This course has three primary goals: 1) to introduce students to the Western Hemisphere as it was before Columbus with cities that were many times larger than the largest of 15th century Europe, and more advanced in terms of cleanliness and urban planning with sewage systems that Europe had not yet imagined in the 1400s; 2) to present an overview of "Latin" America as it has developed economically and politically since the 15th century; and 3) to present that history to the present through the lives and viewpoints of women -- the occupied, the enslaved, and the domestically unequal.

HI7500 Questioning Global History

In recent decades, World History has shifted its focus: whereas historians of an earlier generation concentrated on the separate stories of the different major peoples and civilizations around the world and their eventual absorption into a European created and dominated modern world system, contemporary world historians study peoples and civilizations in a global context, looking for global patterns of common development and reciprocal interaction between human communities and focusing on the extent to which globalization grew out of earlier trans-regional processes and interactions. As the culminating experience of the Social Studies M.A.T. this course is designed to bring the skills and knowledge students will have developed in earlier courses to bear on the issues raised by the study and teaching of World History. It begins by introducing the origins of the sub-discipline of World History, controversies about whether and how it should be taught, and the major approaches to conceptualizing it that are currently employed. Next, it focuses on one recent survey of World History from a global perspective in order to give students experience critically engaging with an extended scholarly work in the field while at the same time giving them an overview of the content of World History itself. Finally, the course moves students from learning about World History to teaching it, starting with a discussion of various pedagogical methods and resources to support them, particularly sources available on the Internet; continuing with student presentations on a major topic in it, the origins and early development of civilizations in Eurasia, Africa, and the Americas, utilizing PowerPoint; moving from these presentations to the development of lesson plans based on them; and concluding with student evaluations of commonly used World History textbooks. Prerequisite: Completion of four content core courses.

MH6120 Psychopathology

This course is designed to address the etiology and classification of psychiatric illness and emotional disorders. Organized around the principle of reciprocal determinism this course examines the interaction among biological, psychological and environmental factors in the development of psychopathological behavior. The multi-axial approach of the DSM IV TR is taught as well as a more developmental approach to diagnosis. (Prereqs: Baccalaureate degree in Psychology or other relevant field)

MH6500 Lifespan Development

This course presents perspectives on the major psychological and socio-cultural issues in development from childhood through adulthood with an emphasis on empirical data and theory. (Prereqs: Baccalaureate degree in Psychology or other relevant field)

MH7500 Diagnosis and Treatment of Addictive Disorders

This course examines the interaction among biological, psychological and environmental factors in addiction and recovery. Assessment and diagnosis are taught as they relate to the development of an intervention strategy. Treatment methods and patient-treatment matching are covered in detail. (Prereqs: MH6100, MH6510, MH6120; or by permission)

MH7510 Career Development

Candidates are taught methods of exploration of clients' career interests and abilities which may be assessed via structured interviews and/or assessment inventories which is then applied to career selection. Career paths are explored. Techniques to improve personal and professional presentation are discussed as are various networking techniques. (Prereqs: Baccalaureate degree in Psychology or other relevant field)

ML6510 Structure of Spanish

This course examines all of the aspects of Spanish structure from a general linguistics point of view. Expanding upon the introduction to Spanish linguistics course, this course will examine large samples of Spanish texts, both written and spoken, to establish the rules of morphology (word formation) and syntax (sentence formation) using the formal and technical vocabulary developed by modern linguistics. Although primarily a content course designed to teach the non-native speaker about the deep structure and surface structure of the language according to the so-called standard Latin American and Iberian linguistic norms, students will be expected to examine linguistic data in Spanish spoken by natives from a wide variety of regional and social backgrounds with a view to identifying both native and non-native speech patterns, error analysis and sociolinguistic variation. (*Conducted in Spanish*)

ML6520 Masterpieces of Hispanic Literature

This course focuses on literary masterpieces from Spain and Latin America, with emphasis on works written from mid-19th century to the end of the 20th century. Topics include: *Modernism* and *Modernity* in the poetic expression of Spain and Latin America; major literary movements and representative authors; "Voices of the Masters": Works by (from Spain): Miguel de Unamuno, Antonio Machado, Juan Ramón Jiménez, Federico García Lorca, Vicente Aleixandre; (from Latin America) José Martí, Rubén Darío, César Vallejo, Pablo Neruda, Jorge Luis Borges, Juan Rulfo, Octavio Paz, Gabriel García Márquez. (*Conducted in Spanish*)

ML6530 Cervantes and the Golden Age

This course introduces teacher candidates to Cervantes and the Spanish Golden Age's major writers, emphasizing their contributions to the development of modern European literature and thought. Close readings and analysis of *Don Quixote* and the *Exemplary Novels* will constitute the

core of the course. Students will also be guided through critical readings of narrative (the picaresque novel), lyric (Italianate and Baroque poetry from Garcilaso to Sor Juana Inés) and dramatic texts (major plays by Lope de Vega, Tirso de Molina, Alarcón and Calderón). Issues of subjectivity, linguistic perspectivism, humor and irony, gender, and national identity will be discussed. Attention will also be paid to literary and cultural history, as well as questions of critical method. *(Conducted in Spanish)*

ML6540 Points of Contact: United States and Latin America

This course provides an historical overview and a theoretical perspective on the subject of colonialism and immigration affecting both the US and Latin America. Major literary works that explore this topic will be examined to trace how migration processes and cultural production affect the formation of national identity. Text selections will include: Octavio Paz, *El laberinto de la soledad*, Gloria Anzaldúa, *Borderlands/La frontera*. *(Conducted in Spanish)*

ML6810 Topics in Peninsular and Latin American Art

This course will introduce students to the arts in Spain and Latin America through a comparative study of artistic movements on both sides of the Atlantic starting at the time of the conquest. Students will become familiarized with the major art movements that have shaped Hispanic art, from the flowering of the Baroque, through the Neo-Classical, Romantic, Modernist, Surrealist and Post-Modern aesthetic expressions. Such issues as the relationship of theatre and poetry to painting in the Golden Age, or Goya's role in the shaping of the Romantic vision in literature, or the influence of literary movements on modern masters will be discussed. We will consider decorative arts, as well as painting and fine arts. Guest lectures and study trips to museums will be integrated into this course. *(Conducted in Spanish)*

ML6820 Topics in Spanish and Latin American Cinema

This course will explore the cinemas of Spain and Latin America (including Brazil) as both a reflection on/and a contribution to Hispanic Cultures. Particular emphasis will be placed on ethnicity, gender, politics and issues of identity as they are presented on the screen and other texts. Students will be introduced to a variety of readings on film criticism and theory, popular culture, literary theory and literary texts. Some films will be previewed during class and others will be assigned before class-time. Films will vary per semester. *(Conducted in Spanish)*

ML6830 Topics in Caribbean Anti-Slavery Narrative

This course will provide a background on the history of slavery, and its social and political impact on Spanish Caribbean societies. We will analyze aesthetic, political and social discourses as presented in 19th century anti-slavery literary texts. Particular attention will be given to issues of race, gender representation, the formation of a *criollo* society, and nation building. *(Conducted in Spanish)*

ML6840 Topics in Pre-Columbian Cultures and Literature

This course presents a survey of the major civilizations of the Americas who inhabited the territories now occupied by Latin America prior to the Spanish Conquest. Beginning with the three best known civilizations of the Mayas, the Aztecs, and the Inca, and branching off into the exploration of other Mexican and Peruvian ancestors, the course will explore the cosmology of the ancient world for its impact on all areas of ancient life in terms of religion and folk beliefs, social structure, scientific achievement, literature and language. Critical questions to be examined will focus upon issues of import to contemporary indigenous cultures and their impact upon political and social movements and how they fare in the face of globalization. Course readings will include scholarly textbooks; articles selected specific to select topics; early manuscripts; and original texts in Spanish translation; as well as several films. *(Conducted in Spanish)*

ML7500 Culture and Literature for Classroom Instruction

This course, team-taught with School of Education faculty, is an in-depth examination of one of the areas of study listed in the content area. Students will write a substantial, analytical paper which will then be developed into a working unit plan. During this course students will compile their exit portfolios. Prerequisite: Completion of ML6510, ML6520, ML6530, ML6540.

(Conducted in Spanish)

Capstone Experience Courses**LI6300 Internship/Field Placement**

Students who opt to take the MALS Internship track will complete one semester of internship or field placement toward the end of their degree. In consultation with the Graduate Director, students will select an appropriate placement from a range of partners that includes not-for-profits, community organizations, and local government agencies.

OR

LI7510 Thesis Research

This guided research project, developed in collaboration with a faculty advisor, allows students who elect to complete the MALS “thesis option” to conduct necessary research in preparation for the *LS7520 Thesis Workshop*.

LI7520 Thesis Workshop

In a seminar environment, students will complete, discuss and present their thesis in collaboration with their peers and faculty workshop presider. Pre- or Co-requisite: LS7510 Thesis Research



AFFILIATED FACULTY

Jermaine Archer, Ph.D. (University of California, Riverside, 2004), Assistant Professor, American Studies Department. Area of specialization: *Nineteenth-century U.S. History; African American Studies*

Sonia Assa, Ph.D. (New York University, 1982), Associate Professor, Modern Languages Department. Area of specialization: *French literature. Avant-Garde Movements and Women's Writing*

Llana Barber, Ph.D. (Boston College, 2010), Assistant Professor, American Studies Department. Area of specialization: *Twentieth-century U.S. History; History of Immigration; Urban History*

Ed Bever, Ph.D. (Princeton University, 1983), Professor, History and Philosophy Department. Area of specialization: *History of Early Modern Europe; History of Witchcraft and Magic.*

Lee Blackstone, Ph.D. (University of Massachusetts, Amherst, 2002), Associate Professor, Sociology Department. Area of specialization: *Sociology of Music and Popular Culture; Criminology and Social Deviance*

Linda Camarasana, Ph.D. (CUNY Graduate Center, 2007), Associate Professor, English Department. Area of specialization: *English and American Literature; Queer Studies; Women's Studies*

Carolyn Cocca, Ph.D. (New York University, 2000), Associate Professor, Politics, Economics and Law Department. Area of specialization: *Politics of Adolescent Sexuality; Comic Books and Gender Roles*

Tom DelGiudice, Ph.D. (University of Massachusetts, Amherst, 1991), Associate Professor, Politics, Economics and Law Department. Area of specialization: *International Economics, Economic Development*

Jacqueline Emery, Ph.D. (Temple University, 2011), Assistant Professor, English Department. Area of specialization: *American Literature; Native American Literature; Women's Studies*

Jesse Fernandez, Ph.D. (CUNY Graduate Center, 1977), Emeritus Professor, Modern Languages Department. Area of specialization: *Latin American Language and Literature; Romance Languages.*

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