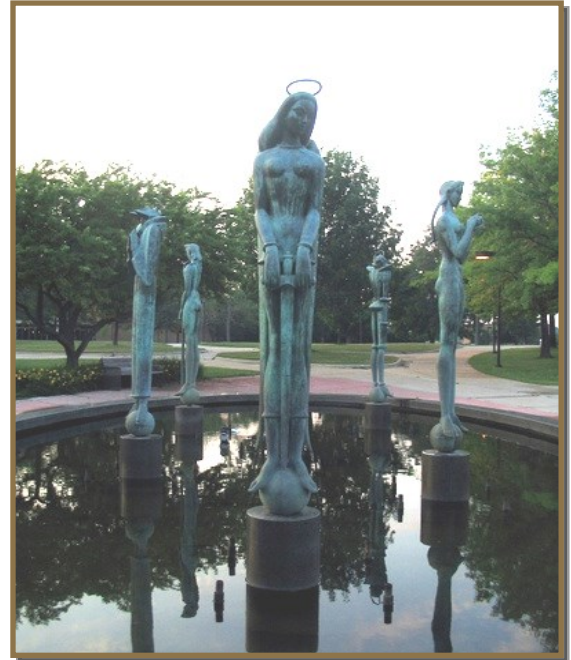


Director's letter

Happy Holidays to the Students, Faculty and Supporters of MALS!

As we come to the close of the Fall Semester, and anticipate the joy and cheer of the holidays, it is always nice to look back on the past year and to take stock of the good things that have happened, and to thank the good people who made the wonderful things happen.

It has been a year of many successes: MALS students have certainly made progress, and some have completed their theses and graduated! Congratulations to you who have done so: Katie Land, Helen Basberg, Laura Gononjian, and Valerie Edge. Also, my congratulations to the MALS students who participated in the "History and Hope" panel at the Peace and Justice Studies Association meeting in Waterloo, Ontario in October: David Groves, Jim Tierney and Dan Kosuth. Great thanks are due to Charles Mabee for inspiring such interesting papers in his LBS 502 course during the Winter Semester. Also, special thanks to the hard working faculty members who have taught courses for us in MALS, including Charles Mabee and Peter Markus (who taught LBS 501 in the Fall of 2013).



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My deep thanks to Oakland faculty members who have supported MALS in numerous ways, from cross-listing their

courses with MALS to serving on thesis committees: without your help, we would have no program in Liberal Studies.

Thanks to our Graduate Assistants, Valerie Edge (2012-2013) and Regina Weiss (2013-2014), whose energy and commitment have powered the program in numerous ways. You have made the newsletters and other aspects of the program beautiful and interesting, and you have made the public face of MALS attractive and professional. Thanks as well to the brilliant and dedicated members of the MALS Executive Committee for your many contributions and unflagging support: Eric Larock, Mark Navin, Deb McGinnis, Aldona Pobutsky and Fay Hansen. Finally, my very deepest thanks to Graciela Osterberg, who takes care of all the administrative needs not only of the MALS program, but also of four other programs – Graciela, you are the best, and we owe you so much.

Happy Holidays to everyone! I am looking forward to 2014 and to even more success and activities for the MALS program.



Professor Dr. Robert Anderson - Guest Lecturer MALS Research Colloquium LBS 500

On October 7, 2013 Professor Robert Anderson from the Department of English presented his take on species in Mary Shelley's *Frankenstein* which is one of the readings in Professor Chris Clason's research colloquium "Romanticism: The Eternal Return". Anderson earned his undergraduate and Master's degrees from the University of Utah and his Ph.D. from the University of Rochester, New York. Since 1997 he has been teaching courses in the English Department at OU on British Romanticism and other periods of British Literature, as well as a team-taught course on Trans-Atlantic Romanticism with Professor Jeff Insko.

Anderson's courses reflect his academic specialization in British literature during the Romantic period. He has recently published an essay that incorporates the "machine vs. man" metaphor suggested by the theories of David Hume and David Hartley, two prominent British philosophers during the 18th century, as well as the work of the French philosopher Julian Offray de la Mettrie. The essay also discusses the work of authors ranging from William Godwin, through Samuel Taylor Coleridge to Mary Shelley. Anderson said that it was his course at OU on Shelley's *Frankenstein* that generated his interest in the issue of species in the novel. Thus, his presentation complemented our course topics.

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Dr. Anderson began his presentation with a question: “How many times can you find the term “species”, “creature”, “monster” or the like in the book and what does/could it mean to us today or in the context of the nineteenth century?” The query spawned a very interesting and interactive discussion during the ensuing 90 minutes. Anderson noted that, when he taught the novel in



previous courses, he “thought the novel was about the creature’s desire to be accepted as human -- and an associated critique of the refusal of Victor Frankenstein (and all the other humans in the book) to accept his

humanity because of his appearance.” Even more important became the question of “species” itself – is the creature human? What constitutes a species? And finally, why does that matter? Professor Anderson remarked that a crucial difference was the use of the term “species” to refer to visual forms, whereas nowadays definitions are rooted in biology.

As an example of, how we can think about species: because of its appearance, the creature (and the novel) is not sure that the creature is human. Anderson argues that the clear message from the novel is “that species” (like other “us” groups) marks the limit of whose interests count. Moreover, for Shelley’s Romantic world as well as for our experience of inter-species relationships today, as Anderson argues, “species marks the limit of our ability/willingness to sacrifice the interests and needs of those not identified as one of us”.

Professor Anderson is currently teaching a course in the English Department on the theme of “Species in Literature”, addressing the evolving definition of species in the eighteenth and nineteenth centuries, including etymology, biological definitions, as well as basic taxonomic structures that have been employed until the present time.

While the course presents a great deal of interdisciplinary material, it also includes discussions on “how poets and novelists talk about relations between species, how we imagine, and represent other species, and how we ‘use’ other species for literary purposes”.

We would like to thank Professor Anderson for his time and effort. It was truly a highlight early on in this course.

MALS Students Present Research at the “Peace and Justice Conference” in Waterloo, Ontario

On October 17th-19th, three current MALS students, David Groves, Daniel Kosuth and James Tierney, presented papers at the Peace and Justice Studies Association annual conference in Waterloo, Ontario. The trio had produced their essays for the course “History and Hope”, taught by Dr. Charles Mabee in Winter 2013. Dr. Mabee, who is the Director of Christianity Studies at Oakland University, mentored the students throughout the project.

Among the challenges the project presented, perhaps most problematic, according to David Groves, was “to identify those qualities that mark someone as a figure of hope, and to determine whether embracing hope has tangible and valuable influence in the course of human history”. He focused his research on Niels Bohr, a renowned physicist, since he wanted to “incorporate a scientific perspective in his studies”.

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David wanted to determine if Bohr, who received the Nobel Prize in 1922 for his work on atomic structures, “could be considered a figure of hope despite his failed diplomatic efforts to prevent the nuclear arms race that shaped the latter part of the 20th century”.

Daniel Kosuth’s paper, entitled “The Role of Agency in the Formation of Hope,” led him “to



explore the relationship between agency as free will, and the efficacy of hope” against the background of the Greek myth of

Prometheus. His topic, so he explains, evolved out of his interest in the work done by neurologists on free will, which he studied in a previous class (Professor Eric LaRock’s LBS 502). His conviction that mythology has a deep connection to our subconscious, and his realization that many of the figures he studied in this course often embodied a classical-mythological Hero-typology, prompted him to reread some of the Greek legends. When he arrived at the tale of Pandora, who unintentionally unleashed all the evils of the world except hope, he said, he knew he had his topic.

James Tierney found it initially difficult to choose a figure of hope, since the course had presented so many interesting personalities. He finally selected Henry A. Wallace as the focus of his paper. James notes that he chose the former U. S. Vice President because he had conceived a realistic plan for world peace, which, if it had been implemented,

would have averted the Cold War between the United States and the Soviets after World War II. Employing an interdisciplinary approach, James synthesized mathematical concepts of game theory, insights from linguistics, cognitive psychology, history, and ethics, and established that Wallace’s views were not naive but grounded in rational thought.

Chris Clason and students congratulate David, Daniel and James on their fascinating projects and the successful presentation of their papers at the PJSA Conference.



GRADUATE ASSISTANT PROFILE 2013/14



Before I talk about why I chose the MALS program and my expectations, I would like to mention some things about my background. I was born in the beautiful town of Graz, the capital city of Styria, Austria. In 1995 I moved with my husband and two children to Detroit. Before I came here I worked as a teacher and sports trainer in Vocational Schools outside Graz.

I'm a curious and open-minded person who enjoys new experiences. After arriving in Detroit I volunteered at my children's schools in a variety of capacities. I later taught German language and culture classes at a number of automotive companies in the Detroit area. During the summer 2006 I co-founded a German language school in Troy with two other German-American women. Subsequently, my wish to advance my education with a degree in the United States became increasingly important to me. The love for learning and teaching is an essential component in my life.

I have found that being involved with schools either as a student or teacher, is extremely fulfilling. To me, this is the environment where I can make the most difference by helping and educating others.

I continued my academic education here in the United States with my studies at Oakland University. I earned my bachelor degree in German Language and Literature from Oakland University in April 2012. Now I'm back at OU in the MALS program. I chose this program because it is flexible and allows me to design an individual program that reflects areas of interest which I developed during my undergraduate studies. Classes like Anthropology, Gender studies and Sociology are enhancing my depth of knowledge and interest me.

The MALS program with its interdisciplinary approach is the perfect choice for me as a teacher and for sure will prepare me for the challenges in my career steps. I hope to gain various ways of thinking, and a more comprehensive understanding of the interaction between disciplines. Knowledge acquired in this program I plan to apply as a college teacher one day.

At the moment I am really excited about the classes I am taking. It is great that many of my colleagues in the class share this excitement. This makes my classes even more enjoyable, interesting, and an investment worth of my time.

If you have questions or you need assistance regarding the MALS program you can contact me at rnweiss@oakland.edu



Upcoming Events & Information



April 2014

look out for the BALS & MALS Spring Event



Michigan Academy of Science Arts & Letters Conference

When: February 28, 2014

Where: Oakland University in Rochester, Michigan

For more information go to: <https://netforum.avecetra.com/eweb/StartPage.aspx?Site=MASAL&WebCode=HomePage>

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- Visit the Technology Help desks on the library's main (second) floor for assistance with hardware, software, printing, and wireless issues
- <http://library.oakland.edu/services/you/undergraduates.html>



Global Justice

Professor Mark C. Navin, Department of Philosophy
LBS 512 Humanities Elective TR, 3:00 - 4:47 p.m.

We live in a world marked by unprecedented levels of international interdependence and global institutional power. The societies of the world have begun to recognize their shared interests in issues such as climate change and global poverty.

In this course, we will explore theoretical and normative resources that can be brought to bear to address questions of international justice. Among other topics, we will discuss human rights, development assistance, international gender justice, and climate change. We will focus on the ways in which moral responsibilities may arise from facts about historical and ongoing forms of international power. We will pay special attention to various attempts to justify national partiality, and we will examine the ways in which international politics is (and is not) analogous to the politics of domestic society.

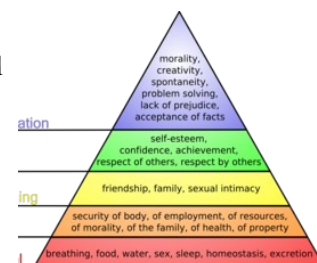


Moral Development

Professor Mary Lewis, Department of Psychology
LBS 513 Social Sciences Elective MW 3:30 - 5:17 p.m.

The objective in this course will be to explore factors associated with children's and adolescents' moral development. From a psychological perspective, morality is a concern for justice, welfare, and personal rights. It shapes our goals, provides inspiration for life's meaning and direction, and offers instructions as to how to get along with others.

In this course, we will explore the systematic ways in which children and adolescents demonstrate transformations in those phenomena in relation to their moral understanding and behavior from infancy through adulthood. Discussion of empirical and scholarly articles and chapters will be the primary structure for the course, and grading will depend on written assignments.



Philosophy of International Relations: Law, War, and Peace

Professor Mark A. Rigstad, Department of Philosophy
LBS 512 Humanities Elective MW 3:30 - 5:17 p.m.

Considers competing theories of global ethics, diplomacy, international law, just warfare, nationalism, military duty, disarmament, pacifism, non-violent resistance, civil strife, and terrorism.



Cultures of Mexico/Ctrl. America

Professor Henri P. Gooren, Department of Sociology

LBS 514 Sciences T 5:30 - 8:50 p.m.

This course will take a closer look at the peoples and cultures of Mesoamerica: Mexico and Central America. Many of them come to the U.S. as immigrants and eventually become new citizens here. The course examines their history of conquest and resistance, their cultures, their economies, their religions, and the contemporary situation of both the indigenous population and the mestizos. Rich ethnographic case studies from Mexico, Guatemala, Honduras, Nicaragua, and Costa Rica will be explored and explained – including the Zapatista guerrilla uprising in Chiapas, Mexico.



Italian Renaissance

Professor Craig E. Martin, Department of History

LBS 512 Humanities Elective MWF 1:20 - 2:27 p.m.

This course examines the culture, religion, economics, society, politics, and ideas of the Italian peninsula from 1300 to 1550.

Particular emphasis is placed on Florence and Venice. The course seeks to understand major cultural political movements such as humanism, the rise of republicanism, and revivals of antiquity in art and literature. Additional topics include the role of women in society, epidemic disease, class relations, violence and punishment, and popular religion. Readings include works by Alberti, Petrarch, Boccaccio, and Machiavelli. Grades are based on a term paper, class discussions, and essay exams.



Geographic Information System For the Social Sciences

Professor Dr. Jon W. Carroll, Department of Anthropology

LBS 513 Social Sciences Elective TR 10:00 11:47 a.m.

Did you ever wonder how your GPS works so well? Did you ever wonder how police or fire responders know where to go when you ask for help?

You will learn how to access online sources of spatial data, create digital maps and charts using online data sources, and learn about coordinate systems and methods of geo-referencing digital maps.

You will also learn how to apply these technologies to real world problems relating to your specific academic discipline. This is both an introduction and exploration into how geospatial technologies affect us every day!



Anthropological Theory

Professor Dr. Jon W. Carroll

LBS 513 Social Sciences T 5:30 - 8:50 p.m.

Anthropological Theory provides a framework to understand how anthropology has developed as a discipline and why it holds a unique niche within the social sciences and humanities. This course surveys the major developments in social theory and explores the theoretical perspectives guiding anthropological research today.

This discussion-oriented seminar will appeal to both upper-level undergraduate and graduate students interested in understanding how theory shapes what we know (and wish to know) about people and the world around us.



Summer 2014 Courses

American Foreign Relations—20th Century

Professor Karen Miller

LBS 512 Humanities MWR 12:00 - 2:05 p.m.

American foreign policy and diplomacy from the Spanish-American War to the present, including American imperialism, Caribbean and far Eastern policies, involvement in the world wars and Cold War, and nuclear diplomacy.



American Labor History

Professor Daniel Clark

LBS 512 Humanities MW 5:30 - 8:50 p.m.

This course will explore U.S. history from the perspective of “labor”. We will discuss competing concepts of how “labor” should act, and we will examine how “labor” has behaved in the real world, with particular (although not exclusive) emphasis on organized labor.



Revolutions and Interventions

Professor Alan Epstein

LBS 513 Social Sciences TR 6:30 - 9:50 p.m.

The course examines revolution and counterrevolution as products of U.S. efforts to fashion and preserve an open, international economic order through systematic interference in the affairs of sovereign countries.

Focus is on the motivations, methods, and consequences of official and sponsored interventions on a global scale. “democracy promotion “ is afforded special consideration.



Politics through Film

Professor Pat Piskulich

LBS 513 Social Sciences TR 6:30 - 9:50 p.m.

Art reflects and shapes reality. There are many movies about politics with perspectives worth considering, some famous, some infamous, as well as a few obscure but hidden gems. This course uses film to address visions of society, polity, justice, and more. Each session includes introduction, film, and discussion. The learning objective is to reinforce core political concepts by engaging students through the medium.



Nationalism in Modern Europe

Professor Derek Hastings

LBS 512 Humanities TR 6:30 - 9:50 p.m.

Origins and development of nationalism in Europe from the 18th through the 20th century. Political formation of European nation-states, the varied cultural manifestations of nationalism and the reawakening of European nationalism in the aftermath of the Cold War.



Philosophy of International Relations: Law, War, and Peace

Professor Mark A. Rigstad

LBS 512 Humanities TR 1:00 - 2:20 p.m.

Considers competing theories of global ethics, diplomacy, international law, just warfare, nationalism, military duty, disarmament, pacifism, nonviolent resistance, civil strife, and terrorism.



Thesis Project

Do you have 20 credits or more completed in the MALS program?

Then it is time to start thinking about your Thesis Project. A proposal, 3 to 5 typed pages plus bibliography, should be submitted to the MALS Executive Committee before you may register for your Thesis Project (LBS 600).

For Fall graduation:.....submit by second week of May

For Winter graduation:..... submit by second week of November

For Spring graduation :.....submit by second week of March

More detailed information can be found on our MALS homepage under “Thesis Project”



Don't forget to apply for graduation!

Graduate students receiving degrees at the master's level need to apply for graduation one semester or session prior to the semester or session of intended graduation.

Please go to: https://www2.oakland.edu/grad/web/secure/app4deg/app_grad.cfm to complete the application process.

The deadlines for application are:

- April Graduation — Last Friday in January
- June Graduation — Last Friday in March
- August Graduation — Last Friday in May
- December Graduation — Last Friday in September

MALS

Master of Arts in Liberal Studies



IMPORTANT DATES

January	6	Classes begin
January	6 - 13	First week of late registration – SAIL (Web) registration/ add class(es) continues
January	20	Martin Luther King Jr. Day (classes not in session)
January	31	Last day to file application for degree for winter 2014
February	20	Winter recess begins
March	3	Classes resume
April		BALS & MALS Event (date to be determined)
April	19	Winter classes end at 10 p.m.
April	21 - 26	Final exams (end at 10 p.m. April 26)
April	25	Graduate Commencement – April and June 2014 gradu- ates
May	5	Summer Classes S01 (8 weeks) Summer Classes S03 (16 weeks) begin
June	21	Summer Classes S01 (8 weeks) ends
June	30	Summer Classes S02 (8 weeks) begin
August	16	Summer Classes (8 weeks) Summer Classes (16 weeks) end
September	3	Fall Classes begin

Christopher Clason Ph.D. , Director
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