Welcome!

This handbook presents a selection of information about the Master of Liberal Studies program (MA). If after reading it you have any additional questions, please do not hesitate to contact us.

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### OVERVIEW OF MLS PROGRAM

**Required Course Work: 32 credits**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MLS 600</td>
<td>Introductory Seminar</td>
<td>4</td>
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<tr>
<td>MLS 620</td>
<td>Master of Liberal Studies Exploration (1)</td>
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<tr>
<td>MLS 620</td>
<td>Master of Liberal Studies Exploration (2)</td>
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<tr>
<td>MLS 620</td>
<td>Master of Liberal Studies Exploration (3)</td>
<td>4</td>
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<tr>
<td></td>
<td><strong>Supporting Study</strong></td>
<td><strong>12</strong></td>
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<tr>
<td></td>
<td>Graduate course work at the 500G level or higher, in courses, independent studies, or internships clearly relevant to the student's approved MLS Themed Plan of Study</td>
<td></td>
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<tr>
<td>MLS 690</td>
<td>Master of Liberal Studies Capstone Course</td>
<td>4</td>
</tr>
</tbody>
</table>

**Sequence:** MLS 600 is a student’s first MLS course and MLS 690 is the last. Apart from that there is significant flexibility in the order or pace at which a student takes MLS courses (subject, of course, to the availability of classes). An admitted MLS student may sit out (registering for no courses) for up to a year without jeopardizing admitted status, but a student who chooses or needs to sit out for that long should consult with the MLS Director.

**Transfer Credits:** Up to 8 graduate credits earned at another accredited institution (or at Metropolitan State University before MLS admission) may be applied to the MLS program’s Supporting Study requirement, provided that those credits are not part of any other completed degree program, and that the credits are clearly relevant to the student’s MLS program.

**Part-Time Graduate Studies:** The MLS Program is especially designed for part-time graduate study. Most MLS students are employed full-time and therefore take just one graduate course per semester. Most MLS classes meet once a week on a weekday evening; occasionally, a class might be scheduled for Saturdays.

**Digital Literacy:** The required work of the MLS student involves significant use of technology, including navigating the Internet, researching online library databases, keyboarding, and using Metropolitan State University email for MLS business. It is expected that all MLS students hold competence in these areas.
GENERAL INFORMATION ABOUT THE MLS PROGRAM

The Master of Arts in Liberal Studies is a student-centered, interdisciplinary graduate program designed for individuals who have successfully completed a bachelor’s degree. Admitted students progress from an introductory seminar through a series of team-taught courses to explore advanced liberal arts themes and issues through methodologies drawn from several disciplines. Students create major research projects aligned with their personal educational goals and support and develop their work on these projects through a series of graduate-level Supporting Study courses or independent studies. For each student, the MLS program culminates in the creation of a self-directed Capstone Project that draws from and builds upon the program as a whole.

PROGRAM GOALS: WHAT’S TO BE GAINED FROM GRADUATE STUDY IN LIBERAL ARTS?

MLS graduates will broaden and deepen their store of knowledge through the specific liberal arts content of their MLS seminars, MLS Explorations, and MLS Supporting Study course work.

MLS graduates will gain enhanced, graduate-level skills:

- Locating information
- Critical thinking and analysis
- Writing
- Presentation and discussion

MLS graduates will have succeeded in applying skills and knowledge within structured opportunities for self-directed research, employing interdisciplinary perspectives inclusive of diverse viewpoints and anchored in the liberal arts, leading to effective presentations of research within a student-centered community of motivated adult learners similarly engaged.
PROFESSIONAL AND PERSONAL BENEFITS

Advanced liberal arts study expands one’s potential for analysis, communication, critical thinking, cultural and multicultural understanding, intellectual resourcefulness, problem-solving and research. Liberal studies skills and knowledge are portable and applicable in the workplace, the community and the personal sphere. In an era of information explosion and rapid global development, it is more timely than ever to invest in advanced liberal arts study.

Some employees need a master’s degree as a prerequisite for supervisory or managerial positions. Our program offers an alternative to the MBA, one centered in the liberal arts, but still building skills relevant to successful management. Other individuals can qualify for raises or promotions with a graduate degree. And many pursue post-baccalaureate education for personal enrichment, including those not interested in predetermined courses of study.

GRADUATE LIBERAL STUDIES AT METROPOLITAN STATE UNIVERSITY

Metropolitan State University is committed to make education accessible to busy working adults. The Master of Liberal Studies program is designed to help its students succeed in meeting their individual educational objectives:

- Evening and weekend classes
- Flexible program completion guidelines
- Opportunities for independent study and internships

This MLS program reflects the mission of Metropolitan State University in several ways.

- The MLS program welcomes and encourages diversity in students, faculty and topics of study alike, capitalizing upon a range of backgrounds and life experiences.
- As part of Metropolitan State’s curriculum, MLS courses will be affordable and offered in formats and at times convenient for working adult learners, maximizing accessibility.

The MLS is a strongly student-centered program, leading each student towards academic success through independent research projects within and across courses and all building towards to a student-designed capstone project that supports each student’s pursuit of his or her educational goals within the liberal arts.

- Taught by experienced university professors, the MLS is a high-quality liberal arts program, with an unshakeable commitment to academic excellence.
- The MLS program is situated squarely within the context of lifelong learning, welcoming students seeking post-baccalaureate liberal arts study and preparing them with enhanced skills and knowledge to continue that study throughout their lives.
THE MASTER OF LIBERAL STUDIES PROGRAM DESIGN

An admitted MLS student begins by taking “MLS 600 Introductory Seminar,” which teaches methods of interdisciplinary inquiry through variable topics within which students craft individual projects. Arising from interactions with seminar team teachers and with other students, one of the seminar’s outcomes is analysis and refinement of each student’s educational objectives within the framework of MLS program resources.

Following MLS 600, a student then selects at least three iterations of “MLS 620: Master of Liberal Studies Exploration.” Topics vary, but each MLS 620 encourages interdisciplinary inquiry, with opportunities to pursue individual interests as these relate to the Exploration’s theme. For example, a student interested in world politics and economics might take an Exploration on the topic of globalism. Students also select 12 credits of Supporting Study at the 500G or higher level, which can include independent studies or internships. All MLS Supporting Study credits must be clearly relevant to the student’s MLS program, as determined by the MLS Director.

A student may register for “MLS 690 Master of Liberal Studies Capstone” upon completion of MLS 600 and at least 24 credits in the MLS program (at least 8 credits in MLS 620’s and at least 8 Supporting Study credits); with a cumulative MLS GPA of at least 3.00; and with an approved Capstone Application. See “MLS 690 Capstone Course” in this HANDBOOK, below.

The MLS 690 Capstone Seminar revolves around the final revisions and completion of students’ self-directed Capstone Projects. The seminar is taught by a team of faculty from a range of liberal arts disciplines. Students conference on their Project revisions, and make oral presentations to the seminar on the evolution of their Projects.

Overview of MLS Program Required Course Work (32 credits):

- MLS 600      Introductory Seminar  (4 credits)
- MLS 620      Master of Liberal Studies Exploration (1) (4 credits)
- MLS 620      Master of Liberal Studies Exploration (2) (4 credits)
- MLS 620      Master of Liberal Studies Exploration (3) (4 credits)
- Supporting Study  
  Graduate course work at the 500G level or higher, in courses, independent studies or internships clearly relevant to the student’s approved MLS Themed Plan of Study (12 credits)

- MLS 690      Master of Liberal Studies Capstone Course (4 credits)

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**MASTER OF LIBERAL STUDIES ACADEMIC ADVISING**

Since its founding, Metropolitan State University has emphasized a student-centered educational philosophy with strong faculty involvement in advising. For MLS students, advising occurs in several ways. One is embedded in “MLS 600 Introductory Seminar,” where students articulate their educational objectives.

Each MLS student will also be assigned a graduate faculty advisor, who can advise students towards appropriate course selection and also help to arrange creative learning strategies, including customized independent studies and internships.

As a student nears completion of the MLS, the advisor also helps with the appointment of a faculty Reader from a discipline related to the student’s evolving Capstone Project. The faculty Reader reviews a student’s Capstone Project and thus, in addition to the team teachers of MLS 690, can advise to reinforce cohesion and quality in the final stages of a student’s MLS.

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**ADMISSIONS REQUIREMENTS**

To be considered for admission, a student is expected to have completed a bachelor’s degree before beginning MLS course work. The MLS Admissions Committee will make admissions decisions on the basis of the following:

- Official copies of all undergraduate transcripts (and graduate transcripts, if any), showing a B.A. or B.S. degree from an accredited institution, a major or significant coursework in liberal arts disciplines, and a minimum GPA of 3.00 from the B.A. or B.S. degree-granting institution.
• Two letters of recommendation from individuals familiar with the applicant’s intellectual preparation for advanced liberal arts study.

• A resume or vita (The admissions committee will value occupational and/or community experience relevant to advanced liberal arts study, in addition to academic preparation.)

• The Purpose Essay, written by the applicant about his/her interests and goals in pursuing advanced liberal arts study.

• A writing sample, either from an earlier upper-division liberal arts course, or written in response to questions given in the “Graduate Application Checklist” in the MLS Application Packet.

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**INTERNATIONAL STUDENTS**

The graduate program welcomes applications from international students. Please visit the website [http://www.metrostate.edu/studentaff/int/index.html](http://www.metrostate.edu/studentaff/int/index.html) and contact the International Student Services Office: Dr. Kamal Ali Elbasher, Director ([Kamal.Elbasher@metrostate.edu](mailto:Kamal.Elbasher@metrostate.edu)) with any questions regarding international student processing. Be prepared to provide the following upon the request of the Admissions Office:

• Affidavit of Financial Support (bank statements, scholarship reward, sponsorship letter, etc)

• Photocopy of passport and I-94

• Transfer Verification Form

• Copy of current I-20

• A foreign residential address

In addition to other documents required for the application packet, the following are required of international students for their application to be considered complete:

• **Test of English as a Foreign Language (TOEFL) Score Report**

  ○ TOEFL is administered by the Educational Testing Service. Detailed information can be obtained from either the TOEFL website ([www.ets.org](http://www.ets.org)) or by mail to TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ 08541-6151, (609) 771-7100.

  ○ Only TOEFL tests administered by the Educational Testing Service and sent to our office directly by the TOEFL office will be accepted.

  ○ A TOEFL test score is not required if you have acquired an undergraduate baccalaureate degree from an accredited institution where the language of instruction was English.

*Your most recent score must be at least 600 for the paper- and-pencil test or at least 250 for the computer-based test (equivalent to 100 on the Internet Based Test)*
World Education Services (WES) or Educational Credential Evaluators (ECE)

Transcript Evaluation

These two services evaluate educational credentials from any country in the world into their U.S. equivalents. It describes each certificate, diploma or degree that you have earned and states its academic equivalency in the United States. Contact either organization by going to their respective websites, www.wes.org or www.ece.org. This is not required if you acquired your baccalaureate degree from an accredited institution within the United States.

All score reports and transcript evaluations should be mailed to:

    Master of Liberal Studies Program
    Metropolitan State University
    700 East Seventh Street
    Saint Paul, MN  55106-5000
LIBERAL ARTS: IS THE MLS FOR ME?

The programs in a university have a variety of different goals. Some departments teach students skills that are directly applicable to specific jobs.

Other departments, those in liberal arts, have somewhat different goals. They usually do not focus directly on job skills (though liberal arts can make learning job skills easier). Consider: theology is one of the liberal arts, but not pastoral counseling; likewise mathematics is a liberal art, but not accounting; and so forth. The liberal arts disciplines are more interested in helping individuals understand themselves, other people and the world around them.

Characteristics of liberal arts students include:

- An awareness that liberal arts study tends to be beneficially abstract and theoretical;
- A commitment to developing tools of critique and critical reasoning;
- An awareness of the importance of developing moral or narrative imagination;
- A commitment to developing both contemplative and creative skills;
- An awareness of the potentialities flowing from informed appreciation of the arts.

Liberal arts disciplines promote such traits and achievements not by description or enactment of established procedures. Rather, they seek ways of telling stories, or of conceptualizing events and themes that offer models for various and therefore valuable ways of thinking about the self and its relation to the social and natural worlds.

The Liberal Arts in the MLS Program

In the “MLS 600 Introductory Seminar,” each student constructs a theme that will organize his/her multidisciplinary liberal arts education in the MLS program, and writes an essay explaining how courses selected for each student’s MLS program will help develop that theme. Discipline-based liberal arts supporting study courses or independent studies play an important role here. In a different way, the three iterations of “MLS 620 Exploration” will also contribute as students bring their evolving MLS themes to interact with the general topic of each separate Exploration. Liberal arts internships may also help develop a student’s theme. Each student must have an approved “Capstone Application” before registering for the “MLS 690 MLS Capstone Course.”

The liberal arts skills and knowledge—and perspectives—gained through Supporting Study and Explorations provide background, context and especially depth for the relatively focused MLS capstone project. All Capstone Projects are expected to be solidly grounded in a suitably broad range of interdisciplinary liberal arts scholarship, developed across each student’s MLS program as a whole.
MORE ON ACADEMIC PREPARATION FOR THE MLS

Among its other application requirements, the MLS calls for a “B.A. or B.S. degree from an accredited institution,” with

- “A major, or significant course work in liberal arts disciplines,” and
- “A minimum GPA of 3.00 from the degree-granting institution”

**A Major in a Liberal Arts Discipline . . .**

The liberal arts have been defined as “Academic disciplines such as languages, literature, history, philosophy, mathematics and science that provide information of general cultural concern.” The liberal arts may thus be thought of as distinct from professional or technical education, although degree programs vary in content and nomenclature from institution to institution. The Metropolitan State majors in liberal arts disciplines are:

<table>
<thead>
<tr>
<th>Applied Mathematics</th>
<th>Gender Studies</th>
<th>Technical Communication</th>
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<tr>
<td>Biology</td>
<td>History</td>
<td>Theater</td>
</tr>
<tr>
<td>Computer Forensics</td>
<td>Liberal Arts</td>
<td>Writing</td>
</tr>
<tr>
<td>Computer Information Technology</td>
<td>Philosophy</td>
<td></td>
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<tr>
<td>Computer Science</td>
<td>Professional Communication</td>
<td></td>
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<tr>
<td>English</td>
<td>Screenwriting</td>
<td>Social Science</td>
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<tr>
<td>Ethnic Studies</td>
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**Significant Course Work in Liberal Arts Disciplines . . .**

This would typically mean at least 20 semester credits of highly successful upper division course work in some combination of the disciplines listed above, or any of the following:

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<tr>
<th>Anthropology</th>
<th>Intercultural Communication</th>
<th>Practical Ethics</th>
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</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Interpersonal Communication</td>
<td>Professional Writing</td>
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<tr>
<td>Chemistry</td>
<td>Linguistics</td>
<td>Public Relations</td>
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<tr>
<td>Communications</td>
<td>Literature</td>
<td>Reading</td>
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<tr>
<td>Creative Writing</td>
<td>Mathematics</td>
<td>Religious Studies</td>
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<tr>
<td>Experimental Intermedia Arts</td>
<td>Media Literacy</td>
<td>Research &amp; Information Studies</td>
</tr>
<tr>
<td>Geography</td>
<td>Media Studies</td>
<td>Sociology</td>
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<tr>
<td>Geology</td>
<td>Music</td>
<td>Spanish</td>
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<tr>
<td>Global Studies</td>
<td>Natural Sciences</td>
<td>Speech</td>
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<tr>
<td>Humanities</td>
<td>Organizational Communication</td>
<td>Statistics</td>
</tr>
<tr>
<td>Information &amp; Computer Sciences</td>
<td>Physics</td>
<td>Studio Arts</td>
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<tr>
<td>Information Studies</td>
<td>Political Science</td>
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**Minimum GPA of 3.00 . . .**

Exceptions to this standard would be rare and based only upon the MLS Admissions Committee’s recognition of special circumstances for the lower GPA and the candidate’s clear demonstration of additional compensatory strengths.
CHARACTERISTICS OF GRADUATE-LEVEL EDUCATION IN THE MLS PROGRAM

- Because the MLS is by definition generalist and interdisciplinary, it does not seek to establish a credential for any specific profession.
- The MLS program overall does not develop or build either the specific disciplinary methodology or the specific expertise typically employed and developed through a master’s program in a single discipline.
- As a rule, all of a student’s MLS coursework will be drawn from the curricula of the College of Arts and Sciences.
- Compared to undergraduate study, the MLS has in common with other master’s programs the expectation of increased sophistication in academic work:
  - The MLS graduate student will be expected to demonstrate greater intellectual initiative and independence in framing scholarly inquiries and analysis, exercising critical and creative thought and producing results;
  - The MLS graduate student will evaluate and apply theoretical materials in order to produce analytical and informed scholarship.
MLS STUDENTS

**Education**

MLS students have undergraduate degrees, in some cases additional graduate work.

**Employment**

MLS students work in a wide variety of careers in business, education, and services.

**Viewpoints**

“I am confident that this program aligns with my academic goals, providing me with more opportunities to not only work on my writing, but enabling me to focus on particular areas of interest while benefiting from a liberal arts education.

“... I mean to broaden my knowledge of art and literature, which I focused on during my undergraduate studies, to include other areas of the liberal arts, specifically history and philosophy. I think an interdisciplinary program such as this is the perfect complement to my previous work. ...” —Michelle Eide

“... Most theoretical frameworks in the humanities and social sciences intersect with their counterparts in some way and further ... the questions I want to explore in my graduate studies—questions about hegemonic social arrangements and their underlying constructs of race, class, gender, etc.—seem best approached from an interdisciplinary perspective. I believe graduate liberal studies will deepen my multicultural, cross-disciplinary knowledge in ways that will undoubtedly benefit my students, especially those who need the most support.” —Katherine Kraemer

“Interdisciplinary study promotes asking the big questions fundamental to understanding social, political and cultural life. That’s not something necessarily nurtured in today’s society, which seems to reward short-term thinking. In that sense, a big-picture, interdisciplinary approach offers a needed counterpoint. ...

“I anticipate M.L.S. courses, seminars and independent-study projects will increase my understanding of community, culture and the other subjects I mentioned above. But I also expect to sharpen my critical thinking, resourcefulness, problem-solving and researching skills...”

“Broadly speaking, I anticipate the understanding and skills I learn from the Master of Liberal Studies Program will help me lead a richer, fuller and more examined life.” —Harvey Meyer

“... I want and need to be intellectually provoked and challenged in a respectful environment. ... I can’t imagine a topic that wouldn’t engage my interests. I am a devout enthusiast of an interdisciplinary approach to study. ... What do I hope to gain from my study in this program? Knowledge. Enhanced creativity. The pleasure of new friendships. Days of wonder.” —Nancy Baghaw-Reasoner
MASTER OF LIBERAL STUDIES
COURSES

MLS 600 INTRODUCTORY SEMINAR

Catalog Description

The seminar will address aspects of theory, method, research and knowledge formation in selected disciplines within the humanities, social sciences and natural and physical sciences. The course will move from the study of selected disciplines to an interdisciplinary study of the connections among disciplines and its implications for the students’ program of study and their final research project.

A Message from the MLS 600 Faculty

The goal of this seminar is two-fold; there is a theoretical as well as a practical goal. Theoretically, we want students to begin to think about how research and knowledge construction occur, both in traditional disciplines and in several kinds of interdisciplinary work. We want them to carry this awareness into all of their MLS courses as an aid to developing the kind of reflection a graduate education requires. Toward this end, we will discuss both the traditional roles of theory and method, as well as the potentially constitutive roles of political and social context. We will look at selected disciplines in the humanities, mathematics, social sciences and natural and physical sciences.

Practically, we want to help students construct a preliminary plan of study for their MLS program and a proposal for their MLS Capstone Project. We will help them develop a guiding theme for their MLS program, one that will organize both the 500G courses they choose, as well as their participation in the 620 MLS seminars. We will help them as well in creating a preliminary proposal and background bibliography for their Capstone Project.
MLS 620 EXPLORATIONS

About the MLS 620 Exploration:

The Explorations Seminars, a requirement within Metropolitan State’s MLS degree program, bring students and faculty together to explore topics of consequence that relate to a common theme. The co-instructors have selected this theme so that it will encourage

- an interdisciplinary perspective, anchored in the liberal arts;
- opportunities to pursue individual interest areas related to the Exploration’s theme;
- opportunities for research, both primary and secondary.
- the application of critical thinking skills;
- opportunities to practice scholarly writing and persuasive speaking.

An essential component of this class is the open and respectful exchange of ideas. As a graduate seminar, this class requires students to engage in individual research and share their insights through large and small group discussion. During the term, each student will have the opportunity to lead class discussion on a topic selected by the student and the instructors. The goal here is sustained, perceptive and contains critical conversation on challenging topics, conducted through class participation, presentation and written assignments.

Almost all of the MLS 620 Explorations will be scheduled for fifteen once-a-week meetings of three hours and 20 minutes each, on a weekday evening, at the university’s Saint Paul or Midway centers. Occasionally, a once-a-week Saturday format may be used. There are currently no plans to offer the MLS core curriculum during weekday business hours, or online.

MLS 620 EXPLORATIONS OFFERED IN PRIOR YEARS

Fall Semester 2007  Gender, Sport and Culture
Saturdays  Professors Anne Aronson and Maythee Kantar

- Media Studies
- Gender Studies
- Writing

This course will explore gender and sport from multiple perspectives, beginning with theoretical foundations based in women’s studies. How have traditional constructions of femininity worked toward the exclusion and marginalization of women in sport? How is masculinity expressed, embodied and reproduced through organized sports? The course will then look at several historical periods and cases to provide background, including Ancient Greek beliefs about the male body; the backlash against the growth of women’s sport in the 20s and 30s; the effects of Title IX; and athletes used as Cold War propaganda. Finally, the course will focus on the contemporary landscape for gender and sport from an international perspective. Topics for this last segment of the course include women’s access to sport in developing countries; violence and
the male athlete; gender, the media and the Olympics; the relationship between sport and fitness in American and other societies. Readings will cover a number of disciplinary perspectives including historical accounts; literary works; sociological studies; and primary media sources (magazines, newspapers, TV clips, films). Students are required to do one traditionally academic writing project and one nonacademic writing project. In addition, they must lead a class discussion on their research.

Spring Semester 2008  One World and Many: Multiple Perspectives on Globalization
Thursday Evenings  Professors Goldade, O’Connell and Wagstrom
- Political Science
- History
- Anthropology

The idea that we live in a rapidly globalizing world is part of conventional wisdom. But what exactly is globalization? What are its historical roots? Does globalization mean we are headed toward a global monoculture, world governance, a more fully integrated world economy? Who benefits from globalization and who does not? In this course we begin with the premise that globalization is a contested concept that is best understood through exploring its historical, economic, political, cultural and ideological dimensions. Together we will explore these multiple meanings through the lenses of history, literature, social analysis and film. In addition to shared reading and discussion, students will conduct and present individual research on a topic related to the course theme.

Fall Semester 2008  The Chapbook Workshop
Wednesday Evenings  Professors Patterson and Rasmussen
- Creative Writing
- The Art of Bookmaking

The relationships between poetry and visual art can be straightforward, as when ekphrastic poems and the works of visual art that inspired them are studied together. At other times the connections may be more subtle, as when a trend in poetic style or subject matter coincides with trends in art making. The Chapbook Workshop will explore poetry and book-making/publishing traditions with an eye toward their expressive relationships. The majority of the contact hours will be devoted to the activities of writing and book construction. Patterson will conduct his sessions on campus. Rasmussen will conduct her sessions at Minnesota Center for Book Arts. Lectures, demonstrations, hands-on studio work, discussions and independent research will also be included. From haikus to accordion folds, this course will familiarize the advanced student with the basic principles and techniques of chapbook development, so that simple yet sophisticated works can be conjured into material form.
Spring Semester 2009  Technological Momentum and User Voices
Tuesday Evenings  Professors Frazzini and Sadler
  ▪ The History of Technology
  ▪ Discourse Analysis

The understanding of technology in its broadest sense has become a necessary element of a liberal education that creates informed and engaged citizens and we begin with an attempt to construct a meaningful definition of technology. The global presence, growth and political influence of socio-technical systems demands that we not only understand the origins of these systems, but also understand the power of users. Certainly the uses of technology are dependent upon societal situations and we will examine the forces affecting the growth, support and failure of technologies, including Thomas Edison’s light bulb and distribution system; transportation systems; bridges; dams; the Challenger space shuttle explosion; and information technologies. Each of these represents a rich source of knowledge about the way technology “is done,” as well as significant cultural differences in use. The seminar’s overarching question—Does technology determine how you use it, or do you determine how you use technology?—is the thread that weaves together all of our seminar readings. Incorporating film clips and community assets, such as a museum visit, theatrical play or guest lecturer, we will learn how to become more sophisticated users of and more creative shapers of, technology.

Spring Semester 2009  Art and War
Monday Evenings  Professor Margot Galt
  ▪ History and Literature
  ▪ The Visual Arts

With a global perspective, reaching back to the Greeks, Renaissance England, the World Wars and up to the current Iraq war, this course blends literature and the visual arts (painting, sculpture, photography, graphics, film) to consider how war’s heroism has changed to awareness of its boredom and horror. We will focus on the civilian experience, soldiers’ long road to recovery and war’s economic, political, environmental connections. Texts and images will include: Shakespeare’s Henry IV, part I; Goya’s “Disasters of War,” photographs and oral histories from the Civil War and the Dakota Conflict, World War I German novels and American propaganda; World War II Nazi films and Holocaust children’s poetry, plus Elie Weisel’s survivor’s tale “Night.” We’ll read John Hersey’s Hiroshima, a comic-book novel about the Iran conflict called Persepolis and Hmong escape narratives. From more current conflicts, Farah’s novel about returning to Somalia after the Civil War, Tim O’Brien’s surreal novel about Vietnam and a memoir about serving in Iraq. Students may conduct oral histories, write research papers about the science of the A or H bombs, or about other ramifications of wars, including pacifist protest, or create multimedia presentations connecting the visual with the literary.
Fall Semester 2009  Race: The Excavation of an Idea
Wednesday Evenings  Professor Aureliano DeSoto
This course examines the concept of race, posed through a series of questions: What is race? How have we come to understand what exactly constitutes the category race? Appearance? Essence or spirit? Social and political Identities? Cultural or geographic heritage? National identity? What are the historical and theoretical approaches to describing ‘race,’ and how have these approaches determined how race is understood and circulates as a term of knowledge? Using a wide range of readings, the course begins with a chronological study of the emergence and development of race as a philosophical, social, and political idea grounded in eighteenth and nineteenth century thought, and how this emergence relates to slavery, colonialism, and social and political equality. Following this, we shall look at contemporary responses to the legacy of race thinking that is implicit in and flows from these intellectual foundations.

Fall Semester 2009  Art and Social Control
Thursday Evenings  Professors Bob Gremore and Carolyn Whitson
The topic of art and social control invites students to examine how political, religious, and social power have spoken in works of art—and also to consider how the less powerful have used art to talk back. The course looks at sculpture, painting, architecture, photography, and such verbal texts as poetry and song lyrics. We will focus especially on artworks from across the historical and geographical spectrum, whose discourse is about individual and group identity, power relations among groups, or social behavior. (By “social behavior” we mean either the “appropriate” or assumed behavior of people who belong to particular social groups, or the behavior of individuals in any public setting.)

The goal of the explorations will be to situate works of art in their historical and cultural context by understanding them as “voices” in a discourse of power and selfhood. That is, we want to interrogate how specific works of art may function in specific historical understandings of who they are, how they fit into the social order, and what their possibilities in life are.

Spring Semester 2010  Creative Writing and Asian Poetic Tradition
Wednesday Evening  Professors Beverly Hill and Edward Lee
In this course, students will become acquainted with the major poetic forms of the classical Chinese tradition (in translation). Poetry of the neighboring traditions of Korea, Japan, and Vietnam, which were strongly influenced by Chinese poetic norms, will also be examined, as well as some related Asian and Asian-American poems. Through discussion, exercises, and appropriate prompts, students will begin to write their own poems, exploring their own attitudes, observations, and voices through the framework of East Asian poetic forms and themes.
Spring Semester 2010  Globalization

Thursday Evenings  Professors Mark Nowak, Rafael Ortiz, and Thor Wagstrom

The idea that we live in a rapidly globalizing world is part of conventional wisdom. But what exactly is globalization? What are its historical roots? What are its geographical manifestations? How do different actors interpret and negotiate change associated with it? This course unpacks the concept of “globalization” from a variety of disciplinary and experiential perspectives, an approach premised on the idea that globalization is a contested concept that can mean different things to different people. Students will investigate these multiple meanings through the lenses of history, geography, literature, political and social analysis and film. In addition to shared reading and discussion, students will conduct and present individual research on a topic related to the course theme.

Fall Semester 2010  MLS 620-01 Exploration: Violence and Nonviolence

Monday Evenings  Professors Thor Wagstrom and Tammy Durant

Exploring themes such as power, justice, war, cooperation, hatred, conflict, and peace, this course critically examines the discourses and behaviors associated with violence and nonviolence. We consider organized behavior (warfare, terrorism, mass activism), cultural behavior (racial or sex/gender discrimination, pacifism) and individual behavior (domestic abuse, advocacy). Our interest is in how violence and nonviolence have been critiqued and promoted in literature, visual arts, music, and film throughout history and across a range of cultures. Texts we study include poems, plays, historical documents, religious literature, and essays. Excerpts from movies, and images of artwork are viewed in class to help shape our discussion.
The world does not speak to us directly. It seems clear that the conceptual framework we use to describe it to ourselves may well play a significant role in what we think we know, both in our academic life and in our everyday understandings.

One project scholars have taken on, from at least as far back as Plato, has been to work at getting the description right, to have our language represent to us, as veridically as possible, exactly what our world is like. In the words of these scholars, our task is to ‘carve nature at its joints’. If this is our project, getting the concepts right matters. We want our terms, our concepts, to pick out, as correctly as possible, what the world is actually like. We want to understand the world as it actually is.

If we look at the history of many sciences, we see a struggle ‘to get it right’. In chemistry, for instance, phlogiston gives way to oxygen. In biology, descriptive phenotype gives way to an increasingly nuanced understanding of genotype. In astronomy, the helio-centric picture of the universe trumps the geo-centric model. In physics, Newtonian understandings of space as three dimensional are superseded by the Einsteinian concept of space-time.

As we will see from our first few weeks’ investigation, the justification for such conceptual change in the sciences, though difficult and often politically charged, is fairly straightforward. Proponents of the new conceptual framework must show that it fits observation better and/or that the mathematical reasoning that supports it is stronger than the support available for its contender. The careful and rigorous process of mathematical reasoning provides a model for judging whether we have reason to believe that the new proposal really does carve more closely and helps us understand the world better.

But how about the humanities? How about conceptual change in philosophy? In social theory? In literature and language? Here too we see change, often dramatic change, as a scholar says, ‘Here, look at the world THIS way; use THESE new concepts; accept these new descriptions’. What do we make of these kinds of proposals for change?

In the second part of this course, we will focus on these hard cases. We will look at work done by scholars in critical theory, philosophy, and literature, work that seems to be proposing new concepts, new frameworks for understanding the world. Our question will be this: Are there criteria for accepting these new ways of thinking? If so, in what ways are these cases like the cases in the sciences? How are they different? What, if anything, counts as ‘getting it right’ in the humanities? Does the image of carving nature at its joints play a helpful role?
Spring Semester 2011  MLS 620-01  Exploration: The Chapbook Workshop
Monday Evenings  Professors Patterson and Rasmussen

The relationships between poetry and visual art can be straightforward, as when ekphrastic poems and the works of visual art that inspired them are studied together. At other times the connections may be more subtle, as when a trend in poetic style or subject matter coincides with trends in artmaking. The Chapbook Workshop will explore poetry and book-making/publishing traditions with an eye toward their expressive relationships. The majority of the contact hours will be devoted to the activities of writing and book construction. Patterson will conduct his sessions on campus. Rasmussen will conduct her sessions at Minnesota Center for Book Arts. Lectures, demonstrations, hands-on studio work, discussions and independent research will also be included. From haikus to accordion folds, this course with familiarize the advanced student with the basic principles and techniques of chapbook development, so that simple yet sophisticated works can be conjured into material form.

Spring Semester 2011  MLS 620  Exploration: The Life of the Mind
Thursday Evenings  Professors Monte Bute and Beverly Hill

This seminar is a topics course in the MLS program. We have two goals. First, we want to introduce students to seminar-based graduate study and to the intellectual virtues of scholarly work. To that end, we will read and discuss explications of those virtues and practices. Second, through guided readings and discussion, seminar participants will study classical texts of humanism from the Twelfth to Twentieth Century. Students will also independently select a classical text that contributes to their capstone project and make oral and written presentations on that work.

Fall Semester 2011  Social Evolution in the Information Age
Monday Evenings  Professors Larry Gottshalk and Milt Luoma

That we live in a highly networked society is well understood. Those in the developed world see electronic transactions and social networking as a part of their daily lives. But what is a careful definition of what is now called the information (I.T.) driven economy, or even as some others would say, the age of the information technology revolution? Some consider that we are now in a revolution that will be as large a shift in Western society as was the industrial revolution. What are the roots, beyond just the technology? How does the rapidly developing electronic network infrastructure affect society, government, the economy, our culture, and individuals? And how is the development of the electronic network infrastructure affected BY society, government, the economy, culture, and individuals?
Fall Semester 2011  Voices in the Wilderness: Topographies of (Self-)Discovery
Thursday Evenings  Professor Thomas McCarthy

Not a nature course or a course on nature writing, “Voices in the Wilderness” is a critical exploration of wilderness as a place at the boundaries of the known and comfortable. Through the lens of fiction, history and first-person narrative, the course explores, analyzes and pushes those boundaries. It probes deeply into the reasons and ways in which the experience of literal wilderness evokes a more psychologically and culturally significant understanding of wilderness. It is multidisciplinary in its reading list as well as its modes on inquiry. In the progression of texts and the nature of assignments, the syllabus is designed to encourage students to bring to bear their own personal and academic experiences and to challenge their assumptions about what wilderness means and its power as a source of narrative. Students engage the course material through class discussion, an oral presentation and a variety of written assignments. In weekly journal-writing—informal but coherent—students question and reflect on texts and class discussions. Two formal papers require students to produce detailed analyses of texts. In oral presentations, students will be encouraged to make connections between course material and their Capstone project and other MLS courses. The final paper constitutes a sort of Wilderness Manifesto: tailored to each student’s academic interests, the goal is to synthesize the student’s thinking about wilderness, with an emphasis on relating course material to the Capstone project.

Spring Semester 2012  Approaches to the Study of Gender and Sexuality
Tuesday Evenings  Professors Aureliano DeSoto and Laura McCartan

Gender, like race, is an ubiquitous category that relies on its ideological invisibility to maintain social, cultural, and political power. It appears to us as a natural distinction, collapsed into sex, and forms the basis for one of the cardinal points of social organization. This course seeks to interrogate gender as a basis for social and cultural identify formation and organization by examining core concepts in the study of gender and sexuality, in particular theoretical and socio-analytic frameworks of interpretation. The pedagogical approach of the course relies on a singular key text, supported by supplementary critical articles and visual media of different genres (independent video, documentary, commercial film), offering an explication of the foundational debates and contentions concerning gender within contemporary thought.
Spring Semester 2012

Technological Momentum and User Voices
Thursday Evenings
Professors Ron Frazzini and Tori Sadler

Technology surrounds us and we are part of its evolution and shaping. Since the first artifact was used as a tool, there is no human culture that hasn’t in some way been affected by technological innovation. The understanding of technology in its broadest sense has become a necessary element of a liberal education that creates informed and engaged citizens. The journey begins by constructing a meaningful definition of technology via examination of various disciplinary and cultural theories of/perspectives on technology. Arguments for technology as the artifact or system immersed in a social, political, cultural, economic, historical, and rhetorical framework have merit, and the global presence, growth, and political influence of socio-technical systems demands that we not only understand the origins of these systems, but also understand the power of users.

Certainly the uses of technology are dependent upon societal situations, and we will examine the forces affecting the growth, support, and failure of technologies, among which are electric distribution systems; transportation systems; infrastructure; the Challenger space shuttle explosion; information technologies, and the rapidly emerging world of nanotechnology. Each of these represents a rich source of knowledge about the way engineering is done, as well as significant cultural differences in use. The seminar’s overarching question—Does technology determine how you use it, or do you determine how you use technology?—is the thread that weaves together all of our seminar readings. Incorporating outside resources, such as guest lectures and museum visits, we will learn how to become more sophisticated users of, and more creative shapers of, technology.

Fall Semester 2012

Power, Propaganda and Politics: The 2012 Election
Monday Evenings, Midway
Professors Matthew Filner and Thomas McCarthy

This course is an exploration of the 2012 election using the critical lens of language as strategy. The course examines the uses of language as a strategy to achieve personal or partisan interests (winning an election) as well as a tool to further an ideological agenda. The courses runs along two tracks—sometimes parallel, sometimes intersecting: examining “politics” in a narrow sense (primarily the Election of 2012) as well as unpacking “politics” in the wider culture (the role politics plays in our culture as a whole). Readings include political speeches, novels and non-fiction essays, primarily American. In addition to the required readings, we will study culture artifacts (films, media reports, advertising, social media and newspapers). These readings and artifacts—both historic and contemporary—will directly inform our close monitoring and critique of the language used by candidates, supporters, critics, and the media in the 2012 election campaign.
Fall Semester 2012 
Social Media and Digital Identities
Thursday Evenings, Midway
Professors Andrew Carlson and Jennifer DeJonghe

The Internet and social media have changed the ways in which people from around the world interact and relate to one another. This course explores the ways in which online interaction influences our definitions of ourselves and our relationships with others, how social categories such as race, class, gender, and sexuality are changed or reinforced in online environments, and the ways in which technology can liberate and oppress individuals and communities. In our engagement with these issues, the course will explore topics such as online communities and collaboration, creativity and mash-up culture, virtual worlds, and the digital divide.

Readings in this course will represent a wide variety of sources and disciplines, and students will be required to complete a traditional academic research paper as well as create journal entries on a collaborative online blog.

Spring Semester 2013
Art and Social Control
Thursday Evenings, Midway
Professors Bob Greemore and Carolyn Whitson

The topic of art and social control invites students to examine how political, religious, and social power have spoken in works of art—and also to consider how the less powerful have used art to talk back. The course looks at sculpture, painting, architecture, photography, and such verbal texts as poetry and song lyrics. We will focus especially on artworks from across the historical and geographical spectrum whose discourse is about individual and group identity, power relations among groups, or social behavior. (By “social behavior” we mean either the “appropriate” or assumed behavior of people who belong to particular social groups, or the behavior expected of individuals in any public setting.) The goal of the explorations will be to situate works of art in their historical and cultural context by understanding them as “voices” in a discourse of power and selfhood. That is, we want to examine how specific works of art may function in specific historical contexts to provide individuals or groups (both powerful and less powerful) with understandings of who they are, how they fit into the social order, and what their possibilities in life are. Working together towards that goal, the class will first examine selected artworks from ancient, classical, medieval, and renaissance cultures, and will then move into more contemporary examples, including a selection of works from outside the Western tradition.
Spring Semester 2013  Globalization
Monday Evenings, Midway  Professors Ron Frazzini and Thor Wagstrom

The idea that we live in a rapidly globalizing world is part of conventional wisdom. But what exactly is globalization? What are its historical roots? What are its geographical manifestations? How do different actors interpret and negotiate change associated with it? This course unpacks the concept of “globalization” from a variety of disciplinary and experiential perspectives, an approach premised on the idea that globalization is a contested concept that can mean different things to different people. Students will investigate these multiple meanings through the lenses of history, geography, literature, political and social analysis and film. In addition to shared reading and discussion, students will conduct and present individual research on a topic related to the course theme.

Fall Semester 2013  MLS 620-01  The Chapbook Workshop
Monday Evenings, Midway & MN Center for the Book Arts  Professors Erica Rasmussen and Gar Patterson

The relationships between poetry and visual art can be straightforward, as when *ekphrastic* poems and the works of visual art that inspired them are studied together. At other times the connections may be more subtle, as when a trend in poetic style or subject matter coincides with trends in artmaking. The Chapbook Workshop will explore poetry and book-making/publishing traditions with an eye toward their expressive relationships. The majority of the contact hours will be devoted to the activities of writing and book construction. Patterson will conduct his sessions on campus. Rasmussen will conduct her sessions at Minnesota Center for Book Arts. Lectures, demonstrations, hands-on studio work, discussions and independent research will also be included. From haikus to accordion folds, this course with familiarize the advanced student with the basic principles and techniques of chapbook development, so that simple yet sophisticated works can be conjured into material form.
Fall Semester 2013  
**MLS 620-02  Death**

**Thursday Evenings, Midway**  
Professor Thomas McCarthy

This course explores and analyzes mortality and death from a wide range of disciplines and cultural and historical perspectives. From suicide to genocide, the syllabus covers various types of death and dying and is designed to challenge assumptions about death and to make fresh connections. The course’s topics and key questions require close personal engagement with the texts and films, while the writing requirements demand critical thinking. From the beginning of the course, students will be pointed toward reading and research beyond the syllabus and to integrate the course material with their Capstone project. This work includes an in-class presentation—from which each student will receive feedback from fellow-students—and will culminate in a final paper.

Spring Semester 2014  
**MLS 620-01  Race: The Excavation of an Idea**

**Thursday Evenings, Midway**  
Professor Aureliano DeSoto

This course examines the concept of race, posed through a series of questions: What is race? How have we come to understand what exactly constitutes the category race? Appearance? Essence or spirit? Social and political Identities? Cultural or geographic heritage? National identity? What are the historical and theoretical approaches to describing ‘race,’ and how have these approaches determined how race is understood and circulates as a term of knowledge? Using a wide range of readings, the course begins with a chronological study of the emergence and development of race as a philosophical, social, and political idea grounded in eighteenth and nineteenth century thought, and how this emergence relates to slavery, colonialism, and social and political equality. Following this, we shall look at contemporary responses to the legacy of race thinking that is implicit in and flows from these intellectual foundations.

Spring Semester 2014  
**MKLS 620-02  Utopian Studies**

**Monday Evenings, Midway**  
Professors Thomas Atchison and Charles Tedder

This course will explore utopian literature and utopian thought drawn from a variety of historical periods, genres, political perspectives, and social locations. Leading questions will include: What is the point or purpose of describing an imaginary society? What accounts for the negative connotations the word “utopian” often carries? What are the relations between a writer’s vision/conception of an ideal society and his or her perception of the defects of existing society? Does utopian thinking lead inevitably to disaster or tyranny when people try to put it into practice? Can there be a universal or encompassing vision of utopia or does every utopia exclude or marginalize someone?
These questions frame a field of study that is highly flexible. We anticipate that all MLS students will be able to enrich their individual research projects by exploring how their objects of study exemplify or encode particular ideals for, and alternatives to social norms and institutions. The character of that relationship will vary widely—imagination, representation, avocation, warning—but we believe that any interdisciplinary research project can be viewed through the questions inherent in utopian art and thought.

**Fall Semester 2014**

**Monday Evenings, Midway**

**MLS 620-01 Categories of Identity: Making and Breaking Borders**

Professors Matt Filner and Thomas McCarthy

Borders are arbitrary lines of demarcation that create cultures as much as they express them. As such, borders often determine—or attempt to enforce—artificial identities rather than expressing natural or actual ones. This course attempts to deconstruct the ubiquitous question, “What are you?” The question presupposes and enacts one of the most powerful phenomena that shape modern society: the impulse to categorize. In order to understand this impulse, the course will problematize our assumptions about identity—specifically, gender, race, nationality and class. Our focus will not be on the categories themselves, but on the borders between those categories: the interplay between definable boundaries and the indefinable in-betweenness that defies categorization. Through the close analysis of novels, non-fiction and films, we will apply critical thinking and writing skills to unpack and attempt to re-order both the useful and the problematic nature of categories within our culture.

This course explores and analyzes identity from a range of disciplines and cultural perspectives. The syllabus is designed to challenge assumptions about identity (race, class/caste, gender, nationality) and to make fresh connections among border-crossing identities. The course’s topics and key questions require close personal engagement with texts and films; writing requirements encourage creativity while demanding critical thinking. From the beginning of the course, students will be pointed toward reading and research beyond the syllabus and encouraged to integrate the course material with their Capstone project. Work includes an in-class presentation—from which each student will receive feedback from fellow-students—and will culminate in a final paper and in-class presentation.
Fall Semester 2014
MLS 620-02: Violence and Nonviolence
Monday Evenings, Midway
Professors Tammy Durant and Thor Wagstrom

Exploring themes such as power, justice, war, cooperation, hatred, conflict, and peace, this course critically examines the discourses and behaviors associated with violence and nonviolence. We consider organized behavior (warfare, terrorism, mass activism), cultural behavior (racial or sex/gender discrimination, pacifism) and individual behavior (domestic abuse, advocacy). Our interest is in how violence and nonviolence have been explained, critiqued, and promoted in scholarship, literature, visual arts, music, and film throughout history and across a range of cultures. Historical and social science perspectives provide a theoretical framework for our discussions, and artistic and literary expressions help to ground the theory in personal experiences.

Spring Semester 2015
MLS 620-01 The Rhetoric of Research
Thursday Evenings, Midway
Professors Monte Bute, Jennifer DeJonghe, and Thor Wagstrom

Every Master of Liberal Studies student must complete a capstone project. This final product is neither a compilation of facts nor a synthesis of others’ research. It is an original inquiry unified by a thesis, an assertion buttressed by a unique argument. As three noted rhetoricians put it, “Scholarship uses argument, and argument uses rhetoric.” Rhetoric is the art of persuasion, and MLS students will use rhetorical tools to convince readers of their scholarly argument. This exploration scrutinizes the rhetorical structure of each student’s capstone project. The course is suitable for beginning, intermediate, or advanced graduate students.

Spring Semester 2015
MLS 620-02 The Search for Immortality
Monday Evenings, Midway
Professors Kris Frykman and Lori Schroeder

Death is one experience humans have in common. For something as common as death, why do many cultures, artistic expressions, and interpretations of death and the afterlife exist? How do humans cope with and explain death? What means do humans have to make sense of and reconcile our mortality and death anxiety? What are the implications of an immortality ideology and the quest for immortality? Grounded in the work of cultural anthropologist Ernest Becker, this course examines how humans use music, film, literature, mythology, and visual arts in an effort to cope with the finitude of life. We will examine philosophical underpinnings of immorality ideologies and cultural and artistic expressions regarding how humans respond to and reflect their finitude. Readings will include a number of disciplinary perspectives. In a seminar format, students will develop knowledge of how humans use the arts as a means to reconcile or cope with the fear of death. Students will write reflective papers, participate in discussion, and develop, complete and present a culminating paper or project based on the course theme.
Students will deepen “their store of knowledge” (as stated in the “MLS Handbook”) by researching, discussing, and writing about the political and social value of knowledge. Focus will be on settings and groups that are perceived as having less structured forms of knowledge that generally do not constitute elite ideas of knowledge and therefore, may be termed “marginalized knowledge” or “subjugated knowledge.” These groups include Indigenous Peoples, those in blue-collar professions, and local communities with know-how on particular issues or skills. Students will also practice using interdisciplinary approaches in case studies and homework assignments and can focus on topics that relate to their capstone project. Additionally, this course intends to build a variety of skills useful for completing the course work in MLS such as interdisciplinary thinking, research methods, close reading, and practice of oral presentation skills. The course is intended for students to gain insights that include a complicated, nuanced notion of the concept of knowledge.

In the second half of the 20th century, geneticists cracked the biological code of DNA and began to alter it for research purposes. As scientific understanding has developed further, applications of biotechnology are now more strongly limited by the imagination than by technical challenges. Agricultural uses of biotechnology in particular have been touted as a means to eliminate hunger and improve sustainability. Nevertheless, opposition to plant biotechnology has continued into the 21st century for a variety of reasons, and genetically modified organisms (GMOs) continue to be a locus for political tension even as plant biotechnology has become ubiquitous in US agriculture. In this course, students will develop basic theoretical grounding in biology, ethics, and rhetoric. Ethical and biological challenges presented by plant biotechnology, including the roles of scientific expertise, economic power, property rights, risk, and international development will then be explored in more depth. Rhetorical strategies employed to both legitimize and delegitimize the use of plant biotechnology will also be examined using contrasting source materials. Students will select their own readings for class discussion in the final third of the course and will be required to link at least one assignment to their Capstone project topic.
Spring Semester 2016  MLS 620-01  “Writing and Speaking for Academic Success
Mon. Eves., Midway  Professors Lori Schroeder, Laura McCartan

Graduate students are held to a higher standard of writing and public speaking proficiency than their undergraduate counterparts. Deficiencies in these skills can derail graduate student success. Possession of adequate written and oral communication skills is essential for student success in the MLS program.

“Writing and Speaking for Academic Success” is a course designed to foster students’ success in their coursework and to assist students in preparing for the completion of their Capstone Project. Students need skills to effectively communicate research to an intended audience. This course will address understanding the intended audience, the purpose of the communication, writing research papers, presenting orally to an audience, and the conventions of academic genres.

Course materials on academic writing will review the basics of academic argument such as the evidence, and overall structure. The assignments will be designed to help writers learn to clearly communicate complex and difficult material to a wide variety of expert and non-expert readers.

The course will also teach key characteristics of effective academic oral presentations and offer opportunities to develop student confidence and skills in communicating research-related material. Students will develop skills in how to talk about research, audience analysis, organization and development of ideas, language use, presenting data and information effectively. Students will also have opportunities to practice these skills throughout the semester.

Spring Semester 2016  MLS 620-02  “Public History and Citizenship”
Thurs. Eves., Midway  Professors Marc David and Thor Wagstrom

Over the past century, the expansion of historic sites, monuments, museums, and heritage preservation efforts has been extensive, making them ubiquitous. While their spread has been intertwined with economic development strategies, such sites remain largely public-sector activities, guided by academic expertise and sponsored by governmental or para-statal entities. In this seminar, we will step back from the study of history and heritage per se and interrogate the reasons for and effects of this civicly focused boom in historical representation. Why is historical awareness deemed important for citizens of democracies? What exactly are we meant to gain by knowing the past? How have historians and curators’ civic goals inflected their design of exhibits and monuments? How do recent socio-political developments — e.g., the call for gender, ethnic, and racial diversity — impact public representations of the past? And what do we know about historic sites’ effectiveness: Do they succeed in achieving their aims?
We will approach the topic historically and critically, situating public history in contexts of nationalism, museum and gallery spectatorship, citizen formation, and social difference. Much of our reading will focus on specific sites, including Colonial Williamsburg, the U.S. Holocaust Museum, the 1904 Louisiana Purchase Exposition, and the Walt Disney Company’s failed attempt to construct America, a historical theme park. Our overarching focus will be the exploration of forces shaping our behavior as democratic citizens, especially through our relationship to history.
Each MLS student is required to complete 12 Supporting Study graduate credits, in addition to MLS 600, three sections of MLS 620 and MLS 690. Regarding Supporting Study:

- The main consideration for Supporting Study is stated in the MLS catalog description: “Students create major research projects aligned with their personal educational goals and support and develop their work on these projects through a series of graduate-level Supporting Study courses or independent studies.” So Supporting Study courses are expected to be clearly relevant to the student’s MLS program. Supporting Study courses should build skills and knowledge in liberal arts disciplines contributing to the development of the student’s Capstone Project. A professional or technical graduate course with little or no liberal arts content is not appropriate for Supporting Study; therefore as a rule, all of a student’s MLS coursework will be drawn from the curricula of the College of Arts and Sciences. Final authority over whether or not any supporting study credit applies to a student’s MLS program resides with the MLS Director.

- Given the interdisciplinary nature of the MLS, it is likely and often desirable that a student’s graduate Supporting Study courses involve two or three different liberal arts disciplines.

- Metropolitan State Supporting Study must be at the 500G-level or higher. That “G” is required. Plain 500-level courses do not count as Supporting Study, but with instructor agreement, registration as 500G, with commensurate work, may be possible.

- Many MLS students use three graduate courses of 4 credits each as their Supporting Study, but other combinations of credit sizes are allowed, so long as the Supporting Study total is at least 12 credits.

- Of the MLS program’s 32 credits, a minimum of 24 must be taken at Metropolitan State: MLS 600, 3 sections of MLS 620, MLS 690 and 4 Supporting Study credits. This means that up to 8 graduate credits earned at another accredited institution (before or after MLS admission) may be applied to the MLS program as Supporting Study, provided that those credits are not part of any other completed degree program, and that the credits are clearly relevant to the student’s MLS program, as determined by the MLS Director.

- MLS Supporting Study could theoretically be any combination of graduate courses, graduate Student Designed Independent Studies (SDIS), graduate Faculty Designed Independent Studies (FDIS) or graduate internships.

- MLS students are expected to take MLS 600 first and MLS 690 last. In between, the order in which students take their MLS 620 Explorations and Supporting Study is flexible.
MLS INDEPENDENT STUDIES AND INTERNSHIPS

The MLS program calls for 12 Supporting Study credits at the 500G-level or higher. In addition to taking graduate courses at Metropolitan State University (or up to 8 transfer graduate credits from other institutions), MLS students can earn Supporting Study credits through three creative learning strategies.

**Faculty Designed Independent Studies**

Graduate FDIS would usually be an independent study version of an existing graduate course, or a 500G-level independent study version of an existing 500-level course.

**Student Designed Independent Studies**

Graduate SDIS would usually be a unique learning opportunity customized by the student with the individual faculty member. See the following pages for some possibilities.

**Internships**

Graduate internships would often be coordinated through the Center for Community Based Learning and could involve a wide range of projects and activities. Contact the MLS Director for more information.

CAS FACULTY AND POSSIBLE TOPICS

PLEASE NOTE: A faculty member may not always be available for each student inquiring about an independent study or internship project. Those listed below have expressed willingness to discuss possible independent studies or internships with individual MLS students. It is essential that the MLS student have sufficient academic preparation for the SDIS or internship.

Students interested in setting up an independent study or internship are invited to send an email describing that interest to the MLS Director, who could help identify possible faculty.

Graduate SDIS would usually be a unique learning opportunity customized by the student with an individual faculty member. To arrange an SDIS, download and complete the SDIS form in consultation with the faculty member you will be working with. The course number should be 660I with a prefix indicating the discipline. (For example, HIST 660I, WRIT 660I, or ETHS 660I.) Submit the completed form to the chair of the faculty member’s department for approval (not to the MA of Liberal Studies Director). Once the SDIS has been approved, you will be able to register for it online. Each semester, there is a deadline to register for alternative learning strategies, like SDIS. Check the university calendar for the current deadline and see the following pages for some possibilities for discussion.
Thomas Atchison
Graduate SDIS’s
- Moral philosophy/ethics (theoretical or applied)
- Political and social philosophy
- Political and social significance of the internet
- 20th century continental philosophy
- Philosophy of the social sciences
- Philosophy of psychology and psychiatry
- Figures in the history of philosophy

Professor Pam Binns
Graduate SDIS’s
- Applications in statistics and probability
- Applications of mathematics in computer science
- Studies in the challenges and unanticipated consequences of automation (e.g. automated transportation systems, personal and medical privacy, the flash crash)

Professor Nancy Black
Graduate SDIS’s
- Gender and culture
- Anthropological area studies: Mexico and Central American anthropology

Professor Monte Bute
Graduate SDIS’s
- Classical social theory
- Contemporary social theory
- Modern political thought
- Existentialism
- Social movements
- The Sixties
- Anarchism and nonviolence

Professor Craig Calcaterra
Graduate SDIS’s
- Mathematics
- The history of mathematics
- The philosophy of mathematics
- The history of science
- The philosophy of science
Professor Virginia Card
Graduate SDIS’s

- Research in ecology: diatom ecology, historical limnology and effects of climate change on aquatic ecosystems.

Professor Andrew Carlson
Graduate SDIS’s

- Communication for Social Change
- Online and Digital Identities
- Social Media and Online Communities
- Communication Research
- Post-Colonial Studies
- Online Education and Training

Graduate Student Designed Study Abroad Experiences

Professor Helen Correll
Graduate SDIS’s

- Environmental communication
- Women’s studies
- Technical communication, especially international and document design
- Change

Professor Ramin Daghigh
Graduate Internships

- Research in the pedagogy of physics lab manuals
- Writing physics lab manuals

Professor Aureliano DeSoto
Graduate SDIS’s

- Chicana/o-Latina/o narrative, autobiography and visual culture
- LGBT socio-cultural formation in the United States
- Theories and histories of race
- Race, representation and visual culture (film, video)

Professor Tammy Durant
Graduate SDIS’s

- Studies in Romanticism (poetry, novels, drama)
- Studies in Victorian poetry
- Studies in the Victorian novel
- Interdisciplinary studies, especially involving the relationships between art and/or literature and/or film

Professor Juan Estrada
Graduate SDIS’s

- Mathematics
- The history of mathematics
Professor Matthew Filner
Graduate SDIS’s
- Political Theory — Ancient, Modern and Contemporary
- American Political Thought — e.g., The Founding Period, 19th Century, Progressivism, Civil Rights
- Constitutional Law and the U.S. Supreme Court
- Community Organizing and Development
- U.S. Politics—e.g., Campaigns and Elections, Political Parties, Congress, the Presidency
- Citizenship — Rights and Obligations
- Global Social Movements

Professor Larry Gottschalk
Graduate SDIS’s and/or Internships
- Computer technology and getting out the vote
- Online news sources vs. traditional news media
- Identity theft
- “Smart agents” and other trends in workplace computing
- Will technology lengthen or shorten the workweek?
- Computer technology and momentum to a global society

Professor Jeanne Grant
Graduate SDIS’s
- Medieval, early modern, or modern European history
- Studies in the history of the Holocaust
- Studies in the history of the crusades
- Studies in Czech history
- Studies in the Reformation
- Studies in religion, politics, and the law in Europe

Professor Craig Hansen
Graduate SDIS’s
- Studies in professional communication (qualitative research design, history of technology, emerging communication technology)
- Studies in media (early broadcast media, early film history)

Professor Beverly Hill
Graduate SDIS’s
- Studies in classics
- Studies in German literature or language (any period)
- Studies in linguistics
Professor Danielle Hinrichs
Graduate SDIS’s
- Studies in composition pedagogy
- Studies in the history and development of composition as a discipline
- Studies in American literature, particularly women writers and war literature

Graduate Internships
- Teaching college writing
- Tutoring writing

Professor Kuodi Jian
Graduate SDIS’s or Internships
- Bioinformatics
- Studies in computer ethics

Professor Maythee Kantar
Graduate SDIS’s
- Children and the media
- Children’s literature

Professor Kathleen Laughlin
Graduate SDIS’s
- American Women’s Movements
- Women, Law, and Public Policy

Professor Rhona Leibel
Graduate SDIS’s
- Twentieth century analytic philosophy
- Philosophy of science
- Ethics

Professor Nantawan Lewis
Graduate SDIS’s
- Asian American history
- Asian American women issues
- Race, ethnicity and religion
- Race, religion, gender and violence
- Race, religion and colonization
- World religions and globalization
Professor Jigang Liu
Graduate SDIS’s
- Studies in computer art
- Studies in computer evolution
- Studies in green computing
- Studies in HCI (human and computer interaction)
- Studies in social computing

Professor Mark Matthews
Graduate SDIS’s
- History of philosophy (ancient to the present)
- Economic and political philosophy
- Philosophy of language
- History and theory of ethics
- Professional ethics areas of law enforcement ethics
- Business ethics, medical ethics, and the ethics of psychology

Professor Thomas McCarthy
Graduate SDIS’s
- Wilderness studies
- Death: cultural and historical perspectives.

Professor David Means
Graduate SDIS’s
- Studies in music theory and composition
- Studies in music history and literature
- Studies in electronic and computer music composition and production
- Studies in experimental intermedia performance history and practice

Professor Lawrence Moe
Graduate SDIS’s
- Studies in Milton
- Studies in prosody
- Studies in Shakespeare

Graduate Internships
- Literary research in early regional poetry

Professor Michal Moskow
Graduate SDIS’s
- Discourse, including but not limited to political, advertising, gender
- Human rights
- Popular fiction
- Sociolinguistics
Professor Brian Nerney
Graduate SDIS’s
  • Studies in American culture, mid-19th century to present, particularly either literary periodicals or nonfiction prose, especially nature writing.
  • Studies in memoir and creative nonfiction, including family stories

Graduate Internships
  • Interdisciplinary research
  • Teaching college writing

Professor Thomas O’Connell
Graduate SDIS’s
  • American politics
  • Urban studies
  • Labor studies
  • International studies

Graduate internships
  • Community-based research
  • Electoral politics
  • Public policy
  • Community organizing and development

Professor Sumiko Otsubo
Graduate SDIS’s
  • Studies in Japanese history, society and culture
  • Studies in comparative/world history of eugenics
  • Studies in comparative history of reproductive politics

Professor Daryl Parks
Graduate SDIS’s
  • Studies in critical pedagogies
  • Studies in literary theory (reader-response)
  • Studies in critical literacy practices
  • Studies in language use (critical discourse analysis)

Graduate internships
  • Research in literacy practices and teaching

Professor Erica Rasmussen
Graduate SDIS’s
  • Studio arts

Graduate Internships
  • Art gallery management
Professor Doug Rossinow
Graduate SDIS’s
- Reform and radicalism in American history
- The 1960s as history
- The 1980s as history
- The United States as an empire
- Religion and politics in America

Professor Victoria Sadler
Graduate SDIS’s
- Documentation, especially user-centered design/usability
- Rhetorical genre studies, especially governmental/bureaucratic discourse
- Online learning
Graduate Internships
- Creating and/or modifying online learning modules

Professor Jose Leonardo Santos
Graduate SDIS
- Studies in ethnology/ethnography
- Comparative Religious Studies
- Cross-Cultural Gender Studies
- Studies in Latin American Anthropology
- Studies in Masculinity
- Studies in Fundamentalist Christianity

Professor John F. Schneider
Graduate SDIS’s
- Cancer biology
- Politics surrounding fisheries and wildlife [natural resources] management
- Human genetics, development and cellular physiology
- Other topics in life sciences

Professor Lori Schroeder
Graduate SDIS’s
- Studies in rhetoric and public address
- Studies in rhetorical implications of song
- Studies in persuasion
- Studies in feminist music
- Studies in motivation theory
- Studies in rhetoric of social movements
- Studies in rhetorical theory
Graduate Internships
- Interdisciplinary research
- Teaching college public speaking
Professor Shannon Skarphol-Kaml
Graduate SDIS’s
- Rhetoric
- Persuasion
- Visual communication

Professor Gail Smogard
Graduate SDIS’s
- Production/performance work within the university theater season and
  with a professional Director
- Advanced playwriting with submission of an existing draft

Professor Randy Strobel
Graduate SDIS’s
- Science of alternative energy including energy efficiency, solar, wind,
  geothermal, biofuels, and biogas
- Regional geology of the Twin Cities
- Regional geology of the mid-continent rift in northeastern Minnesota
- The energy boom in North Dakota including regional geology,
  engineering, and environmental impacts
- Purification and characterization of cell membrane proteins of the CD39-like
  family of ectonucleotidases
- Research in bioinformatics including gene discovery and annotation,
  molecular taxonomy, and molecular evolution
- Other topics in the life and Earth sciences

Professor Margaret Vaughan
Graduate SDIS’s
- American Indian studies
- Ethnic studies
- Material culture
- Ethnic memoirs
- Environment

Professor Rikki Wagstrom
Graduate SDIS’s
- Mathematical modeling
- Environmental mathematics

Professor Suzanne Walscoort
Graduate SDIS’s
- Organizational communication
- Work group communication
Professor Carolyn Whitson

Graduate SDIS's

• GLBT literature and film
• American working-class literature
• Medieval literature
• Myth
• Nineteenth-century literature and culture
• Women writers
• Visual Culture theory
• Studies in photography
MLS 690 CAPSTONE COURSE

The MLS 690 Capstone Seminar revolves around the final revisions and completion of students’ self-directed Capstone Projects. The liberal arts skills and knowledge—and perspectives—gained through 12 credits of MLS Supporting Study and 12 credits of Explorations provide backgrounds, context, and especially depth for the relatively concentrated MLS Capstone Project.

All Capstone Projects are expected to be solidly grounded in a suitably broad range of interdisciplinary liberal arts scholarship, developed across each student’s MLS program as a whole. Students are generally expected to be objective, scholarly and critical in the development of their Capstone Projects, which must be the original work of each student through all stages (consultants and coaches are fine; proofreaders or ghostwriters are not). Students may change the topic or focus of their Capstone Project after they complete MLS 600, but please note that the later in the student’s MLS program, and/or the more profound the change, the more difficult it will be to achieve the depth of preparation and development that will be expected in MLS 690.

All MLS capstone projects are characterized by:

- The opportunity to pursue self-directed, interdisciplinary interests in the liberal arts;
- Interdisciplinary perspectives inclusive of diverse viewpoints, anchored in the liberal arts.
- The application of critical thinking skills;
- The application of advanced writing skills;
- Primary and secondary interdisciplinary research in the liberal arts, sufficient in depth and breadth to be commensurate with graduate-level work.

Prerequisites

MLS 600, completion of at least 24 credits in the MLS program (MLS 600, 8-12 Supporting Study credits at the level of 500G or higher, and 8-12 credits in MLS 620 Explorations), and an approved MLS 690 Capstone Application.

Learning Outcomes

- Enriched understanding of the student’s own self-directed Capstone Project topic.
- Enriched understanding of the self-directed capstone topics of other MLS students.
- Enriched ability to present liberal arts research results, both orally and in writing.
- Application of critical thinking and rhetorical skills.

Capstone Projects

The Capstone Project is 30 to 50 pages in length (excluding bibliography), and is a research paper that defends a thesis—“a proposition maintained by argument.”

Be sure to understand that a thesis is the student’s own original argument in defense of his or her own position; a thesis is not merely descriptive reportage or synthesis of many sources. Rather, a thesis actively argues in favor of one position, with some significant understanding of the issue at stake, against other possible positions. A student should be
able to state the argument succinctly in one sentence, called the thesis statement. The thesis paper as a whole actively pursues the implications, significance and consequences of following the student’s line of argumentation. The emphasis in a thesis is always on the production of the student’s original analysis, arguments, claims and organization of the issues—rather than mere transmission, assemblage, and arrangement of others’ ideas and conclusions.

Creative Capstone Projects

The Creative Capstone Project option is being phased out, but students admitted before October 2014 may continue in that option. Contact the MLS Director for information.

Learning Strategies and Activities:

- During the introductory portion of the course, students will participate in exercises and activities, including oral reports, designed to consolidate and focus the elements of their Capstone Projects. Students will learn how other members of their seminar articulate issues and challenges, and problem-solve, in the organization and completion of Capstone Projects. Students will receive training and forms to develop and enhance constructive critiques in peer conferences.

- During the middle portion of the course, students will be responsible for turning in high-quality drafts of their Capstone Projects, submitted for the analysis and commentary of the other class members, the MLS 690 team teachers, and each student’s MLS 690 Reader (a CAS faculty member not on the teaching team).

- During the final portion of the course, students will give their final oral presentations on the Capstone Projects, and submit the final versions of their Capstone Projects for evaluation by the MLS 690 teaching team.

Evaluation

Evaluation criteria are those appropriate for post-BA, generalist, self-directed, research-based, persuasive achievement in a terminal MLS program. But please note that since the Capstone Projects are to be developed systematically throughout the MLS program as a whole, and are to represent the student’s highest academic achievement in the program, the evaluation standards and expectations are naturally higher in MLS 690 than those in a single course.

Besides evaluation by the MLS 690 team teachers, each Capstone Project is evaluated by a faculty MLS 690 Reader from a discipline related to the Project. For each student, the MLS 690 Reader must be identified and confirmed at least one semester before the MLS 690, through a process coordinated by the MLS Director. Each MLS 690 Reader (1) reviews the Project concept, (2) the Project draft, and (3) the final version of a Project, and then sends a report to the MLS 690 team teachers for their consideration in determining the student’s final MLS 690 grade.
PREPARING FOR MLS 690 CAPSTONE COURSE

The MLS Capstone is where Capstone Projects are brought to completion. Before registering for MLS 690, students must devote considerable time and attention toward developing their Projects. This means taking multiple graduate-level courses, having consultations with faculty advisors, doing independent research and reflection, and writing drafts for components of the Projects. In MLS 690, students focus largely on organizational and presentational considerations required to revise, refine, and complete high quality Capstone Projects. MLS 690 is offered in spring only.

Before you can register for MLS 690:

1. Complete MLS 600. In this course, you will develop a provisional Project proposal.

2. Confer regularly with faculty to discuss progress on your Themed Plan of Study.

3. Complete at least 24 credits in the MLS program: MLS 600, 8-12 credits of Supporting Study (500G level or higher), and 8-12 credits of MLS 620 Explorations.

4. Your Supporting Study credits are expected to support your Capstone Project directly. It usually advisable for you to set up one or more independent studies (SDIS) specifically focusing on skills and scholarship you’ll need for your Capstone Project.

5. Prepare your Capstone Application in consultation with your advisor. The Capstone Application should be finalized after the majority of MLS learning experiences, independent research, and reflection have taken place. Thus, completing the Capstone Application will necessarily require some time and attention.

6. If your cumulative MLS GPA is less than 3.0, you will not be admitted to MLS 690. You should consult with the MLS Director if your MLS GPA ever falls below 3.00, and certainly as you approach MLS 690. See also the information on “Academic Progress Policy” in this HANDBOOK, below.

7. Submit your completed Capstone Application to the MLS Director for review by September 1 before the spring semester in which you plan to take MLS 690. Once your Capstone Application is approved, you are ready to register for MLS 690.
MLS 690 CAPSTONE APPLICATION

Instructions: In an email to Dr. Aureliano DeSoto, MLS Interim Director, please give responses to each of the following numbered points, using the same number for each response in your email. Your application must be received by September 1 of the year before the spring semester MLS 690 Capstone to which you apply (aureliano.desoto@metrostate.edu). MLS 690 faculty will review your application and respond before spring registration opens in late October.

Please follow these instructions carefully. Thank you!

1. Your Name
2. Your current contact information (email, phones, US Mail address)
3. Your Capstone Project title
4. The format you’re using: MLA or APA.
5. Each MLS 690 student is required to have one (and only one) MLS 690 Reader from the CAS faculty, who is not a member of the current MLS 690 teaching team. If you have worked well with a professor and would like him or her to be your Reader, please inform the MLS Director, who will seek to confirm the arrangement with the professor. If you are not sure who should be your Reader, please inform the MLS Director, who will arrange for a Reader.

For points 6-9 please do not exceed the word limit for each:

6. Using no more than 500 words: Describe your Capstone Project, and be sure to name and explain the liberal arts disciplines that you have used or blended in the interdisciplinary scholarship underlying your Capstone Project.

7. Using no more than 250 words: Describe the development of your Capstone Project since you took MLS 600, through your MLS 620s, and through your Supporting Study courses or independent studies. That is, explain how your Capstone Project has evolved.

8. Using no more than 250 words: Describe the outcomes of consultations with faculty on your Capstone Project, explaining constructive suggestions that affected your Project.

9. Using no more than 500 words: Describe the current status and readiness for finalizing your Capstone Project. Share your concerns and questions. Please note that most MLS students have all or most of their Capstone Projects drafted before MLS 690 starts.

10. Provide two bibliographies: (a) an annotated bibliography of your 10 most important scholarly resources; no more than 50 words for each annotation; and (b) a general bibliography of no more than 10 additional works that have contributed to your interdisciplinary liberal arts research.
ACADEMIC PROGRESS POLICY

Each MLS student is responsible for understanding the Academic Progress Policy, and for monitoring his or her own academic progress carefully. If a low grade or non-completion has (or might in future) damage your academic standing, contact the MLS Director immediately.

To remain in good standing and to be qualified for graduation, you must maintain a cumulative grade point average of at least 3.0. Grades below C do not apply to program requirements, but are calculated in the cumulative grade point average. Policies relating to academic probation, dismissal and reapplication are determined by the school or college in which you are enrolled.

MLS ACADEMIC PROBATION, DISMISSAL AND REAPPLICATION

Satisfactory Academic Progress

- You must maintain satisfactory academic progress to remain in the MLS program.
- Only courses for which you receive a letter grade of C (2.0) or better count toward degree requirements; and a cumulative grade point average of 3.0 is required for admission to MLS 690, and for graduation.
- If your cumulative graduate GPA falls below 3.0, or if you do not complete 67% of cumulative graduate credits attempted, you will be placed on academic probation. You will then have your next semester of enrollment to improve your academic performance, such that your cumulative GPA returns to 3.0 and/or your cumulative completion rate exceeds 67%. You may be dismissed from the MLS program if after the probationary semester your academic performance has not improved to these levels.
- If you have been dismissed from the MLS program for unsatisfactory academic progress, you may reapply after one calendar year has passed. Readmission decisions are made by the MLS Admissions Committee and are not automatic.
- Only courses in which you receive a letter grade (A–F) are applied to your degree, except and only in the case of graduate internships, which may be graded S–NC.
- Consult with the MLS Director immediately if you have any questions or concerns about your academic standing.
Appeal of Unsatisfactory Academic Progress Removals from the Program

If you are dismissed from the MLS program for unsatisfactory academic progress, you may appeal the dismissal to the College of Arts and Sciences dean. The appeal must be in writing and it must provide specific grounds for the appeal. The appeal is due to the dean within 30 days of receiving confirmation of dismissal from the MLS program; appeals received after 30 days will not be considered.

Reactivating into the MLS Program

An admitted MLS student may sit out (registering for no courses) for up to a year without jeopardizing admitted status; but a student who chooses or needs to sit out for that long (or longer) should consult with the MLS Director. Students who sit out for more than a year without consulting with the MLS Director may be dropped from active status. If you are a student in good academic standing who has not registered for courses for three or more calendar years, you must reapply to the MLS program. If readmitted, you would be required to satisfy the degree requirements in force at the time of readmission, even if those requirements differ from those in force at the time of original admission.

Sequence of MLS Courses

MLS students are expected to complete MLS 600 at the beginning of their MLS programs, but may register for MLS 600 and one MLS 620 concurrently. A student who has successfully completed two MLS 620’s without successfully completing MLS 600 shall be suspended from further MLS registrations until MLS 600 is successfully completed.

APPLYING TO THE MLS PROGRAM

The MLS Application Packet

The MLS application packet has the following parts, each containing instructions:

- Graduate Application Checklist
- Graduate Application Form
- International Student Applicants Guidelines
- Letter of Recommendation Guidelines
- Letter of Recommendation Form (two copies, one for each letter)
**Application Deadlines**

There are five application deadlines in each year, in order to maximize access to the MLS program. These deadlines fall on the first day of March, April, July, October, and November in each year. More specifically, for the 2015-2016 year they are as follows:

- **Summer Deadline**  
  July 1, 2014  
  For Fall Semester, 2014
- **First Fall Deadline**  
  October 1, 2015  
  For Spring Semester, 2016
- **Second Fall Deadline**  
  November 1, 2016  
  For Spring Semester, 2016
- **First Spring Deadline**  
  March 1, 2016  
  For Fall Semester, 2016
- **Second Spring Deadline**  
  April 1, 2016  
  For Fall Semester, 2016

PLEASE NOTE: The number of places for students in the MLS program is limited, so admissions are always on a space-available basis. The application evaluation criteria employed by the MLS Admissions Committee are constant throughout the year, but there may be fewer places available by the second fall and spring deadlines. Thus in some semesters, it may be necessary to offer qualified applicants deferred admission.

**Timeliness of Applications**

All application materials must be received by the MLS Office no later than 5:00 p.m. on the deadline date. Applicants should be sure to plan ahead so that all documents (including official transcripts) reach the MLS program in time.

**Letters of Recommendation**

An MLS application requires two (and only two) letters of recommendation. Letters may be written by anyone able to address the “Letter of Recommendation Guidelines” in the application packet; the “Letter of Recommendation Form” should be used. Because the MLS is an academic liberal arts program, professors acquainted with an applicant’s liberal arts strengths are in a good position to write effective letters, for example by detailing a student’s outstanding work in an undergraduate liberal arts major. When requesting letters of recommendation, applicants should ask early, make certain that the recommenders know the deadline and confirm timely receipt of the letters by MLS.

**Preapplication Interviews**

It is strongly recommended that those considering the MLS program arrange an informational interview with the MLS Director before submitting their applications.

**Financial Aid**

Please direct all questions about financial aid to the Financial Aid Office:


Phone: 651-793-1300    Fax: 651-642-0636    TTY: 651-772-7687