MALS COURSE DESCRIPTIONS  SPRING 2015

☐ MALS 127: Independent Study & ☐ MALS 137: Thesis Research, are offered every term. Enrollment is determined based upon completion of prerequisites, and committee approval. Please see MALS website or MALS Administrator for further details.

MALS 132: Writing Methodologies: Strategies for Creative Writers  
(Research Methods)  
Instructor: Anna Minardi – French & Italian

This is a discussion based course focused on the preparation and discipline writers need to develop as they progress in their chosen genres. The text selected as the basis for class conversations offers a discussion of various writing concerns that all writers face as they consider such questions as audience, goal, use of language, placement of oneself. The text will be supplemented by short student pieces that may reflect the issues raised by Todd and Kidder in the book.

The course goal is create a sense of familiarity with the writing process for students who are starting to write. For students with more experience, the goal is to articulate the questions related to the areas they want to develop. The exchange between beginning and more advanced writers will be valuable in creating an awareness of the questions that propel writers at all levels and in all genres.

The class will be enhanced by visits from MALS writing professors and creative writing thesis students.

MALS 239: Poetry Workshop  
(Creative Writing)  
Instructor: Gary Lenhart – English

This course will follow workshop format, with students submitting substantial weekly assignments that will be distributed to and considered by participants before class hours. There are no length expectations for each submission, as some are prolific, others deliberate.

A guiding aim will be to school workshop members with self-critical tools to apply toward future efforts in the art of poetry. To refine these tools and to inspire our own compositions, we will also read and discuss other poems selected and introduced by the instructor and participants. There will be no text for the course, though a list of recommended critical texts and anthologies will be distributed. All approaches and aesthetics are welcome.

MALS 240: Globalization and Its Discontents  
(Globalization Studies)  
Instructor: Ronald Edsforth - MALS

The subject of this seminar is the widespread and contentious belief that humanity has recently entered a new stage of integration called "Globalization." The seminar explores the simultaneous lauding of globalization and resistance to globalization in the politics and cultures of rich and poor regions of the world.
Our discussions focus on readings and films that present many different views of globalization ranging from celebration to skepticism to outright hostility. Taking care to avoid both teleological presumptions and technological fetishism, we begin with a historical review of the economic processes most often identified as “globalization,” and ponder the implications of research that shows globalization has a long history and that it has been reversible. Then we spend the rest of the term critically examining the relationships between global economic integration and changes in international politics and law, as well as the emergence of diverse transnational, national, and sub-national movements opposed to the dominant ideas and practices of economic and political globalization. These critics include human rights and environmental activists, indigenous peoples, socialists, nationalists, and fundamentalists of many different faiths.

MALS 245: Non-Fiction
(Creative Writing)
Instructor: Barbara Kreiger - MALS

This course on the personal essay concentrates, not surprisingly, on a highly individual point of view. The essay may include both narration and reflection, but it is generally limited in scope and focuses on a single impression or idea. Attention will be devoted to the complex, often ambiguous, nature of experience, and the use of reflection in making even the smallest observations memorable.

We will emphasize the short form, though length is not built into the definition, and those who want to explore the longer essay will have an opportunity to do so.

Class time will be devoted to both student and published work, the latter intended to offer a variety of approaches and goals.

MALS 346: Diasporas and Migrations
(Interdisciplinary OR Cultural Studies)
Instructor: Klaus Milich, MALS and Regine Rosenthal, MALS

Over the past two decades, the term diaspora has gained wide currency and intense scrutiny in scholarly work. Originating in the Hebrew Bible as prophesy of the Jewish “dispersion in all kingdoms of the earth,” contemporary uses of the term have accrued meaning in a variety of contexts and disciplines to designate “the movement, migration, or scattering of people away from an established or ancestral homeland.” Considering mass-migration, exile, and expulsion in all sectors of the world, this seminar will focus on a variety of concepts and theories related to diaspora. Studying a range of ethnographic, historical, theoretical, and literary texts, we will compare Jewish, African, and Asian diasporas in the context of historical, cultural and territorial characteristics. We will also discuss questions such as “the power of diaspora” vs. homeland, the role of the nation state vs. transnational or post-national aspects of culture, cultural identity, and hybridity.

MALS 364: Telling Stories for Social Change
(Interdisciplinary OR Cultural Studies)
Instructor: Pati Hernandez, MALS and Ivy Schweitzer, English

Our social structure is full of unseen, unspoken, and unheard dynamics. These hidden and irresponsible social behaviors contribute to building visible and invisible social walls. Behind these walls, a growing invisible population has found a way to social visibility through addiction, violence, and crime. This course offers students the unique opportunity to collaborate with a group of people from behind those social walls from two distinct perspectives: theoretical and practical. For one class each week, students will study the root causes of social isolation and invisibility mainly pertaining to incarceration and addiction, in an active learning classroom. For the other half, students will travel to Valley Vista Rehab Center in Bradford, VT and participate in an interdisciplinary arts program in collaboration with the patients. Its final goal is the creation and performance of an original production on the theme of the patients’ voices. At the end of the performance, each participant reads a short personal testimony that speaks of their personal experience with the class/program, including a personal critical reflection and a social critical reflection. The final project for the course will combine research on themes related to incarceration, rehabilitation, transition, facilitation with critical analysis and self-reflection on the effectiveness of experiential learning and performance in rehabilitation.