THE CASPERSEN SCHOOL OF GRADUATE STUDIES

MASTER OF LETTERS/DOCTOR OF LETTERS

The Master of Letters (M.Litt.) and Doctor of Letters (D.Litt.) programs are designed for students who wish to engage in sophisticated and interdisciplinary exploration of the humanities at the graduate level. Applicants for the M.Litt. must hold a bachelor's degree from an accredited college or university and have an acceptable academic record. For the D.Litt., applicants are expected to hold the M.Litt. or other recognized master's degree in a field related to the humanities.

MEDICAL HUMANITIES

The certificate, master's, and doctorate of Medical Humanities program (C.M.H., M.M.H., D.M.H.) is an innovative offering that seeks to re-establish historical connections between the practice of medicine in all its various forms and the humanities. A bachelor's degree is required for the certificate and master's programs. A master's degree in a field related to the Medical Humanities is required for the doctoral program.

ADMISSION

Applicants must submit the M.Litt., D.Litt., or C.M.H., M.M.H., D.M.H. admissions application form and a nonrefundable application fee of $35 to the Office of Graduate Admissions. The Graduate Record Examination (GRE) is not required. For further information and application materials for the M.Litt., D.Litt. and C.M.H., M.M.H., D.M.H. programs, please call the Office of Graduate Admissions at 973.408.3110 or visit drew.edu/grad.

GRADUATE COURSE REGISTRATION

Summer graduate courses normally are open only to students matriculated in Drew University graduate degree programs. Please do not use the form at the back of this catalog. Registration is through the Office of the Registrar. For further information, please contact the Office of the Registrar at 973.408.3025. The recommended maximum course load for summer classes is two classes per term.

TUITION

All summer graduate courses in the M.Litt., D.Litt., or Medical Humanities program are $469 per credit or $1,407 per 3-credit course. No discounts or scholarships apply.

GRADING SYSTEM

The Caspersen School grading system with numerical equivalents is A+ (Honors) (4.33), A (4.0), A– (3.67), B+ (3.33), B (3.0), B– (2.67), C+ (2.33), C (2.0), C– (1.67), F (Fail) (0).

CASPERSEN GRADUATE SCHOOL CALENDAR

**Session I**
- Classes begin: May 20
- Last day to register online: May 21
- Last day to drop a class and receive a 100 percent tuition refund: May 21
- Last day to drop a class and receive a 50 percent tuition refund: May 23
- Last day to drop a class without a W: May 23
- Last day to drop a class with a W (no refund available): May 30
- Holiday: no classes

**Session II**
- Classes begin: June 17
- Last day to enter a course: June 18
- Last day to drop a class and receive a 100 percent tuition refund: June 18
- Last day to drop a class and receive a 50 percent tuition refund: June 20
- Last day to drop a class without a W: June 20
- Last day to drop a class with a W (no refund available): June 27
- Holiday: no classes
**ARTS AND LETTERS**

**SESSION I**

**ARLET 301** Studies in Spirituality: Living After Attack

*3 credits.* Although W.H. Auden published *The Age of Anxiety* in 1947, his title captures the pervasive tone of life for many Americans. But uncertainty is not a modern phenomenon, so the responses of others who have lived with and beyond serious threats offer helpful guidelines for living after attack. This course will examine some of those reflections, including (but not limited to) those of Kierkegaard, Buber, Camus, Sartre, Eliot and Beckett.

**Instructor:** Prof. Virginia Phelan  
**Dates:** May 21 – June 13  
**Times:** 4 – 7 p.m.; T,TH

**ARLET 350 001** How Soccer Explains the World: Sports, Nationalism and Globalization in the Modern World

*3 credits.* The global power of soccer might be a little hard for Americans, living in a country that views the game with the same skepticism used for the metric system and the threat of killer bees, to grasp fully. But in Europe, South America and elsewhere, soccer is not merely a pastime but often an expression of the social, economic, political and racial composition of the communities that host both the teams and their throngs of enthusiastic fans. Yet some say the United States is the most sports crazy society in the world, with nearly every sport ever invented being played here. What do sports say about societies and cultures, about globalization (Fox Soccer Channel broadcasting games from Asia, and Setanta Sports showing hurling every week) and modernization. Franklin Foer, author of *How Soccer Explains the World* posits that globalization has eliminated neither local cultural identities nor violent hatred among fans of rival teams, and it has not washed out local businesses in a sea of corporate wealth nor has it quelled rampant local corruption. The crude hatred, racism and anti-Semitism on display in many soccer stadiums is simply amazing, and we will look at how current economic conditions are affecting these manifestations. In Scotland, the management of some teams has kept religious hatreds alive in order to sell tickets and team merchandise. Yet in Iran, for example, soccer works as a modernizing force: thousands of women forced police to allow them into a men’s-only stadium to celebrate the national team’s triumph in an international match. Soccer is not the only sport with such a powerful impact in the modern world, and we will explore others as well. Sources will include Foer’s book, *Fever Pitch, The Game of Their Lives,* and movies such as *Bend it Like Beckham,* *A Shot at Glory,* and *Glory Road.*

**Instructor:** Dean William Rogers  
**Dates:** May 20 – June 12  
**Times:** 6 – 9 p.m.; M,W

**ARLET 416** Topics in Art History: Mystical Imagery in Art

*3 credits.* One of the peculiarities of the mystical experience is its inscrutability. Artists try to describe with images what cannot be said in words. Throughout the centuries many images of mystical experiences have been produced around the world, some for magical or healing purposes, others for worship. These images are a window into the human soul that let us look at the projections, desires or hopes of the visionary. In this course we will study these images to explore the figure of the mystic and the nature of mystical experience. The course includes a practicum component in which students create their own image of a divinity, a painting, an idol, etc., using any medium and technique they want or feel comfortable with.

Topics to explore are:

- **Shamanistic Art:** Cave paintings of Paleolithic Europe and Shamanistic Art from the Paleolithic to today throughout the world.
- **The Gods of the Silk Road:** The Silk Road permitted cultural exchanges between the East and the West. We will analyze examples of art that show this communication/contamination as well as temples dedicated to the Buddha that have been recent subject of study and restoration.
- **Everlasting Iconoclasm:** Iconoclasts versus Iconodules: the problems related to the depiction of God and the various iconoclastic occurrences from the Byzantine period to the destruction of the statues of Buddha by the Taliban.
- **Holy Murals:** Great fresco cycles in Italy, 1300s to 1500s.
- **The Eye of God:** Images of heaven, cupolas and mandalas
- **Mystical Wanderlust:** Pilgrimages in various religions; the concept of Magus in the Renaissance; the Crusades.
- **From Pagan to Christian:** How pagan concepts and gods were Christianized.
- **Blasphemous Art:** What is and what is not acceptable in depicting the divinity?

**Instructor:** Prof. Roberto Osti  
**Dates:** May 20 – June 12  
**Times:** 6 – 9 p.m.; M,W
SESSION II

ARLET 206  Current Trends in Civil War History

3 credits. Offered in the spring or summer semester, this seminar is keyed to the graduate school’s Civil War conference normally held the following academic year. It explores current trends in Civil War history including the study of the northern homefront, the conflict’s impact on civilians, security issues in both the North and South, the war in the Far West, logistics, transportation, disease and medicine and the efforts by the Union and Confederate governments to develop effective institutions to fight the war. These trends build upon but do not neglect earlier scholarship devoted to political issues, slavery and the role of African Americans in the conflict, gender and the role of women, and community studies. Readings include A Savage Conflict, The Republic of Suffering, The Iron Way, Confederate Reckoning and more.

Instructor: Prof. Wyatt Evans
Dates: June 18 – July 25
Times: 4 – 7 p.m.; M, W

ARLET 234  Topics in Irish History and Literature: Ireland from the Normans to the Good Friday Agreement

3 credits. The small country of Ireland has played a significant role not only in American history, but also in world history. This significance is only recently being more fully appreciated. This course begins with the invasion of Ireland by the Normans in the 12th century and continues through the 300-year assimilation process up to the Reformation, followed by an exploration of the 16th century, in which the English Tudors launched the conquest and colonization of Gaelic Ireland. Over the next two centuries the English were able to establish a Protestant Ascendancy, and a profound sectarian division occurred in the country. We will look at the Penal Laws that facilitated the Ascendancy, the rebellions against it, the development of populist Catholic politics in the early 19th century under Daniel O’Connell and the impact of the Great Famine. The impact of significant ongoing emigration is also considered, both for Ireland and the countries of destination. We will also examine the changing status of Catholics within Ireland and of Ireland within the United Kingdom at the dawn of the 20th century. The key developments and forces since partition in 1922 including The Troubles and the current peace process will be explored with the goal of understanding the current situation in the Republic and in Northern Ireland, with some attention to the possible future for the island as a whole.

Instructor: Dean William Rogers
Dates: June 17 – July 24
Times: 6 – 9 p.m.; M, W

ARLET 304  Studies in American Literature: Contemporary Fiction

3 credits. This course addresses significant American fiction written since 1945 and answers the question. What is postmodernism and how are its characteristics reflected in recent short stories and novels? The course traces the roots of postmodernism in Modernist thought and literature. Special attention is paid to innovative works written in the last 20 years.

Instructor: Prof. Laura Winters
Dates: June 17 – July 24
Times: 1 – 4 p.m.; M, W

ARLET 905 001  Writing Practicum: Fiction Workshop

3 credits. For both new and experienced writers, this workshop offers practice in the process and craft of writing fiction: from discovering and reimagining material in oneself and one’s world, to getting the telling and the writing “right” in the complete story or longer fictional work. The workshop emphasizes the elements of various kinds of narratives, the way in which practicing writers learn from contemporary authors and—especially—the productive writer-reader dynamic through roundtable discussion of participants’ developing manuscripts.

Instructor: Prof. Robert Ready
Dates: June 17 – July 24
Times: 6 – 9 p.m.; M, W

ARLET 905 002  Writing Practicum: Poetry Workshop

3 credits. This workshop is for beginners and experienced poets alike. Most of class time is spent in workshop: an open and sensitive discussion of each other’s poems-in-progress. But some time is also given to stretching exercises for the imagination, to ear training in the English language and to coming to grips with the curious logic of metaphor.

Instructor: Prof. Robert Carnevale
Dates: June 17 – July 25
Times: 4 – 7 p.m.; T, TH
ARLET 905 003 The Joy of Scholarly Writing: Beginning the Dissertation Process

3 credits. In this class, students will embark on their individual dissertation journeys. Specifically, students will choose and refine their dissertation topics and initiate research into that choice. We will review research skills and resources related to the various fields represented by the students/topics in the course. Early writing assignments will build towards composing a prospectus draft, and then an extended 20-page piece of scholarly writing related to their dissertation topics (shaped by Caspersen School guidelines). Students will benefit from both sustained individual attention to their research and writing, along with group workshops. Work in this course will foster individualized, imaginative approaches to scholarly writing, as well as solid critical thinking and perspectives on research materials and methods.

Students derive most value from the course if they enroll in their last or penultimate semester and are ready to begin the dissertation process. In order to enroll in The Joy of Scholarly Writing, students must have earned 24 or more credits.

Instructor: Prof. Jennifer Holly-Wells
Dates: June 17 – July 24
Times: 1:30 – 4:30 p.m.; M, W

TRAVEL COURSE

ARLET 911 001 Travel Course: From the Ancient Celts to the Celtic Tiger and Beyond—the History and Culture of Modern Ireland

3 credits. This course is affiliated with the Caspersen School—sponsored trip to Ireland in summer 2013. The cost of the trip is in addition to the tuition for the class. For details about the trip go to the website: drew.edu/graduate/students/ireland-trip.

The class will consist of two pre-trip sessions, one post-trip session, required readings, reaction paper, and a research paper. It will explore the history and literature of Ireland from the arrival of the Celts around 350 BC through the invasion of the Normans in 1171 up to the momentous events of the 20th century. The small country of Ireland has played a significant role not only in American history, but also in world history. This significance is only recently being more fully appreciated. This course begins with an introduction to the history of Ireland (including the impact of the Celts and Christianity) up to the Reformation, followed by an overview of the 16th century, in which the English Tudors launched the conquest and colonization of Gaelic Ireland. Over the next two centuries the English were able to establish a Protestant Ascendancy and a profound sectarian division occurred in the country. We will look at the Penal Laws which facilitated the Ascendancy, the rebellions against it, the development of populist Catholic politics in the early 19th century under Daniel O’Connell and the impact of the Great Famine. We will also examine the changing status of Catholics within Ireland and of Ireland within the United Kingdom at the dawn of the 20th century. The key developments and forces since partition in 1922 including The Troubles and the current peace process will be explored with the goal of understanding the current situation in the Republic and in Northern Ireland, with some attention to the possible future for the island as a whole, all the while taking advantage of the opportunity of seeing the places where these events actually occurred.

Instructor: Dean William Rogers
Dates: June 27 – July 9

MEDICAL HUMANITIES

SESSION I

MEDHM 803 Medicine and Politics: Irish Health Care

3 credits. Ireland has been called the last of the First World and the first of the Third World. This characterization tries to capture the conflicting nature of Irish society—cutting edge modern in many ways, but also struggling to overcome such issues as poor transportation systems, an antiquated educational structure and the focus of this course—health care. For much of the last 20 years Ireland has had one of the fastest growing economies in the EU. Despite this, the Irish healthcare system is having great difficulties in achieving the social goal of high-quality health care for everyone. This course will explore the Irish health care system and investigate the role the medical humanities played in modifying the country’s health care over the past 25 years.

Instructor: Prof. Philip Scibilia
Dates: May 21 – June 13
Times: 6 – 9:30 p.m.; M, W

SESSION II

MEDHM 516 Hospital Governance

3 credits. Boards of trustees have major responsibilities to provide effective leadership for nonprofit health care organizations. They must serve all stakeholders affiliated with the institution(s), both internal and external. When the organization does well, they are commended. Conversely, when problems
arise, trustees are held accountable. Clearly, a variety of difficult and complex problems exists in today's health care environment. Consequently, the responsibility of nonprofit hospital trustees requires planning for and addressing the challenges including contentious ethical issues. Conflicts of interest, executive compensation, medical errors, quality of patient care and allocation of resources are some of the dilemmas that will be considered and debated. Additionally, the students, as trustees, will experience significant power and responsibility, commencing with board orientation and culminating as members of a mock board analyzing and debating issues.

Instructor: Prof. Phyllis DeJesse
Dates: June 17 – July 22
Times: 4 – 9:30 p.m.; M

MEDHM 531 Poems and Pathographies of the Poor: Narratives of the Impact of Inequality
3 credits. Stories are the true windows into the soul. In this course we will explore the stress of inequality and poverty and the havoc it wreaks on health through the narratives written by and about those living at the low end of the socioeconomic continuum. Through short stories, poems, essays, medical narratives and film, we will become acquainted with those who suffer and survive illness, street gangs, prison, abuse, as well as unemployment, welfare, hunger and homelessness. Looking through the lens of medical humanities and listening for the voice of the speaker, we will discuss each piece with regard to the biopsychosocial determinants of health and healing.

Instructor: Prof. Rosemary McGee
Dates: June 18 – July 25
Times: 6 – 9 p.m.; T,TH

MEDHM 814 Gender and Medicine: Perspectives in Gender and Sexuality: Women and Medicine

“The pursuit of an ever-changing, homogenizing, elusive ideal of femininity—a pursuit without a terminus, requiring that women constantly attend to minute and often whimsical changes in fashion—female bodies become docile bodies—bodies whose forces and energies are habituated to external regulation, subjection, transformation ‘improvement.’”—SUSAN BORDO

3 credits. This course explores the complex relationship between women and medicine and the politics of women’s health in Western culture. We will focus primarily on the role of women as patients and subjects of medical science, looking specifically at a select group of distinctly female maladies. Students will examine the social construction of gender and interrogate how cultural norms, gender role stereotypes and gender power dynamics have informed, shaped and driven the pursuit of medical knowledge. For instance, we will explore how hysteria (a diagnosis commonly given to women during the late 19th century) served in the maintenance of a paternalistic medical tradition that often pathologized women's minds and bodies and was simultaneously employed subversively by women as a form of creative rebellion against patriarchal social conventions. This course will also touch upon the experiences of women as medical professionals—how they have influenced and been influenced by a historically masculine arena. Topics will be approached through multiple lenses, including modern history, literature, film and popular media.

Instructor: Prof. Katie Grogan
Dates: June 18 – July 25
Times: 6 – 9 p.m.; M,W

MEDHM 905 001 The Joy of Scholarly Writing: Beginning the Dissertation Process
3 credits. In this class, students will embark on their individual dissertation journeys. Specifically, students will choose and refine their dissertation topics and initiate research into that choice. We will review research skills and resources related to the various fields represented by the students/topics in the course. Early writing assignments will build towards composing a prospectus draft, and then an extended 20-page piece of scholarly writing related to their dissertation topics (shaped by Caspersen School guidelines). Students will benefit from both sustained individual attention to their research and writing, along with group workshops. Work in this course will foster individualized, imaginative approaches to scholarly writing, as well as solid critical thinking and perspectives on research materials and methods. Students derive most value from the course if they enroll in their last or penultimate semester and are ready to begin the dissertation process. In order to enroll in The Joy of Scholarly Writing, students must have earned 24 or more credits.

Instructor: Prof. Jennifer Holly-Wells
Dates: June 17 – July 24
Times: 1:30 – 4:30 p.m.; M,W