

Graduate Humanities

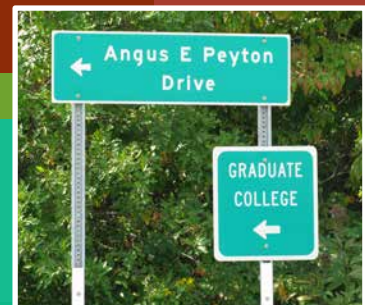


students and faculty collaboratively exploring
the arts, history, culture, and literature in an open
experimental multidisciplinary environment



General Information & Guide to the Master of Arts in Humanities

Graduate Humanities Program
Marshall University Graduate College
South Charleston Campus



304-746-2022
304-746-1923

100 Angus E. Peyton Drive
South Charleston, WV 25303



Website: www.marshall.edu/graduatehumanities

Catalog: www.marshall.edu/catalog/graduate-catalogs/



The vitality of a
thought is an
adventure.
Ideas won't keep.
Something must be
done about them.

Alfred Whitehead

✓ Checklist for Degree Students From Application to Graduation

☐ Application

- ☐ Application Form (available from Office of Admissions and Records or online at www.marshall.edu/admissions)
- ☐ BA Transcript (mailed directly from undergraduate institution)
- ☐ Graduate Examination: Graduate Record Examination (GRE) or Miller's Analogies Test (MAT) *The Office of Admissions and Records has information and dates for the Graduate Record Examination at www.marshall.edu/graduate/admission-test-information/. The Psychology Program administers the Miller's Analogies Test several times each semester. Call (304) 746-1944 additional information about the MAT.*

☐ After Acceptance (or Denial and Provisional Enrollment*)

[Denial and Provisional Enrollment: If the applicant doesn't meet the criteria for admission to the degree program, the program faculty may offer an alternative admission that allows the applicant to demonstrate his/her capabilities in humanities courses.]

- ☐ **Plan of Study*** (to be developed with advisor) *MUST BE SUBMITTED TO THE DEAN OF THE GRADUATE SCHOOL NO LATER THAN THE SEMESTER IN WHICH THE STUDENT COMPLETES THE 18TH CREDIT HOUR.*
- ☐ Application for **Transfer of Credit*** (from other graduate programs) *Graduate courses in English, history, philosophy, foreign language, communications, theater, media studies, archaeology, art, and music may be transferred provided they: 1) will not be older than seven year at the time of graduation; and 2) are appropriate to the plan of study.*
- ☐ **Permission to Sit for the Comprehensive Examination*** *This form **must be completed at the beginning of the semester** in which the student expects to write the comprehensive examination. To be eligible, the student must have at least 24 hours and have completed the twelve hours of core courses. Additional information on the comprehensive examination is provided in this Guidebook.*
- ☐ **Completion of the Independent Research Project (Humanities 680) or Thesis (Humanities 680 and Humanities 681)**

☐ For Graduation*

*This form **must be completed at the beginning of the semester** in which the student expects to graduate.*

*Indicates that a sample or a copy of the form is included in FORMS section at the back of this guidebook. See Table of Contents for page number.

Graduate Humanities Program

Member Association of Graduate Liberal Studies Programs

General Information & Guide to the Master of Arts in Humanities

Graduate Humanities Program
Marshall University Graduate College
South Charleston Campus

100 Angus E. Peyton Drive
South Charleston, West Virginia
25303

(304) 746-2022 ☎ (304) 746-1923
1-800-642-9842 x2022

www.marshall.edu/graduatehumanities
www.marshall.edu/catalog/graduate-catalogs

Faculty and Students
collaboratively . . .

exploring
the humanities in a variety
of institutional, research,
and instructional contexts;

engendering
a broad and diverse range
of seminars, projects,
publications, and creative
endeavors;

inquiring
into the arts, history, culture,
and literature in an open,
experimental, multi-
disciplinary graduate-level
educational environment;

enhancing
the ability to deal critically and
flexibly with intellectual, social,
political, historical, literary, and
artistic issues through a broad
humanistic perspective.

Welcome to the Graduate Humanities Program!

This interdisciplinary program began in 1979 with a grant from the Endowment for the Humanities. From the outset, it has offered students the opportunity to study with some of the finest faculty in central and southern West Virginia.

Building on an interdisciplinary core of courses, the degree program encourages students to develop a plan of study that meets individual educational goals. The courses are also open to professionals in all fields who want to broaden their understanding of the arts, history, literature, and culture and to persons interested in lifelong learning.

In 2003, the Program added a Graduate Certificate in Appalachian Studies to the options available for degree students and others seeking professional development. And now we also have a Graduate Certificate in Women's Studies.

From the outset, the Graduate Humanities Program has enjoyed a reputation for excellence. National recognition of the Program's quality came in 1995, when it was accepted as a full member in the Association of Graduate Liberal Studies Programs. Faculty members take pride in these achievements and in the successes of the Program graduates.

Because the degree is an individually planned program, the student assumes significant responsibility for her or his graduate study. This guide has been developed to provide information about the Program and the requirements for the M.A. in Humanities.

In addition to this guide, students should consult the college catalog, the schedule of classes each semester, the program website, and the program newsletter, which is published twice yearly.

Knowing the requirements and meeting regularly with an advisor are essential for success.

The humanities are addictive. Song and story, music and dance, words and ideas — once you let these into your life, you can never live without them. And you should never

Richard Janaro
& Thelma Altshuler

Luke Eric Lassiter, Ph.D.
Program Director
(304) 746-1923
lassiter@marshall.edu

Marshall University South Charleston Campus

100 Angus E. Peyton Drive, South Charleston, West Virginia



Main building with flag poles.
Holds Program Office, Secretary's
office, Classrooms, Security Desk,
Other offices pertinent to being
a grad student...



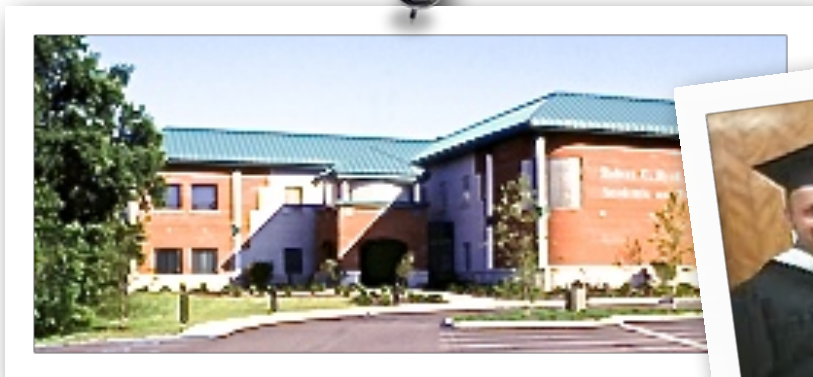
Carolyn Quinlan ('13)
Program Secretary



Dr. Luke Eric Lassiter
Program Director

Library and Research Commons across parking lot from main bldg.

Librarians, I.D. photo, study area, table spaces for group study, coffee, classrooms, stairway
on west side with glass brick, nice view from back with grassy area looking down the valley,
classrooms, exhibit area...



And one more thing...

Words of Encouragement from a Graduate

"My undergraduate experience was less than ideal. I walked out very jaded with higher education. I felt like I was just going through the motions to get a slip of paper that would allow me to either continue in school or get a low-end job.

"The Marshall Humanities Program revitalized my faith in education. Yes, I realize that sounds cliché. Overly romanticized. But it's completely true. I was in a program where people weren't concerned with the competitiveness of academia – they were concerned with me and my goals. I have never felt more encouraged in my academic pursuits.

"I also met a diverse group of people. Vastly intelligent. A well-traveled bartender with a love for Dostoyevsky. A computer-savvy servicewoman. A PR rep. Teachers, students, parents, retail workers. I grew so much in my understanding of the diverse human experience through listening to others tell their life stories. All coming together for the same goal. Much like the humanities themselves.

"I learned about the importance of connections across the disciplines. How it's less important for your writing to sound smart than it is for it to be written clearly. I am currently employed at a local historic house because of connections I made through the program. I also am in the last stages of getting my teaching certification. If I hadn't gotten my MA in Humanities, I definitely would not be where I am now. I would not have regained my faith in the educational process and would not have continued.

"I can't make the decision for you, nor would I say it is for everyone. But it is a learning experience that has forever changed my life."

~ Ashley Clark ('10)

Table of Contents

Mission & Requirements	1
Plan of Study	2
Faculty	3
Graduate Certificates	4
Publications/Creative Works/Collaborative Projects	5
So What Can You Do With A Humanities Degree?	6

SAMPLE FORMS

Plan of Study	8
Samples of Plan of Study	9
Policy on Courses Older than Seven Years	10
Application for Extension of Time	11
Revalidation of Credit	12
Comprehensive Examination	13
Examples of Examination Questions	14
Independent Research (Thesis or Project)	15
Appalachian Studies Certificate	19

Additional Forms

See www.marshall.edu/graduate/current-students/forms-and-information-2/

Where Are They Now? / What's It Mean To You?	20
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Literary Faculty and Student collaboratively
Graduate Humanities
Cultural Studies Historical Studies
Appalachian Studies
integrated interdisciplinary
Seminars
Art and Society
Women's Studies
Political individual
enhance opportunity
seminars
adviser
issues
design
kindness
professional
deliberate
degree
certificate
lifelong
artistic
development
learner
broad humanistic perspective
skills and abilities
engage critically flexibly
social
write
seeking
encouraged
varied
pursue
graduate
literary

In a Nutshell...Mission & Admission Requirements

(for detailed information, please visit www.marshall.edu/graduatehumanities)

Program Mission

As a Full Member of the Association of Graduate Liberal Studies Programs (based at Duke University), the Graduate Humanities Program is charged with serving students at the highest level in graduate liberal studies. The program strives to enhance students' abilities to deal critically and flexibly with intellectual, social, political, historical, literary, or artistic issues through a broad humanistic perspective.

To this end, the Graduate Humanities Program provides students with varied undergraduate backgrounds in humanities the opportunity to continue their studies at the graduate level. It offers an integrated and interdisciplinary perspective on human inquiry while allowing conventional disciplinary studies. Students consult with faculty advisors to determine individual plans of study.

After completing a prescribed core of humanities courses, the student elects one of four areas of concentration (Arts and Society; Cultural Studies; Historical Studies; Literary Studies). Although the student's plan may encompass courses from more than one area of concentration it will have strong intellectual coherence.

The Program is designed to serve three groups of students: (a) students working toward an M.A. in the Humanities; (b) students seeking professional development such as in Appalachian Studies, per the Program's certificate program), and (c) lifelong learners. Students not concerned with pursuing the degree (such as teachers using classes for certification and those who want to take courses for their own continuing education) are strongly encouraged to enroll as non-degree students.

Universities are primarily in the business of positive human development. They focus on enhancing the abilities of our graduates to communicate clearly and effectively, to analyze, to confront ambiguity with clear methods and confidence, to break down problems into manageable parts, to think critically and to question deeply.

Max Blouw

Requirements for Admission

- ☒ Undergraduate major in a humanities discipline, broadly defined
- ☒ Undergraduate grade point average of 3.0 or above
- ☒ A Score in the 60th percentile or above on the verbal section of the Graduate Record Examination (GRE) or an equivalent score on the Miller Analogies Test (MAT)

Note: Applicants who do not meet all of the above admission requirements may be admitted provisionally.

Briefly...Plan of Study for Masters of Arts in Humanities

For detailed information, please visit www.marshall.edu/graduatehumanities

*There can be no acting
or doing of any kind,
till it be recognized
that there is a thing to
be done; the thing once
recognized, doing in a
thousand shapes
becomes possible.*

Thomas Carlyle

All degree students are required to complete 36 - 39 semester hours of coursework, including a required core, a concentration, and electives. Individual plans of study require a prescribed humanities **core** of four courses designed to acquaint the student with the methodology, materials, and challenges of interdisciplinary study and research within the context of three fields central to humanistic study. One of the courses, Humanities 604/Expository Writing for Research, develops graduate writing skills. (See "Sample Plans of Study" and "Plan of Study" forms in Forms section.)

Each student selects one of the following areas of **concentration** or develops a thematic emphasis which combines two or more areas: Arts and Society; Cultural Studies; Historical Studies; and Literary Studies (including creative writing). Specific core seminars are required for certain concentrations. Within each concentration, a student may select courses to develop personal interests.

Students also have the opportunity for humanities **electives**. Many choose additional courses to add depth to their concentrations; others use the electives to develop a second area of interest.

After a minimum of 24 hours of course credits and consultation with the advisor, the student is eligible to sit for the **comprehensive exams**, which is related to the core and to the individual plan of study.

The capstone experience for degree students is the **independent research assignment**, either a traditional thesis or a special project that involves research and a written product.

Plan of Study for M.A. in Humanities

- ☒ Core Classes (12 hours)
- ☒ Concentration (15 hours minimum)
 - Arts and Society
 - Cultural Studies
 - Historical Studies
 - Literary Studies
- ☒ Program Electives (3 - 12 hours)
- ☒ Comprehensive Exams
- ☒ Independent Research Assignment
(Final Project - 3 hours or Thesis - 6 hours)

Total of 36 hours with Thesis; 39 hours with Final Project

Unusual Collaborative of Diversely Trained Faculty

Because of its unique history, from its earliest beginnings in the late 1970s the Graduate Humanities Program developed an unusual collaborative of diversely trained faculty hailing from the West Virginia College of Graduate Studies (which became the Marshall University Graduate College in South Charleston in 1997), West Virginia State University, the University of Charleston, and several other colleges and universities based in south central West Virginia.

Today, the range of institutional experience and disciplinary expertise continues to have a critical bearing on the multidisciplinary culture of the Program.

Program Director Luke Eric Lassiter, Ph.D.

Arts	Mark Tobin Moore, MFA (Fine Arts) Reidun Øvrebø, Ph.D. (Art History and Theory)
Cultural	Luke Eric Lassiter, Ph.D. (Anthropology and Ethnography)
Studies	Robert Maslowski, Ph.D. (Archaeology and Anthropology) Bobbi Nicholson, Ph.D. (Rhetoric, Media Studies) Celene Seymour, Ph.D. (Rhetoric and Composition)
Historical Studies	Billy Joe Peyton, Ph.D. (Public History and Historic Preservation) Workman, Michael, Ph.D. (Coal & Labor History, Political Science)
Literary Studies	Timothy Alderman, Ph.D. (Modern Literatures) Elizabeth Campbell, Ph.D. (Literature, Theory) Arnold Hartstein, Ph.D. (Interdisciplinary Studies; Literature) Lisa Heaton, Ph.D. (Literature) Anne McConnell, Ph.D. (English, Literary Studies) Cat Pleska, MFA (Literary Studies, Appalachian Literature) William K. Simmons, Ph.D. (British Literature)

I valued the support from all my professors....Classes were always filled with interesting and stimulating discussions, with thought-provoking material....Their classes took me way out of my comfort zone, and I grew leaps and bounds because of that. I am very proud to say I'm a graduate of the Humanities Program from MUGC. I would not be teaching and enriching my life, and hopefully lives of my students, if it were not for the leadership I found at MUGC.

I can never thank Eric, Beth, Dr. Fran Simone, and Andu Meharie enough for their guidance and support.

Jeanette Ahangardezfooli ('10)
Project Title: "Perceptions of Muslim Women in America"

Graduate Certificates

For detailed information, please visit

www.marshall.edu/graduatehumanities/degree-and-certificate-programs/certificate-program/

Students may pursue the graduate certificates while enrolled in the Humanities M.A. program OR as a certificate-only student. Students are encouraged (but not required) to contact the Director before officially submitting their application. *GRE or MAT scores are not required for the Certificates.* The Appalachian Certificate is administered by the Director of the Humanities Program.

The Women Studies Certificate is managed by Marshall University's Women's Studies Program. For more information, please contact: Dr. Greta Rensenbrink, Director of Women's Studies, 304-696-2955.

The Certificate in Program Evaluation is also administered by the Director of the Graduate Humanities Program, who is jointly appointed in the Graduate School of Education and Professional Development. Contact the Director for more information.

Appalachian Certificate (See Appalachian Certificate in Forms section.)

The Graduate Certificate in Appalachian Studies allows students and professionals to focus on the region in which they live and work. The interdisciplinary approach ensures that issues and subjects are covered from different perspectives.

- ☒ Core Classes (6 hours)
- ☒ Electives (9 hours)
- ☒ Capstone Experience (3 hours)

Total 18 hours - Appalachian Certificate

Women's Studies Certificate

The purpose of the program is to develop and coordinate an interdisciplinary curriculum, and to support critical research which takes into account various beliefs about gender, race, class, and sexuality. The program supports and sponsors both on and off campus events relevant to women's social, cultural and political issues with a strong sense of commitment to women in the Appalachian region.

- ☒ Core Classes (6 hours)
- ☒ Electives (9 hours)
- ☒ Capstone Experience (3 hours)

Total 18 hours - Women's Studies Certificate

Program Evaluation Certificate

The Certificate in Program Evaluation emphasizes the practical application of program planning, assessment, and evaluation through frames of mixed methods research, local cultural contexts, and project-based applications of skills and knowledge.

- ☒ Core Classes (6 hours)
- ☒ Electives (3 hours)
- ☒ Problem Report (3 hours)

Total 12 hours - Program Evaluation Certificate

Publications and Creative Works

See www.marshall.edu/graduatehumanities/about/projects-and-publications/pubs-creativework/

Publications and creative works engendered by those in our Program take a variety of forms, from books and articles by individual faculty and students to collaboratively produced exhibits, from our bi-annual newsletter to our recent series, “Occasional Publications of the Graduate Humanities Program.”

Working in the vein of scholarly and creative expression has been important to the Program since its inception in 1979 at the West Virginia College of Graduate Studies. To this day, we remain dedicated to the process and practice of expressing ourselves via a variety of media.

Current Collaborative Projects

See www.marshall.edu/graduatehumanities/about/projects-and-publications/projects/

The Graduate Humanities Program has a long history of engaging in projects and partnerships that augment the Program’s mission, and advances its tradition of outreach and civic engagement. Some of the Program’s most recent projects and partnerships involving faculty, students, and community partners include:

The Public Humanities Project

Some of the seminars taught in this initiative since 2006 include: Seminar in Public Humanities, Public Relations for Nonprofits, Grant Writing in the Humanities, Museum Studies and Exhibit Design, Social Memory and Oral History, and Exhibits for/in Local Communities.

The Glenwood Project

The Glenwood Project is a Graduate Humanities Program initiative to facilitate public engagement with the rich and complicated history of Charleston and the Kanawha Valley through the lens of the Glenwood Estate in West Charleston, now owned and maintained by the Historic Glenwood Foundation. Program faculty, students, and community partners completed Phase I in 2007, which included preliminary research and a public symposium; Phase II in 2010, which included a traveling exhibit of the Estate and its impact on the region; and Phase III in 2013, which included an oral history research component and presentations at the Glenwood Estate and at the Mary C. Snow Elementary School. Since 2014, the project has continued research on the Estate and its archives, which has engendered ongoing seminars, public symposia, and other activities.

Museum Studies and Exhibit Design

Due to student interest and the extensive knowledge and expertise of faculty member, Mark Tobin Moore, the Program began offering occasional seminars in museum studies and exhibit design, which resulted several local exhibits. An example is Museum Studies and Exhibit Design, a seminar that produced two local exhibits, “The Other Charleston” (a Good News Mountaineer Garage Gallery photography exhibition), and “They Are Still With Us” (an installment included in “Lightscapes for the Holidays” hosted by the Clay Center in Charleston).

Local Artists Series

The Local Artists Series is a partnership between the Graduate Humanities Program and University Libraries (MUGC-South Charleston). Each exhibit highlights the work of a local artist.

Ralph Perry defines
“‘the humanities,’ then,
to embrace whatever
influences conduce to
freedom. ...By freedom,
I mean the exercise of
enlightened choice.
I mean the action in
which habit, reflex or
suggestions is superseded
by an individual’s
fundamental judgments
of good and evil; the
action whose premises
are explicit; the action
which precedes from
personal reflection and
the integration of
interests.”

“So What Can You Do With A Humanities Degree?”

By Trish Hatfield, '08, Program Assistant

He is giving me his full attention. I mean face-on, eyes focused, body rigid. Maybe he’s stopped breathing? There’s something regarding what I’m saying about the Graduate Humanities Program at Marshall that has connected with him. I knew the second the presentations were over that I would grab my lunch, sit beside him, and find out what he was thinking. Turns out he loves history and writing. He grins. Been writing since he was eleven years old. Journaling mostly. The more we talk about his interests, the more the Program seems a good fit for him. And then he asks, “So, what can you do with a humanities degree?”

The answer I would like to tell this young man is an answer I heard secondhand attributed to a recent Humanities graduate: “Whatever I damn well please.” Which echoes the notion of philosopher and author, Ralph Perry. In his classic book, *The Humanity of Man* (1956), Perry defines “‘the humanities,’ then, to embrace whatever influences conduce to freedom By freedom, I mean the exercise of enlightened choice. I mean the action in which habit, reflex or suggestions is superseded by an individual’s fundamental judgments of good and evil; the action whose premises are explicit; the action which precedes from personal reflection and the integration of interests” (Perry, 27). Writing in the *Graduate Humanities* newsletter (Fall 2007), Gabriella Williamson offers a similar explanation. “When people ask me in what area I am getting my M.A., their next question is

invariably what will I do with a Humanities degree. My answer to that is anything my heart and mind desires to create: this is the gift of the Graduate Humanities Program, that if you can create it, it can be a reality. The field is wide open for those with backgrounds in liberal arts, and with diverse life experiences such as mine.”

And what about other fields of endeavor – science, for example? Story Musgrave, 30-year veteran of NASA with all the required scientific degrees in math, chemistry, biophysics, and medicine, was a US Marine Corps aviator and free-fall parachutist. He helped repair the Hubble Space Telescope in 1993. Musgrave told John Yemma, Editor of the *Christian Science Monitor*, that he “sat in an evening literature class at the University of Houston and kept three notebooks open – one for the lecture, another for what the ideas meant to him, and the third for how he might apply those ideas to the experience of spaceflight. Musgrave attacked the humanities in the same way he attacked extravehicular activity. Why? Because if you don’t prepare yourself, ‘the inner experience is not going to happen.’” He related to Yemma that, “Too many members of the space-traveling fellowship told him that they regretted . . . losing the whole amazing experience in the tasks at hand.” (John Yemma, Editor’s Blog, “The Astronaut Who Learned How to See,” *Christian Science Monitor*, posted May 16, 2011.)

With one end of a continuum being to do “anything my heart and mind desires to create” and the other end being to enhance spaceflight, I am curious where you, the reader, would place your answer to “So what can you do with the humanities?”

To this end, Dr. Lassiter and I are excited about continuing with the research of alumni started several years ago by asking graduates what the study of the Humanities has brought to their lives. Stay tuned. We’ll be sharing what we discover in subsequent editions of *Graduate Humanities*. If you’d like to tell us what you’ve “done” with the humanities, how it has informed your sense of freedom (or not), please contact me at hatfield32@marshall.edu.



Sample Forms

Name:				MU ID:	Date:
Address:				Tele. / e-mail	
Date/Admission to Program:				Expected Date/Degree:	
I. HUMANITIES CORE (9-12 hours):					
Subject	No.	Hrs.	Grade	Course Title	Sm/Year
Humn	600	3		Introduction to Study in Humanities	
Humn	604	3		Expository Writing for Research	
Two of the Following					
Humn	601	3		Literary Theory and Criticism (required for Literary Studies)	
Humn	602	3		Historical Studies (required for Historical Studies)	
Humn	603	3		History and Theory of the Arts (required for Arts and Society)	
Humn	605	3		Western Traditions and Contemporary Cultures (required Cultural Studies)	
II. HUMANITIES AREA OF EMPHASIS (15 hours minimum):					
1					
2					
3					
4					
5					
6					
III. HUMANITIES ELECTIVES (3-12 hours):					
1					
2					
3					
IV. INDEPENDENT RESEARCH IN HUMANITIES (3-6 hours): Project (680) / Thesis (680 and 681)					
Humn	680	3		Independent Research Symposium I	
Humn	681	3		Independent Research Symposium II (Thesis)	
Independent Research Title:					
COMPREHENSIVE EXAMINATION (Date passed):					
Total Hours Required: 36 (Thesis) or 39 (Final Project)				TOTAL HOURS:	
Comprehensive Examiners:					
1.				Candidate: _____	
2.				Signature _____ Date _____	
3.				Advisor: _____	
				Signature _____ Date _____	
Project Mentor or Thesis Advisor:				Program: _____	
				Director Signature _____ Date _____	
Thesis Committee:				Dean: _____	
				Signature _____ Date _____	

Sample Plans of Study

<p>No. 1 (Literature and History) Core: Introduction to Study in Humanities Expository Writing for Research Literary Theory and Criticism Historical Studies</p> <p>Concentration: Philosophy of History and Culture The Age of Lincoln Shakespeare Selected 19th C. British Writers U.S. Women's Prose and Poetry Frontiers in U.S. Literatures</p> <p>Electives: Technology & the Humanities</p> <p>Thesis: Diaries of AEF Officer</p>	<p>No. 2 (Arts and Society) Core: Introduction to Study in Humanities Expository Writing for Research Literary Theory and Criticism History and Theory of the Arts</p> <p>Concentration: Making the Feature Film Creative Writing & Practical Criticism Editing the Feature Film Scriptwriting for Film & TV Writing Fiction Advanced Fiction Writing Writing for Publication</p> <p>Electives: English Romanticism Modern American Short Story</p> <p>Independent Research Project: Short Story Collection</p>
<p>No. 3 (Language and Literature) Core: Introduction to Study in Humanities Expository Writing for Research Literary Theory and Criticism Historical Studies</p> <p>Concentration: Modern Southern Literature 20th C. Irish Drama Modern Irish Novel Challenging Social Conventions in American Literature Multicultural Images in Fiction and Film 20th C. Women's Fiction</p> <p>Thesis: Barbara Kingsolver's Fiction</p>	<p>No. 4 (Cultural Studies) Core: Introduction to Study in Humanities Expository Writing for Research Literary Theory and Criticism Western Traditions & Contemp.Cultures</p> <p>Concentration: America in the 1960s Race and Ethnicity Seminar in Appalachian Culture Contemporary World Fiction Harlem Renaissance Food and Culture American West: Fiction and Reality</p> <p>Electives: Technology and the Humanities</p> <p>Independent Research Project: Voices from the Margins: An Examination of Selected Appalachian Writers.</p>

**Humanities Program
Marshall University Graduate College**

Policy on Courses Older than Seven Years

Once students are admitted to the degree program, they are expected to make steady progress toward the M.A. in Humanities and to complete the degree within seven years.

In instances when students do not complete the requirements within the state time limit, the plans of study will be reviewed on an individual basis with the following criteria in mind:

- a reasonable justification must be provided for circumstances which have prevented completion within the time limit;
- a present pattern of courses taken must indicate that the student is keeping abreast of the subject matter covered in old courses (e.g., later courses in a particular discipline);
- no transfer courses will be counted once they are beyond the seven-year limit;
- any core classes beyond the limit must be assessed by comprehensive examinations or by repeating courses;
- no more than five courses (15 hours) will be eligible for updating;
- a contract must be negotiated which sets out those courses eligible for updating and the obligations of the student to complete coursework and/or thesis by a stated deadline.

NOTE: Tardiness in completing the thesis may lead to a violation of the seven-year limit. As of August 1993, students electing the thesis option will be expected to complete the thesis in three semesters or justify a further extension of the "Incomplete." Those who are not making satisfactory progress at the end of the second semester will be encouraged to switch to the alternate, independent research project (which will include additional hours to meet the required 39 hours).

**Endorsed by Humanities Program Faculty
May 19, 1993**

<p>Note: Marshall University has established a procedure for revalidating credit. See the following two pages for details.</p>

MARSHALL UNIVERSITY
Graduate College
Application for Extension of Time

I, _____
Student's Name (Print or Type) Social Security Number

Hereby request an extension of time through _____ to complete the requirements for the
_____ Degree with a major in _____

My justification for the request is as follows: _____

The following courses are outside the time limit and will need to be revalidated:

Course ID Number	Course Title	Cr. Hrs.	Semester and Year Completed	Grade

Student's Signature

Date

(to be completed by the Advisor)

The advisor and the student have reviewed this request and the advisor recommends its approval.

To revalidate course work that has exceeded the time limit, the student will:
(See guidelines on following page for revalidation options.)

Advisor _____ Date _____

(Department / Program Approval)

☐ Extension Rejected: _____

☐ Extension Approved through (enter date): _____

Program Dir. / Dept. Chair _____ Date _____

(For use by Graduate Dean of Academic Unit)

☐ Extension Rejected: _____

☐ Extension Approved: _____

Graduate Dean of Academic Unit _____ Date _____

MARSHALL UNIVERSITY
Graduate College

REVALIDATION OF CREDIT
Master's Degree Credit

To ensure that a student's knowledge base is current at the time the degree is awarded, all credit that exceeds the time limit must be revalidated. The time limit for the master's degree is seven years from the date of completion of the earliest course applied toward the degree, including transferred courses.

When a student requests an extension of time, the advisor and program director or department chair should review the program of study, identify course work which exceeds the time limit, and make a recommendation for revalidation of expired course work through one or more of the following options:

- Option 1: **Examination:** A validation exam shall be the equivalent to a comprehensive final exam for the course. In most cases, validation must be done by a written exam.
- Option 2: **Independent Study:** The department or program may elect to design an independent study if no course currently exists by which the student may update course content.
- Option 3: The student may repeat expired course work.
- Option 4: **Additional Hours:** The department or program may assign additional hours of course work to ensure currency of knowledge in rapidly changing content areas.
- Option 5: **Portfolio** that revalidates objectives of course(s) and degree objectives (may include work experiences, thesis or final project)

Decisions about revalidation of credit are forwarded to the graduate dean of the academic unit for approval. When the student has satisfied the conditions imposed for revalidation, the signed plan of study with a memorandum from the chair/program director confirming that the conditions were completed satisfactorily will be forwarded to the graduate dean of the academic with the completed application for graduation. The memorandum will include a statement of evidence of completion (e.g., examination, grade report, portfolio). Oversight to ensure policy compliance rests with the graduate dean of the academic unit and the Vice-President for Graduate Studies. Questions related to policy should be directed to the Graduate Council.

Marshall University Graduate Program

COMPREHENSIVE EXAMINATION M.A. IN HUMANITIES

One of the requirements for the M.A. in Humanities is the written comprehensive examination. After a minimum of 24 hours of course credits (to include the core requirements), the student is eligible to take this examination. Usually the student consults with the advisor before initiating the request (a printed form). * Few students take the examination after earning the minimum number of hours, but the student must pass the examination before enrolling in Humanities 680 (Independent Research Symposium).

PROCEDURE

Upon receiving the Application for Comprehensive Examination from the Office of Admissions and Records, the program director selects three examiners to write questions over areas covered in the individual's plan of study. The chair of the comprehensive committee ordinarily will be the student's advisor, who represents the student's primary area of study. The second member will represent the second core area, and the third member may represent the concentration or a third humanities area. These examiners have been identified during a conference with the student and are faculty from whom the student has had classes.

Each examiner submits three questions over a particular area of the student's plan of study. During the examination, the student will select **one** question from **each** examiner to answer (a total of three essays). Books and notes are not permitted. Access to a computer is provided. The maximum time allowed for the examination is four hours.

If the student fails to achieve a passing evaluation on any part of the examination, he/she is given an opportunity to repeat that part of the examination (with different questions). On occasion, if all three answers are judged weak, the student will be required to take the entire examination a second time. The student is urged to review the failed portions with the program director or advisor before attempting the examination a second time.

When the student has passed all portions of the examination, a "Pass" is submitted to the Office of Admissions and Records.

***Note:** A copy of the Application for Comprehensive Examination is in this guidebook. Obtain the official form from the Humanities Program Officer or Office of Admissions and Records.

EXAMPLES OF EXAMINATION QUESTIONS

- ◆ Professor Carl G. Gustvson, in his book The Mansion of History devoted a section of that work to what he called "Those Lessons of History." Discuss what he felt were the lessons of history and comment on what you feel should have been included but was not.
- ◆ Briefly explain the concept of "regionalism" in American literature. Identify specific "regions" and mention particular writers associated with each. Then select one particular region and deal with three writers from that region in more depth. What values do they share? How are their works similar? What qualities would one expect to find in the literature from this region?
- ◆ Summarize the philosophical assumptions that underlie the work of one of the following contemporary literary theorists, and discuss some specific ways these assumptions are applied to the study of literary works: Roland Barthes, Jacques Derrida, Terry Eagleton, Norman O. Holland.
- ◆ You are an Athenian male citizen of twenty to forty years of age who experiences Sophocles' Antigone for the first time. Interpret this play from your cultural perspective as a fifth-century Athenian. Do not omit the dramatic setting. How would you adjust your interpretation if you were a female citizen? What is the value of this exercise?
- ◆ Critics have claimed that film cannot adequately recreate various modes of consciousness, such as dreams or reveries, often found in printed fiction. Choose three contemporary cinematic techniques used to create these modes and evaluate the effectiveness of each in a film in which it is used.
- ◆ In spite of a growing dissatisfaction with traditional values, many American writers of the early 20th century anchored their work to very particular geographic and/or ethnic environments. Use at least three writers to discuss literature that simultaneously questions traditions and anchors itself in some kind of tradition. Questions you might consider include the following: Does the "anchor" free the work for other kinds of cultural questioning? Does the setting serve as a counterweight to "mainstream" traditions? If so, how?
- ◆ Practically since its invention, the film medium has served as a "mirror" of popular culture in society, especially in the United States. Using one particular decade from the history of American cinema, discuss how representative films from that decade reflected the culture, values and societal conventions of the period. Choose at least two films from your chosen period to discuss in detail.
- ◆ Discuss the feminist art movement. What were/are its goals? Be sure to cite specific artists and artworks. Do you feel there is a continued need for a women's art, or in your opinion, has the feminist movement exhausted itself?

M.A. in Humanities
Marshall University Graduate College
Independent Research (Thesis or Project)

The culminating experience in the degree program is independent research. A student may choose either a traditional thesis (for six hours credit) or a project (for three hours credit). Both require research and a written product, but the project may relate more directly to employment or personal interest. For students with an emphasis in creative writing or media production, the project option allows a creative product. In either option, the proposal must be an outgrowth of the plan of study.

The differences between the thesis and the independent project are outlined below:

Thesis	Project
6 hours credit (HUMN 680 and 681) 36 hours total for the degree	3 hours credit (HUMN 680) 39 hours total for the degree
covers two semesters	one semester for completion
Academic research and writing (50-80 pages)	Flexible project (from research paper format to media product) 20-40 pages
Thesis advisor and three additional readers	A mentor who is a specialist in the area of proposal
Formal thesis defense	Presentation of research at symposium
Examples: Examination of mother-daughter relationships in three novels by Irish women; The diaries of an AEF officer; Nathaniel Hawthorne's use of archetypes in short fiction	An illustrated paper on the connection between quilts and postmodern art designs; short story collections; annotated bibliography of non-fiction for use in middle schools; Web Page for Humanities; paper on portrayal of Native Americans in film versions of <u>Last of the Mohicans</u>
Graded "S" or "U"	Graded "S" or "U"

With both options, the process begins in Humanities 680. In that class, the student develops a proposal or prospectus to submit to a potential mentor or thesis advisor. Such a process involves narrowing the topic, completing preliminary research, and explaining the intended research in a brief essay. [See the following pages for specific details.]

Once the project mentor or thesis advisor has been identified, the student works directly with that person. Although the student works independently on the research product, regular meetings should be scheduled with the mentor or advisor. **The schedule for completion must include sufficient time for committee members or mentors to read and respond to drafts and to the completed product. In developing the schedule the student must also keep institutional deadlines in mind. The general practice will be to give no more than one extension on an incomplete in Humanities 680 or 681.**

The Thesis Option (Humanities 680 and 681)

The Prospectus

Members of the candidate's committee (advisor and 3 others) approve the prospectus for the thesis. If the program director for Humanities is not a member of the committee, the thesis advisor will, on behalf of the candidate, submit the prospectus for Program approval. The prospectus ranges from five to ten pages, setting forth the following information:

I. General Information:

Name	Name of thesis advisor
Address	Anticipated date for graduation
Telephone numbers	
E-mail address	

II. Purpose and Scope of the Study (Allow five to seven pages for this part.)

Research problem to be addressed (include a rationale for the particular research to be undertaken; e.g., the absence of serious scholarly attention or a new critical approach that illuminates a written work or an issue);

Method and resources to be used in the investigation;

Undergraduate and graduate preparation for this particular research project;

Review of scholarship on the topic and an overview of planned research;

Tentative outline of the thesis by chapters (e.g., review of scholarship in opening chapter; presentation of research in subsequent chapters, and significance in final chapter);

III. Working bibliography of reading completed or planned

IV. Tentative Schedule of Research and Writing

Provide the committee with a plan of action / schedule of deadlines to complete the thesis.

Process for Completing the Thesis

The candidate submits the prospectus to the program director, who distributes it to the members of the thesis committee. (Members of the committee will be named after consultation with the candidate and the thesis advisor. In so far as appropriate, members of the comprehensive examination committee will serve as members of the thesis committee.) The thesis advisor will have primary advisory responsibility in working with the candidate to complete the thesis, but it is the candidate's responsibility to maintain regular contact with the advisor and other committee members and to provide chapters in a timely manner.

The length of the thesis will vary, from 50 to 100 pages (font size 12). The standard reference for documentation in literature is *The MLA Style Manual* (2nd ed., New York: Modern Language Association, 1998). Students may find the *MLA Handbook for Research Papers* (6th ed. New York: MLA, 2003) more helpful, particularly with Internet sources. Students working on historical theses may be advised to use *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian (6th ed., U of Chicago P, 1996).

Following the formal oral defense of the thesis, the candidate will submit the thesis electronically to the Graduate College Office. Information about the electronic submission is available online: <http://www.marshall.edu/etd/>.

Important Time Lines: The final draft of the thesis must be submitted to the advisor and committee so that a defense can be scheduled no later than December 1 in the fall semester, no later than April 15 for the spring semester, and no later than August 1 for summer. Deadlines for submitting the defended thesis (electronically) to the Graduate College are listed on the ETD webpage.
(June 2004)

After all these years I have begun to wonder
if the secret to living well is not in having all the answers
but in pursuing unanswerable questions in good company.

Rachel Remen



Independent Research Project (Humanities 680)

The Project Proposal

I. General Information

Name	Name of mentor
Address	Anticipated date for graduation
Telephone numbers	
E-mail address	

II. Description of Project (two to three double-spaced pages)

Subject (with specific focus)
Justification (reasons for proposing this project; graduate preparation for project)
Tentative outline of parts of paper or stages of process
Reading or preparations to date

III. Bibliography of readings to be completed

IV. Tentative schedule for completing the project (keeping in mind the deadlines for graduation)

Process for Completing the Project

The candidate, in consultation with the instructor for Humanities 680, will determine a research area and submit a project proposal. (Because the project is planned and completed in one semester, the subject must be narrowly conceived.) A mentor will be identified to supervise the project. Additional refinements to the proposal may be required before the mentor will agree to supervise the project. Both the mentor and the program director must approve the proposal. During the semester the mentor will provide progress reports to the instructor of Humanities 680 to ensure that the student is completing the project in a timely manner. **The student is responsible for reporting any problems related to the project to the mentor and to the instructor in Humanities 680.**

The completed project will be submitted to the mentor for evaluation. A written critique of approval by the mentor will be forwarded to the instructor of Humanities 680 and to the program director.

The candidate will report on the project at the Humanities 680 Symposium held at the close of the semester. The grade ("S" or "U") will be reported by the instructor for Humanities 680. Two copies of the completed project will be delivered to the Humanities Program office.

Appalachian Studies Certificate

(18 hours)

The graduate certificate in Appalachian Studies allows students and professionals to focus on the region in which they live and work. The interdisciplinary nature of the certificate ensures that issues and subjects are covered from different perspectives. Individuals may select courses to meet personal educational needs. Lifelong learners are invited to enroll in these courses.

Plan of Study

- **Interdisciplinary Core Classes (6 hours)**

CULS 611 Appalachian Studies: Themes and Voices

Orients students to the significant political, social, and cultural issues and research in Appalachian studies.

CULS 612 Time and Place in Appalachia

Examines the importance of geography, topography, and geology to the history and development of the Appalachian region.

- **Electives (6-9 hours)**

Examples of traditional Classes (3 hrs. credit):

- Appalachian Cultures
- Appalachian Archaeology
- Geography of Appalachia
- West Virginia History
- First Peoples of Appalachia
- Mountain Made: Material Culture in Appalachia, 1700-2000
- Images of Appalachia in Literature, Folklore, and Film
- Religious Traditions in Appalachia
- Ethnic History of West Virginia
- Coal Mine Life, Work and Culture
- Sociology of Appalachia
- Appalachian Writers –20th C.

Samples of Workshops (1 hr. credit)

- Oral History
- Research Methods for Appalachian Studies
- Appalachian Writers: Denise Giardina

- **Capstone Experience (3 hours)**

HUMN 680 Independent Research Seminar

This research colloquium affords students the opportunity to complete independent research or field work under the guidance of faculty mentors teaching in the certificate program. Seminar meetings allow students to share research and examine issues arising from the research. The completed research is shared in a public symposium.

Enrollment Information

- B.A. or B.S. degree from an accredited undergraduate institution
- Application to Marshall University Graduate College and to the certificate program

Note: Students who wish to pursue degree and certificate programs concurrently should complete the application to the degree program.

- Transfer credit: 6 hours maximum
- Graduate courses in Appalachian studies taken within the last two years may be counted toward the certificate.

[June 2004]



Kindness in words
creates confidence.
Kindness in thinking
creates profoundness.
Kindness in giving
creates love.

Lao Tzu

Where are they now?

Students have come from varied backgrounds: teachers, engineers, English majors, business leaders, healthcare workers, librarians. Among our graduates you'll find freelance writers and editors, K-12 and collegiate educators, television and radio professionals, photographers, artists, folklorists, museum professionals, and many others. Check out www.marshall.edu/graduatehumanities/about/our-alumni/ to find out where our graduates are now.

"What's It Mean to You?"

Here is a sampling of what our graduates are saying about the program:

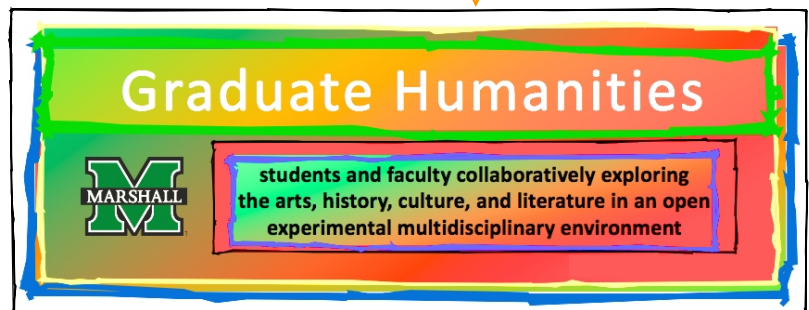
"The writing.

I love to write and the program expanded my ability to write. Also the artistic aspect did the same. I gained critical thinking skills – being in an environment that challenged me to think and critique was very useful...evaluating culture and how to think about culture. All of these skills I still use today." J.S.

"I loved the close knit classes and personal attention given by the faculty. The classes were great for allowing and encouraging creative thought and expression. The program offered the best opportunity to meet and collaborate with a broad spectrum of viewpoints and interests." K.P.

"I valued the intellectual challenge it offered through instruction, and through those involved and fellow students. The program offered the means by which I could learn to look beyond analysis and the process of breaking things down and to consider meaning and experience a relevant to understanding anything." R.B.

"It is most difficult to put into words...the program helped me not only academically but culturally. It was truly enriching and helped me fit in by getting to know the region and the people." A. J-G.



"It has allowed me to open my eyes to both the good and the bad that this world has to offer. Without humanities I feel as though many people would go through this world with blinders on and not really seeing anything as it really is." A.K.

"I am 75 years old and completed my degree when the program was on the WVSC campus. The blend of younger students and older was an experience all by itself. I did not do the Humanities program to enhance job opportunities but (laughing) it will look good on my obituary." A.L.

"Classes were always filled with interesting, stimulating discussions, and thought-provoking material." J.A.

Marshall University

Graduate Humanities Program



"The larger the island of knowledge, the greater the shoreline of wonder."
—Ralph Sockman