

A graduate program

Courses of Study:
Master of Arts

Coexistence and Conflict

Objectives

Graduate Program in Coexistence and Conflict

Managing intercommunal conflict and violence is ever more important to national and international security in today's world. Societies are becoming much more diverse, and the globalization of conflicts around issues of ethnicity, religion, and culture is increasing. The Master's Program in Coexistence and Conflict has been designed to suit the requirements of people and organizations working in divided and conflicted societies, at local, national, and international levels, who want to learn how to more effectively prevent, manage and resolve such conflicts.

Participants reflect upon the different kinds of ethnic, religious, and cultural conflicts that have been emerging around the world, particularly since the end of the Cold War, and the reasons for such emergence. They will also look at the theories of contemporary intercommunal conflict as well as strategic interventions to such conflicts including political, meditative, cultural, legislative, and developmental approaches. The program also offers students the opportunity to develop dialogue and mediation skills for use in situations of intercommunal conflict. The program is particularly geared towards early and mid-career professionals who are working, or who aspire to work, within governments or international agencies. It is also useful for those who are working in related fields such as security and diplomacy, aid and development, human rights, education, as well as democracy and civil society work.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this area of study. Candidates must also submit a personal statement that discusses their reasons for applying for the M.A. and their career objectives and relevant experience. In addition, a curriculum vitae or resume is required with three letters of recommendation, one of which should be from a supervisor in the institution in which the candidate is employed or recently employed. An interview, either in person or by telephone may be required for admission.

Faculty Committee

Mari Fitzduff, Director
(Coexistence and Conflict)

Steven Burg
(Politics)

Cynthia Cohen
(Coexistence and Conflict)

Daniel Terris
(American Studies)

Requirements for the Degree of Master of Arts

Program of Study

The 16-month program involves one academic year in residence at Brandeis in which students complete seven courses, followed by a three-month field placement and a master's paper by December. In their second academic year, students will have non-resident status.

Required Core Courses (Four courses)

COEX 210a	Coexistence and Conflict: Theory and Analysis
COEX 220a	Strategies for Coexistence Interventions
POL 127b	Managing Ethnic Conflict
COEX 230a	Coexistence Research Methods (half-credit course)

The program's core courses are designed to introduce students to theoretical and practical approaches to conflict and the resolution of conflict and promotion of coexistence at local, regional, and national levels. COEX 210a (Coexistence and Conflict: Theory and Analysis) and POL 127b (Managing Ethnic Conflict) are open to qualified undergraduates and graduate students from other departments. COEX 220a (Strategies for Coexistence Interventions) is open only to those who have

completed COEX210a. COEX 230a (Coexistence Research Methods) is open only to students who are undertaking the complete Masters degree program.

II. Elective Courses (Three courses)

In addition to the core courses that will be obligatory, students will be encouraged to take advantage of the wide range of other courses available at Brandeis which focus either on particular areas in conflict, or on related issues such as ethnicity and nationalism, race and ethnic relations, comparative human rights perspectives, global civil society, American foreign policy, social movements, aid and development, economics, gender issues, organizational development, or governance. In addition, participants may choose to pursue a language course. Students will make choices from these electives based on their perceived relevance to: their own apparent learning needs in relation to the field, the particular needs of their existing or prospective fields of work, and the focus of their M.A. project.

All course selections and their relevance must be discussed with, and approved by, the program director

Master's Project and Paper

All students are required to complete an internship or independent field work, with concluding paper written under the supervision of a faculty mentor. Students must develop an M.A. project designed to test their application of theory to practice, to expand their policy and practical experience, and, under supervision, to increase their security

and comfort levels at working in what is usually a contentious and sometimes dangerous field. In addition, the field project is planned to test and improve the width and depth of students' professional skills, and to significantly increase their networks of collaboration.

The project will consist of either:

A. An internship of at least three months in a governmental or nongovernmental organization assisting with the development and implementation of a policy or a program of coexistence intervention. Students will 1) identify an intervention, or their particular part of an intervention; 2) set objectives and time lines; 3) secure partners where necessary for its implementation; 4) ensure that appropriate monitoring and evaluating techniques are built into the program design; and 5) write a final report on the intervention.

B. Independent fieldwork for at least three months in a conflict area. Such fieldwork will be designed to assist the generation and development of new coexistence and conflict management intervention options, and must be undertaken in partnership with policy makers or practitioners who are already working in the area. The report of this fieldwork includes feedback and evaluations from prospective partners already working in the area. Students who are on a sabbatical from their place of employment, and whose courses of study are funded by that employer, may carry out their project either within, or on behalf of, their sponsoring organization with the approval of the program director.

The M.A. project will be undertaken under the direction and supervision of the program director or other Brandeis faculty members. Students are required to submit the master's paper to the director by December of their continuation year in the program. Satisfactory completion of this report will be an essential part of accreditation for the M.A. degree.

A typical student's program will be as follows:

Academic Year 1, Fall Semester

COEX 210a Coexistence and Conflict Theory and Analysis
POL 127b Managing Ethnic Conflict
One elective course

Academic Year 1, Spring Semester

COEX 220a Strategies For Coexistence Interventions
COEX 230a Coexistence Research Methods
Two elective courses

Academic Year 1, Summer

Master's Project Field Work

Academic Year 2, Fall Semester

Field work continued
Master's paper submitted by December

Residence Requirement

The residence requirement for this program is one year of full-time study.

Language Requirement

There is no foreign language requirement for the master's degree.

Courses of Instruction

(200 and above) Primarily for Graduate Students

COEX 210a Coexistence and Conflict: Theory and Analysis

Open only to students enrolled in the M.A. program in coexistence and conflict. Other students considered with permission of the instructor.

Addresses the current and emerging context of intercommunal conflict around the world, and the varying and developing theoretical approaches to the emergence and resolution of such conflicts. Usually offered every year.

Ms. Fitzduff

COEX 220a Strategies for Coexistence Interventions

Open only to students enrolled in the M.A. program in coexistence and conflict. Other students considered with permission of the instructor.

Studies the utilization of a variety of multifaceted approaches to policy and practice in coexistence and conflict interventions as well as the strategic design and evaluation of such interventions.

Usually offered every year.

Ms. Fitzduff

COEX 230a Coexistence Research Methods

Open only to students enrolled in the M.A. program in coexistence and conflict. May yield half-course credit toward rate of work and graduation. Two semester hour credits.

Preparation for the research necessary for the required field project in the Master's program in coexistence and conflict.

Usually offered every year.

Staff

COEX 240a Dialogue and Mediation Skills

Open only to students enrolled in the M.A. program in coexistence and conflict. Other students considered with permission of the instructor.

Addresses the theoretical and practical approaches to mediation and facilitation skills for people and organizations working in areas of intercommunal conflict. Usually offered every year.

Staff

COEX 250a Coexistence, Cultural Work, and the Arts

Through case studies, experiential activities, readings, and discussions, examines the theory and practice of fostering coexistence and reconciliation through cultural work and the arts.

Explores grassroots efforts, national/international initiatives, as well as questions of policy and ethics. Usually offered every year.

Ms. Cohen

Comparative History

See History.

Comparative Literature

Courses of Study:
Minor
Major (B.A.)

Objectives

In comparative literature we explore literatures and cultures within and across national boundaries. We extend our study of “texts” beyond traditional literary genres to include visual arts and media, social discourses and practices, and other forms of cultural expression. These forms pre-exist us—we are born into a certain culture, which consists of a set of discourses and practices—and can be changed or modified by us. Our study of cultural differences, diversities, and similarities, today and in the past, will promote an understanding of our rapidly changing globe; it will also develop the student’s critical perspective on his or her own culture.

How to Become a Major or Minor

All students are welcome to enroll in any course in the program, unless prerequisites are stipulated. Students interested in learning more about the comparative literature major or minor are encouraged to speak with the undergraduate advising head for comparative literature. Keep in mind that two literature courses should be taken in a language other than English. Students are strongly encouraged to spend at least one semester abroad, preferably in a country whose primary language is not English.

Faculty

Mary Campbell

(English and American Literature)

Roxanne Dávila

(Romance and Comparative Literature)

Jonathan Decter

(Near Eastern and Judaic Studies)

Stephen Dowden

(German, Russian, and East Asian Languages and Literature)

Dian Fox

(Romance and Comparative Literature)

Jane Hale

(Romance and Comparative Literature)

Erica Harth

(Romance and Comparative Literature)

Patricia Johnston

(Romance and Comparative Literature)

Edward Kaplan, Undergraduate Advising Head

(Romance and Comparative Literature)

Thomas A. King

(English and American Literature)

Susan Lanser

(English and American Literature)

Richard Lansing

(Romance and Comparative Literature)

James Mandrell

(Romance and Comparative Literature)

Robin Miller

(German, Russian, and East Asian Languages and Literature)

Ángela Pérez-Mejía

(Romance and Comparative Literature)

Anthony Polonsky

(Near Eastern and Judaic Studies)

Michael Randall

(Romance and Comparative Literature)

Esther Ratner

(Romance and Comparative Literature)

Mark Sanders

(English and American Literature)

Harleen Singh, Mellon Postdoctoral Fellow

(Comparative Literature and Women’s Studies)

Faith Smith

(African and Afro-American Studies and English and American Literature)

Requirements for the Major

The major in comparative literature requires nine courses, distributed as follows:

1. COML 101a (Introduction to Literary and Cultural Studies). The core course is designed to address key issues, problems, and methodologies for the comparative study of cultural texts. We will explore the permeability of linguistic and cultural borders in today's global world. It should be taken as early as possible in the student's academic career. In a year when COML 101a is not offered, it may be substituted by ECS 100.
2. Three upper-level literature courses (numbered 110 and above) taught in a language other than English. The three courses may be drawn from more than one language tradition.
3. Two upper-level COML courses and two courses drawn from a list of approved COML and cross-listed electives. Courses not listed may count toward the major if approved by the undergraduate advising head.

4. COML 97 Senior Essay. All majors are required to enroll in and complete one of the following options in the senior year: COML 97a or 97b (Senior Essay), or COML 99d (Senior Thesis), a full-year course. Students who wish to be considered for departmental honors must elect the thesis option. Honors will be awarded on the basis of cumulative excellence in all courses taken in the major, including the Senior Thesis. Departmental honors will be awarded on the basis described above. [May be substituted by SPAN 198a Seminar in Literary and Cultural Studies]

Not more than four courses may double count towards both the COML major and another major or minor.

Requirements for the Minor

Five semester courses:

1. COML 101a (Introduction to Literary and Cultural Studies)
2. Four electives, among them one from COML, and one from COML or cross-listed courses. The electives must include two upper-level literature courses, each taught in a language other than English. All electives will be selected in consultation with the undergraduate advising head.

Courses of Instruction

(1-99) Primarily for Undergraduate Students

COML 97a Senior Essay

Usually offered every year.
Staff

COML 97b Senior Essay

Usually offered every year.
Staff

COML 98a Independent Study

May be taken only by majors with the written permission of the advising head and the chair of the department.

Readings and reports under faculty supervision. Usually offered every year.
Staff

COML 98b Independent Study

May be taken only by majors with the written permission of the advising head and the chair of the department.

Reading and reports under faculty supervision. Usually offered every year.
Staff

COML 99d Senior Thesis

May be taken only with the permission of the advising head.

This is a full-year course that must be taken by all senior majors in comparative literature who wish to undertake honors work. Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students

COML 100b The Postcolonial Novel

[hum]

Explores the shared history of colonialism, specifically British Imperialism, for many countries and examines the postcolonial novel written in English, or translated into English from the original language.

Concentrates on literature from South Asia, Africa, and the Caribbean. Special one-time offering, was offered in the fall of 2003.
Ms. Singh

COML 101a Introduction to Literary and Cultural Studies

[hum]

An introduction to comparative literature and cultural studies. Addresses key issues, problems, and methodologies for the comparative study of cultural texts.

Explores the permeability of linguistic and cultural borders in today's global world. Usually offered every second year.
Ms. Perez

COML 102a Love in the Middle Ages

[hum]

A study of the conventions of courtly love and other forms of love, sacred and erotic, in medieval literature. Readings include Dante's Vita Nuova, Boccaccio's Decameron, Chaucer's Canterbury Tales, Sir Gawain and the Green Knight, and Chretien's Yvain. Usually offered every second year.
Mr. Lansing

COML 103b Madness and Folly in Renaissance Literature

[hum]

A study of the theme of madness and folly as exemplified by the major writers of the Renaissance, including Erasmus, Rabelais, Montaigne, Boccaccio, Ariosto, Shakespeare, Petrarch, and Cervantes. Usually offered every second year.
Mr. Lansing

COML 111b Creating the Transnational Caribbean: Language, Gender, Race

[hum nw]

A comparative study of Franco, Anglo, and Spanish Caribbean culture to explore ways in which Caribbean writers, artists, and filmmakers of different nationalities and periods have articulated transnational tensions with language, gender, race, and identity. Readings are in English, including translations from French and Spanish, and students with the relevant expertise will be encouraged to read in the original language. Usually offered every fourth year.
Ms. Perez and Ms. Smith

COML 120a Art for the People

[hum]

How do literature and the arts transform people's lives and enrich the community? A look at selected works of Western art that have reached a broad public, from medieval drama to feminist art, from Charles Dickens to Maxine Hong Kingston. Usually offered every year.
Ms. Harth

COML 122b Writing Home and Abroad: Literature by Women of Color

[hum nw]

Examines literature (prose, poetry, and memoirs) written by women of color across a wide spectrum of geographical and cultural sites. Literature written within the confines of the "home country" in the vernacular, as well as in English in immigrant locales, is read. The intersections of race, ethnicity, sexuality, gender, and class as contained by the larger institutions of government, religion, nationalism, and sectarian politics are examined.

Ms. Singh

COML 127a Night, Death, and the Devil: The Fantastic and the Grotesque

[hum]

A study of the fantastic and the grotesque as they appear in the literature, film, music, and the visual arts of the 19th and 20th centuries. Particular attention is paid to uses of the demonic as an aesthetic system for contemplating the metaphysical and the subconscious. Usually offered every second year.

Staff

COML 128b Writing Social Inequality

[hum]

This course may not be taken for credit by students who have taken USEM 12b or USEM 12b+W (Not for the Fainthearted) in previous years.

Transformations of the theme of nature and culture (inferior vs. superior) into a discourse of social inequality. Texts include Shakespeare's *The Tempest*; Rousseau's *Second Discourse*; Marx and Engels, *The Communist Manifesto*; Freud's *Civilization and its Discontents*; Toni Morrison's *Sula*. Usually offered every second year.

Ms. Harth

COML 129a Reflections on the Revolutions in France

[hum]

The French Revolution is the great watershed between the *Ancien Regime* and modern times. Studies the reaction to the events in France through a selective group of European novelists, essayists, and poets. Usually offered every third year.

Staff

COML 130a Poetic Voices of Protest

[hum]

Poets are citizens, lovers, artists. Class discusses major poems by Whitman, Baudelaire, Rilke, Mallarme, T.S. Eliot, Anna Akhmatova celebrating American nationhood, protesting world war, or Soviet dictatorship. Topics include myth, self-assertion, love and intimacy, decadence, ethics, history, a mother's voice. Usually offered every fourth year.

Mr. Kaplan

COML 135b Sexualities and Cinema

[hum]

Course may be repeated for credit.

Considers from a comparative perspective topics relating to sexuality and film. Topics will vary but may include representations of homosexuality; representations of gays and lesbians; theoretical approaches to gay and lesbian films. Usually offered every third year.

Mr. Mandrell

COML 144b The Outsider as Artist and Lover

[hum]

Baudelaire, Kierkegaard, and Kafka exemplify the struggle to achieve meaning through literature, but they believed that art or God required them to renounce love and marriage. Buber's analysis of "dialogue" will clarify the interrelation of creativity, faith, and human intimacy in their short stories, prose poems, parables, philosophical, and autobiographical writings. Usually offered every third year.

Mr. Kaplan

COML 147b The City: Metropolitan Glory and Urban Alienation

[hum]

May not be taken for credit by students who have taken LS 230b in previous years.

The imperial cities of Europe have symbolized majesty and promise as well as despair, alienation, and misery. Examines visions of the glory and ignominy, honor and depravity born of the modern metropolis. Course materials will include poetry, prose, visual art, and film. Usually offered every second year.

Staff

COML 152a The Rise and Fall of Humanism

[hum]

The emancipation of the human mind from fear, superstition, and intolerance is at the root of what is called the Humanist Tradition. This legacy began with the Greeks and the Romans, and has had wide repercussions throughout the ages to the present. Each period has emphasized freedom, the rights of the individual, and some sense of equality. But each age also redefined these concepts. Examines the birth, development, and decline of Humanism. Usually offered every fourth year.

Staff

COML 160b Narrative in Literature and Film

[hum]

Examines the construction of narrative and meaning in literature and film. Class discussions of texts and film clips will focus on the interplay between visual and verbal images and imaginings in both media. Examples of works to be examined: Vladimir Nabokov, *The Defense*; Marleen Gorris, *The Luzhin Defense* (film); Jane Austen, *Emma* (novel and film). Usually offered every second year.

Ms. Harth

COML 165a Reading, Writing, and Teaching across Cultures

[hum wi]

Contemporary literary representations of literacy, schooling, and language from a cross-cultural perspective. Students also analyze their own educational trajectories and experiences with writing and reading. Usually offered every second year.

Ms. Hale

COML 170a Working across Cultures

[hum]

Gives students a conceptual framework with which to understand the ways in which political, ethical, and cultural differences encountered when working with groups from other cultures are narrated and understood. Intended as a seminar for students who are interested in narratives involving the negotiation of cultural and linguistic differences and for those who are currently involved in cross-cultural internship or who are interested in working with groups from other cultures sometime in the future. Usually offered every second year.

Ms. Ratner

COML 179a Life Stories, Spiritual and Profane

[hum]

Examines modern life stories (such as biographies, autobiographies, journals, fiction) concerning personal identity in relation to the search for God, mysticism and anguish, conversion, moral action, and intimate love. Augustine's *Confessions* and Teresa of Avila's *Life* provide models. Usually offered every third year.

Mr. Kaplan

COML 180a The Theater of the Absurd

[hum]

A study of the form and content of the theater of the absurd, in Europe and the United States, its antecedents, the theatrical tradition against which this new esthetic was born, and especially reading and presentations of the plays identified as "absurdist" drama. Class consists of lectures, discussions, in-class presentations of scenes, and frequent papers. Usually offered every second year.

Ms. Hale

COML 185a Dickens and Dostoevsky

[hum]

Considers such issues as narrative, literary realism, and the manipulation of the grotesque and the sublime in representative works of Dickens and Dostoevsky. Because Dostoevsky was an avid reader of Dickens, class addresses questions of influence, particularly with regard to their shared thematic interests. Usually offered every second year.

Ms. Miller

COML 195a Feminism and Film

[hum]

What feminist critics and theorists have to say about film from classic Hollywood to current feminist avant-garde and experimental cinema. Screenings of films about women, by women, and based on novels about feminism. Usually offered every second year.

Ms. Harth

COML 198a Feminist Texts, Feminist Theory

[hum]

An exploration of feminist themes and theory in literature and culture through the 20th century and into the 21st. Texts include works by Virginia Woolf, Charlotte Perkins Gilman, Simone de Beauvoir, Audre Lorde, Cristina Garcia, Fatima Mernissi, Bharati Mukherjee, and others. Usually offered every third year.

Ms. Harth

Cross-Listed Courses**AAAS 133b**

The Literature of the Caribbean

AAAS 134b

Novel and Film of the African Diaspora

AAAS 145b

What is Race?

ANTH 105a

Myth and Ritual

CLAS 170a

Classical Mythology

EAS 175a

Masterpieces of Chinese Literature

ECS 100a

European Cultural Studies Proseminar: Modernism

ECS 100b

European Cultural Studies Proseminar: Making of European Modernity

ENG 17b

African Novel

ENG 77b

Literatures of Global English

ENG 107a

Caribbean Women Writers

ENG 111b

Post-Colonial Theory

ENG 114b

Gender and the Rise of the Novel in England and France

ENG 121a

Sex and Culture

ENG 122a

The Medieval World

ENG 127a

The Novel in India

ENG 127b

Migrating Bodies, Migrating Texts

ENG 128a

Alternative Worlds: Modern Utopian Texts

ENG 144b

The Body as Text: Castiglione to Locke

ENG 147b

South African Literature and Apartheid

ENG 161a

Introduction to Cultural Studies

ENG 181a

Making Sex, Performing Gender

ENG 197b

Testimony, Law, Literature

FA 20b

Introduction to Visual Culture

FA 40b

The Formation of Jewish, Christian, and Islamic Art

GECS 167a

German Cinema: Vamps and Angels

GECS 180b

European Modernism and the German Novel

HBRW 170a

Israeli Cinema

HIST 188a

Narrative Strategies: Writing History in a Post-Modern Age

HUM 10a

The Western Canon

NEJS 175b

Responses to the Holocaust in Literature

NEJS 180a

Love and Passion in Medieval Jewish Literature and Thought

PHIL 12b

Philosophy and Literature

PHIL 121a

Politics, Philosophy, and the Legal Regulation of Sexuality

SECS 169a

Travel Writing and the Americas: Columbus's Legacy

THA 115b

The Avant-Gardes

Courses of Related Interest**EAS 175a**

Masterpieces of Chinese Literature