

To: A&S Faculty

From: A&S Curricula Committee, Montserrat Teixidor I Bigas, Chair

Date: October 28, 2009

- Items 1-3 Require A&S faculty vote
- Items 4-13 Require only Curricula Committee approval and are announcements of changes to existing courses
- Item 1 New Course in Psychology
- Item 2 New Course in Psychology
- Item 3 New Course in Art History
- Item 4 -12 Changes to Existing Courses in Chemistry, Judaic Studies, English, Sociology, American Studies (ELS), and Drama
- Item 13 Delete Course in Sociology

Item 1. NEW COURSE - Psychology

From Ariel Goldberg, Psychology, x73525, ariel.goldberg@tufts.edu

PSY 65 Phonological Theory

Suggested Abbreviation: Phonology

An introduction to phonological analysis -- the study of the sound patterns of the world's languages. Topics will include the structure of phonological representations (features, syllables, metrical structure), cross-linguistic universals, and how abstract phonological competence is related to articulatory and perceptual processes. Students will learn how to analyze primary linguistic data and will be introduced to current debates in phonological theory. Prerequisites: PSY 64, PHIL 15, CD 143, or consent.

Rationale: A few years ago, the Psychology department took the important step of developing the Cognitive and Brain Sciences major. This major engages students in the discipline of Cognitive Science, a multi-disciplinary study of the mind that combines cognitive psychology, philosophy, linguistics, computer science, and neuroscience. One of the cornerstones of cognitive science is the study of language, a mental faculty that extends all the way from low-level processes, such as the motor planning involved in articulation, to extremely abstract and high-level computations, such as syntactic and discourse-level processing. Remarkable headway has been made through a two-pronged approach: linguistics has investigated our knowledge of language (the abstract "rules" that determine which structures are grammatical) and psycholinguistics has investigated how this knowledge is instantiated in the mind (how words are retrieved from long-term memory, how we perceive words, etc.) This course exposes students to one of the core areas of our linguistic competence, our knowledge of the sound patterns of words (syntax is the other core area of study). At a very basic level, this course fills a gap in the Psychology Department's linguistics offerings, providing students with the opportunity to study all core areas of linguistics. It will also serve as an important addition to the new Cognitive and Brain Sciences major, making language a full-fledged subject track within it. Most importantly, this course will allow students to make research connections between linguistics and psycholinguistics. Unlike syntactic knowledge, which is relatively difficult to study in the laboratory, phonological knowledge can be and has been easily studied through standard psychological techniques (e.g., reaction times, speech errors, phonetic measurements, etc.). This allows students to take a problem-

centered--rather than discipline-centered--approach to studying language, and it is this joint method of investigation that will allow our students to answer the deepest questions in cognitive science.

Phonological Theory, in conjunction with other courses, such as Psychology of Language (PSY 149), Human Neuropsychology (PSY 29) and Cognitive Neuropsychology (PSY 129), will help students bridge the two disciplines. One real-world reflection of this new trend is that in the past few years, all job descriptions for phonology positions in Linguistics departments have asked for experimental experience. With the addition of this course, Tufts will be well-situated to train our students in the multi-disciplinary approaches that are necessary for future jobs. Beyond the Cognitive and Brain Sciences major, this course will be beneficial to students in the Philosophy and Child Development departments. Phonological Theory, through the analysis of sound structure across the world's languages, has made important additions to our theories of innateness (e.g., Markedness theory proposed by Roman Jakobson). The acquisition of phonological competence is a crucial component to child development, and, in the form of phonemic awareness, is an absolutely foundational prerequisite for the reading process. Students from the Child Development department can thus benefit from this course as well.

This course will fulfill the mid-level breadth requirement of the Cognitive and Brain Sciences major. Majors must take a language course, which currently includes Language and Mind; Logic; Semantics and Syntactic Theory. This course will round out this offering. Additionally, this course will fulfill the Social Sciences distribution credit.

Ariel Goldberg offered this course for the first time in Spring 2009 (as PSY 196 section 1) and will be regularly teaching it for the foreseeable future. Ray Jackendoff could also teach the course as a one-off tradeoff if it becomes desirable for Ariel to teach a different course in a future year. No new resources will be required; the course can be taught by a single instructor in a normal classroom containing standard multimedia equipment.

This content of this course does not overlap with any other course except for the survey that students receive in Introduction to Linguistics (PSY 64). This course is a linguistics subject area course, comparable in status to Semantics and Syntax, currently taught by Ray Jackendoff.

Item 2. NEW COURSE - Psychology

From Ariel Goldberg, Psychology, x73525, ariel.goldberg@tufts.edu

PSY 131 Neuropsychology of Cognition.

Suggested Abbreviation: CogNeuroPsych

Cognitive Neuropsychology aims to understand the nature of cognitive processes, mostly by using data from brain-damaged individuals to inform theories of normal cognition. The course focus on the methodology by which one may use patterns of impaired performance to determine the cognitive locus of an impairment. Topics will include the anatomy and vasculature of the brain, the philosophical logic of single patient vs. multiple patient case studies, as well as cognitive neuropsychological contributions to theories of spoken and written language processing, vision, attention, and somatosensation. Prerequisites: PSY 27/28/32 or consent.

Rationale: Neuropsychology in Cognition is being proposed as an addition to the Psychology Department's offerings in Cognitive Psychology. There are two main

motivations for offering the course. At its heart, the class will educate students about the methodology of Cognitive Neuropsychology, providing them with a powerful means of investigating the mind. The course will also provide rigorous training in how to build cognitive theories from empirical data, a fundamental skill that is often glossed over in favor of content knowledge.

At present, the Psychology Department trains students in a number of methodologies: behavioral work with normal individuals, electrophysiological measurement (EEG/ERP), and functional neuro-imaging (fMRI, MEG). This course will expand the Department's offerings and expose students to the practice of Cognitive Neuropsychology, which is arguably the oldest methodology in Psychology, dating back to the 19th century and the pioneering work of Paul Broca and Carl Wernicke. Despite its age and the development of new techniques (e.g., fMRI), Cognitive Neuropsychology is a vibrant and important component of psychological research, as is evidenced by the number of journals and conferences dedicated to it (Journals: *Aphasiology*; *Cognitive Neuropsychology*; *Neurocase*; Conferences: The Science of Aphasia International; American Speech-Language-Hearing Association; The Academy of Aphasia {meeting in Boston in October}; National Academy of Neuropsychology; the European Workshop on Cognitive Neuropsychology; etc).

From a methodology standpoint, this course will complement offerings in Cognitive Neuroscience (PSY 29 Human Neuropsychology and PSY 129 Cognitive Neuropsychology), a field which investigates the relationship between the mind and the brain. Cognitive neuropsychological investigations can inform us about the location of cognitive functions in the brain (through lesion-deficit analysis), and the organization of information in the brain (through dissociations in performance). Cognitive Neuropsychological investigations can in fact be more powerful than Cognitive Neuroscientific investigations, as the latter can typically only tell us whether cognitive functions are involved in some task (e.g., speech perception), but not if they are necessary; the former can inform us about necessity, given that we are observing impaired functioning. From the perspective of content, this course complements a number of Cognitive Psychological courses in that the topics covered include language, memory, spatial navigation, and vision.

The course has not previously been offered at Tufts. It would be offered in alternating years. The material in this course does not overlap with any other courses currently offered at Tufts except for brain anatomy, which is covered in PSY 1 (Introduction to Psychology) and PSY 29 and PSY 129 (see above) and other neuroscience courses. The overlapping material will be covered briefly in review format -- most of the time spent on this topic in this class will concern the vasculature of the brain, which is not covered in detail in other Tufts courses. This course most directly complements PSY 129. This course would count for the Social Sciences and the Sciences distribution areas.

Item 3. NEW COURSE – Art & Art History

From Monica McTighe, Art & Art History, x5384, monica.mctighe@tufts.edu

FAH 55/155 Contemporary Art Since 1960

Major art movements in Europe and America from the 1960s through the early 2000s. Discussions of the major works of avant-garde art and its criticism, from Abstract Expressionism through the postmodern practices of conceptual art, feminist art, performance art, and site-specific installation art. Analysis of works of art in terms of

formal issues, the art-critical debates in which they were produced, and their importance for current art production.

Rationale: This course has been offered since Fall 2004 as a Special Topic. It is an introductory survey of contemporary art and is a basic part of the modern/contemporary art curriculum in the Art & Art History Department. It will continue to be staffed by Assistant Professor Monica McTighe and fulfill the Arts distribution credit. Because of the research interests of current faculty and the desire to present a coherent picture of the topic, the chronological period covered by the course has shifted slightly. The course will not require any significant new resources, nor will it create any potential overlaps or conflicts.

Titles and course numbers since Fall 2004:

Fall 2004: FAH 54/154 section 1 – ‘Art Since 1945’

Fall 2005: FAH 54/154 section 1 – ‘Art Since 1945’

Fall 2006: FAH 92/192 section 2 – ‘Art Since 1965’

Spring 2008: FAH 92/192 section 2 – ‘Special Topics’

Item 4. CHANGE COURSE NUMBER – Chemistry

From David Walt, Chemistry, x73470, david.walt@tufts.edu

OLD (Current): CHEM 0005, From the Big Bang to Humankind

Bulletin description: This course will explore the origins of the Universe, the formation of Earth and its structure, the chemistry of life, the development of complex organisms, and the development of modern humans. Students will learn the evidence for the various ideas presented, the scientific method used by scientists, and how the community of scientists evaluate the evidence. This course does not fulfill pre-med requirements for a lab-based chemistry course. Open to first and second year undergraduate students only. D. Walt, E. Chaisson, C. Freudenreich, A. Kurtz. Consent.

Most recently taught: Spring 2009

NEW (Proposed): CHEM 0006, [Same title]

Bulletin description: [Same description]

Rationale: The only change is the course number, from CHEM 0005 to CHEM 0006.

The Chemistry Department would like to adjust the course number so it is consistent among all three departments which are cross-listing the course: CHEM 0006, BIO 0006, and ASTR 0006. This course will continue to fulfill the Natural Science distribution credit and not complete any requirements toward the department’s major.

Item 5. CHANGE COURSE DESCRIPTION – Judaic Studies

From Sol Gittleman, German, Russian & Asian Languages & Literatures, x74840, sol.gittleman@tufts.edu

OLD (Current): JS 65, An Introduction to Yiddish Culture

Bulletin description: From Shtetl to Suburbia, a survey of the development of Yiddishkeit in Eastern Europe from the Middle Ages to the present, with emphasis on language, literature, culture, transition to America, Jewish-American literature. Readings include Sholom Aleichem, I.B. Singer, Malamud, Bellow, Roth, and others. Meaning of modern revival of ethnicity, ethnic chauvinism, stress on universal cultural patterns and similarities of ethnic experience. Cross-listed with CR 65.

Most recently taught: Spring 2009

NEW (Proposed): [Same course number; same course title]

Bulletin description: An examination of the roots of East European Jewish culture, beginning with a 6000-year survey of the religions of Abraham; a brief examination of the origins of Judaism, the evolution of Christianity and Islam; the historic migration of the Jewish people from Asia to Western Europe and eventually to Czarist Russia; the rise and fall of Yiddish literature; the end of the Shtetl world; and the American experience. Readings include Sholom Aleichem, Sholem Asch, I. B. Singer, Bernard Malamud, and Phillip Roth. Stress on universal cultural patterns and similarities of ethnic experience. Cross-listed with REL 65.

Rationale: This course has evolved over 38 years and gradually become sufficiently different from the original description so that this change has become necessary. The examination of Judaism, Christianity, and Islam, as well as the geographic/historical material covers the first three weeks, and that needs to be included in the course description. This change will make the course relevant to the Religion department as well as the American Studies program. In the past, American Studies has asked for cross-listing, which they may do again. This course will continue to fulfill the Humanities distribution credit and count toward the Judaic Studies major. The Academic Review Board has approved this course for the Judaic culture option.

Item 6. CHANGE COURSE DESCRIPTION – English

From Sonia Hofkosh, English, x72461, sonia.hofkosh@tufts.edu

OLD (Current): ENG 22, General View of English Literature II

Bulletin description: An introductory survey of English literature with attention to selected works from the eighteenth century to the present. One of the gateway courses to the major. Focus on the development of literature in England and on foundational skills of critical reading.

Most recently taught: Spring 2009

NEW (Proposed): [Same course number; same course title]

Bulletin description: An introductory survey of English literature from the eighteenth into the twentieth century, with attention to selected works by Scottish and Irish writers as well. Focuses on the historical development of literature in England and on foundational skills of critical reading and writing. One of the gateway courses to the major.

Rationale: The new language more accurately reflects the material the course actually covers better than the old, outdated language. This course is one of four surveys offered by the department, one of which is required for the major. The proposed change will not affect the course's place within the major, nor will it require any changes in resource needs, create overlap or conflicts, or impact programs of study within or outside the department. This course will continue to fulfill a distribution credit in Humanities.

Item 7. CHANGE COURSE DESCRIPTION – Sociology

From Susan Ostrander, Sociology, x72468, susan.ostrander@tufts.edu

OLD (Current): SOC 111, Social Change and Community Organizing (Cross-listed as Peace and Justice Studies 111)

Bulletin description: Debates about social justice, civic engagement, active citizenship, and democracy. Grassroots leadership development and creating and sustaining a power base. Competing models of community building, identification of issues, strategies and tactics, individual vs. organizational recruitment. Experience with local community-based

organizations. Prerequisites: Sophomore standing or above. Sociology 1 or other Sociology course preferred.

Most recently taught: Spring 2008

NEW (Proposed): [Same course number; same course title]

Bulletin description: Consideration of social and economic justice, civic and political engagement, active citizenship, and democratic action. Development of community leaders among marginalized and excluded groups. Creation of public spaces for deliberation and collective action. Building and sustaining a local grassroots power base to impact community decisions. Multiple approaches to community organizing. May offer experience with local community organizations. Prerequisites: Sophomore standing or above. Sociology 1 or other Sociology course preferred.

Rationale: These changes are needed to make the title and description fit the way the course is now being taught. The requested changes will not affect the course's place within the major, will not cause any overlap or conflicts, and will not affect staffing or resources. This course is an elective and fulfills the Social Sciences distribution credit..

Item 8. CHANGE COURSE DESCRIPTION – Sociology

From Susan Ostrander, Sociology, x72468, susan.ostrander@tufts.edu

OLD (Current): SOC 184, Nonprofits, States, and Markets (Cross-listed as Urban and Environmental Policy and Planning 273)

Bulletin description: Relationship of nonprofits to civil society, democracy, and active citizenship from local to global levels. Focus on public policy, advocacy, and community organizing and development. Collaboration and competition with government agencies and for-profit entities in education, arts and culture, environment, health, and social welfare. Prerequisite: Senior or graduate standing or permission of instructor, one sociology or related social science course, experience in a nonprofit organization.

Most recently taught: Fall 2009

NEW (Proposed): [Same course number; same course title]

Bulletin description: Nonprofit organizations, civil society, democracy, and active citizenship. Role of nonprofits in relation to government and for-profits. Meeting public need through private action. Nonprofit commercialization, social enterprise, and entrepreneurship. Philanthropy, volunteering, and charitable foundations. Focus on social and public policy advocacy and organizing, nonprofit governance and management, accountability, and effectiveness. Prerequisite: Senior or graduate standing or permission of instructor, one sociology or related social science course, and experience in a nonprofit organization outside of Tufts.

Rationale: These changes are needed to make the title and description fit the way the course is now being taught. The requested changes will not affect the course's place within the major, will not cause any overlap or conflicts, and will not affect staffing or resources. This course fulfills the seminar requirement for the major as well as the Social Sciences distribution credit.

Item 9. CHANGE COURSE TITLE AND DESCRIPTION – English

From Virginia Jackson, English, x72051, virginia.jackson@tufts.edu

OLD (Current): ENG 23, The Continuity of American Literature

Bulletin description: An examination of the chief themes and forms in the development of American literature from the colonial period to the late nineteenth century. Readings

are chosen from the principal works of major authors such as Edwards, Bradstreet, Franklin, Wheatley, Emerson, Thoreau, Hawthorne, Douglass, Stowe, Dickinson, Twain, and Chopin.

Most recently taught: Fall 2009

NEW (Proposed): [Same course number], American Literature: First Contact to 1855

Bulletin description: A survey of writing in English produced by contact with the New World, from the first English settlements in Virginia and New England through the emergence of a national literature in the mid-nineteenth century. Readings include exploration narratives, settlement propaganda, sermons, official histories, autobiographies, political pamphlets, philosophical essays, various genres of poetry, and short fiction. The course concludes with two experiments in writing “America” in English in the middle of the nineteenth century: Whitman’s genre-crossing *Leaves of Grass*, and Stowe’s genre-bound *Uncle Tom’s Cabin*.

Rationale: This is the early American survey course. Its current title represents a worn-out ideology in the field, in addition to not having any historical specificity. The new title reflects the course’s content more accurately; it is now a course about the discontinuity of American literature. This course fulfills the major’s survey requirement and continues to fulfill a Humanities distribution credit. The change will cause no need for modification in staffing or any sort of overlap or conflict.

Item 10. CHANGE COURSE TITLE AND DESCRIPTION – Sociology

From Susan Ostrander, Sociology, x72468, susan.ostrander@tufts.edu

OLD (Current): SOC 102, Qualitative Methods in Action

Bulletin description: Introduction to research design, logic of inquiry, data collection, and evaluation of evidence using qualitative methods in the social sciences. Techniques include archival research, survey and questionnaire design, content analysis, and evaluation research, as well as ethnographic field strategies, participant observation, and interviewing. Introduction to data analysis including instruction in software packages that code qualitative materials. Students may join ongoing faculty-led research or select their own research question. Prerequisites: one introductory social science course

Most recently taught: Fall 2009

NEW (Proposed): [Same course number], Qualitative Research Methods

Bulletin description: Epistemological foundations of qualitative methods and related ethical issues. Development and carrying out of a research project, including formulation of a researchable sociological question, review of sociological literature, identification of a research site, conduct of systematic observations, taking and coding of field notes, qualitative interviews, analysis of data, drawing of conclusions, and development of a sociological argument. Prerequisites: at least one Sociology course or permission of instructor

Rationale: These changes are needed to make the title and description fit the way the course is now being taught. This course is required for the Sociology major and fulfills the Social Sciences distribution credit.. The requested changes will not affect the course’s place within the major, will not cause any overlap or conflicts, and will not affect staffing or resources. This course will continue to fulfill the Social Sciences distribution requirement.

Item 11. CHANGE COURSE TITLE AND DESCRIPTION – AMERICAN STUDIES (ESL)

From Nancy Wilson, American Studies, x74179, nancy.wilson@tufts.edu

OLD (Current): AMER 141, Innovative Non Profits

Bulletin description: There is no description in the current bulletin, though the course has been taught since at least 2004.

Most recently taught: Fall 2009

NEW (Proposed): [Same course number], Innovative Social Enterprises

Bulletin description: Social entrepreneurs bring innovative, practical solutions to social problems. Entrepreneurs are opportunity oriented, resourceful, value-creating change agents. Social entrepreneurs are similar, but they focus on public problems. Students will consider the role of social enterprises in improving society, and learn to develop a business plan to create enduring social impact: Identify social impact model, plan needed activities and resources, conduct market research and create a marketing plan, build a team, prepare a financial model, and create a plan to attract the support the mission requires. Sophomore standing.

Rationale: Previously, the term "non-profits" seemed to resonate well with students, even though the course actually covered both for-profit and non-profit organizations. As times have changed and social entrepreneurship has become more well known as a concept and phrase, and as the course has taken an even greater focus on social enterprises, we want to change the name to reflect the true content of the course. It overlaps with other business planning courses in AMER and ELS, but has a decidedly different focus. It complements other courses on non-profits (in Political Science or Sociology), because it focuses on the issues of designing the operations of an enterprise, instead of the role of non-profits in the larger social context. For the American Studies major, this course fulfills a requirement for the AMER clusters Community Based Studies as well as Institutions and Power in the US. It is also an approved elective for the ELS minor and is cross listed as ELS 141. This course fulfills the Social Sciences distribution credit, and the requested change will have no effect on department staffing or resources

Item 12. CHANGE COURSE TITLE – Drama

From Barbara Wallace Grossman, Drama & Dance, x72535, barbara.grossman@tufts.edu

OLD (Current): DR 254, Domestic Tragedy: Women and Violence in Theatre

Bulletin description: A seminar focusing on familial violence in theatre, beginning with Greek drama and concluding with contemporary performance art. Emphasis on social, cultural, and historical factors, as well as aesthetic criteria. Exploration of such issues as misogyny and the concept of masculine superiority, sexual politics, and the ideology of "women's sphere". Texts include numerous plays and selected critical, historical, and theoretical readings.

Most recently taught: Fall 2000

NEW (Proposed): [Same course number], Domestic Tragedy: Sexuality, Identity, Performance

Bulletin description: [Same description]

Rationale: This new title is more interesting and gives the instructor more latitude in selecting material to cover; the course itself won't change significantly. Since it hasn't been offered since 2000, the instructor will revisit the syllabus to make sure it's both

current and engaging. This course is a graduate seminar for M.A. and Ph.D. candidates in the Drama department, but is also open to qualified undergraduates by permission and fulfills the Arts distribution requirement. It is hoped that when this course is offered again, Women's Studies will cross-list it on its roster, as they did in 2000.

Item 13. DELETE COURSE – Sociology

From John Conklin, Sociology, x72467, john.conklin@tufts.edu

SOC 60 – College Life and Film

Most recently taught: Fall 2007

Rationale: This course is no longer being taught. It served as an elective course.