# ARTS & SCIENCES
## FACULTY MEETING
### COOLIDGE ROOM, BALLOU HALL
#### WEDNESDAY, MARCH 11, 2015

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DEAN GLASER: Welcome, everybody. We have a full agenda, so we'll get right to it.

Some of you may not know that we lost a recently retired faculty member last week. Brigitte Lane in the romance language department passed away, sadly. And so I'm very pleased that the department has prepared some remarks to spread across the minutes of the arts and sciences faculty, and I'd like to ask Vincent to come up and read those remarks.

ANNOUNCEMENTS

REMEMBERING BRIGITTE LANE
PROFESSOR POLLINA: Thank you, Jim. On Tuesday, March 3, 2015, at the age of 72, Brigitte Lane, emeritus associate professor of French, died of metastatic cancer in the Brigham and Women's Hospital in Boston. She retired from the faculty on September 1 of last year after a series of medical leaves.

Born Brigitte Marie Valla, she was raised on the Riviera in a villa overlooking the sea. Like most intelligent French school children, Brigitte soon mastered the art of playing hooky, using her occasional hours of emancipation to explore and to observe. Chance encounters with such figures as Charlie Chaplin, Jean Cocteau, or the actors Gerard Philippe and Jean Maret, each of whom conversed with the bright, young truant, strengthened her budding interest in the theater.

An early aptitude for painting was confirmed when a relative introduced her to Henri Matisse, who was then completing his decoration of the chapel in nearby Vence. The artist, wheelchair-bound, set down his six-foot-long paintbrush, placed a hand of benediction on the head of the child, and told her she would one day be a great artist.

In a certain sense, Brigitte became just that, though not perhaps in the way Matisse envisaged. Trained at the Sorbonne in the art of bilingual translation and then in that of pedagogy, she finished her undergraduate degree a year before the student-led upheavals in May 1968. She then studied dramaturgy at the Universite of the Theatre de Nations, home to Sarah Bernhardt several decades before.

In those days when societal concerns competed fiercely with the intellectual pursuits, Brigitte in effect did a kind of synthesis. She took to the bleakest Parisian suburbs, and with a group of full-time volunteers, sought to improve the prospects of impoverished youth by engaging them daily in the art of the theater.

Marriage to an American student in physics brought her to the University of Kansas, where she completed an M.A. thesis in African theater, history, and criticism, concentrating on Wole Soyinka, who later won the Nobel Prize, and learning the Yoruba language in the process. After that, it was on to New York City, where under the auspices of the Bread and Puppet Theater, she resumed her work in the performing arts with underprivileged children.
When her husband enrolled in graduate school at MIT, Brigitte entered Harvard as a doctoral student in oral tradition and anthropology under the direction of the great Albert Lord. Her dissertation, a path-breaking investigation of French-American cultural traditions in a former mill town, was based on field work done in Lowell, Massachusetts. The study, running to 600 pages, was published in the series directed by Professor Lord.

In her new role as single parent and sole breadwinner for her little son, she taught by turns at Harvard Extension, Brandeis, MIT, and Wellesley College. In 2000, we recruited her to Tufts from the tenured position she then held at Swarthmore College, where among other achievements, she had founded an interdisciplinary program in Francophone studies.

Tufts gave ample scope to Brigitte's many talents. Scores of devoted students filled her classrooms. She invented a plethora of new courses and taught long established ones in ways informed by her particular turn of mind. A devotion to the urging subspecialty of cultural studies informed her discussions of French civilization. Her approach to contemporary literature, the rounded and a thorough understanding of the past, was fueled by predilection of the fresh and the new and by the independent judgment necessary to approach it.

Trained in film studies and a habitué in student days of the vast collections of Parisian cinemateque, she approached the French cinema with professionalism. The post-colonial multicultural phenomena, a hallmark of contemporary French society and literary art, attracted her from its inception and inspired her ongoing reflection of what it means to be French today.

Academic vanities have little hold on Brigitte, for the subject matter itself was ever-foremost in her mind. As a colleague, she seemed essentially devoid of envy, perhaps because her own gifts were so very much alive. Her resume lists a passel of academic honors and grants, some 20 articles on chronologically and geographically far-ranging topics, three web publications, several works of fiction, one edition, three translations, 13 book reviews, and a score of lectures and talks.

In the past year, while enduring the effects of harsh and life-prolonging medical treatment, Brigitte wrote another book titled *Pour un Literature d'Exile, Towards a Literature of Exile*. It deals with the novels and short stories of Leila Sebbar, an Algerian immigrant to France, and a contemporary author of some complexity. It will be issued later this year by (inaudible), a major publisher.

Brigitte is survived by her son Mathieu, his wife Heather, and their children Henry and Abigail of New York City. My Brigitte Lane and all of the department colleagues who have served together with us on this faculty, rest in peace.

DEAN GLASER: Thank you, Vincent, for that beautiful statement, and I would now like to ask for a moment of silence.

FACULTY OFFICE POLICY

DEAN GLASER: Now to some more mundane things, starting with our faculty office policy.
One of the things that is very important to us as the faculty deans is that when we move our location from our departments to Ballou, we've been giving up our offices in our own departments. Given how space constrained we are, that is a necessity, and the point that we'd like to make and be sure everybody knows is just that it's the policy of the school that faculty should have one office and not multiple offices. And this is a policy that we ourselves live under as deans, and we want to make sure that everybody knows that that is the policy of the school, and that it's important to us, given our space constraints. Is there anything else you want to say about that, Bárbara?

DEAN BRIZUELA: No.

DEAN'S ANNUAL PUBLICATIONS PARTY
DEAN GLASER: I'd like to announce a couple of things, then I'd call on Joe Auner to announce a couple of things.

The Dean's Annual Publications Party has been scheduled for April 23 from 3:00 PM to 4:30 PM in this room. And of course, if you have something to shine a light on, and we'd like to all share in your success, please make sure to pass your books along to our office. Erica Colwell in our office is responsible for organizing this party. We really do want to celebrate all of our successes, and your glory is our glory, and it's a fun event as well. So please make sure that we have your most recent books, web-related publications and articles as well. We'd like to celebrate all of our success.

Now I'd like to ask Joe Auner to come up. He has two announcements.

REVIEW OF DEAN NANCY BAUER
PROFESSOR AUNER: Hi. I have two things to say. The first is in my capacity as chair of the Faculty Advisory Board. I want to draw your attention to the upcoming review of Dean Nancy Bauer. You should get a letter today with information about that. The deadline for letters in response to that call is March 31, and I'll just read our little announcement.

"The Faculty Advisory Board (FAB) invites you to submit your thoughts and evaluation of Dean Nancy Bauer's performance as dean of Academic Affairs for the School of Arts and Sciences. The request is part of a routine and periodic review process for senior administrators that is conducted jointly by FAB, the provost, and the dean of arts and sciences.

"And as elected committee representing the faculty, FAB is soliciting comments and opinions from all faculty in arts, sciences and engineering, from chairs of academic departments, directors of programs, centers, and appropriate administrative staff within the span and control of Dean Bauer."

So you should get that letter today or tomorrow.
SPRING FESTIVAL OF THE ARTS AT TUFTS

PROFESSOR AUNER: The other thing is if you've seen those little cards that I put out in back, I'm happy to announce, as far as I know, our first ever Spring Festival of the Arts at Tufts, which is going to be about a month away, April 16 to the 19th. The festival is going to include many performances, including Richard III, the spring dance concert, concert by our jazz ensembles, Kiniwe African Drumming and Dance, the Arabic ensemble, and also a music engineering petting zoo. So if you want to know what that is, come find out.

CHAT will be hosting a symposium on Freud's Architecture and readings of prize-winning student poetry and fiction. The Tufts University Art Gallery is hosting an exhibit of student work and the ongoing Michael Nyman installation. There are going to be roundtables on faculty research in the arts, alumni discussing various career trajectories, and a session on civic engagement and advocacy.

The event will conclude with a special roundtable on film at Tufts, including a panel about the direction of film studies at Tufts, and then screenings of films by faculty members, including Jennifer Burton's films and Judith Wechsler's new film on Walter Benjamin, which is a beautiful piece with the soundtrack by John McDonald. And there's going to be a lot of free food through the events.

Many people worked really hard to make this happen, and if you go to the webpage -- and you can find the address here -- you'll see all the people who are involved. And we're really grateful to the support of the deans for this and the Toupin Fund and to the Diversity Fund for making it happen. So get the card and go to the webpage, or if you have trouble finding it, write me. Thanks very much.

DEAN GLASER: Thank you, Joe. Does anybody else have an announcement that they'd like to make to the group? Okay, we're going to move on to old business, and Bárbara Brizuela will talk about the Professor of the Practice.

OLD BUSINESS

VOTE ON PROPOSED CHANGES TO PROFESSOR OF THE PRACTICE APPOINTMENTS

DEAN BRIZUELA: Thank you. At our last arts and sciences faculty meeting, we discussed the proposal for the Professor of the Practice appointment and making the contracts for Professor of the Practice renewable, instead of the five-year limit, which is our current wording in the bylaws. I know today we have to vote, but I'm not exactly sure what the process is. So we get to discuss now? Yes, there's more discussion. Okay, so discussion, questions?

DEAN GLASER: Bárbara, do you want to say something about engineering?

DEAN BRIZUELA: So engineering has also gone through two iterations of change from the
place where we are now. A few years back, they changed the term and went from five years, which is our current limit, to eight years, and last summer, or last spring, the trustees approved the change, which is aligned with what we are proposing right now. The Professor of the Practice appointments are renewable. And that has gone through the trustees. So in a way, the proposal right now before you would align us with the School of Engineering.

VICE PROVOST DUNN: And with Fletcher, I think, too.

DEAN BRIZUELA: And with Fletcher. That's not the rationale for doing this. The rationale for doing this is to be able to keep faculty among us whom we value and whom we want to have as colleagues, like we do with full-time lecturers who are here longer than five years, in most cases.

PROFESSOR WANG: I have a question. Ming Wang from Chinese program, and it's the GRALL department. And the question has to do with which departments or schools does the Professor of the Practice apply to?

DEAN BRIZUELA: The role right now only applies to arts and sciences, but the Professor of the Practice appointment also exists in engineering, and Kevin is saying also in Fletcher. But the vote today only applies to arts and sciences.

PROFESSOR WANG: So there's no exclusion as to which department it applies to?

DEAN BRIZUELA: No. That is up to each individual department to decide whether or not they want to -- some departments already have Professors of the Practice among their faculty, and it's up to each department to decide whether their department wants to propose such positions. Other questions?

PROFESSOR WINN: I call the vote.

PROFESSOR DEVOTO: Is there objection to closing debate on the vote?

DEAN BRIZUELA: So we need a motion?

PROFESSOR DEVOTO: No.

DEAN BRIZUELA: No, just a vote. I'm glad someone knows what we're doing. All in favor?

DEAN GLASER: Let's do all opposed.

DEAN BRIZUELA: Okay, let's do all opposed. Abstentions? Thank you so much.

DEAN GLASER: Thank you very much. And now I'd like to ask David Proctor to come up and talk about the Curricula Committee proposals.
NEW BUSINESS

LA&J CURRICULA COMMITTEE PROPOSALS

PROFESSOR PROCTOR: Good afternoon, everybody. So we have a very lengthy agenda to get through, and we'll get through this as quickly as possible. We will do what we've been doing the last few times and go through seven, eight, nine, ten of them at one time, and if there's no objection to any of them, we'll just vote on them and move on to the next group.

So Item 1, Africana Studies, Africana Studies 150, African-American Memory and History. Are there any questions, concerns, or comments on that?

Item Number 2, Anthropology Department, Anthropology 134, Consuming Cultures: Travel, Tourism, and Display. Questions or concerns on that one?

Item Number 3, Anthropology Department, Anthropology 146, Global Feminisms. Questions, concerns, or comments on that one?

Item 4, Art and Art History, FAH29, Early Irish Art. Questions or concerns on that one? That's also going to be operative at the 129 level, so we can consider those kind of as a package deal. Questions?

Item Number 5, Biology Department, Bio 54, Molecular Genetics Project Lab. Questions or concerns?

Item Number 6, Child Study and Human Development, Child Development 169, The Neighborhood Context of Child and Family Well-being. Questions or concerns?

Item Number 7, Drama and Dance, Drama 47, Writing the Short Film. Questions or concerns?

Item Number 8, Drama and Dance, Drama 152, Producing for Film. Questions or concerns?

Item Number 9, Drama and Dance, Film Directing, Drama 158. Questions or concerns?

Item Number 10, English Department, English 176, Earth Matters: American Literature and the Environment. Questions or concerns?

Item Number 11, English Department, English 187, Ghetto Sur/Realism: The Harlem (Detective) Fiction of Chester Himes. Questions or concerns?

Item Number 12, English Department, English 189, FANON and Black (Textual) Revolution. Questions or concerns?
Item Number 12a from German, Russian, Asian Languages and Literatures, the Arabic Program, Arabic 7, Advanced Colloquial Arabic: Levantine. Questions or concerns?

Item Number 13, also from GRALL, this time from the German Program, German 86/186, German Women Writers. Questions or concerns?

Item Number 14, also from GRALL, the German Program, German 73/173, Berlin: An Excursion into Modernity. Questions or concerns?

Item Number 15 from the History Department, History 33, African Americans in U.S. History to 1865. Questions or concerns?

Item Number 16, History Department, History 61, Icons and Tsars: Early Modern and Imperial Russia. Questions or concerns?

Item Number 17, History Department, History 62, Reform and Revolution: Late Imperial Russia and the Soviet Union. Questions or concerns?

Item Number 17a, new course from the History Department again, History 198, Senior Thesis Colloquium. Questions or concerns?

DEAN GLASER: I have a question on that. Jeanne Penvenne used to run a thesis exchange for history, IR, and political science students. Is this doing something different than that?

PROFESSOR PROCTOR: I'm going to defer that to Alisha Rankin.

PROFESSOR RANKIN: Hi, I'm Alisha Rankin, history. This would not be the thesis exchange, which is a combination of IR -- primarily based in IR and history. There are other students in it. This is in support of history majors only, a required course that they have to take in conjunction with their senior thesis.

DEAN GLASER: Will this have any impact on the exchange?

PROFESSOR RANKIN: No. It's completely separate.

PROFESSOR PROCTOR: Other questions or concerns?

Item Number 18 from ILVS, ILVS 71, Love and Sexuality in World Literature. The World Literature is supposed to be capitalized in the title. Questions or concerns about that one?

Item Number 19. Actually, I would entertain a motion to approve Items 1 through 18.

UNKNOWN FACULTY MEMBER: So moved.

Item Number 19, Math Department, Math 102, Math-Education: From Numbers to Functions. Questions or concerns on that one?

Math 103, Item 20, Math-Education; Transformations and Equations. Questions or concerns on that one?

Item 21, also from the Math Department, Math 104, Math-Education: Change and Invariance. Questions on that one?

Item 22, new course from the Music Department, Music 49, Music of North Africa. Questions or concerns?

Item 23, new course from Political Science, PS 187, Intelligence and National Security. Questions or concerns?

Item 24, new course from the Religion Department, Religion 70, Life After Death in Western History. Questions or concerns?

Item Number 25, new course from the Religion Department, Religion 109, Life and Letters of Paul. Questions or concerns?

Item Number 26, Religion 160, Gender and Sexuality in Ancient Christianity. Questions or concerns?

Item Number 27, from the Romance Languages Department, the Spanish Program, Spanish 151, New Latin American Film. Questions or concerns?

PROFESSOR DEBOLD: Joe DeBold, psychology. The request is for a humanities distribution requirement. On the Academic Review Board, what we typically look at is what does the course focus on, and the description sounds like it focuses on film, film production, etcetera. I'm just wondering why they're not asking for a fine arts or arts distribution instead.

PROFESSOR PROCTOR: Is there someone from romance languages who would want to address that?

PROFESSOR MAZZOTTI: We can request the arts distribution, but the thing is there is a course on Latin American film in the art history department that already satisfies that requirement, but I don't mind having an extra arts distribution added to the humanities. It's up to the committee.

PROFESSOR DeBOLD: You can't do both. It has to be one or the other.
PROFESSOR PROCTOR: Well, I just want to remind everyone that the Curricula Committee has absolutely no authority over distribution credit whatsoever. That is purely the purview of the ARB. So we only submit requests. ARB makes all the decisions. We have no authority on that.

PROFESSOR MAZZOTTI: Then we'll stick to the humanities.

PROFESSOR PROCTOR: Vida, did you want to say anything?

PROFESSOR JOHNSON: Just very quickly, because we've dealt with this. It depends on what the focus of the course is. If it is a kind of cultural interpretation through film, or it really analyzes film techniques and talks about film theory, etcetera; sort of depends where you fall in that. And very often, the courses that are in the language are really looking as filming texts, like literary texts, to explicate a much kind of larger phenomena or culture.

PROFESSOR PROCTOR: And we usually depend on the department to make the decision, where they feel that it should be requested to be situated, and then it's ARB's decision to make that final confirmation.

PROFESSOR MAZZOTTI: As Vida says, it's the former case. We usually ask for the distribution credit and focus more on the culture and the context.

PROFESSOR DeBOLD: Joe DeBold again. I can guarantee you that there will be students petitioning that course to be considered in Arts.

PROFESSOR MAZZOTTI: There have been in the past, because this is not a new course. Or actually, I'm not sure why it's in this list. It's been taught for years as Spanish 191 or Spanish 192, depending on the semester. It's labeled for special topics. Some students have requested the distribution in the arts department, and while we send the request, and sometimes it's approved, I would say most of the time, it depends on the specific interest of each student.

PROFESSOR PROCTOR: Just a reminder -- this brings up a good point -- that any course that's been offered as a special topics course is not obviously a formal course. In the Bulletin, any course that's being converted from a special topics number to a regular bulletin number will be presented as a new course, because technically, it is a new course that's being entered into. Any other questions on Item 27?

Item 28, new course, Romance Languages-Portuguese, Portuguese 192, Sounds of Brazil: Portuguese Language and Brazilian Culture.

PROFESSOR MAZZOTTI: I have a question. It's about the number. As I mentioned, 191 and 192 are reserved for special topics courses. So the special topics of Number 192 in the spring.
Any new special topics course would need to find a new number. Am I understanding well?

PROFESSOR PROCTOR: We processed this as it was submitted by the department, and the assumption was that you were choosing or the professor was choosing a number that was either going to be renumbered or was going to be utilized for now a permanent course, rather than a special topics course. We did confirm with her, but I'm gathering that it's not the case. So we can table this and --

DEAN GLASER: May I suggest that we approve it today, and then have José Antonio and JoAnn Jack would have the numbering, and we will give JoAnn the authority to work it out. Does that seem --

PROFESSOR SOARES: Christiane Soares. I proposed the course, and actually, I didn't pay attention to the number. Sorry about that. But we can definitely change the number, yes.

DEAN GLASER: Thank you.

PROFESSOR PROCTOR: Questions or concerns on that one further?

Item 29, Psychology Department, Psych 121, Applying Cognition to Education. Questions or concerns on that one?

And then there was an addendum, Item 29a, a new course from the Anthropology Department, Anthropology 161, Fieldwork Lab. Any questions or concerns on that one?

Is there a motion to approve Items 19 through 29a, taking into account the discussions that we had previously mentioned about the Portuguese course? Second? All in favor? Opposed? Abstentions?

Just another reminder, particularly department chairs and program directors. Please be very cautious about what you approve in your submissions to the Curricula Committee. Please try to insure that your faculty are proposing course descriptions that are proper Bulletin language.

We spend an immense amount of time with the back and forth with faculty members, simply to get a course description in proper Bulletin form. So please make an effort to insure that when you approve a course, that it is in proper Bulletin language. And faculty in general, if you can try to make sure your course description is formatted in the appropriate way that would be very helpful.

Also, please try -- again, program chairs and directors -- in our new online submission system, all submissions from your faculty must be approved by you before we ever see them. So if you do not approve them, we will not see them, they will not be processed, and they will not be voted on. So you must approve them.
If you are the person submitting, and you are also the program director or chair, you will get two emails; one confirming that you submitted your request, and then you need to in some way approve your own request. And again, if you do not do that, we will not see it. We have safeguards in place now to try to root this out, but we would ask your assistance in making sure that what we want us to examine, we're actually able to. Thank you.

DEAN GLASER: Thank you, David, and for your efficient stewardship of the committee and this process, and it's exciting to see all the new courses that will be coming into our curriculum.

Now I'd like to call up Laura Rogers, the committee chair for the LOAC. I think the first thing you want to do is tell people what the LOAC is, and then take us through this next conversation.

**DISCUSSION AND VOTE ON LEARNING OUTCOMES ASSESSMENT COMMITTEE (LOAC) PROPOSAL**

PROFESSOR ROGERS: And I'm just hoping we can be just as efficient as all the previous pieces of work that we're doing here today.

So I'm here as a representative of a larger committee that's existed over the last four to five years, originally chaired by Harry Bernheim. And we are the committee who was responsible for helping to organize the Tufts faculty, and this was before I came into the committee, to be prepared to meet the accreditation requirements, of being able to answer the question: how do we know students are learning what we teach them?

So some of the work we did, yes, was initiated in order to meet the requirements for accreditation, but that's not what's at the heart of what we do. And in the process of doing this -- and there's a brief summary on the back of the handout -- in the process of getting ready for the most recent accreditation cycle, and answering that question, how do we know students are learning what we want to teach them, we learned that we had to look not only at the program that specific departments and programs offer students, and looking at what our seniors have accomplished, but we also had to look at the shared or core curriculum; that is, the courses we require all students to take.

And those are the distribution and foundation requirements. And as you know, they're distributed over -- you know, most courses at Tufts fulfill one or another of the core curriculum requirements.

So I just want to emphasize that, yes, this is an initiative that came from accreditation, but that's not its heart or purpose, and it's not how we chose to do it. We approach requirements through a ground up approach, and we learned that we had to evaluate the core curriculum in some form, we created a pilot project, and here we're proposing to just take that pilot project into its next phase.

So the purpose of the pilot project was first to bring faculty from different departments together who are teaching courses that met the requirement in a single distribution area, to work with them to articulate what's the shared mission here. Why do we require -- not offer the opportunity, but
why do we require students to take courses in each distribution area? And the corollary, what commitment are we making to our students, and how can we be more transparent about that.

And to do that, we as a working group developed learning objectives that we felt after a long conversation about what our aspirations are, what we believe we're doing, why we're doing it, why it's important, multi-department and program faculty members developed the learning objectives that you see in the handout -- I'm not going to go through and read them -- over one summer, and over the course of the next two years, piloted using them, using one or more of those learning objectives in their courses and evaluating student learning relative to those expectations or those objectives.

And then the next part of the process is to look at how students meet those learning objectives as a group. So rather than just evaluating student by student, looking at the pattern or profile for a course. In which of those learning objectives do students make the most progress? In what areas do they encounter the most difficulty, and how can I use that information to improve my teaching in the course I teach that meets that requirement? Does that make sense?

So that's what we do. We focus on the distribution requirement. We haven't tackled the foundation requirements. We develop the learning objectives. We piloted them over two years. We offered coaching to faculty who participated in the project to learn to gather the kind of information, what we call assessment data, that would allow them to look at their own teaching in terms of the accomplishments and challenges the students face.

And students might face those challenges in any number of ways. Sometimes they were curricula challenges, sometimes it was subgroups of students who, for whatever reason, had more difficulty meeting the expectations and others, and trying to understand what you could do to scaffold or support learning for all students in the objectives.

So after two years, we reviewed those learning objectives. The humanities, wanted to revise theirs, so we're probably going to revise them again. They had another opportunity. But what we would really like to do -- so then the Learning Outcomes Assessment Committee, which is a large group of us, we adopted the learning objectives developed by our faculty, and we approved them.

And what we'd like to do is get the whole faculty to approve them so that we can just expand this volunteer program of enlisting or recruiting faculty who teach courses that meet the distribution requirement to use these learning objectives, which align very well with department objectives, because they come from the same core missions, to adopt -- to approve these so that we can continue this project. That's why we're here today.

What do we think are the advantages of your doing this? We think it will improve student advising. A lot of people say if we can tell students why we require this and what the courses are designed to meet, it helps have the conversation about why you actually have to take courses you
don't to take.

It might even help those of you who are trying to decide whether a course meets one or another of the -- should meet one or another of the distribution requirements to look at the learning objectives and see if the course addresses those learning objectives.

It will allow us to continue discussions about the way our core curriculum, which is our shared intellect mission -- because it's what every student's required to do -- how it's structured. It will allow us to improve conversation about our expectations for students who take these courses simply for the purpose of meeting a distribution requirement, compared to students who take these courses because it's part of their major commitment.

And some of what we found, having our initial pilot meetings, is having that conversation really clarified for a lot of people, oh, this is what I expect of all students who take this class, and this extra is what I expect of my majors or students who are really digging into this.

We also believe that it will allow us to continue to develop strategies grounded in faculty involvement that are meaningful, rather than bureaucratic or externally dictated, for meeting the ongoing requirements for accreditation, and for answering the question how well are we doing what we say we're doing and how are we using this information to improve what we're doing.

So I could open the floor, because you could probably tell me what the disadvantages are, because I don't see any.

PROFESSOR WINN: I just want to make sure that I understand what you're proposing. If what you're proposing is approved, will this require faculty to follow these learning objectives in their courses, because I would consider that a violation of academic freedom and a very bad precedent?

PROFESSOR ROGERS: No. Approving this will not require anyone to do anything. What it will allow us to do is to continue to recruit faculty who volunteer to incorporate one or more of the learning objectives for the distribution area into their courses, and then look at how well it's being achieved. And we expect this ongoing process or reiterations to allow us to possibly refine the learning objectives, to look at the courses and the way we go about having these distribution requirements, but it's not going to require anyone to do anything. And that is a little bit complicated here at Tufts, since so many courses meet so many of these requirements.

PROFESSOR WINN: Then I have a follow-up question. If all you're talking about is a voluntary participation by members of the faculty in your continuing effort, why do you need a vote at all? Why is that necessary?

PROFESSOR ROGERS: It just lays a template or shared understanding of what we're doing so there aren't any surprises. So I would like you to look at the learning objectives in the distribution area that your courses would be taught in and see if there's any reason you would object to those
being the learning objectives, not even if you don't have to adopt them. And I would say this is like a five- to ten-year project.

There may come a time when we use this information and these objectives to have a broader conversation about is our core curriculum doing what we want it to do? Do we want all distribution area courses to address one or more of these objectives or not? But we want to lay a shared foundation for having that conversation.

PROFESSOR PEPALL: Lynne Pepall, economics. I do have some concern about the social science distribution. I think setting up these sort of parameters suggests to students what they can expect when they take a course, and I'm concerned that perhaps many of the economics courses may not actually adopt Point 3. We're much more quantitative in our approach of understanding economics.

And so therefore, I think it could be misleading for students to see economics, or not understand maybe -- maybe social science is a bit of an oxymoron, but we take a different approach than perhaps some of the other social sciences. And I'm afraid it would be misleading, this particular one.

PROFESSOR ROGERS: There are members of LOAC here, so I invite anyone to come up and answer these questions or answer them from your chair, but I'll do the best I can, which is it's not expected that every course will address every objective, even if it's in a distribution area. That will be made clear as we move forward.

PROFESSOR MARRONE: Steve Marrone. I don't want to drag this out, but I want to go back to what Peter said. It's not clear at all to me what we're voting on. We're not adopting these, because we're not assuming them. We're somehow --

PROFESSOR ROGERS: We're semi-adopting them. We're saying these are the learned distribution objectives that will guide the ongoing development of this project.

PROFESSOR MARRONE: So in fact, it's sort of an approval for the committee to go ahead with voting on that, which is a bizarre thing for us to do.

PROFESSOR ROGERS: Okay, so this is this twinning of what we're trying to do is keep this a ground up voluntary initiative, and at the same time, address the ongoing needs to be accredited and to show that we're making progress. So when we began this, Tufts had no program for evaluating student learning and its general education, what's called the general education or core curriculum.

So the first thing we had to do is develop learning objectives, and now we have to kind of develop the capacity to look at student learning through this lens and see how it works for us, and whether it's a useful tool for improving teaching and learning. And in order to do that, we have to
demonstrate that we have faculty support for growing this initiative. Faculty support is an important part of this. So that's what you're voting to show.

PROFESSOR HAMMER: David Hammer, education, physics. I hope to be making a friendly amendment. I believe the proposal is a resolution by the faculty to support this effort in general, to support the effort to develop learning objectives like these, not to formally adopt these learning objectives, but a resolution to support this enterprise.

PROFESSOR ROGERS: Well, that's a kind of watered-down version. I don't want to struggle with the faculty. What I'd like to do is just have a template for going forward and to know that these will be revised on the basis of the work that the faculty who participated and do. I don't know of anyone who's participated in this program so far wants to say anything, or whether that would be useful. Would you like to hear from somebody who's been a part of this project, or do you just want to -- I know you want to get to the conversation about governance, and so do I. But I think we really need the faculty to approve what this group has done so far in order to allow us to move it forward with these objectives.

PROFESSOR TOBIN: Could you give us some language about exactly what it is we're voting on? Could you frame an actual statement that is the content of whatever resolution it is? Do we have that? Maybe I just don't have it in front of me. I apologize if I have the wrong document. I have the one-pager, but that doesn't actually have a resolution on it, as far as I can see, or I'm missing it.

PROFESSOR ROGERS: Yes, that's a good point. What we're asking for is the faculty to approve the learning objectives for the distribution requirements created by the pilot study project in order to continue with this project.

PROFESSOR WINN: So then you are asking us to approve content?

PROFESSOR ROGERS: Yes.

PROFESSOR WINN: You're not just asking us to approve process?

PROFESSOR ROGERS: Yes, we're asking you to approve content that doesn't require you in particular to do anything you don't want to do.

PROFESSOR WINN: Then I would like to hear a defense of that content.

PROFESSOR ROGERS: The defense of these learning objectives?

PROFESSOR WINN: As opposed to other learning objectives.

PROFESSOR ROGERS: These were the learning objectives developed by Tufts faculty brought
together for the specific purpose of developing these objectives, and over a period of two years, about 30 faculty members participated and reviewed them, amended as needed, and have been working on a project. What we need to do now is develop this project further so that we bring in coaching and support for faculty to actually use these objectives and continue to refine them.

PROFESSOR WINN: That's a defense of process. It's not a defense of content.

PROFESSOR GROSSMAN: Barbara Grossman, drama and dance. Could you just clarify, were these a result of a request for us to comply with the assessment process, to be in compliance with federal mandates that there be objectives established?

PROFESSOR ROGERS: Yes.

PROFESSOR GROSSMAN: Well, that certainly justifies the existence of these -- if we have to be in compliance -- well, I won't get into it.

DEAN GLASER: And a faculty vote will give an imprimatur.

PROFESSOR ROGERS: So far, we have a rogue committee who went out in order to help this university meet the accreditation requirements, and we're bringing it to the faculty to approve the work of that rogue committee and to carry it forward.

DEAN GLASER: And I'd like to with an eye on the clock say that we either decide to vote on this now, or we decide to have some time to study these and come back at our next A&S meeting and vote on them then.

PROFESSOR WINN: I move to table it.

DEAN GLASER: So the motion is to table. Is there a second?

PROFESSOR MATHER: Second.

PROFESSOR DEVOTO: Possibly the appropriate motion would be to postpone to a certain day.

PROFESSOR ROGERS: I accept that friendly amendment.

DEAN GLASER: And to postpone would be to the next A&S meeting. If this passes, we will postpone the vote until the next A&S meeting. If it fails, then we will have the vote on the resolution that Laura has expressed. And if we do postpone, then we will put that resolution in writing for the next meeting.

PROFESSOR ROGERS: May I speak to the proposal? I would just like to say that we are never going to have perfect learning objective contents, and I don't really think it's going to be a good use
of the time of this group to try to hammer that out. So for what it's worth, I just encourage us to allow this to move forward in its most imperfect version, but we will live with whatever decision you make.

DEAN GLASER: Any other comments?

PROFESSOR WINN: I think there have been sufficient voices raised with questions about this, and I personally have heard nothing in defense of the content. And it does seem as if we are being asked to endorse specific content. We may come to that conclusion and have that vote in the future, but I don't think that this body or the individuals that compose it, with the exception of those on your committee, have the opportunity to really study and think about what may be a very important statement by this faculty, endorsing certain learning objectives, which cross over disciplinary lines as well.

DEAN BRIZUELA: Peter, do you have a proposal for how to do that, for how to have the subgroups or the distribution groups looking?

PROFESSOR SENELICK: We have a proposal on the floor.

DEAN BRIZUELA: Well, I'm trying to respond to Peter's comment.

PROFESSOR SENELICK: Well, we can't ask for another proposal while there's a proposal on the floor.

DEAN BRIZUELA: Okay, we'll finish that, and then I'll ask -- I want him to clarify his comment.

DEAN GLASER: All right, I believe we are at a moment of voting. All in favor of postponing this vote to the next meeting, please say aye. Opposed? I think we need hands. All in favor, raise your hand. All opposed? Any abstentions? So 33 in favor of postponing. So we will postpone this to our next meeting. In that period of time, Laura will provide this exact statement to lead this resolution. It will give us time to study the exact learning objectives, and we will think about how to structure the conversation at the next meeting so that it will be efficient and heads toward where we need to be. Thanks.

And now for the last item of business, I received a request from Ken Garden, representing AS&E, to have a conversation with the floor of the faculty about a recent proposal from the provost's office and from the Committee on Committees to staff a committee to look at faculty governance at university-wide level, and so I was going to ask Kevin to describe, but Ioannis, do you want to?

DISCUSSION OF PROPOSED FACULTY GOVERNANCE TASK FORCE

PROFESSOR EVRIGENIS: Just a minor correction. The request is not from the Committee on Committees. The request is from the Executive Committee.
DEAN GLASER: Thank you for that. So Kevin, I wonder if you might be able to just give a Reader's Digest of exactly what the idea here is.

VICE PROVOST DUNN: Sure. I'm happy to answer any questions, just as long it's clear that this isn't my proposal. It really is coming, in a sense, from the Committee on Committees, with a question coming from Ken. Is Ken here?

UNKNOWN FACULTY MEMBER: Ken's not able to be here today.

VICE PROVOST DUNN: But I can give you a little context of it. In all the other faculties, the faculty members of the committees actually driving the election results are coming in. So it's a little unusual, but I'm happy to do it.

So the context for this came from two different places. One is from faculty questions about, for instance, the academic calendar. You would just get lots of people saying, “There's simply things we can't do, because our academic calendars don't mesh.” So we were hearing that over and over again that we need the ability to talk as a faculty across the schools.

The other place it came from is David Harris' feeling that he was making certain decisions in a vacuum, that he had no way -- the way Jim can come to this group and get your input and your counsel, there was no equivalent group for David to call and to ask for advice from. So he was really wanting to have some kind of faculty governing, a faculty council, a senate, whatever it looked like, so that he could come, get advice.

In certain cases, it may be legitimate for the faculty group to vote on things that will have to be decided by the faculty itself, what issues lay at the level of the university and what at the schools. But in general, that impetus just came from his desire to take counsel from faculty.

And I'll just speak both as a faculty member and as a member of the administration. As a member of the administration, I've got five things on my desk now, where external pressures are making me draft policies for the university that will affect everybody in this room. I've got no way to garner your advice, support at all, except to say, “Laurence, come on, I'd like to talk to you; Steve, come over here.” So to me, it feels almost illegitimate, the way it's being done.

So I would really like this body so that every major piece of policy or process that the provost's office puts forth is vetted by the faculty. As a faculty member, I just think you can't get enough voice, and that there are certain things that have fallen through the cracks. I think they're not frequent things, that most things exist on the level of the school and not the university, but when they arise I feel strongly that it would be great to have this body to do it. So that's the rationale.

So the group that's putting this forward, to be clear, is a group of elected representatives. They weren't elected for this purpose, though. It's people, for instance, from AS&E who are members of the Executive Committee. So Ike was a member when he was on, Karen was a member, Fulton
is now until we disbanded, and Christiane. But that group didn't feel comfortable, and I think Fulton was the one I remember articulating this, actually voting on whether there should or should not be such a body, or what it should look like. They thought that a body should be elected for that specific purpose, which made a great deal of sense.

So it was this group's notion that each school should elect representatives to talk about whether we want such a body, and then what it might look like. So that's the context, but I'm happy to answer questions, too. And maybe Ioannis, John's here, other AAUP --

DEAN GLASER: Vida, do you wish to make any statement?

PROFESSOR JOHNSON: Yes, very quickly.

VICE PROVOST DUNN: So you're Ken?

PROFESSOR JOHNSON: Yes, I'm Ken. Just that AAUP discussed this issue. Ken is the current president, and I'm the outgoing president, and it went like this. I nailed Ken, and I said now you've got tenure, and now you can be AAUP president, and I voted -- no. So he's unable to be here.

But the fact was that at the last AAUP meeting, there was discussion. I think it was just accidental that there was no time at any of these meetings before this election was to take place to really raise some of the issues of concern, I think that Beatrice Manz tried to raise, but the agenda was full at the last AS&E meeting.

And some of the issues of concern were whether I think the issue of representation, whether this 2-2-2 representation for each school sort of would foreshadow what eventually the body might look like. And I think this probably could (inaudible) say no, but it is an issue. And Kevin will forgive me, because I wrote this one to him, but it reminds me of Yugoslavia, the country that I grew up in. And in Yugoslavia, every single republic had one representative. The problem was that Serbia, where I was born, had a population that was larger than all the other republics put together. And you know what happened to Yugoslavia. It fell apart.

In other words, if there's a sense of unequal -- I'm sorry about the history lesson. If there's a sense of unequal -- I think that's a strong one that one would have to discuss, and not just set aside. For example, (inaudible) why not off the board four members. We've got more faculty probably than all the other schools, except those voting in the medical school, because all the faculty apparently are voting. But, I mean, the real faculty who are paid by the university. So that was one issue.

Another issue, and people from the history department we had heard very well-articulated, was the question how do these members -- and maybe some discussion of this -- whoever gets elected, how they go back to their constituent bodies, their faculties, how would they solicit information from them? What kind of process might be in place, and what are the issues that this body or these
faculties actually have and would like discussed?

And there are I think other things, but I think just a little bit of time to kind of pause and say, “Yes, the election has been moved to after break just to have even 15 minutes in a group to kind of discuss this issue.”

VICE PROVOST DUNN: First of all, there's yes to that vote when you want. I think it's important that the process go forward. Vulcanization (??), of course, is the last thing that we want.

Now, Fulton, you may not want to stand up with me, but you have to correct me if I say anything that's wrong. I just want to answer what Vida said. The number of representatives, that was the group's will. And my feeling about that was what the ultimate body looks like has to be worked out. But whatever this group comes up with is going to have to be by consensus, in effect, anyway. So to try to weight it as if it's going to be a voting matter didn't seem to be that important. I think we're all going to have to say this is the right thing. So I think veto power is going to overweight the kind of number of bodies on all those. That's how I feel about it, but it was the group's will to do that, not mine.

PROFESSOR MAHONEY: Anne Mahoney, classics. Vida is right, of course. All the points that she raised are valid. But aren't we just putting together a small committee to go talk about exactly those questions?

VICE PROVOST DUNN: That's right, yes.

PROFESSOR MAHONEY: I mean, we take two people from each school just so that we don't have a gazillion people in the room trying to figure out what the body is going to look like, and do we end up with proportional representation, do we end up with, I don't know, a (inaudible) legislature. A couple of hundred years ago, that seemed to look like a good idea, right?

And I think what Kevin said, that as faculty, we need as much voice as we can get, is probably the key issue. There are places at which we can make common cause with our colleagues in Fletcher or Sackler or the vet school or whatever, and a body like this would give us a chance to do that. So I think putting together a committee to work out how or whether, even, to form such a body looks to me like a positive step.

VICE PROVOST DUNN: Let me just reiterate that what Anne said is exactly right. All those objections you raised are good ones, but I don't see how they can be solved before the actual group to talk about them comes together.

PROFESSOR ROBERTS: Just to add to or supplement what Vida said. The impetus behind the effort to get this on the agenda, and I think all of us in AAUP who had that discussion very much appreciate the willingness to put this on the agenda, was that it doesn't make sense to elect people
when the constituency that they represent hasn't had the chance to form an opinion on the matter on which they're supposed to be representing them. In a way, a key issue is what does represent mean. And if we as the arts and sciences school haven't had a chance to form an opinion, then our representatives will not know how to represent us.

And I wonder, therefore, in that question, would there be time before the election procedure, as currently rescheduled, has to happen for us to have, for those of us who want to have a thorough discussion of this beyond the 20 or so minutes available to us today, to have a special meeting to discuss that.

Now, maybe there isn't sufficient interest, but part of the purpose today was to actually alert people to some of the rather thorny issues that may arise, and in the spirit of insuring the deliberations that take place are effective so that what comes out of this process is something good, something that will command (inaudible) and will work.

Now, in that context, quite clearly, the question of representation is potentially problematic, and it's reasonable to be concerned that the principle of 72 people from every school might (inaudible) what would then be retained as the principle for the eventual university-wide governing structure, and that would be problematic. And that in turn raises the question: should schools be the constituencies, given that there are alternatives? That's just one set of issues, and of course, it leads up to the question of what the actual decision-making powers of the eventual body would be. If they're trivial, then it doesn't matter very much. But if they're important, it will matter if the principle of composition is problematic and controversial.

But I wanted just to focus on one particular thing, which is how can we insure that whoever we elect to the task force -- that the business today is the task force, rather than the eventual outcome -- how can we insure that they can represent us effectively? And that raises the issue of how the task force would operate, and this is in a way partly a question to Kevin, because we want it to operate well.

Would it take submissions? Will it solicit submissions? Will particular departments, for instance, be invited as departments to submit their views on these matters? I would like us to ask our representatives, whatever other schools do, to report back to this meeting, add in to the progress of the deliberations taking place. It's important I think that the task force not function like a focus group.

I think it's really important that it function in a way that is genuinely representative of all the schools sending elected people to it. Will there be real transparency? For example, if submissions are taken from various parts of the university, from individual (inaudible), could there be a Trunk site for the task force so that the rest of us can actually see what views are being expressed to it, so that our collective opinion could form and ripen.

These are the concerns that concern me in this matter, and so that this task force I believe does
perform a genuinely representative function so that all our views do get taken into account so that the end result is something we can all be pleased with.

PROFESSOR MIRKIN: As much as I like Vida, I want to oppose her opinion. This (inaudible) you mentioned, among those Yugoslavia are fairly stable, as long as the head of the empire belong to ethnic minority. So it is a good example. And needless to say, Khrushchev and Brezhnev in Russia were Ukrainians, and so it was all right. The problem arises with the chair of the state or the chair of this committee belongs to majority, whatever is ethnic or -- so I think we can get away with an equal representation, as long as the chair of this committee doesn't belong to the majority group.

PROFESSOR PROCTOR: David Proctor, history department. I just wanted to say that one of my concerns about this was, in a sense, that as a chair of a committee, I'm not terribly convinced that we as the arts and sciences faculty actually have a firm grasp of how we exercise governance in the arts and sciences as a faculty.

So my concern is if we're not really sure how we function, how committees function with each other, where the Executive Committee fits in, where the Committee on Committees fits in, where FAB fits in; if we're not really sure how we function in arts and sciences, how can we then provide representatives to then discuss a broader sense of faculty governance and faculty representation.

So I would echo Hugh's points, but also just I think point out that as we move forward with this that there maybe needs to be a lens also within arts and sciences figuring out exactly how we think about governance here so that our representatives to this committee can actually provide feedback that is going to be important, but also representative of what is important to arts and sciences.

DEAN GLASER: I actually happen to agree with that. I think our governance is somewhat chaotic and -- not in the Curriculum Committee domain, by the way. I think it could use some cleaning up, and we've been talking about that with the Executive Committee. It is a faculty prerogative to set up its governance in a way that's best, but I tend to agree with you, my observation of how we operate.

I just have one more thing to say, which is that if this body is going to be consultative, I think it's great, and I have no problem with it. I do think that if it's going to be legislative that we're going to want to know what the domain of this committee is, and be very careful about how to define that, where its legislative powers end and where the legislative powers of the faculty of arts and sciences begin.

PROFESSOR GARMAN: David Garman, economics. Just referring back to the December 20th memo that was distributed, at the end of the memo, it does say the task force working through established structures of school-based governance would develop a process for gathering input from the faculty at large -- so I assume that's us -- draft a proposal based on that input -- so there's a proposal stage -- gather additional input on the proposal -- which I assume means coming back to
the faculty -- and then finally lead the process of ratifying the governance structure.

So I see this as setting up a structure to start the conversation that would include significant back and forth with this faculty and with other committees, the Executive Committee presumably, possibly some of the other committees, to craft what eventually shows up. So I don't see this as doing anything more than starting this process of conversation, which is why I'm comfortable with it.

PROFESSOR MARRONE: Steve Marrone. I just think that we do need to think about this committee even before the task force has been established, and I do hope that there is time for -- it won't happen today, but for this faculty and maybe for the faculty of arts, sciences and engineering to discuss governance.

We've been thinking a lot about governance over the past 12 months in this faculty, and I think that the important objective of clarifying governance ought to begin within the faculty, particularly the faculty of arts, sciences and engineering. And it struck me as odd that we're having a task force put together to suggest a kind of super faculty, a senate even, or a counsel you said possibly, Kevin, that would clearly be of greater prestige than this faculty by itself, if we can take just the size of its (inaudible) into account.

I believe that this faculty and the faculty of arts, sciences and engineering needs to get its own house in order as quickly as possible before there is such a thing as a university-wide faculty senate. And I do worry, too, about the representation. How will members of this faculty represent this faculty well. I believe at the university level, it's very hard to find a kind of coalescence of interest, that it's much easier to look for interest within the faculties.

And my hope is that whatever is done to create a university-wide senate that it be done with an understanding that the final authority for procedures within faculties rests with the faculty itself. In that case, AS&E or A&S have the ability to decide on our own policies. That means that the super committee, the faculty senate, would have relatively modest powers.

And my hope is that we can discuss that matter among ourselves as a faculty and give guidance to our representatives to the task force so that what comes out as a proposal for us to ratify. And I hope it does mean that this faculty or the faculty of arts, sciences and engineering has the power to ratify or to reject the proposal so that that can be time well spent and time that will serve to promote a faculty governance and not to repeat it.

PROFESSOR EVRIGENIS: Ioannis Evrigenis, political science. I am all for the discussion. I'm all for the revisiting of the faculty governance of the School of Arts and Sciences and the School of Arts and Sciences and Engineering faculty. One thing that I wanted to point out is that in addition to being an exploratory process, which I agree with David is pretty clearly laid out in the memo that was circulated, I'm a little surprised by the suspicion around the process in light of the fact that we chose to undergo a strategic planning process, which was actually pretty
successful.

And it gives me an opportunity to praise my colleague, Vickie Sullivan, once again. It was pretty successful in the back and forth between the committee members and the faculty in soliciting input from the community at large, whether it be staff, students, graduate students, faculty, and so on.

The other thing that I wanted to say is that I absolutely agree that it's an opportunity to revisit the internal structure, but I don't see it as an either/or. I don't know why we have to begin with the arts and sciences structure and not use this as an opportunity to look at both the university structure, the arts and sciences structure, or AS&E structure as that relates to the university at large.

DEAN GLASER: We have just a few minutes left, and so I'm going to let Vida have the last comment, and then we'll --

PROFESSOR JOHNSON: I'm not sure I should have the last comment, but actually, if anything, I'm a pragmatist. I try to solve problems and see what we can practically do. My sense of this faculty is that we're kind of exhausted from having a lot of meetings, a lot of discussions about a lot of things, and that it's just too easy to say, “Okay, let's wait some more, etcetera.”

I raise these issues because they came to us at AAUP, not because, or that I really think that we're going to fall apart like Yugoslavia. Because I think that -- to get some sense, and I think there is some sense that maybe we should go ahead. This is exploratory. Let's do it. Other schools are participating with I'm sure some of the same hesitations, but we're not going to find out what some of our common interests are until we sit down and actually -- so I would just go ahead with this election and see where we are.

DEAN GLASER: So that's my predilection as well. Unless there's some sort of resolution or proposal that comes from the floor, Hugh or Steve, if you wish to put something out there, then we can have a vote. Otherwise, I think things will proceed. And I'll give you the opportunity to do that in just a second. If we do proceed, I will commit to some opportunities on the floor of the arts and sciences faculty for there to be report backs on the conversations. We will dedicate time to that so that people are aware of what's going on, comfortable with what's going on, and have the ability to provide feedback or ideas, if that's satisfactory.

PROFESSOR ROBERTS: All I can propose is a very brief motion that we agree to go ahead with the election process in accordance with the revised schedule. But we as a school, we're electing people on the understanding that they will report back, and that they will push within the task force to persuade their colleagues on the task force to insure that the deliberations and the review of evidence received by the task force are as transparent as possible, and they're accessible to all faculty members. If people understood what I just said, I could write it down, but that would take several minutes.

VICE PROVOST DUNN: And since I'm providing the staff support, I can make the Trunk site
do that piece of it.

PROFESSOR ROBERTS: Okay, so if we could put that motion to the floor, then we could --

DEAN GLASER: Is there a second? All in favor? All opposed? The motion passes. The faculty meeting is adjourned. Thank you all very much for coming.

MEETING ADJOURNED

Respectfully Submitted,

Jillian Dubman
Secretary of the Faculty for Arts, Sciences & Engineering
A&S Faculty Meeting, Wednesday, March 11, 2015

Schedule and Location

Wednesday, March 11, 2015 12:00 PM
Coolidge Room, Ballou Hall
Light lunch, coffee, and water served at 11:30 AM

Agenda

Announcements

Remembering Brigitte Lane
    Vincent Pollina, Romance Languages

Faculty Office Policy
    Nancy Bauer, Dean of Academic Affairs

Dean’s Annual Publications Party, April 23rd, 3-4:30 PM
    Jim Glaser, Dean of the School of Arts and Sciences

Old Business

Vote on Proposed Changes to Professor of the Practice Appointments
    Bárbara Brizuela, Dean of Academic Affairs

New Business

LA&J Curricula Committee Proposals
    David Proctor, Chair, LA&J Curricula Committee

Discussion and Vote on Learning Outcomes Assessment Committee (LOAC) Proposal
    Laura Rogers, Committee Chair LOAC

Discussion of Proposed Faculty Governance Task Force

For Reference

Attachments*

    • Agenda
    • Professor of the Practice Proposal
    • LA&J Curricula Committee Agenda
    • Learning Outcomes Assessment Committee Proposal
    • Memo on Faculty Governance Structure

*Please print all attachments and bring them with you to the meeting; a limited number of hard copies will be available at the meeting

Listings of future faculty meetings as well as the agenda and attachments for this meeting are online at http://ase.tufts.edu/faculty/meetings/.

March 11, 2015
Proposed Changes to Professor of the Practice Title

Motivation:
We currently have a 5-year limit on Professor of the Practice appointments. In many A&S fields, having this term limit constrains the potential impact of outstanding practitioners. We want to provide more flexibility for these appointments by basing decisions about renewal of their contracts on the quality of their work, and not on an administrative term limit.

Item needing a vote: Change to the text of the Bylaws of the Faculty of the College of Liberal Arts and Jackson College Article I

Current Wording:
The title professor of the practice shall be held by a person whose accomplishments are principally in the nonacademic venues and whose expertise complements the educational and scholarly work of the tenure-stream faculty. The initial terms of the appointment will vary between one semester and three years and may be renewed, but the appointment may not continue beyond five years. Professors of the practice may not become lecturers any time after the end of their five years.

Proposed changes:
The title professor of the practice shall be held by a person with eminent accomplishments in his/her field and whose expertise complements the educational and scholarly work in his/her department or program. The initial terms of the appointment will vary between one semester and three years and may be renewed. An individual holding an “of the Practice” appointment for a total period exceeding three years is expected to maintain active involvement in the profession. Professors of the practice can hold either full-time or part-time appointments. Professors of the Practice are not eligible for tenure in the School of Arts & Sciences.
Proposed Changes to Professor of the Practice Title

FOR YOUR INFORMATION ONLY:

Proposed change to the A&S Faculty Handbook

Chapter 2 (Faculty Appointments>Academic Ranks and Titles>Professorial Ranks>Modified Professorial Ranks)

Current Wording:

Practice Faculty (School of Arts and Sciences). "Professors of the practice" are individuals whose accomplishments are principally in the nonacademic venues and whose expertise complements the educational and scholarly work of the tenure-track faculty. Professors of the practice are not eligible for tenure. A full-time appointment to this position may not continue beyond five years. Such a professor may not be reappointed to any faculty position at the end of his/her five-year term. The expectation is that these faculty members will have a significant on-campus presence. The extent to which these faculty members participate in departmental or program affairs will be left to the discretion of the departments.

As stated, the ranks of professor, associate professor, and assistant professor may be modified by "research," "emeritus" or "emerita", "visiting," "practice," or "adjunct." Faculty members with such modified titles are not eligible for tenure. Faculty members with modified titles, with the exception of full-time professors of the practice in the School of Engineering, are not voting members of the faculty.

Proposed changes:

Practice Faculty (School of Arts and Sciences). The title professor of the practice shall be held by a person with eminent accomplishments in his/her field and whose expertise complements the educational and scholarly work in his/her department or program. The initial terms of the appointment will vary between one semester and three years and may be renewed. An individual holding an “of the Practice” appointment for a total period exceeding three years is expected to maintain active involvement in the profession. Professors of the practice can hold either full-time or part-time appointments. Professors of the Practice are not eligible for tenure in the School of Arts & Sciences. The expectation is that these faculty members will have a significant on-campus presence. The extent to which these faculty members participate in departmental or program affairs will be left to the discretion of each academic unit.

As stated, the ranks of professor, associate professor, and assistant professor may be modified by "research," "emeritus" or "emerita", "visiting," "practice," or "adjunct." Faculty members with such modified titles are not eligible for tenure. Faculty members with modified titles, with the exception of full-time professors of the practice in AS&E, are not voting members of the faculty.
Proposed Changes to Professor of the Practice Title

Proposed changes to language in Faculty Handbook

**Proposed additions/changes in bold and underlined below**

Contract Review and Renewal Procedures for Nontenure-Track Faculty Members
All nontenure-track faculty members are on renewable or nonrenewable term contracts. If the appointment is renewable, the department or program conducts a review for contract renewal.

Review Procedure for Full-Time, Nontenure-Track Faculty Members and Part-Time Professors of the Practice

1. In the fall, the dean's office informs the department chair or program director via memorandum that a contract review and recommendation must be sent to the dean's office. This is required for all nontenure-track faculty members whose contract termination date and terms require a recommendation during the current academic year. (A review and recommendation are not required if the faculty member has a nonrenewable contract.)

2. The tenured and tenure-track members of the department or program, and full-time lecturers who have direct supervisory oversight of the program, meet formally to review the faculty member's activities and vote whether to recommend renewal of the contract. The department chair or program director sends the dean a report, signed by all of the faculty members who voted, conveying the recommendation and detailing the discussion. This is not intended to be a lengthy report, but it should contain a brief evaluation of the faculty member's accomplishments in the areas of teaching, advising, and service; and should be accompanied by a current curriculum vitae. For professors of the practice, please include evidence that the faculty member maintains active involvement in the profession. Evidence could include confidential letters solicited from practitioners in your department, program, or field. If the department or program wants to increase the contract length for a non-tenure track faculty member, a recommendation should be made at this time. The department's or program's written evaluation is a confidential document and should not be shown to the candidate.

3. The department chair or program director should assemble the following additional documentation.
   a. A list of courses taught and enrollments in these courses
   b. A numerical summary of student course evaluations
   c. A summary of written comments on student course evaluations
   d. Any available information on advising performance

4. The dean informs the department chair or program director, usually one month before the notification deadline, of his/her recommendation. (If the dean's recommendation is contrary to that of the department or program, the dean consults with the department chair or program director before making a recommendation.)

5. When the above procedures are completed, the department chair or program director informs the candidate of the decision.

6. The procedures for renewal and nonrenewal, respectively, are as follows.
   a. In the event of renewal, the dean's office sends a reappointment contract to the candidate at the appropriate time.
   b. In the event of nonrenewal, the candidate must be given written notice in accord with university nonrenewal deadlines.
Proposed Changes to Professor of the Practice Title

i. Not later than March 1 of the first academic year of service in the university if the appointment terminates at the end of that year; or, if an initial one-year appointment terminates during the academic year, not later than three months prior to the date of its termination.

ii. Not later than December 15 of the second academic year of service in the university if the appointment terminates at the end of that year; or, if an initial two-year appointment terminates during an academic year, not later than six months prior to the date of its termination.

iii. Not later than twelve months prior to the date of termination of an appointment if it terminates subsequent to the completion of more than two years of service in the university.

The dean and chair or program director determine who will convey the outcome to the candidate.
LAJ Curricula Committee Meeting Agenda
March 11, 2015

Items 1-29 require committee and LAJ faculty approval; Items 30-41 require committee approval only.

Part I

Item 1. New Course—Africana Studies—AFR 0150
Item 2. New Course—Anthropology—ANTH 0134
Item 3. New Course—Anthropology—ANTH 0146
Item 4. New Course—Art History—FAH 0029
Item 4a. New Course—Art History—FAH 129
Item 5. New Course—Biology—BIO 0054
Item 6. New Course—Child Study and Human Development—CD 169
Item 7. New Course—Drama and Dance—DR 0047
Item 8. New Course—Drama and Dance—DR 0152
Item 9. New Course—Drama and Dance—DR 0158
Item 10 New Course—English—ENG 0176
Item 11. New Course—English—ENG 0187
Item 12. New Course—English—ENG 0189
Item 12a. New Course—GRALL—Arabic—ARB 0007
Item 13. New Course—GRALL—German—GER 0086/0186
Item 14. New Course—GRALL—German—GER 0073/0173
Item 15. New Course—History—History 0033
Item 16. New Course—History—History 0061
Item 17. New Course—History—History 0062
Item 17a. New Course—History—History 0198
Item 18. New Course—ILVS—ILVS 0071
Item 19. New Course—Math—MATH 0102
Item 20. New Course—Math—MATH 0103
Item 21. New Course—Math—MATH 0104
Item 22. New Course—Music—MUS 0049
Item 23. New Course—Political Science—PS 0187
Item 24. New Course—Religion—REL 0070
Item 25. New Course—Religion—REL 0109
Item 26. New Course—Religion—REL 0160
Item 27. New Course—Romance Languages—Spanish—SPN 0151
Item 28. New Course—Romance Languages—Portuguese—POR 192
Item 29. New Course—Psychology—PSY 0121

Part II

Item 30. Course Change - Community Health—Change Title & Description
Item 31. Course Change—Community Health—Change Description
Item 32. Course Change—English—Change Description
Item 33. Delete Course—English—ENG 0187
Item 34. Course Change—History—Change Title & Description
Item 35. Course Change—History—Change Title & Description
Item 36. Course Change—Religion—Change Title & Description
Item 37. Delete Course—History—History 0060
Item 38. Delete Course—History—History 0061
Item 39. Delete Course—History—History 0062
Item 40. Delete Course—History—History 0198
Item 41. Course Renumbering—History
Part I

Item 1. NEW COURSE - Africana Studies
From: Kendra Field, 7-3520, Kendra.Field@tufts.edu
Department Chair: Adlai Murdoch, 7-4801, h.murdoch@tufts.edu

AFR 0150 African-American Memory and History
Bulletin Description: Explores the relationship between memory and history in the African-American past and present. Topics include the public history memory and memorialization of American slavery, freedom, and the Jim Crow era; storytelling, folklore, humor, and oral traditions; family history and foodways; African-American historical writing; and the politics of memory in African-American literature, music, humor, art, and film.

Next Anticipated Offering: Fall 2015

Rationale. This course provides students with the opportunity to think critically about the relationship between history and memory. Tufts does not currently offer undergraduates a dedicated course in memory studies or in public history, and in this case focus on African-American memory and public history is equally distinct. Through the lens of African-American history, we will engage the politics of memory and the production of knowledge, developing student capacity for critical thinking about the construction of historical narrative and the uses of the past. This class will be of interest to students of African-America and the diaspora, across disciplines, as well as students broadly interested in public history, oral traditions, memory, and memorialization. It expands the course offerings of Africana Studies, and will be part of the regular course offerings of Professor Field.

Overlap. The course does not significantly overlap with any existing Tufts courses. Complementary courses include the two-part African-American history survey, taught by Prof. Field and Prof. Joseph. Prof. Field has consulted with Peniel Joseph about this course.

Resource Requirements/ Curricular Adjustments. The course will be staffed by Professor Kendra Field, who is originating it.

Requirements. Africana majors must take a minimum of three courses at the 100 level. Since this course will be a permanent course within the program, it expands the repertoire of course offerings at this level.

ARB: Distribution Credit Humanities or Social Science
Culture Option African Culture (diaspora)
Request ARB review for World Civilizations Credit

Item 2. NEW COURSE - Anthropology
From: Cathy Stanton, 617-627-0619, cathy.stanton@tufts.edu
Department Chair: Rosalind Shaw, 617-627-2465, rosalind.shaw@tufts.edu

ANTH 0134 Consuming Cultures: Travel, Tourism, and Display
Suggested Abbreviation for Title: Consuming Cultures
Bulletin Description: Focuses on cultural production, consumption, and encounter through various modes of travel and display. Topics include tourism and its antecedents and variants; the contributions of both mobile and emplaced modes of cultural display to nationalism and modernity; colonialist legacies in experiences of mobility and representation; cultural production as a strategy for place-making and economic redevelopment; nature as a culturally-constructed attraction; the blurred line between ethnographic and touristic ways of knowing about human cultures; and the role of the digital in producing and consuming cultural display. Assignments provide opportunities for students to produce critical commentary in a variety of media based on small-scale field research.

Next Anticipated Offering: Spring 2016

Rationale. Cathy Stanton has taught versions of this course seven times as a special-topics class in
the Anthropology Department since 2005, focusing centrally on tourism and offered in various configurations from introductory-level to advanced seminar. Course feedback tells us that there is great interest in the topics covered, but that the rubric of "tourism" does not adequately convey to prospective students the breadth of the topics covered, leading to this proposed reframing around the larger concept of cultural encounter and display. This concept is a central concern within the discipline of anthropology, and approaching it through an examination of travel, tourism, museums, and related forms both introduces students to basic ideas about human cultural expression and challenges them to think in layered and reflexive ways about the politics and problems inherent in these ideas and how they have been used over time. A number of courses in the Anthropology Department engage with issues of representation, memory, popular culture, and performance, and this course has proven to be a useful complement to them by foregrounding questions about the politics of cultural production. Course offered: Spring 2005, Spring 2006, and Spring 2007 (ANTH 149C, Anthropology of Tourism), Spring 2008 (ANTH 0185-04, Tourism and Social Justice), Spring 2012 (ANTH 0184-04, Tourism and Ethnography), Fall 2013 (ANTH 0149-01, Anthropology of Tourism), Spring 2015 (ANTH 0149-01, Consuming Cultures)

Overlap. Some of the topics treated in this class appear in courses offered elsewhere at Tufts, but none has taken as broad or synthesizing an approach. "Places of Pleasure: Tourism Economies Cross-Culturally," a mid-level Sociology special topics class taught by Paula Aymer, approaches tourism encounters through an examination of race, migration, and economic development, focusing on one region (the Caribbean) that lends itself to an exploration of a generally bifurcated and unequal "host/guest" encounter rather than the more multidirectional model of relationship developed in "Consuming Cultures." A new graduate seminar in Art History co-taught by Andrew McClellan and Peter Probst, "Museums and Cultural Property: Debating Art, Ownership and Value," covers many of the same topics as "Consuming Cultures" but with a central focus on museums and the concept of culture and heritage as property. The topics of tourism, redevelopment, travel writing, and museum display also appear in various ways in syllabi from Museum Studies/Art History, History, and the Fletcher School, but none of these takes a holistic or anthropological approach, or draws as deeply on social theory about ritual, performance, mobility, and place to understand the intersecting behaviors and ideas around travel, tourism, and display. We have consulted with the above-named faculty in Art History and Sociology who agree that these classes are complementary in their approaches, rather than overlapping or conflicting.

Resource Requirements/ Curricular Adjustments. Cathy Stanton will continue to teach the course, probably annually. There are no significant new resource needs.

Requirements. It can be counted as one of the seven courses required beyond our three basic requirements.

ARB: Distribution Credit Social Sciences

Item 3. NEW COURSE - Anthropology
From: Sarah Pinto, 7-5842, sarah.pinto@tufts.edu
Department Chair: Rosalind Shaw, 7-2465, rosalind.shaw@tufts.edu

ANTH 146 Global Feminisms
Bulletin Description: Examines feminist theory, scholarship, and activism from a global perspective. Asks how ideas and critiques emerge in different contexts and move across locales, compares concepts and strategies in different times and places, and considers debates about the intersection of feminism with race, class, caste, indigeneity, colonialism, nationalism, and sexual identities.

Next Anticipated Offering: Fall 2015

Rationale. This course is replacing the existing Anth 181, Anthropology and Feminism, an upper-level seminar. Its goal is to expand the reach and audience for the above course by making this a
midlevel course with a higher enrollment, and to update Anth 181 by incorporating new concepts, critiques, and theories in the field of feminist studies while retaining a disciplinary foundation in anthropology. The new title reflects these additions and shifts the focus to the global reach and diversity of feminist strategies and theories, and away from more disciplinarily-oriented questions about how anthropology and feminism intersect (though this topic will be covered).

**Overlap.** This course does not overlap with other courses, though it may cover similar themes to those addressed in PS 188-03 (Gender Issues in World Politics), Soc 30 (Sex and Gender in Society), and WGSS 72 (Introduction to Women's, Gender, and Sexuality Studies). However, by maintaining an explicit focus on feminisms (as opposed to categories of sex, sexuality, gender, or women), in all their diverse forms as modes of intellectual engagement and social action, and by taking a cross-cultural and transnational approach grounded in anthropological approaches to gender, sexuality, power, and social movements, it will offer a unique perspective.

**Resource Requirements/ Curricular Adjustments.** This course will be taught by Sarah Pinto in the coming year and will require some purchase of texts and films by Tisch Library.

**Requirements.** This course will count as a midlevel elective course toward the Anthropology major. It is also provisionally approved to count toward the Women's, Gender, and Sexuality Studies major and minor as an elective.

**ARB: Distribution Credit Social Sciences**

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**Item 4. NEW COURSE - Art and Art History**

*From: Karen Overbey, 7-2597, karen.overbey@tufts.edu*

*Department Chair: Peter Probst, 7-2939, peter.probst@tufts.edu*

**FAH 029 Early Irish Art**

**Bulletin Description:** Works of art, architecture, and material culture in Ireland from the early Christian, Viking, and medieval periods. Production and use of manuscripts in monastic contexts; Insular visual culture and the wider medieval world; English colonization and the development of castle architecture; myths and perceptions of the Irish “Golden Age.” No prerequisite. (May be taken at the 100 level with consent.)

**Next Anticipated Offering:** Fall 2015, and regularly thereafter (approximately once every 2 years)

**Rationale.** This course has previously been taught twice as a Special Topics course: in Spring 2008 (as "Celtic and Early Irish Art" FAH 092/192-003) and in Spring 2013 (as "Early Irish Art" FAH 092-001). Irish medieval art is my area of research speciality, and I have published a book and several articles on the topic. It is a course I intend to offer on a regular basis. The proposed course complements the other medieval art courses in our department, and does not overlap with any other courses at Tufts -- though it could become an elective for the Medieval Studies minor. Given the general interest in Irish Studies in the Boston area, I expect that the course will have appeal across fields. Within our department, it will provide research opportunities for advanced undergraduate and graduate students who wish to study Irish art with me (when taken at the 100-level).

**Overlap.** I have looked through the course descriptions of the English and History departments, and there are no courses offered on similar topics. When I taught this course previously, as a Special Topics course, I reached out to colleagues in those departments, asking them to circulate information about the course to their students interested in Medieval Studies -- that is to say that they are generally aware of the course. (And I have had students from those departments enrolled in the previous offerings of the course. I am serving as an advisor for one of those students in her Independent Study, because there are no other specialists in Ireland at Tufts.)

**Resource Requirements/ Curricular Adjustments.** The course will be taught by myself (Karen Overbey, Associate Professor of Art History), in rotation as part of my regular course load, and will not require any additional staffing. Tisch Library already has very strong holdings in this area, as it is.
my field of research. Other than occasional purchases of new publications, this course will not
require any additional resources. In fact, it will make excellent use of the facsimile collection held in
Tisch Special Collection, in particular the facsimile of the Book of Kells.

Requirements. This course will be an elective in Art History, and may be used in partial fulfillment
of the requirement for two courses covering the period before 1700.

ARB: Distribution Credit Arts

**Item 4a. NEW COURSE - Art and Art History**

*From: Karen Overbey, 7-2597, karen.overbey@tufts.edu*

*Department Chair: Peter Probst, 7-2939, peter.probst@tufts.edu*

**FAH 129 Early Irish Art**

*Bulletin Description:* Early Irish Art Works of art, architecture, and material culture in Ireland with
from the early Christian, Viking, and medieval periods. Production and use of manuscripts in
monastic contexts; Insular visual culture and the wider medieval world; English colonization and the
development of castle architecture; myths and perceptions of the Irish “Golden Age.” Extra reading
assignments, class meetings, and term paper. Prerequisite: previous course in medieval art or consent.
Also offered as lower-level.

**Next Anticipated Offering:** Fall 2015, and regularly thereafter (approximately once every 2 years)

**Rationale.** This course has previously been taught twice as a Special Topics course: in Spring 2008
(as "Celtic and Early Irish Art" FAH 092/192-003) and in Spring 2013 (as "Early Irish Art" FAH
092-001). Irish medieval art is my area of research speciality, and I have published a book and
several articles on the topic. It is a course I intend to offer on a regular basis. The proposed course
complements the other medieval art courses in our department, and does not overlap with any other
courses at Tufts -- though it could become an elective for the Medieval Studies minor. Given the
general interest in Irish Studies in the Boston area, I expect that the course will have appeal across
fields. Within our department, it will provide research opportunities for advanced undergraduate and
graduate students who wish to study Irish art with me (when taken at the 100-level).

**Overlap.** I have looked through the course descriptions of the English and History departments, and
there are no courses offered on similar topics. When I taught this course previously, as a Special
Topics course, I reached out to colleagues in those departments, asking them to circulate information
about the course to their students interested in Medieval Studies -- that is to say that they are
generally aware of the course. (And I have had students from those departments enrolled in the
previous offerings of the course. I am serving as an advisor for one of those students in her
Independent Study, because there are no other specialists in Ireland at Tufts.)

**Resource Requirements/ Curricular Adjustments.** The course will be taught by myself (Karen
Overbey, Associate Professor of Art History), in rotation as part of my regular course load, and will
not require any additional staffing. Tisch Library already has very strong holdings in this area, as it is
my field of research. Other than occasional purchases of new publications, this course will not
require any additional resources. In fact, it will make excellent use of the facsimile collection held in
Tisch Special Collection, in particular the facsimile of the Book of Kells.

**Requirements.** This course will be an elective in Art History, and may be used in partial fulfillment
of the requirement for two courses covering the period before 1700.

*ARB: Distribution Credit Arts*
Item 5. NEW COURSE - Biology  
From: Catherine Freudenreich, 617-627-4037, catherine.freudenreich@tufts.edu  
Department Chair: Francie Chew, asst. chair in charge of curricula (Sergei Mirkin, dept chair), 7-3189 (Dr. Chew); 7-4794 (Dr. Mirkin), frances.chew@tufts.edu  

BIO 0054 Molecular Genetics Project Lab  
Bulletin Description: A discovery-based research experience in the field of molecular genetics, taught at the introductory level. Students carry out a related independent research project with an open-ended outcome. The strategies for using modern techniques in genetics and molecular biology to discover gene function, identification of proteins that play a role in maintaining genome stability, and development of testable hypotheses. Techniques used will include genetic assays, PCR, gene knockouts, and phenotype analysis. Bio 13 is a prerequisite. The course is appropriate for sophomores and juniors with no prior laboratory experience.  

Next Anticipated Offering: Fall 2015 and fall semesters thereafter  
Rationale. The goal is to provide Tufts students with the opportunity for a project-based molecular genetics lab experience on campus. Currently, we do not have this type of open-ended project laboratory in molecular genetics or related fields. This lab will guide the students through a research project designed to lead to new discoveries about gene function, with each student making their own independent discoveries. The concept is similar to the independent research projects offered in professor’s laboratories (Bio 93/94), however the demand for Bio 93/94 projects on campus in the area of genetics/molecular biology far exceeds the opportunities. This course would provide a similar experience to a wider group of students; many students want to “try out” research in molecular genetics, and this lab course would fulfill that need. Some might go on to do independent research, for others the course would assist in career path decisions or in gaining experience that they could leverage to get research-related summer jobs. The course is targeted to Biology and Biochemistry majors who have not yet had an independent research experience in the fields of genetics or molecular biology.  

Overlap. The course content does not overlap with any other course at Tufts. The Biology department offers a lab “Experiments in Molecular Biology” (Bio 50), and has once offered a lab “Experiments in Genetics” (Bio 53). Neither of these laboratories cover the same content, procedures, or experiments as the proposed Bio 54 lab, and neither is currently based on semester long independent projects. The new Bio 54 lab will be offered in the fall, whereas these other labs are offered in the spring, further reducing conflicts for students who may be interested in both laboratories. Bio 54 will broaden the Biology department laboratory offerings in terms of content, and fill a need for more laboratory course spaces (Bio 50 is usually over-subscribed and thus unavailable for most freshman and sophomores). The instructors of Bio 50 and Bio 53 (Juliet Fuhrman and Michelle Gaudette) have been consulted, and overlaps/conflicts were not identified. In addition, the Chemistry department (chair, Krishna Kumar) has been consulted, and agreed Bio 54 should count as a Biology lab requirement for the Biochemistry major.  

Resource Requirements/ Curricular Adjustments. The course will be run by Professor Freudenreich, and will require one TA. The initial space that will be used is an existing teaching laboratory in the Biology department, Barnum rm. 208. This space is also used by Experiments in Ecology on Wed (51A) and Thurs. (51B) afternoons. Thus Bio 54 will be offered on Tuesdays 1:30-4:00 (the 6 block), with a recitation on Fridays in the H block (2:30-3:20) Most of the equipment needed is already owned by the Biology department and used for other labs with non-conflicting times. A few pieces of small equipment will need to be purchased from the Biology department teaching laboratory budget. Preparatory work for the lab is covered by an NSF grant to Catherine Freudenreich that was awarded in part based on development of this laboratory.  

Requirements. It will fulfill a laboratory requirement in the Biology and Biochemistry majors.
Item 6. NEW COURSE - Child Study and Human Development
From: Tama Leventhal, 617-627-3455, tama.leventhal@tufts.edu
Department Chair: David Henry Feldman, (617) 627-3355, DavidHenry.Feldman@tufts.edu
CD 169 The Neighborhood Context of Child and Family Well-being
Bulletin Description: Interdisciplinary perspectives on neighborhood residence and its association with child, youth, and family well-being. Focuses on understanding various approaches to measuring neighborhood contexts and links to child and family well-being, translating research and theory on neighborhoods into policy and practice recommendations.
Next Anticipated Offering: This course is taught once per year, typically in the Fall. It is slated for Fall 2015
Rationale. This course has been offered as a special topics course for a number of years and has been very well-received by students. It build upon previous content but expands students exposure to material not covered in other CD courses including work from sociology, economics, public health, policy. A unique feature of the course is that students do a case study of a single neighborhood in MA. Previous listings: 2008, Spring, 143.07, The Neighborhood Context of Child and Family Well-being 2009, Spring, 143.07, The Neighborhood Context of Child and Family Well-being 2010, Fall, 143.03, The Neighborhood Context of Child and Family Well-being 2012, Spring, 143.12, The Neighborhood Context of Child and Family Well-being 2012, Fall, 143.03, The Neighborhood Context of Child and Family Well-being 2014, Spring, 143.03, The Neighborhood Context of Child and Family Well-being
Overlap. Not to my knowledge. There are courses on urban communities in UEP but they do not have a child and family focus. Students in our joint degree program have never indicated significant overlap with any course.
Resource Requirements/ Curricular Adjustments. I typically teach the class by myself. We have used resources from the GIS lab, but they can be accessed remotely.
Requirements. Foci in Developmental Theory and Child & Family Policy
Distribution Credit Social Sciences

Item 7. NEW COURSE - Drama and Dance
From: Khary Jones, 917.721.9482, Khary.Jones@tufts.edu
Department Chair: Heather Nathans, 617.627.2222, Heather.Nathans@tufts.edu
DR 0047 Writing the Short Film
Bulletin Description: An introduction to cinematic storytelling and dramatic construction, which guides student short film ideas from concept to screenplay. An immersive workshop in the craft of writing short, engaging scripts. Screenings and analysis of narrative shorts from around the world supplement weekly script development and roundtable discussion of student work.
Next Anticipated Offering: Writing the Short Film (taught yearly) -- This workshop immerses students in the craft of writing narrative short films. Our study of cinematic storytelling and dramatic construction will mediate our efforts to compose engaging screenplays.
Rationale. This course prioritizes story structure and approaches to storytelling that depend heavily on the use of the moving image, sound, and performance in the construction of stories for the screen. Khary Jones, a new full-time lecturer in Drama and Dance, taught this course as a special topics offering during the Fall 2014 Semester as DR 93-07 - Special Topics: Writing the Short Film. It is currently being offered again (Spring 2015) and DR 94-02 - Special Topics: Writing the Short Film.
Overlap. The course does not significantly overlap with any existing Tufts courses. Complementary
courses include “Making Movies” (Ex College) and “Advanced Filmmaking” (Drama) The existing course “Screenwriting I” (Drama) is designed to develop feature-length screenplays. This new course will help prepare students interested in producing short films through coursework later in their career at Tufts.

**Resource Requirements/ Curricular Adjustments.** Staffed by Khary Jones, Lecturer in Drama and Film Department of Drama and Dance

**Requirements.** Elective in Drama

*Distribution Credit Arts*

**Item 8. NEW COURSE - Drama and Dance**

*From: Jennifer Burton, 617-627-2598, jennifer.burton@tufts.edu*

*Department Chair: Heather Nathans, 617-627-2222, heather.nathans@tufts.edu*

**DR 0152 Producing for Film**

*Bulletin Description:* Exploration of the art of creative film production through participation on the production team for a new professional film project. Through film analysis, theoretical readings, project development, production experience, and engagement with working filmmakers, students will expand their capacities to think as artists and critics. Learn and practice fundamental elements of successful producing, including script breakdown, budgeting, fundraising, executing contracts, copyright and other legal documents, casting, scheduling, location scouting, shooting, editing, marketing, and distribution. Gain skills to facilitate their own future projects, while developing increased understanding of film as a collaborative medium. Prerequisite: Introduction to Filmmaking or Introduction to Film Studies

**Next Anticipated Offering:** Fall 2015

*Rationale.* This is the only film production course at Tufts. Over the last 2 years, it has helped fill out the current offerings in filmmaking, and also created opportunities for student exposure to the collaborative filmmaking experience of a professional-level production. In a long-term perspective, I have been on the team developing a new Film and Media Studies major. We will want to regularly offer film students a course in film production, and I have committed to teaching this class annually. I have taught this course as Special Topics for 2 years (as DR 194:01 Independent Film Production in Spring 2013 and DR 194-4 Independent Film Production in Spring 2014).

*Overlap.* Based on examination of course offerings at Tufts and discussions with other faculty during my 2 1/2 years here at Tufts, I do not think there are any current classes at Tufts that directly overlap with this course. This course will compliment courses in film studies and film production, by offering both a critical and a practice-based understanding of the role of the film producer. It will also compliment other courses in the Drama and Dance department, including directing and acting.

**Resource Requirements/ Curricular Adjustments.** I would teach this course, and no additional resources are needed.

**Requirements.** This course would fulfill the production requirement for the proposed new major in Film and Media Studies.

*Distribution Credit Arts*

**Item 9. NEW COURSE - Drama and Dance**

*From: Jennifer Burton, 617-627-2598, jennifer.burton@tufts.edu*

*Department Chair: Heather Nathans, 617-627-2222, heather.nathans@tufts.edu*

**DR 0158 Film Directing**

*Bulletin Description:* Advanced exploration of the art of the film director from both a critical and artistic perspective. Through focused study of films and writings by diverse narrative film directors,
students will develop deeper understanding of how directors use film techniques to shape a story. Through practice-based exercises and workshops with industry professionals, students will hone directing techniques, including how to work with actors and ways to use the camera, movement, design, lighting, editing, and other film elements for effective storytelling. Prerequisite: Introduction to Filmmaking or Introduction to Film Studies

Next Anticipated Offering: Fall 2015

Rationale. This is the only film directing course at Tufts. It offers students the chance to explore in depth the ways that classic and contemporary film directors have brought their visions to the screen, while incorporating practice-based projects for students to develop their own artistic perspectives. In planning for a new Film and Media Studies major, we have the need for a class in film directing, and I have agreed to teach this course regularly. I taught this course as a Special Topics this fall (as DR 194-04: Directing for Film, Fall 2014).

Overlap. Based on examination of course offerings at Tufts and discussions with other faculty, I do not think there are any current classes at Tufts that directly overlap with this course. This course will compliment courses in film studies and film production, by offering both a critical and a practice-based understanding of the role of the film director. It will also compliment other courses in the Drama and Dance department, including theater directing and acting.

Resource Requirements/ Curricular Adjustments. I would teach this course, and no additional resources are needed.

Requirements. This course could be used to fulfill a production requirement for the proposed new major in Film and Media Studies.

Distribution Credit Arts

Item 10. NEW COURSE - English

From: Elizabeth Ammons, 617 627 2047, elizabeth.ammons@tufts.edu
Department Chair: Joseph Litvak, Chair, 617 627 2455, joseph.litvak@tufts.edu

ENG 0176 Earth Matters: American Literature & the Environment

Bulletin Description: A multicultural American literature course in the environmental humanities. Major themes and topics include climate change, earth-based values, animal rights, and resource equity. Fiction, poetry, prose, and film. Inclusion of authors such as Wendell Berry, Louise Erdrich, Gloria Naylor, Bill McKibben, Rita Wong, Simon Ortiz, Rachel Carson, bell hooks, Linda Hogan.

Next Anticipated Offering: fall 2015 and subsequent fall semesters thereafter

Rationale. This course raises a number of fundamental questions about human beings' relation to the earth and to all life on the planet. It addresses important issues such as climate change and gives students the opportunity to study canonical environmental humanities texts such as Rachel Carson's Silent Spring and Louise Erdrich's Tracks as well as very recent works such as Bill McKibben's Eaarth and Rita Wong's Forage. It is needed because there are very few courses at Tufts in the environmental humanities, one of the most rapidly growing fields in both literary studies and environmental studies. The course has been offered under a special topic number in the fall 2014 (English 191 section 3, Earth Matters: American Literature and the Environment) and will be a regular offering of a faculty member who has been in the English Department for many years.

Overlap. This course does not overlap with existing courses. It complements English 160, "Environmental Justice and World Literature," which is taught in rotation by two faculty members in the English Department, one of whom is the faculty member proposing this new course. Having approved it to count toward their majors in 2014 as a special topic course, both the Environmental Studies Program and the American Studies Program welcome this new course as one that will count toward their majors.

Resource Requirements/ Curricular Adjustments. No new resources are required.
Requirements. It will count toward the English major as a post-1860 literature course. It will also count toward the Environmental Studies major and the American Studies major.

ARB: Distribution Credit Humanities

Item 11. NEW COURSE - English
From: Greg Thomas, 627-2530, greg.thomas@tufts.edu
Department Chair: Joe Litvak, 627-2455, joseph.litvak@tufts.edu

ENG 0187-01 Ghetto Sur/Realism: The Harlem (Detective) Fiction of Chester Himes
Bulletin Description: The Black detective fiction of “expatriate” writer Chester Himes, an academically neglected figure in the study of North American, African-Diasporic and world literatures. Written in Paris and a few other cities of Europe for publication in immediate translation, this series consists of nine novels – beginning with 'For the Love of Imabelle' and concluding with 'Plan B' – each of which is set in symbolic “Harlem” and continues the author’s “protest novel” tradition of literary politics in a brand new genre of expression. Study of the complete series and exploration of how this sub-genre of Himes’s oeuvre works to rethink the critical assumptions of literary realism, surrealism, nationalism and internationalism in a Black popular mode.

Next Anticipated Offering: Fall 2015

Rationale. This course explores a major but neglected writer of the 20th century as well as often neglected genres of literature, such as detective fiction and expatriate literature. This internationalizing dimension would be significant for Africana Studies as well as the English Department, for starters. It also raises some core Cultural and Diaspora Studies questions concerning translation and literary history give the rather unique and curious, even chaotic publication history of these nine novels -- from English to French to English, again -- meandering from France to England and the United States. This course would become a part of my regular teaching offerings.

Overlap. This course doesn't seem to overlap with any other offerings on campus at all.

Resource Requirements/ Curricular Adjustments. I will be teaching the course and require no special resources.

Requirements. While there is no specific requirement filled by this course, it would count as one of the non-survey courses (in "Anglophone" literature) which are required by the major. Moreover, the proposed number for this new course (ENG 0187-01) used to be that of another course, “Travel Lit. and the Idea of America,” which is no longer offered by the Department

ARB: Distribution Credit Arts

Humanities

Culture Option African Culture (region of origin)
African Culture (diaspora)

Item 12. NEW COURSE - English
From: Greg Thomas, 627-2530, greg.thomas@tufts.edu
Department Chair: Joe Litvak, 627-2455, joseph.litvak@tufts.edu

ENG 0189 FANON and Black (Textual) Revolution
Bulletin Description: Study of the complete works of Black Pan-Africanist psychiatrist and intellectual Frantz Fanon with some regard to those related Black textual revolutions taking root in his tradition across the world. Consideration of the following critical queries: Why does Fanon remain so unique and important a figure, worldwide? What is the difference between academia’s Fanon and Black or anti-colonialist/anti-imperialist revolution’s Fanon? How do different translations of Fanon from French to English affect past and present interpretations of Fanon? Why is it important to speak of “Black textual revolutions, after Fanon,” both politically and artistically, at
this specific point in global historical time?

**Next Anticipated Offering:** Spring 2016 or Fall 2017

**Rationale.** This will be part of my regular course offerings as a new member of the faculty at Tufts. Fanon is an undeniably huge name and force in critical studies across the humanities, not to mention the political and social sciences. But these fields tend to focus rather narrowly on very small passages of his writings, normally from one book or even small portions from one of his four books ('Black Skin, White Masks' for some in the humanities; 'The Wretched of the Earth' for some political scientists, for example). The point of this course is to familiarize students with Fanon's whole corpus in an interdisciplinary and extra-academic fashion and then explore the tremendous impact these texts have had on other political and intellectual movements. I am currently teaching this course now in Spring 2014 as ENG 192-2, or as a special topics course. It is cross-listed with Africana Studies and should support anti-colonial and post-colonial critical traditions within English and Africana Studies as well as other such literary and cultural departments and programs.

**Overlap.** There are several faculty on campus who may teach a work by Fanon in certain courses, but there are no known courses on Fanon's whole body of work (as a unit) and how this body of work leads to revolutions in other work both globally and historically.

**Resource Requirements/ Curricular Adjustments.** I will teach this course and have no special resource needs.

**Requirements.** It does not fulfill a specific major requirement, but it would operate as one of the major's "two non-survey courses in American, British, or Anglophone literature written after 1860."

**ARB: Distribution Credit Humanities**

**Culture Option African Culture (region of origin)**

**African Culture (diaspora)**

**World Civilizations Credit**

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**Item 12a. NEW COURSE – GRALL—Arabic**

*From:* Kamran Rastegar, 7-2596, kamran.rastegar@tufts.edu

*Chair:* Greg Carleton, x75962, greg.carleton@tufts.edu

**ARB 007  Advanced Colloquial Arabic: Levantine**

**Bulletin Description.** Advanced studies of the colloquial Arabic dialect of Levant (Syria/Palestine and Lebanon). Vocabulary, listening comprehension skills, cultural and social communication.

**Prerequisite:** ARB 4 or ARB 5 or equivalent

**Next Anticipated Offering:** Fall 2015

**Rationale.** In recent years' self-assessment activities the Arabic program has consistently received feedback from students indicating a desire and need for classes that will train them in colloquial Arabic. This course fits into the sequence of Arabic language training, as an additional optional complement to second-year Arabic, or for students returning from study-abroad programs. We have already begun to incorporate the study of colloquial Arabic into our program at the introductory level, so this course allows interested students to continue with this study.

**Overlap.** None

**Requirements Fulfilled.** Presently none, but our vision is that once the colloquial courses have been well established, to revise the major requirements to include colloquial Arabic studies there.

**Resource Requirements.** No new resources are necessary, current staff are available for this course.
Item 13. NEW COURSE – GRALL—German
From: Christiane Zehl Romero, 73442, christiane.romero@tufts.edu
Program Director: Christiane Romero, 73442, christiane.romero@tufts.edu
Current Number/Title: GER 0086/0186 German Women Writers
New Number/Title: Women Writers in the German-Speaking Countries
Bulletin Description: The rich and varied traditions of women writers in the German-speaking countries from the Middle Ages to the present, with special attention to the twentieth and twenty-first centuries; emphasis on the cultural, social, and political contexts for women's writing; feminist approaches. (May be taken at 100 level with consent.)
Next Anticipated Offering: fall 2015
Rationale. German 86/186 was designed and offered many years by myself. In the intervening years because of the lack of staffing I had to teach other courses which were demanded for the major. The only times I could teach it was as an Independent Study (and overload). We do have new colleagues and I feel a course on Women Writers of the German-speaking countries is an important contribution to our offerings on the culture of the German-speaking countries. It also contributes to our offerings in Women and Gender Studies. In addition, the title is more precise. The focus will be on the differences as well as the commonalities in the German-speaking countries.
Overlap. None
Resource Requirements/ Curricular Adjustments. None
ARB: Distribution Humanities
Culture Option Germanic Culture

Item 14. NEW COURSE – GRALL—German
From: Markus Wilczek, 617-627-2576, markus.wilczek@tufts.edu
Program Director: Christiane Zehl Romero, 617-627-3499, Christiane.Romero@tufts.edu
GER 0073/0173 Berlin: An Excursion Into Modernity
Bulletin Description: Investigation of the co-emergence of metropolitan Berlin and modernist art and thinking from the early twentieth century to the present. Themes include utopian/dystopian urbanity, the relation between art and propaganda, the politics of memory, the aesthetics of terrorism as well as the creative force of cultural hybridity. Emphasis on literature, film, and visual culture, supplemented by readings in philosophy, (cultural) history, and urban studies. In English. If taken at the 100-level: Extra assignments and class meetings. Cross-listed as FAH 92/192-05.
Next Anticipated Offering: The course will be taught in Fall 2015.
Rationale. This course has not been offered in the German program before, and it will become a part of the regular course offerings by Professor Markus Wilczek, a new faculty member. In the twentieth century, Berlin has been a key locus for the emergence of “modernity,” both as a site of artistic production and as a subject in literature, film, and visual culture. Through an examination of the cultural history of Berlin, this course not only provides an introduction to key developments in twentieth-century German visual and literary culture, but also investigates the particular style of modernist art and thinking more generally. Close readings and analyses enhance students’ aesthetic and interpretive understanding, while supplementary theoretical readings develop students’ understanding of and appreciation for the ways in which social, political, religious, economic, and historical conditions shape the production and reception of ideas and artifacts. By juxtaposing approaches from a variety of disciplines ranging from literary criticism to art history and urban studies, this course also raises students’ awareness for methodological concerns.
Overlap. The German Program does not offer any courses that would conflict with the proposed new course. I have consulted with Professor Auner (Music) to avoid potential overlap with his New
York/Berlin course. Given that the primary focus of Professor Auner’s course is music, and the primary focus of my course is literary and visual culture, the courses won’t compete, but complement one another. In addition, Professor Probst (Art History), Professor Manz (History), and Professor Inouye (ILVS) have agreed to cross-list the course with their departments/programs. I also reached out to Professor Wu (Urban Studies), who would like to include the course in the list of courses that count towards the Minor in Urban Studies.

**Resource Requirements/ Curricular Adjustments.** The course will be taught by Professor Wilczek and no new resources are needed.

**Requirements.** The course fulfills a concentration credit for the German Studies Major and for the German Language and Literature Major.

*ARB: Distribution Credit Humanities
Culture Option Germanic Culture*

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**Item 15. NEW COURSE - History**

*From: Kendra Field, 73052, Kendra.field@tufts.edu
Department Chair: Beatrice Manz, 72539, Beatrice.manz@tufts.edu*

**HIST 0033 African Americans in U.S. History to 1865**

*Bulletin Description:* African Americans in the U.S. from the colonial period through the Civil War. Topics include the transformation of African identities in North America; the transatlantic slave trade; slavery, capitalism, and U.S. expansion; enslaved women, families, and kinship; free black communities; resistance, abolitionism, and colonization; emancipation and the transition from slavery to freedom.

*Next Anticipated Offering: fall 2015*

**Rationale.** This course is the first half of the two-part African American history survey and was previously part of our course offerings. Prof. Joseph teaches the second half of the survey (to 1865), and Prof. Field was hired, in part, to teach the first half of the survey. The course was removed from the catalog some years ago after the loss of our colleague who taught it. In her first semester, Prof. Field taught a version of this as a special topics course (History 83), titled Slavery and Race in U.S. History. This course will be one of two primary survey courses offered by a new Tufts faculty member, Prof. Field. It is the first half of the two-part African-American history survey, and it covers the key subjects of slavery and race in United States history.

**Overlap.** There is no significant overlap with other courses offered at Tufts. The ideal complement to and continuation of this course is History 34 (African Americans in U.S. History since 1865), and I have consulted with Peniel Joseph about the two parts of the survey. There is also a complementary course which covers the history of slavery in the Atlantic world (Christopher Schmidt-Nowara, History) and a complementary course on the history of slave revolts (Greg Thomas, English).

**Resource Requirements/ Curricular Adjustments.** Course taught be new tenure line faculty, Kendra Field

**Requirements.** Course will count for the US concentration in the history major/minor

*ARB: Distribution Credit Humanities or Social Science (History Dept. only)
Culture Option African Culture (diaspora)*

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**Item 16. NEW COURSE - History**

*From: Rachel Applebaum, 73052, Rachel.applebaum@tufts.edu
Department Chair: Beatrice Manz, 72539, Beatrice.manz@tufts.edu*

**HIST 0061 Icons and Tsars: Early Modern and Imperial Russia**
**Suggested Abbreviation for Title: Icons and Tsars**

**Bulletin Description:** An introduction to Russian history from Kievan Rus to the mid-19th century. Topics to be covered include the Mongol invasion, the rule of Ivan the Terrible, the Time of Troubles, the role of the Orthodox church, Westernization under Peter the Great and Catherine the Great, the formation and expansion of the Russian Empire, Russia’s role in international relations, the everyday life of serfs and the nobility, and the development of Russian culture. Students will be exposed to a wide range of primary sources, including icons, maps, architecture, an etiquette manual, government documents, memoirs, poetry, and fiction.

**Next Anticipated Offering:** fall 2015

**Rationale.** This course is an updated version of the Russian survey course that Daniel Mulholland used to teach. It will provide a basis for any students who want to take other Russian history classes, and will be useful for students concentrating in European history in general, or who have a particular interest in empire. This course fills a significant gap in the department's current offerings (i.e. in 2014-15 there are no course offerings on Russia before the Soviet period). It should also be a critical course for students majoring or minoring in Russian and Eastern European studies or Russian language and literature. I hope to offer this course every other year.

**Overlap.** None that we are aware of.

**Resource Requirements/ Curricular Adjustments.** Course taught by new tenure-line hire, Rachel Applebaum

**Requirements.** Course will count for the Europe concentration in the history major/minor

**ARB:** Distribution Credit Humanities or Social Science (History Dept. only)

Culture Option Russian Culture

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**Item 17. NEW COURSE - History**

*From:* Rachel Applebaum , 73052, Rachel.applebaum@tufts.edu

*Department Chair:* Beatrice Manz, 72539, Beatrice.manz@tufts.edu

**HIST 0062 Reform and Revolution: Late Imperial Russia and the Soviet Union**

**Suggested Abbreviation for Title: Reform and Revolution**

**Bulletin Description:** An introduction to modern Russia from the “great reforms” of the mid-19th century until the collapse of the Soviet Union. Topics to be covered include the emancipation of the serfs; late imperial society, politics, and culture; revolutionary movements; national minorities and nationalities policy in the Russian Empire and the Soviet Union; the Russian Revolution and Civil War; Stalinism; World War II and the Holocaust on Soviet territory; the Cold War; de-Stalinization and the Thaw; the impact of Western culture on Soviet society; Soviet engagement with the Third World; Brezhnev and the era of stagnation; perestroika and the end of the Communist system. Students will be exposed to a wide variety of primary sources, including government documents, fiction, diaries, propaganda posters, and films.

**Next Anticipated Offering:** spring 2016

**Rationale.** This course is an updated version of the Russian survey course that Daniel Mulholland taught. It will form the basis (along with the first half of the Russian history survey, Hist 61) of all future course offerings in Russian history in the department. It will likewise be an important addition to the department's course offerings on Europe as a whole.

**Overlap.** None that we are aware of.

**Resource Requirements/ Curricular Adjustments.** Course taught by new tenure-line hire, Rachel Applebaum

**Requirements.** Course will count for the Europe concentration in the history major/minor

**ARB:** Distribution Credit Humanities or Social Science (History Dept. only)
Item 17a. NEW COURSE – History
From: Alisha Rankin, x73520, Alisha.rankin@tufts.edu
Department Chair: Beatrice Manz, 72539, Beatrice.manz@tufts.edu
**HIST 198: Senior Thesis Colloquium**
*Bulletin Description:* A workshop in the methodological, historiographical, and practical skills involved in writing a senior honors thesis. Provides both a structure for thesis writers to make significant progress with research and writing in the fall semester and a forum for discussion of student drafts.

**Next Anticipated Offering:** fall 2015

**Rationale.** The department felt strongly that this type of course was necessary to support the work of students writing a thesis

**Overlap.** None that we are aware of.

**Resource Requirements/ Curricular Adjustments.** None

**Requirements.** Course will be required for all students writing a thesis.

**ARB:** *Distribution Credit Humanities or Social Science (History Dept. only)*

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Item 18. NEW COURSE - International Literary and Visual Studies
From: Charles Inouye, 617 627-2359, charles.inouye@tufts.edu
Department Chair: Charles Inouye, 617 627-2359, charles.inouye@tufts.edu

**ILVS 0071 Love and Sexuality in world literature**
*Bulletin Description:* Representations of love and sexuality in Japanese and Russian literature. Specific issues to be addressed across a diverse body of literature, film, and art include 1) the fusion of sexuality and romance, 2) love as a problem versus love as an ideal, 3) societal conventions as to so-called proper or normative behavior (the various ways hetero- and homosexuality, celibacy, and hedonism have been understood and commented upon in artistic media). All discussions and readings in English. Cross-listed as CIV071, RUS071, JPN071.

**Next Anticipated Offering:** Once every two years.

**Rationale.** As a team-taught course, Love and Sexuality is a model of the sort of cross-cultural courses that ILVS and GRALL encourage. It is a successful example of team-teaching across distinctive cultural borders, and gives our students a chance to think of these vital topics in a new, stimulating way. It has been offered in the past as World Lit 017, and also cross-listed as ILVS091, JPN091, RUS091, CIV017: Spring 2003, Fall 2006, Spring 2010, Fall 2014.

**Overlap.** Needless to say, the topics of love and sexuality are taught in many A&S courses. Our course is distinctive in being both very broad in its treatment and, as mentioned, comparative by nature. it complements courses in Russian and Japanese literature surveys that are taught in GRALL. Members of GRALL and ILVS are familiar with this course, which is now being taught for the fourth time since 2003. Course references other literature and reflects the meaning of world literature as translated texts that have gained world status.

**Resource Requirements/ Curricular Adjustments.** The team is team taught by a professor of Japanese and a professor of Russian, and counts as one course for each professor. The enrollment is from 30 to 40. Occasionally, we require the library to purchase books and films for the course. Otherwise, there are no new significant resource needs.

**Requirements.** Within the ILVS major, the course fulfills the literature requirement, and the cross-cultural requirement. Within the RUS and JPN majors, it fulfills an elective requirement.

**ARB:** *Distribution Credit Humanities*

*Culture Option East Asian Culture (region of origin)*
Item 19. NEW COURSE - Math

From: Montserrat Teixidor, 72538, montserrat.teixidoribigas@tufts.edu
Department Chair: Misha Kilmer, 72538, misha.kilmer@tufts.edu

MATH 0102 Math-Education: From Numbers to Functions

Bulletin Description: An integrated presentation of mathematics and pedagogy with applications to science and real life situations. Focus on the mathematical concepts and the pedagogical insights behind the following topics: real numbers, fractions and their multiple representations, introduction to functions: the intuitive and formal definition of function, composition of functions, representations through tables, graphs, dynagraphs, algebraic and verbal expressions, the vertical line criterion, composition of functions, examples of functions coming from arithmetic operations as well as functions commonly used in mathematics and science, functional approach to division with remainder, decimals and decimal representation of rational numbers, divisibility for integers and decomposition into product of powers of primes. Teaching projects with school age students are an integral part of this course. Offered on line with a face-to-face component. Permission of instructor.

Next Anticipated Offering: fall 2015

Rationale. This course has been offered as part of a three semester sequence developed by the Poincare Institute and funded by the National Science Foundation. The students have been pre-service MAT students and in service teachers in grades 4-12 that participated through their district. The course could be useful to Tufts undergraduate students interested in education in grades K-12 as well as master students in the MAT program. The three semester sequence has proved effective in improving pedagogical methods, understanding of Mathematics and to a certain degree Mathematics test scores in the participating districts. This course should be taught by a team of two people from Mathematics and Education. Several Faculty members and graduate students in both departments are qualified to teach the course. The Education Department is requesting approval for these courses with a 200 level number at the Policies and Programs Committee of the graduate school. Previously offered Sp 14 ED292-14, Math 10; Fall12 Ed 291-14, Math 10; Sp 11 Math 10.

Overlap. This course has no substantial overlap with other courses in the Math Department, it has some overlap with courses in the Education department. The Education Department approved a cross-listed version of the course.

Resource Requirements/ Curricular Adjustments. None

Requirements. Course will not count for the math major or minor

ARB: Distribution Credit Mathematical Sciences

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Item 20. NEW COURSE - Math

From: Montserrat Teixidor, 72538, montserrat.teixidoribigas@tufts.edu
Department Chair: Misha Kilmer, 72538, misha.kilmer@tufts.edu

MATH 0103 Math-Education: Transformations and Equations

Bulletin Description: An integrated presentation of mathematics and pedagogy with applications to science and real life situations. Focus on the mathematical concepts and the pedagogical insights behind the following topics: transformations of the plane with an emphasis on the comparison with arithmetic operations and the action of transformations on the graphs of functions. Geometric and algebraic interpretations of equations. The use of transformations in the solutions of linear and quadratic equations. Divisibility for integers and polynomials, the euclidean algorithm for the
greatest common divisor, divisibility and factorization of polynomials and it solution in the solution of polynomial equations. Teaching projects with school age students are an integral part of the course. This course is offered online with a face-to-face component. Permission of instructor.

**Next Anticipated Offering:** spring 2016

**Rationale.** This course has been offered as part of a three semester sequence developed by the Poincare Institute and funded by the National Science Foundation. The students have been pre-service MAT students and in-service teachers in grades 4-12 that participated through their district. The course could be useful to Tufts undergraduate students interested in education in grades K-12 as well as master students in the MAT program. The three semester sequence has proved effective in improving pedagogical methods, understanding of Mathematics and to a certain degree Mathematics test scores in the participating districts. This course should be taught by a team of two people from Mathematics and Education. Several Faculty members and graduate students in both departments are qualified to teach the course. The Education Department is requesting approval for these courses with a 200 level number at the Policies and Programs Committee of the graduate school. Previously offered as Fall 14 Ed 291-01, Math 10; Sp13 Ed 292-14 Math 10; Fall 11 Ed 291-14, Math 10.

**Overlap.** This course has no substantial overlap with other courses in the Math Department, it has some overlap with courses in the Education department. The Education Department approved a cross-listed version of the course.

**Resource Requirements/ Curricular Adjustments.** None

**Requirements.** Course will not count for the math major or minor

**ARB:** Distribution Credit Mathematical Sciences

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**Item 21. NEW COURSE - Math**

*From: Montserrat Teixidor, 72538, montserrat.teixidoribigas@tufts.edu*

*Department Chair: Misha Kilmer, 72538, misha.kilmer@tufts.edu*

**MATH 0104 Math-Education: Change and Invariance**

**Bulletin Description:** An integrated presentation of mathematics and pedagogy with applications to science and real life situations. Focus on the mathematical concepts and the pedagogical insights behind the following topics: Helping students with word problems. Functions of several variables. Linear systems of equations and their solutions. Limits of sequences and of functions, limits at infinity. Slope and rate of change for non-linear functions. The derivative function and applications. Teaching projects with school age students are an integral part of the course. This course is offered online with a face-to-face component. Permission of instructor.

**Next Anticipated Offering:** fall 2016

**Rationale.** This course has been offered as part of a three semester sequence developed by the Poincare Institute and funded by the National Science Foundation. The students have been pre-service MAT students and in service teachers in grades 4-12 that participated through their district. The course could be useful to Tufts undergraduate students interested in education in grades K-12 as well as master students in the MAT program. The three semester sequence has proved effective in improving pedagogical methods, understanding of Mathematics and to a certain degree Mathematics test scores in the participating districts. This course should be taught by a team of two people from Mathematics and Education. Several Faculty members and graduate students in both departments are qualified to teach the course. The Education Department is requesting approval for these courses with a 200 level number at the Policies and Programs Committee of the graduate school. Previous offering of the course Sp15 Ed292-01, Math 10; Fall13 Ed 291-01, Math 10; Sp12 Ed292-14, Math 10.
Overlap. This course has no substantial overlap with other courses in the Math Department, it has some overlap with courses in the Education department. The Education Department approved a cross-listed version of the course.

Resource Requirements/ Curricular Adjustments. None

Requirements. Course will not count for the math major or minor

ARB: Distribution Credit Mathematical Sciences

Item 22. NEW COURSE - Music
From: Richard Jankowsky, x7-2388, rich.jankowsky@tufts.edu
Department Chair: John McDonald, x7-5624, john.mcdonald@tufts.edu

MUS 0049 Music of North Africa
Suggested Abbreviation for Title: Music of North Africa
Bulletin Description: Survey of North African music cultures, focusing on cultural politics, social contexts, and performance practice. Topics may include musical practices associated with healing rituals of the sub-Saharan diaspora; Amazigh (Berber) rights movement; rap and the Arab Spring; nationalism and the Arab-Andalusian historical memory; Islamic and Jewish mysticism; migration and the world music market.

Next Anticipated Offering: Fall 2015 and subsequently every other year

Rationale. This course covers a region that is the main specialization of the instructor, who will offer it regularly. The focus on North Africa (the Maghreb countries of Algeria, Libya, Morocco, and Tunisia) is distinctive and rare in the context of departments of music, and the contextualization of music within recent events (e.g., the Arab Spring, the Berber rights movement, Islamist politics) and longer historical encounters (e.g., sub-Saharan and Jewish diasporas, Islamic and Ottoman empires, European colonialism) should appeal to students in IR, MES, History, Arabic, Africana Studies, Anthropology, and many other programs. There is increasing demand for such a course in higher education; the instructor has accepted an invitation from Oxford University Press to write a textbook on the subject.

Overlap. There is no overlap with other courses. MUS 48: Music of Africa focuses exclusively on sub-Saharan Africa. Outside the department there are no courses that offer coverage of the various music cultures of North Africa.

Resource Requirements/ Curricular Adjustments. The course will be taught by Prof Jankowsky, who is proposing the course. As this is the instructor's main region of specialization, there are no new resource needs, with the exception of occasional newly published library books or recordings that may provide relevant class reading, listening, or viewing.

Requirements. None--this is a non-majors course.

ABB: Distribution Credit Arts
Culture Option African Culture (region of origin)
Middle Eastern Culture
World Civilizations Credit

Item 23. NEW COURSE - Political Science
From: Jeffrey W. Taliaferro, 617-627-5847, jeff.taliaferro@tufts.edu
Department Chair: Malik Mufti, 617-627-2016, malik.mufti@tufts.edu

PS 0187 Intelligence and National Security
Bulletin Description: Examination of role of intelligence in United States national security.
Overview of conceptual foundations of intelligence studies and traditional dimensions of intelligence activity (clandestine collection, analysis, counterintelligence, and covert action), and debates about
role of secrecy and intelligence agencies in a liberal democracy. Role of intelligence in counterterrorism, WMD nonproliferation, cyber-espionage, and cyber-warfare. Prerequisite: PS 61: Introduction to International Relations

**Next Anticipated Offering:** I next plan to offer this course in fall semester 2015. I offered this course as PS 188.45: Topics international Relations in spring semester 2014 and again in fall semester 2014.

**Rationale.** The Political Science Department regularly offers PS 0165: U.S. Foreign Policy and several more specialized courses dealing with U.S. foreign policies toward particular regions (e.g. PS0172: U.S. Foreign Policy in the Middle East and PS0188-13: U.S. Foreign Policy in East Asia) or topical themes (e.g., PS 189.06 (seminar): Origins of Human Rights and Democracy Promotion in American Foreign Policy). It also offers various courses dealing with different aspects of international security studies (e.g., PS0160: Force, Strategy, and Arms Control; PS0166: Causes of Modern War; and PS0170: Understanding Civil Wars). However, the Department does not offer course that specifically examines the role of national and strategic intelligence in the United States. Such a course is particularly timely given the revelations by former contractor Edward Snowden about the extent of the National Security Agency's electronic surveillance and the Senate Intelligence Committee's report on CIA former detention and enhanced interrogation program, questions of about congressional oversight of the Intelligence Community (IC), the Obama administration's widespread use of UAV (drone) strikes against suspected terrorists in Pakistan and Yemen, and its aggressive prosecution of suspected "leakers" at home.

**Overlap.** This course does not overlap with other courses regularly offered by other A&S departments. Professor David Ekbladh of the History Department, who teaches courses on the history of U.S. foreign relations, was consulted to investigate areas of potential overlap.

**Resource Requirements/ Curricular Adjustments.** Professor Taliaferro intends to make this course part of his regular rotation.

**Requirements.** This course will satisfy the international relations sub-field requirement within the Political Science major. The International Relations (IR) Program's Curriculum Committee approved this course (as PS 188.45) as fulfilling the social science distribution requirement within Thematic Concentrations 4 (International Security) and 5 (the United States in World Affairs) in spring semester 2014.

**ARB: Distribution Credit Social Sciences**

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**Item 24. NEW COURSE – Religion**

*From: Jennifer Eyl, (617) 627-0738, jennifer.eyl@tufts.edu*

*Department Chair: Brian Hatcher, (617) 627.3418, brian.hatcher@tufts.edu*

**REL 0070 Life After Death in Western History**

*Bulletin Description:* Examination of the many ideas of heaven, hell, purgatory, and other afterlives and post-mortem geographies, as they have developed throughout Western history. Survey of a range of texts, artifacts, and works of art from the ancient Mediterranean and Medieval Europe, to the Christian Reformation and early 21st century America, including theoretical questions regarding cognitive science and the imagining of invisible worlds, the socio-political uses of post-mortem damnation and/or reward, as well as the ubiquitous historical struggle to address human mortality. Provides students with critical methods for understanding the texts, artifacts, or works of art in their relevant historical, political, and religious contexts.

**Next Anticipated Offering:** Beginning Fall 2015, I propose to teach the class on a four to six-semester cycle. Twice a week for 75 minutes is an ideal format for this course.

**Rationale.** Many religious practices and beliefs pertain to the issue of personal consciousness after death. This course neither confirms nor denies such claims, of course, but looks at how our
constructions of an afterlife reflect theories of justice, class and gender hierarchies, politics, etc. Very few colleges and universities offer a course that looks at the history of such beliefs. Because mortality is something that all humans grapple with, the subject matter is of perennial interest. Although this will be a new course to Tufts, it is not new to me-- I have taught the course four times previously (at Rutgers, Barnard, and twice at the College of Wooster). It consistently has high enrollments. I plan to include this as my regular course offerings.

Overlap. I have looked at course offerings at other departments, and this class does not overlap. Significant overlap would be quite unlikely, as the chronology of the course is quite broad (from ancient Mediterranean to modern West), and because the course is so interdisciplinary (drawing on Religious Studies, Classics, History, Art History, Cognitive Science, and Film Studies). Vickie Sullivan (Chair of Classics) and Sol Gittleman (communicating on behalf of Judaic Studies) have confirmed by email that this course does not conflict with any of their course offerings. They are, however, excited about the course.

Resource Requirements/ Curricular Adjustments. Depending on enrollment numbers, the course will need one or two TAs. If the enrollment is capped at 30, then it won't need any additional staffing. There are no outstanding resources needed to run the course, as Tufts classrooms are already equipped for media.

Requirements. The course will contribute to the Religion major requirements. But our department is set up to require both breadth and depth, therefore, depending on the other courses the Religion major takes, this course could contribute to one or the other of those areas.

ARB: Distribution Credit Humanities

Item 25. NEW COURSE - Religion
From: Jennifer Eyl, (617) 627-0738, jennifer.eyl@tufts.edu
Department Chair: Brian Hatcher, (617) 627-3418, brian.hatcher@tufts.edu
REL 0109 Life and Letters of Paul
Bulletin Description: A close examination of the first-century apostle Paul, often viewed as the founder of Christianity, whose letters, along with letters falsely attributed to him, comprise over half the Christian New Testament. Discussion of each of his undisputed letters, the pseudepigraphical Pauline letters, and early Christian stories about him. Special attention to his ethical and moral ideas, and consider the extent to which he reinscribes and/or refutes traditional values found among Greeks, Romans, and Judeans in the ancient Mediterranean. Consideration of his relationship to ancient Greek philosophical schools, and to pre-Rabbinic Judaism. Develops a strong understanding of Paul’s (ancient) cultural and religious context, as well as the critical skills to identify how his authority has been constructed, maintained, and reimagined over time.
Next Anticipated Offering: I propose to teach this course on a four or six-semester cycle, Twice a week for 75 minutes is an ideal format.
Rationale. If there is one religious figure in Western history whose impact has reached far and wide, it is the apostle Paul. But traditional New Testament scholarship has relied (for centuries) on partisan theological interests to explain him. This course resitutes Paul in his historical milieu, which is indispensable to any academic study of Christian origins. This class will contribute a lot to the department's offering on early Christianity and ancient Mediterranean religions. I am a new faculty member and this will be one of my regular course offerings. I have taught it previously at another institution before arriving here (the College of Wooster).
Overlap. This course does not overlap with anything currently offered in any department (I have looked at course offerings in Classics, History, and Philosophy). Vickie Sullivan (Chair of Classics)
and Sol Gittleman (communicating on behalf of Judaic Studies) have confirmed by email that this course does not conflict with any of their course offerings. The closest point of overlap would be with the Philosophy department. George Smith (Chair) and the Philosophy Department are considering cross-listing this course, as it supplements their current offerings in ancient Greek philosophy.

**Resource Requirements/ Curricular Adjustments.** The course has no extraneous resource needs.

**Requirements.** The course contributes to the Religion major.

**Distribution Credit**

**Culture Option**

**ARB Review not requested**

**Item 26. NEW COURSE - Religion**

*From: Jennifer Eyl, (617) 627-0738, jennifer.eyl@tufts.edu*

*Department Chair: Brian Hatcher, (617) 627-3418, brian.hatcher@tufts.edu*

**REL 0160 Gender and Sexuality in Ancient Christianity**

*BULLETIN DESCRIPTION:* Examination of gender and sexuality in the ancient Mediterranean, with special attention to how issues of gender and sexuality are treated in the New Testament, in early Church Fathers, Hebrew Bible, martyrdom accounts, and hagiography (saints’ lives). Consideration of pre-Christian sexual ethics and the structure of the family in Mediterranean patriarchal cultures (in this case Greeks, Romans, and Judeans) and discussion of the sexual ethics found in the writings of figures like Pythagoras, Plato, and the Stoics. Discussion of how early Christians (second through the fifth centuries CE) simultaneously reinscribe traditional gender roles and notions of sexuality, and also subvert these roles and ideas. Consideration of the conflict over the right of women to hold positions of authority and alternative avenues of power such as renouncing sexuality & marriage, and voluntary martyrdom. The rise of sexual renunciation as a central feature of ascetic Christianity and attention to the ways that women and men strive to shed the trappings of “this mortal coil” by denying sexuality full-stop.

**Next Anticipated Offering:** I propose to teach this course on a four to six-semester cycle. Previously I have taught the class once a week for 2.5 hours, but I am interested in trying it as a twice a week, 75-minutes course.

**Rationale.** I have taught this course twice before (once at the College of Wooster, and once here at Tufts, as a Special Topics course- REL 191 in Fall 2014). I am a new faculty member, and this will be part of my regular course offerings. The rationale for the course is twofold: 1) the sexual and gender ethics of many early Christians are very unlike what most people expect them to be and thus this material is very eye-opening for students interested in Religion and Gender/Sexuality, and 2) the course traces the origins of Western sexual ethics and gender roles (and how they relate to religious beliefs and practices). The course is detailed, challenging, and informative. It is also cross-listed with WGSS, and contributes to that major (Fall 2014 it was listed as REL 191-03, but contributes towards WGSS).

**Overlap.** The Classics department offers a course on gender and sexuality in ancient Greece, but this course (REL 160), touches on that material only briefly. This course focuses on early Christian material (the New Testament, hagiographies, martyrdom accounts, and Augustine), and how early Christian views on sexuality continue to have an impact on sexual ethics today. Vickie Sullivan (Chair of Classics) has confirmed via email that this course does not conflict with the Classics department offerings. If approved, the course will be cross-listed with WGSS, and will count toward that major.

**Resource Requirements/ Curricular Adjustments.** No extra resources are needed for this course, as all classrooms are already equipped with technology. I will not need a TA.

**Requirements.** The course contributes to the Religion major and to the WGSS major.
Item 27. NEW COURSE - Romance Languages—Spanish
From: José Antonio Mazzotti, 7-2765, jose.mazzotti@tufts.edu
Department Chair: Andrew McClellan, 7-2031, andrew.mcclellan@tufts.edu

SPN 151 New Latin American Film

Bulletin Description: Representative films of past and current Latin American schools of cinema: the Brazilian "Cinema Novo," Argentine "Tercer Cinema," the Cuban "Cinema de la Revolución," Andean "indigenista" film, and contemporary production. The purpose is not only to canonical directors such as Glauber Rocha, Fernando Birri, Tomás Gutiérrez Alea, Jorge Sanjinés, Carlos Diegues, Walter Salles, and Armando Robles Godoy, among others, with new filmmakers and with the social, and political and cultural contexts of their work. Conducted in Spanish. Prerequisite: SPN 0022.

Next Anticipated Offering: I have already been teaching this course for five years at the Summer School as SPN 191: Special Topics, New Latin American Film. In fact, I am offering it again this spring as a regular semester course. I will offer it next academic year. It is time for the course to have its own number. I chose SPN 151 because there already exists a SPN 150: Latin American Civilization, which I have also taught for years. The film class would fit very well into that sequence as another course on Latin America.

Rationale. As I mentioned before, the course has been offered several times in the past and it is being offered again this current semester. The course satisfies the need for an introductory survey on Latin American filmic production. It expands our interdisciplinary curriculum in Spanish and adds a field-related component to our regular offerings for the major. This course is different from the existing FAH 0084 (Latin American Cinema) because it is entirely conducted in Spanish and it focuses on the founding film trends from Latin America in the 1950s and 1960s. It also examines the continuities of those cinema schools in the present. As opposed to FAH 0084, SPN 151 does not include U.S. Latino film.

Overlap. See above re: FAH 0084.

Resource Requirements/ Curricular Adjustments. No new resources required. The Media Center at Tisch Library has been working with me for years to update their filmography. They have all the films required for the course.

Requirements. As a field-related course, SPN 151 would count for the corresponding category within the Spanish major requirements. It has already counted in that category many times as SPN 191.

ARB: Distribution Credit Humanities
Culture Option Hispanic Culture (region of origin)
World Civilizations Credit

Item 28. NEW COURSE - Romance Languages—Portuguese
From: Cristiane Soares, 6177712494, cristiane.soares@tufts.edu
Department Chair: Andrew McClellan, (617) 627-4230, Andrew.McClellan@tufts.edu

POR 192 Sounds of Brazil: Portuguese Language and Brazilian Culture

Bulletin Description: Introduction to the popular music of Brazil. Language, culture, and history will be explored through an array of rhythms developed in Brazil as samba, baião, choro, bossa nova, MPB, and funk. Designed to highlight the role of music as a powerful expression of the Brazilian experience. Special attention to the analysis of lyrics in connection with particular styles. No
previous musical knowledge is required. Pre-requisite: POR 0004

Next Anticipated Offering: Spring 2015

Rationale. This course offers students the chance to continue their study of the Portuguese language but through a cultural and historical perspective. The Brazilian music is known by its uniqueness and its roots are deeply connected to Brazil’s social and historical experiences and music has, in many ways, shaped this experience. This course will give students the opportunity to deepen their knowledge and understanding of the Brazilian culture. POR 192: Sounds of Brazil was offered in Fall 2013 by the full-time lecturer in Portuguese, Cristiane Soares. The course was very successful, and students expressed their contentment to learn new aspects of the Brazilian history and culture they would not have the opportunity to learn in other language courses.

Overlap. As explained above, this course surely enriches the Portuguese curriculum since it is focused on a topic not taught in depth in other courses. Reviewing the course offerings in the Romance Languages department, Latin America Studies, and the Music department, I could not find any other course which content would overlap with this course.

Resource Requirements/ Curricular Adjustments. Cristiane Soares, the full-time lecturer in Portuguese will teach the course. No additional resources will be requested.

Requirements. The only prerequisite for this course is that students had taken at least 4 semesters of Portuguese, or equivalent. Pre-req: POR 04

ARB: Distribution Credit Arts

Item 29. NEW COURSE - Psychology

From: Ayanna K. Thomas, 7-4559, ayanna.thomas@tufts.edu
Department Chair: Lisa Shin, 7-2251, lisa.shin@tufts.edu

PSY 0121 Applying Cognition to Education

Bulletin Description: Topics in the cognitive psychology of human memory, conceptual learning, and comprehension. Special focus on areas, theory, and research that have potential application to education. Selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes to education will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms.

Next Anticipated Offering: Fall 2015.

Rationale. This course complements the existing undergraduate program in Psychology. Importantly, the course bridges cognitive psychology and educational practice. As the landscape of education changes with new technology, educational practices may shift. It is necessary that these shifts are grounded in rigorous scientifically established findings. The goal of this course is to present well-established Cog Psych phenomena and develop specific educational techniques. Undergraduate students who have taken the foundation course in Cognitive Psychology (Psychology 28) will be prepared to take this more specialized course.

Overlap. This course does not overlap with other courses offered at Tufts. However, students majoring or minoring in either Child Development or Education may be interested in taking the course.

Resource Requirements/ Curricular Adjustments. The course will be staffed solely by the instructor, Professor Thomas. There are no significant resources needed.

Requirements. Students majoring in Cognitive and Brain Sciences or General Psychology will be able to use the course to fulfill an upper level requirement. General Psychology majors are required to take two upper level (100) courses to fulfill their requirements. Students majoring in CBS are required to take a range of upper level courses.

ARB: Distribution Credit Social Sciences
Part II

Item 30. COURSE CHANGE - Community Health—Change Title & Description
From: Cora Roelofs, 6176272151, cora.roelofs@tufts.edu
Department Chair: Jennifer Allen, 617 627 0366, jennifer.allen@tufts.edu
Current Number/Title: CH109 Community Action And Social Movements In Public Health
New Number/Title: Social Movements for Health
Bulletin Description: CH 0109 - Community Action And Social Movements In Public Health
(Cross-listed as PJS 109). Examines forms of social actions intended to alter the determinants of health. Theories and research of community action and social movements are applied to understand how groups organize around issues of identity or health conditions to shape health-related policies, practices and resource distribution. Topics covered include women's health, immigrant health, HIV/AIDS, contested illnesses, community health centers, and health care policy.
New Description: (Cross-listed as PJS 109). Examines collective action as a means to achieve social change and policies supportive of health for diverse groups and causes. Direct action organizing, symbolic imagery and language, and challenges to scientific authority are examples of the common themes used to understand how groups transform private concerns into public health issues. Movements covered include women's health, HIV/AIDS, integrity in science and medicine, environmental justice, adolescent sexual health, and mental health.
Next Anticipated Offering: Fall 2015
Rationale. The new title and description are updates reflecting the current content of the course as redesigned by the faculty member now teaching the course. This change should have no impact within or outside of the program given that the overall course purpose remains the same and has been taught at the University for many years.

Item 31. COURSE CHANGE - Community Health—Change Description
From: Cora Roelofs, 6176272151, cora.roelofs@tufts.edu
Department Chair: Jennifer Allen, 617 627 0366, jennifer.allen@tufts.edu
Current Number/Title: CH184 Globalization and Health
Bulletin Description: A review of perspectives on globalization based on the current debates among Rodrik, Friedman, Sen, Stiglitz, and others. The focus on world health includes tobacco use, obesity, and consumption in the developing world. Globalization is examined in the context of a formal global community and civil society defined by nation-states, markets, and international movements. Recommendations: Junior standing or permission of instructor.
New Description: An advanced global health class examining the major economic and political determinants of the social determinants of health, including trade, debt, investment, financial crises, urbanization, migration, resource exploitation, and development projects in countries in all stages of development. Topics include nutrition transition, sustainable development, domestic work, climate change, global supply chains and tobacco. The role of governments, non-governmental organizations, international trade groups, global corporations and social movements in promoting or compromising Health in All Policies will be highlighted.
Next Anticipated Offering: Fall 2015
Rationale. The proposed change updates the catalog description to reflect the current course content as taught by new faculty. This course has been taught for several years by a faculty member who has
since left and it has been taught twice under a temporary course number and description by the faculty member proposing this change.

**Overlap.** Several other courses at Tufts include globalization themes, including Soc 0050 Globalization And Social Change, and Political Science and Economics courses that focus on migration, development, global supply chains, and international governance. Globalization and Health is unique but complementary in having both a comprehensive globalization approach and an advanced global health focus that includes both developing and developed countries. This is a truly multidisciplinary course with a health lens that would support students in Environmental Studies, Political Science, Economics and International Relations. The course is approved as an advance International Relations seminar. This course is already approved for World Civilization credit.

**Item 32. Course Change— English—Change Description**

*From: Linda Bamber, 617.547.2345, linda.bamber@tufts.edu*

*Department Chair: Joe Litvak, 617.627.3459, Joseph.Litvak@tufts.edu*

**Current Number/Title:** ENG 29 Introduction to Literary Studies

**Bulletin Description:** This course is open only to freshmen with an English AP score of 5. An introduction to literary studies, focusing on methods of textual analysis. We will practice reading and writing about lyric poetry, drama, the novel, and short fiction, developing intellectual strategies based on authentic personal response. The course requires students to read only a small number of texts, but to read them very closely and to write about them both formally and informally.

**New Description:** Strategies for close, critical reading based on authentic personal response. The role of humor; the negotiations within a text between literary and political loyalties; the pleasures of language for its own sake. Examples of work from canonized writers (e.g., Tolstoy, Shakespeare, Virgil, Keats, Virginia Woolf) to authors working in 21st century genres and styles. Poetry, fiction, plays, movies and some examples of New Media with literary claims.

**Next Anticipated Offering:** Fall 2015

**Rationale.** The changes I have made in the course description are trivial; it's exactly the same course, differently packaged. What's important is eliminating the prerequisite of an AP score of 5. No other Department has ever required students to complete the College Writing Requirement before taking its offerings, and recently my Department decided not to require it either. An AP score of 5, of course, earns an exemption from the College Writing Requirement, but now that we don't have that as a prerequisite for any other courses, we don't want it for this course, either. The College Writing Requirement addresses writing skills, not experience as a reader and critic of literature, so there is no more reason for us to make it a prerequisite then there is for any other Department to do so. Nor is there any rationale for making this course available only to First Year students. We would like it to be available, like any course, to students at all levels. It counts as one of the 10 courses required for an English major. Most recently taught in Fall 2014.

**Item 33. DELETE COURSE— English**

*Department Chair: Joe Litvak, 617.627.3459, Joseph.Litvak@tufts.edu*

**ENG 0187 Touring The Empire; Travel Literature And The Idea Of America**

**Bulletin Description:** Survey of American travel literature from the Revolutionary era to the post-bellum period. We analyze how the writings of (transatlantic) tourists and emigrants both contributed to and subverted the nineteenth century's myth of American exceptionalism (a phraseology first employed by Alexis de Tocqueville in his Democracy in America). We consider a variety of journals and travelogues, and autobiographies of former slaves, visual arts from the New York School of painters, and northern journalism pertaining to the American south. Students should expect to gain a comprehensive understanding of the discursive rhetoric surrounding uniquely
American locales and institutions and the particular social formations they beget.

**Rationale.** Course no longer taught. Number will be used for a new course.

**DARS Impact.** Course should stop at the end of the spring 2015 semester.

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**Item 34. Course Change--History--Change Title and Description**

*From: Man Xu, man.xu@tufts.edu*

*Department Chair: Beatrice Manz, 72539, beatrice.manz@tufts.edu*

**Current Number/Title:** HIST 40--China to the Opium War

**Bulletin Description:** A broad survey of China's political, social, economic, and cultural history to 1943. Ancient worldviews and philosophies, legitimacy and structure of the imperial system, identity and function of the social elite, evolving sense of Chinese identity.

**New Title:** HIST 40--History of Pre-Modern China

**New Description:** An introduction to aspects of the traditional society and culture of China from its mythological and archaeological origins to the end of the 16th century, examining important and fascinating developments in Chinese history, literature, philosophy, religion, and culture. An emphasis on learning how to read critically primary texts as well as visual and material sources.

**Next Anticipated Offering:** Fall 2015

**Rationale:** New title and description represents changes made in our series of courses on China by our Chinese historian, Professor Man Xu, to better reflect who she wishes to organize the China survey courses.

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**Item 35. Course Change--History--Change Title and Description**

*From: Man Xu, man.xu@tufts.edu*

*Department Chair: Beatrice Manz, 72539, beatrice.manz@tufts.edu*

**Current Number/Title:** HIST 41--Modern China

**Bulletin Description:** A broad survey of China's political, social, and cultural history from 1600 to the present. China's long struggle for modernization in a global context; the everyday lives of the Chinese people as well as major events; the complexity and diversity of modern China in historical perspective.

**New Title:** HIST 41--Modern Chinese History

**New Description:** The history of modern China from the dynamic seventeenth-century of the Ming Dynasty to the social backlash against market economic reforms of the 1980s. Lectures and discussions provide a big picture survey of historical chronology and important historiographical debates in Chinese history, as well as opportunities for in-depth investigation into selected materials and topics that illuminate the everyday lives of Chinese people.

**Next Anticipated Offering:** Spring 2016

**Rationale:** New title and description represents changes made in our series of courses on China by our Chinese historian, Professor Man Xu, to better reflect who she wishes to organize the China survey courses.

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**Item 36. COURSE CHANGE – Religion—Change Title & Description**

*From: Joseph Walser, 617 627-2322, joseph.walser@tufts.edu*

*Department Chair: Brian Hatcher, 617 627-3418, brian.hatcher@tufts.edu*

**Current Number/Title:** REL 0144 Tantra

**New Number/Title:** A History of Yoga: From Slaughter to Sex to Spandex

**Bulletin Description:** Advanced seminar examining the origins and practices of Asian tantra and its connections to indigenous medical and alchemical theories. Focus on theory and social context of
two systems: Saivism and Buddhist Vajrayana.

**New Description:** The history and practice of yoga in global perspective, tracing the roots of the modern Yoga studio backwards through a variety of adventures and misadventures in the modern and premodern eras to its most ancient roots in the world of Vedic India. Examination of the international bodybuilding movement and Indian Nationalist movement (late 19th and early 20th centuries), ascetic practices associated with the mass yogic militias of the 17th and 18th centuries, various alchemical and sexual yogas of the 8th-16th centuries, contemplative and philosophical yogas of the 1st century, and the sacrificial and political significance of meditation in the context of animal sacrifice in the late Vedic period (ca. 500 BCE and afterwards). Discussion of the role of memory and forgetting – as yogic traditions reinvent themselves multiple times over the course of two millennia. Discussion of the purpose and early social/political context for blood sacrifice and vegetarianism, public ritual sex, rituals of coronation and installation and how each of these contribute to the modern practice of yoga. Particular attention paid to the rise and fall of blood sacrifice, of yogic alchemy, the rise and persistence of late yogic philosophy of Kashmiri Shaivism, and the pivotal role of yogic practices in the spread of Islam in pre-colonial India and of yogis in the defeat of the Marathas and the Mughals in the 17th century.

**Rationale.** I have taught versions of this course for the past 15 years under the title "Tantra" but increasingly students do not know what the word Tantra means. Furthermore, over the years I have sometimes focused on East Asian Buddhist tantra, sometimes on Hindu Tantra and sometimes on Himalayan Buddhist tantra. This was confusing to students for whom the "Hinduism" "Buddhism" or "East Asia" focus was more significant than the tantra component. Now that I deal with Buddhist tantra exclusively in REL 145 (Tibetan Buddhism) I have decided to devote REL 144 exclusively to "Hindu" tantra, aka yoga. Though they may never have heard of tantra, they do know what Hatha yoga is, and many of them have taken yoga classes at the gym. This course will teach them why they do headstands or forward bends and how those postures are related to international trade in mercury compounds in the 13th century and the British triumph over the Marathas and the Mughals in India.

**Item 37. DELETE COURSE - History**

*Department Chair: Beatrice Manz, 72539, beatrice.manz@tufts.edu*

**HIST 60 Early Imperial Russia**


**Rationale.** Professor Mulholland has retired and we are revamping our Russia offerings to fit the expertise of our new Russian historian, Rachel Applebaum.

**DARS Impact.** Course should stop at the end of the spring 2015 semester.

**Item 38. DELETE COURSE - History**

*Department Chair: Beatrice Manz, 72539, beatrice.manz@tufts.edu*

**HIST 61 Revolutionary Russia**

Mulholland

Rationale. Professor Mulholland has retired and we are revamping our Russia offerings to fit the expertise of our new Russian historian, Rachel Applebaum

DARS Impact. Course should stop at the end of the spring 2015 semester.

Item 39. DELETE COURSE - History

Department Chair: Beatrice Manz, 72539, beatrice.manz@tufts.edu

HIST 62 Modern Russia


Rationale. Professor Mulholland has retired and we are revamping our Russia offerings to fit the expertise of our new Russian historian, Rachel Applebaum.

DARS Impact. Course should stop at the end of the spring 2015 semester.

Item 40. DELETE COURSE - History

Department Chair: Beatrice Manz, 72539, beatrice.manz@tufts.edu

HIST 0198 Senior Thesis A

Bulletin Description: Senior Thesis A.

Rationale. We are replacing this with a required Senior Thesis seminar which all those writing a thesis in history will be required to take.

DARS Impact. Course should stop at the end of the spring 2015 semester.

Item 41. Renumbering Proposal—History

From: David Proctor, Chair History Curriculum Committee, 73041 david.proctor@tufts.edu

Department Chair: Beatrice Manz, 72539, beatrice.manz@tufts.edu

For the sake of continuity and clarity, we are proposing renumbering some courses in our American listings to accommodate the creation of a new course on African American in US History to 1865. Our proposal is to assign that course History 33 so that it will come just before History 34, African American in US History since 1865. This then requires that we renumber History 32—Rise of the Modern Woman and History 33—Women in America since the 1950s. The renumbering would take effect for fall 2015.

Current Situation:

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<td>Rise of the Modern Woman</td>
<td>Various Terms</td>
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<tr>
<td>0033</td>
<td>Women in America since the 1950's</td>
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Proposed Renumbering:

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<td>0032</td>
<td>Women in America since the 1950's</td>
<td>Various Terms</td>
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Addendum

Item 29a. NEW COURSE - Anthropology
From: Cathy Stanton, 617-627-0619, cathy.stanton@tufts.edu
Department Chair: Rosalind Shaw, 617-627-2465, rosalind.shaw@tufts.edu

ANTH 161 Fieldwork Lab

**Bulletin Description:** A hands-on field course in ethnographic methods, the signature toolkit of cultural anthropology. Individual and collaborative small-scale projects. Students develop skills and experience in key strategies of "participant-observation"; research design; spatial, visual, and discourse analysis; formal and informal interviewing; fieldnote writing and coding; ethnographic writing. Fieldwork ethics, including IRB applications. Questions arising from the politics of difference, encounter, experience, and representation in relation to scholarly, community, and industry/client interests. Intensive but suitable for students at all levels.

**Rationale:** Faculty and students in Anthropology have long felt the need for a regular, focused course teaching ethnographic methods to our own majors. We also see this class as useful for other students around the university who want to learn a set of research skills that has been developed in unique ways within anthropology and that is increasingly in demand by employers in many fields. We are discussing the option of eventually making this a requirement for the major, so that all Anthropology majors take a class in both theory (as currently required) and methods. That longer discussion is ongoing, but in the meantime, we want to provide an opportunity for our majors to get credit toward their major for taking a methods class taught by our faculty.

Students in many Anthropology classes are given opportunities to pursue small-scale ethnographic research for assignments, and we have offered occasional service-learning courses that undertake community-based ethnographic research. However, most of these opportunities are limited in scope and do not constitute the central focus of the class. The only faculty member to have included more sustained methods training in her classes on a regular basis--Deborah Pacini Hernandez--is retiring this year. Given this change, we have been working toward regularizing a lab-style, methods-intensive course to fill the gap. Cathy Stanton offered a version of this prototype course in Spring 2014, and Stanton and Pacini-Hernandez co-taught a revised version of the class in Fall 2014. Based on those two semesters and our shared experience in other courses, we have now developed a workable model for this very challenging and multi-faceted course, emphasizing the "workshop" approach and the adaptability of these open-ended research skills to many different situations and settings. In addition to serving our majors who are interested in undertaking fieldwork research as part of study abroad, capstone projects, or internships, the class should be of interest to students in many other departments and disciplines who wish to become familiar with anthropological approaches to qualitative fieldwork research.

Previous iterations: "Ethnographic Methods" (ANTH 0149-24) taught by Cathy Stanton in Spring 2014 and "Community-Based Research in Urban Borderzones" (also ANTH 0149-24) co-taught by Pacini-Hernandez and Stanton in Fall 2014.

**Requirements Fulfilled:** This class will count as one of the two upper-level seminar courses that Anthropology majors must take (but which are also open to other students).

Resource Requirements:

We envision that Cathy Stanton will teach the class annually in the immediate future, but other faculty may also teach or co-teach it, which will expand the range of sites and projects covered as well as exposing students to a range of approaches to doing anthropological fieldwork.

Depending on the research project and site in a given semester, a moderate level of funding (<$500) for transportation or off-campus meeting space or food may be required.

**Potential Overlap/Conflicts:** Cultural anthropology is very strongly identified with ethnographic methods, particularly "participant-observation" with its goal of building iterative, in-depth knowledge of how the people we study understand and experience their everyday worlds. There are areas of overlap with how other disciplines practice ethnography (discussed below), but our intensive focus on meaning-making and other "intangibles" of cultural life places our research at the most qualitative end of the qualitative-quantitative spectrum.

Qualitative fieldwork methods are taught in a number of departments and programs around the university (Urban and Environmental Policy and Planning, American Studies, Community Health, Political Science, International Relations, Occupational Therapy). Each is inflected by distinct disciplinary goals and orientations that differ from the specific approach taken by anthropologists. The areas of overlap tend to be around general ethical issues arising from studying people in situ, as well as in the teaching of interviewing skills and the techniques of observation or participant-observation. The important differences are in anthropology's more widely varied toolkit (which often includes spatial/visual analysis and media/discourse analysis in addition to interviewing and participant-observation) and its emphasis on "reflexivity" and relationship-building (i.e. taking into consideration the researcher's own position in relation to the research site, a reflection of long debates within anthropology about the politics of representing others' worlds and worldviews). While other departments often use ethnographic fieldwork primarily as a means to an end (for example, planning for an urban space or developing a clinical protocol), for anthropologists, the ethnographic encounter itself assumes a more central role, and our conclusions are shaped by the contingencies of our field experiences rather than being guided by
predetermined goals. Another important difference is that in most cases (for example, INTR 91 and CH 30), other departments' qualitative methods classes afford little or no opportunity for students to undertake actual fieldwork, whereas ANTH 0161 is a hands-on class (truly an experience-based "lab") in which students learn and practice a range of methods and produce products relevant to a community partner.

The most similar class to ours is Sociology's Qualitative Methods class (SOC 102, currently being taught as "Qualitative Methods in Action"), a required course for Sociology majors. Although there is a good deal of similarity between the ways that anthropologists and sociologists approach ethnographic methods, there are also important distinctions here as well. While sociologists tend to emphasize the structural and often institutional underpinnings of human life (relating to the discipline's key object, "society"), anthropologists look more at "culture," understood to consist of shared ideas, values, and assumptions that motivate behavior and contribute to shared senses of identity. The concepts of culture and society have been intensively debated in these two disciplines over time, and neither is neat or self-evident, but in general, sociologists do tend to emphasize the structural and organizational while anthropologists tend to look more at the experiential and expressive. These differences have important implications in our respective uses of ethnographic methods, since accessing that experiential and expressive level often requires deeper immersion, the gathering of different kinds of evidence, and different modes of writing and representation.

As a core course for Sociology majors, SOC 102 has also typically been filled to capacity by those majors. In addition, it is now listed as one of the possible methods courses that IR majors from the Class of 2018 and later are required to take. We anticipate that this new demand for a qualitative methods class may create a potential pool of enrollees for our course, particularly among those IR students who are drawn to the more meaning-focused approach that Anthropology offers.

We have shared recent syllabi and the rationale for this proposal with colleagues from Sociology and have also communicated with those who teach the qualitative methods classes in UEP, Community Health, and American Studies, which are less similar than Sociology's but still with some areas of overlap.

**ARB Review Distribution Credit:**
Social Sciences
Learning Objectives for the Natural Sciences Distribution Requirement
Students will learn to:
1. Accurately use and communicate basic scientific vocabulary, terms, and concepts (including relevant quantitative concepts).
2. Gather or synthesize, evaluate, and critically interpret scientific evidence.
3. Evaluate scientific information presented in a variety of media and make decisions about its accuracy, validity, and implications.

Learning Objectives for the Mathematical Sciences Distribution Requirement
Students will:
1. Develop knowledge and problem-solving skills in using mathematical tools and procedures, and apply these skills in a variety of contexts.
2. Learn to discern underlying patterns or structure and represent these using abstract or symbolic representations.
3. Learn to reason precisely and systematically, and to critically assess the plausibility of claims or solutions.

Learning Objectives for the Social Sciences Distribution Requirement
In the context of at least one social science, students will be able to:
1. Identify the core concepts, theories, and methods used by social scientists to observe, to analyze, or to predict human behavior.
2. Identify patterns underlying everyday social phenomena that are otherwise invisible or taken-for-granted.
3. Describe the influence of historical, social, cultural, or political structures on human behavior and make comparisons and contrasts across contexts.
4. Communicate ideas clearly within the disciplinary standards of argument, evidence, analysis, and citation.

Learning Objectives for the Humanities (Revised 2012)
Students will:
1. Demonstrate skill in close reading and critical analysis while engaging questions within the humanistic tradition of interpreting text as well as oral, visual, kinetic, and other materials as expressions of human experience and thought.
2. Describe the influence of historical, social, cultural, and political contexts on human experience and make comparisons and contrasts across multiple contexts.
3. Recognize, evaluate, and use evidence effectively and in accordance with the standards of scholarship in at least one of the humanities disciplines.
4. Communicate ideas clearly and compellingly in writing and in oral presentation.

Learning Objectives for the Arts Distribution Requirement
In at least one art form, students will be able to:
1. Identify the style, concepts, materials, methods and techniques used to create a work of art or performance.
2. Recognize the historical, political, social, and/or aesthetic contexts of works of art or performance.
3. Appreciate the imaginative and expressive traditions of cultures through engagement with or creation of art work or performance.
4. Communicate effectively through or about the arts in one or more of the following ways:
   a. through a performance or personal expression that demonstrates creativity and foundational skills in the use of artistic techniques
   b. through critical analysis of a work of art or artistic tradition using evidence and formal language to support the analysis
   c. through reflective practices that integrate perceptions of the art form/art work with personal experience
Summary of the Tufts Pilot Project in Assessing Learning Outcomes in General Education

Tufts approached the requirements to demonstrate that the university is assessing student learning relative to established goals and criteria through an initiative at the Department and Program level. Every department and program developed learning objectives for majors and a method for collecting and evaluating student work to determine areas of program strengths and needs.

In the early stages of this process, Tufts learned that universities are also required to develop learning objectives and to evaluate students’ learning outcomes in the core or general education curriculum—that is, in the curriculum we require of all students and that therefore constitutes the intellectual core of a Tufts education.

In 2010, when the Learning Outcomes Committee began planning for this component, assessment of student learning in the core curriculum, we faced several challenges:

1. The core curriculum is expansive, includes several threads under two categories, and a significant number (well over half) of undergraduate courses satisfies one or more of the requirements. The core curriculum at Tufts includes Foundations requirements (College Writing, Foreign Language and Culture, World Civilizations) and Distribution requirements.
2. We decided to focus our efforts on the Distribution requirements—however, there were no learning objectives specified for these requirements.
3. We had not yet developed a culture of assessment among faculty—in fact, there was even some hostility to the assessment requirements. We needed a voluntary program enlisting faculty who were, if not enthusiastic, at least willing.

Pilot Project workshops were planned to develop the assessment of learning outcomes in the Tufts core curriculum. To do this, we would need to:

a. Recruit volunteers who teach courses designed to fulfill a distribution requirement to meet in distribution groups
b. Facilitate defining shared learning objectives that would apply to courses taught to meet the distribution area requirements
c. Develop guidelines for collecting data to inform course faculty about how well their students are meeting the learning objectives
d. Support faculty in using data to improve instruction in their courses
e. Encourage faculty to share the process with other members of their department

The project took place over two years; altogether 29 faculty members plus 2 additional faculty facilitators participated (5 faculty members participated both years). At every point, the goal was to develop meaningful, sustainable approaches to assessment that would be used to enhance teaching and learning.

In the first summer, each working group developed Learning Objectives for their distribution area. During the following year, faculty explored ways to evaluate student work using criteria derived from the learning objectives and samples of work from assignments/tests they were already using in their classes. In the second summer, we reviewed the learning objectives. The Humanities second year group revised their learning objectives; the other groups approved the original objectives. The working groups also reviewed the various methods used to evaluate student work relative to the learning objectives and to aggregate the results for the purposes of interpreting patterns in student outcomes. We developed guidelines for the second year of assessment data collection. Several faculty from each year received coaching in this process. At the end of the second year, all faculty who participated in either or both years met to review the pilot project and to make recommendations for the future. These recommendations included a request that Tufts provide more intensive coaching and support to faculty in assessing student learning outcomes using learning objectives.
To: Full-time faculty  
From: The Faculty Governance Working Group (Fulton Gonzalez, Christiane Romero, Aruna Ramesh, Alva Couch, Joel Trachtman, Edward Saltzman, Christopher Melhus, John Castellot, Elizabeth Byrnes, David Harris, Kevin Dunn)  
Subject: Faculty governance structure  
Date: December 22, 2014

In the fall semester of 2013, Provost Harris called together a group of faculty members to discuss the state of faculty governance at Tufts. This group consisted of one representative from each school that employs full-time faculty; whenever possible, these members were drawn from elected leadership positions. The group met several times for informal discussions. In our last meeting, we decided to recommend to the faculty of the individual schools the creation of a university-wide faculty governance body. We intend the following document as a starting place for a discussion about the desirability – as well as the shape, size and composition – of such a body.

Rationale for University-wide Faculty Governance

Institutions of higher learning have been evolving to meet changing demands in areas such as compliance with government regulations, increases in costs for research infrastructure, competition for tuition revenue, and, most importantly, the necessity of working across disciplinary boundaries. Most universities of the size and complexity of Tufts have established some form of faculty body or bodies to facilitate shared governance across all the schools. These governance bodies ensure that the voice of the faculty is heard on issues that affect more than one school; in doing so, these bodies greatly enhance the quality of decision-making as well as creating a sense of shared community.

The lack of such structures at Tufts makes it difficult for the administration to gather advice on initiatives it is considering and deprives the faculty of a mechanism for bringing their own concerns to the administration in a way that carries the authority of the faculty as a whole. In addition, by limiting faculty governance to the school level, we are missing the opportunity for faculty across the university to reach a greater understanding of shared goals and concerns. We believe that by instituting a university-wide structure of faculty governance we can improve faculty input on crucial issues, make decisions more efficiently but also more equitably, and, above all, take an important step toward an even more comprehensive, integrated university.

The definition, role and purview of the faculty within a model of shared governance
The Bylaws of the Trustees of Tufts College (7.3.) define the limits of the faculty's authority as that which pertains to "the oversight and control of the student body." The bylaws of the schools echo this definition of the faculty's role as a decision-making body. This definition, however, by no means limits the scope of faculty's role in shared governance. Any meaningful version of university-wide governance must allow for the faculty to deliberate upon any issue that pertains to the academic mission of the university and to consult with and advise the administration on such issues.

Examples of issues that might fall under the purview of a university-wide governance body include:
- The academic calendar. At present there is not a unified academic calendar for the schools, and this lack creates scheduling difficulty for faculty, staff and students.
- Course credits. NEASC, our accrediting body, has asked us to review our system of awarding academic credit, and there is no faculty body to oversee this process.
- Consultation on budgetary priorities.
- The faculty merit raise process.
- Research compliance.
- Cross-school initiatives.

While there are aspects of many of these examples that are school-specific and therefore within the purview of individual school faculties, the over-arching consistency in high-level policy and for faculty input on cross-school aspects of these questions make a university-wide faculty body a crucial part of shared governance. A faculty senate could also provide an important advisory role to school-specific governance bodies, alerting them to wider contexts of questions they are considering.

Process

As a next step, each school faculty should elect or nominate by April 1 two representatives to a task force that would supersede our working group. This task force, working through established structures of school-based governance, would: develop a process for gathering input from the faculty at large; draft a proposal based on that input; gather additional input on the proposal; and, finally, lead the process of ratifying the new governance structure. The provost's office will provide support for this process, but the process will remain in the hands of the task force and the faculty it represents.