LAJ Curricula Agenda
February 10/March 16

Items 1-20 require vote of LAJ Curricula and vote of A&S faculty; items 21-55 require vote of LAJ Curricula only.

Part I

Item 1. New Course—American Studies—AMER 100
Item 2. New Course—American Studies—AMER 173
Item 3. New Course—American Studies—AMER 172
Item 4. New Course—Anthropology—ANTH 0024
Item 5. New Course—Anthropology—ANTH 0136
Item 6. New Course—Classics—CLS 0077
Item 7. New Course—Classics—CLS 0127
Item 8. New Course—Classics—CLS 0177
Item 9. New Course—Classics—GRK 0131
Item 10. New Course—Classics—LAT 0132
Item 11. New Course—Education—ED 0169
Item 12. New Course—Education—ED 0170
Item 13. New Course—Education—ED 0176
Item 14. New Course—Environmental Studies—ENVS 0009
Item 15. New Course—Environmental Studies—ENVS 0135
Item 16. New Course—Environmental Studies—ENVS 0190
Item 16a. New Minor—Environmental Studies—Food Systems and Nutrition Minor
Item 17. New Course—History—HIST 0010
Item 18. New Course—Philosophy—PHIL 0025
Item 19. New Course—Philosophy—PHIL 0129
Item 20. New Course—Sociology—SOC 0100

Part II

Item 21. Course Change—Number—Anthropology—ANTH 138
Item 22. Course Change—Description—Biology—BIO 0041
Item 23. Course Change—Description—Biology—BIO 0046
Item 24. Course Change—Description—Biology—BIO 0050
Item 25. Course Change—Description, Credit, & Title—Biology—BIO 0133
Item 26. Course Change—Description—Education—ED 0121
Item 27. Course Change—Description—Education—ED 0122
Item 28. Course Change—Description—Education—ED 0127
Item 29. Course Change—Description—Education—ED 0130
Item 30. Course Change—Description—Education—ED 0140
Item 31. Course Change—Description—Education—ED 0142
Item 31. Course Change—Description & Title—Education—ED 0161
Item 32. Course Change—Description & Title—Education—ED 0162
Item 33. Course Change—Description & Title—Education—ED 0163
Item 34. Course Change—Description & Title—Education—ED 0167
Item 35. Course Change—Description & Title—Education—ED 0166
Part I

Item 1. NEW COURSE - American Studies

From: Adriana Zavala, 617-627-2930; 72311, Adriana.Zavala@tufts.edu
Department Chair: Adriana Zavala, 617-627-2930; 72311, Adriana.Zavala@tufts.edu

AMER100 American Studies Theories and Methods

Bulletin Description: Examination of the development of the field of American Studies from its beginnings in the 1930s to the present. Study of the field's relationship to twentieth-century social movements and related theoretical categories. Discussion of techniques of archival research, qualitative methods, and of literary and cultural criticism underlying interdisciplinary methods in American Studies. Prerequisite: Junior or Senior standing or by consent; open to nonmajors by permission of instructor.

Next Anticipated Offering: Fall terms

Rationale. This course has been offered twice as a Special Topics course: Fall 2014 Special Topics: Amer Studies Theo&Method Fall 2015 AMER194-02 Special Topics: Amer Studies Theo&Method This course will provide majors in American Studies with an historical understanding of the (inter)discipline of American Studies and will provide them with theoretical and methodological tools as they advance in their coursework senior year. We are proposing it as an elective but pending staffing, we anticipate that it may be resubmitted as a requirement in the future.

Overlap. This course will principally serve the American Studies program. It is comparable to methods courses in other departments (FAH100; WGSS190; SOC102) but there is no overlap or
conflict since this course is principally for our advanced majors; the course will be open to non-majors with instructor consent.

**Resource Requirements/ Curricular Adjustments.** Course will be taught by Full- or Part-time lecturers (two of whom are already under contract with the program). In that case, the program already has in its compensation budget the funds necessary to staff the course. It may also be taught by tenure-stream faculty affiliated with the program.

**Requirements.** The course will serve as an elective and at the 100-level will fulfill the requirement for the major that students take at least two courses, in their interdisciplinary cluster, at the 100+ level. It will be strongly recommended for juniors and seniors who anticipate proposing to write a Senior Special Project or Honors Thesis.

**ARB:** Distribution Credit Social Sciences

---

**Item 2. NEW COURSE - American Studies**

*From: Ronna Johnson, 617-923-2481 (home); 617-281-9463 (cell), Ronna.Johnson@tufts.edu*

*Department Chair: Adriana Zavala, 617-627-2930; x72311, Adriana.Zavala@tufts.edu*

**AMER173 Struggle for Justice in the 1960s American Counterculture**

**Bulletin Description:** Study of the American Sixties through film, literature, music, and nonfiction writing, including memoir, manifesto, letters and journalism. Discussion of struggles for social, political, personal, and sexual freedom – all struggles for justice – waged in the Sixties by the civil rights movement, the antiwar movement, the women’s movement, and the gay liberation movement. Examination of images and self-expressions of Americans of diverse ethnicities and races in this era including the civil rights movement; war in Vietnam; cultural change including New Journalism; folk, rock, soul, and psychedelic music; the aesthetic expression of consciousness expansion; new wave, no wave, and documentary cinema. Will include works by Eldridge Cleaver, Joan Didion, Ken Kesey, Alice Walker, Maxine Hong Kingston, Oscar Zeta Acosta and Leslie Marmon Silko, and films such as *Easy Rider, Milk, Annie Hall* and *One Flew Over the Cuckoo’s Nest.*

**Next Anticipated Offering:** This course may be offered in fall or spring terms; it is currently being offered spring 2016 as a Special Topic Integrative Seminar and we are proposing to make it a permanent course.

**Rationale.** This course as been offered three times as a Special Topics course (once as a Special Topics Integrative Seminar). Spring 2014 AMER194-04 American Sixties: Art and Culture Spring 2015 AMER194-04 American Sixties: Art and Culture Spring 2016 AMER 180-12 Integrative Seminar: American Sixties: Art and Culture We are proposing to make it one of our permanent Integrative Seminars. The course has received excellent evaluations with students commenting on its incisive historical and cultural framing of the era. The course exemplifies in content and approach the program’s emphasis on critical thinking, research and writing, and a methodologically integrative and intersectional understanding of the “American experience.”

**Overlap.** A lower level version of this course exists as ENG41 The American Sixties in Arts and Culture, also taught by Ronna Johnson. However, the American Studies program’s curricular needs are better met by the Integrative Seminar version of the course and under her contract with the program (she teaches as a Full-time lecturer both in English and American Studies), we prefer to contract her to teach it as AMER173 in order to meet our students’ interests and needs.

**Resource Requirements/ Curricular Adjustments.** No new resources. This course will be part of Full-Time lecturer in American Studies Ronna Johnson’s regular rotation.
Requirements. The course will be offered as one in a slate of Integrative Seminars; one Integrative Seminar is required for the major and under a separate proposed change to make the Senior Special Project (SSP) optional rather than required, students not completing an SSP will be required to take a second Integrative Seminar. In point of fact however, American Studies students like these smaller seminar courses and typically take more than one anyway. Moving this course permanently into that category suits our needs better.

ARB: Distribution Credit Humanities

Item 3. NEW COURSE - American Studies

From: Ronna Johnson, 617-923-2481 (home); 617-281-9463 (cell), Ronna.Johnson@tufts.edu
Department Chair: Adriana Zavala, 617-627-2930; x72311, Adriana.Zavala@tufts.edu

AMER172 American Highways, Routes and Roots

Bulletin Description: 20th-century United States through two of its explanatory narrative forms, the road tale and the buddy tale, as expressed in novels, short fiction, essays, films, and music of the post-WWII era, as well as earlier foundational texts. Themes include movement on the road away from civilization to unsettled terrain, discovery and self-discovery, emancipation, and rootlessness but also movement’s antithesis, captivity, enslavement, rootedness, and assimilation/resistance. These will be considered as they intersect with and are inseparable from the effect on being “American” of gender, race, class, and sexuality. Will include works by Jack Kerouac, Chuang Hua, Hunter S. Thompson, Chelsea Cain, and William Least Heat Moon, and films such as The Wizard of Oz, Smoke Signals, and Thelma and Louise.

Next Anticipated Offering: This course may be offered in fall or spring terms as an Integrative Seminar.

Rationale. This course as been offered numerous times: Fall 2008 AMER83 Freshman Seminar: On the Road in America. Fall 2009 AMER83 Freshman Seminar: On the Road in America. Fall 2010 AMER83 Freshman Seminar: On the Road in America. Fall 2011 AMER83 Freshman Seminar: On the Road in America. Fall 2012 AMER83 Freshman Seminar: On the Road in America. Fall 2013 AMER83 Freshman Seminar: On the Road in America. Fall 2014 AMER83 Freshman Seminar: On the Road in America. Fall 2015 AMER180-10 Special Topic Integrative Seminar: American Highways, Routes and Roots The program is submitting it as a new course in order to change the number and level, title and description. As AMER83 Freshman Seminar: On the Road the course was taught each fall semester from 2008 to 2014 but enrollments were consistently on the low end (average of 5) because it was a freshman seminar and students tend to discover American Studies as sophomores; it has since been offered during fall 2015 in revised form as a Special Topic Integrative Seminar for the American Studies Major as AMER180-10: American Highways, Routes and Roots (fall 2015). The enrollment in 2015 was optimal at 17. The American Studies program has decided not to expand its freshman seminar offerings to focus instead on developing new Foundation courses, which function better as gateways to the program and major. The Director and instructor in consultation feel the course is better suited to advanced-level students and majors, the latter especially benefit greatly from the course. The course has gotten excellent reviews with students commenting on its importance in offering a historical and cultural framework of the post-WWII era and for its approach to this seminal genre in American culture. The course exemplifies in content and approach the program’s emphasis on critical thinking, research and writing, and a methodologically integrative and intersectional understanding of the “American experience.”
Overlap. No overlaps or conflicts

Resource Requirements/ Curricular Adjustments. No new resources. This course has already been taught and will be part of Full-Time lecturer in American Studies Ronna Johnson’s regular rotation.

Requirements. The course will be offered as one in a slate of Integrative Seminars; one Integrative Seminar is required for the major and under a separate proposed change to make the Senior Special Project (SSP) optional rather than required, students not completing an SSP will be required to take a second Integrative Seminar. In point of fact however, American Studies students like these smaller seminar courses and typically take more than one anyway. Moving this course permanently into that category suits our needs better.

ARB: Distribution Credit Humanities

Item 4. NEW COURSE - Anthropology
From: Alex Blanchette, 781-428-5097, alex.blanchette@tufts.edu
Department Chair: David Guss, 617-627-2509, david.guss@tufts.edu

ANTH 0024 Anthropology of the Environment

Bulletin Description: Key issues and frameworks of environmental anthropology across the 20th and 21st centuries. Provides students with an introduction to both the discipline of anthropology and changing forms of environmental thought. Introduces students to anthropological concepts including culture, nature, ethnography, adaptation, and human exceptionalism using cross-cultural materials and case studies.

Next Anticipated Offering: The course will be taught every year, typically in Fall. Beginning Fall 2016.

Rationale. [Note: this course is the entry-level offering of a three-part sequence of courses for beginning-thru-advanced students in environmental anthropology. Please see the parallel proposal to shift the previously approved course, ANTH22: The Anthropocene and the End of Nature, into a mid-level course code for more advanced students. The third course in the sequence, ANTH178: Animals and Posthuman Thought, is a senior discussion seminar that has also already been approved at an AS&E faculty meeting]. This course provides students an introduction to environmental anthropology, while offering critical social science approaches to contemporary environmental problems. It is largely designed as a history of anthropological ideas concerning the environment, and it prepares students for assistant professor Blanchette’s more advanced courses. For (prospective) anthropology majors, it introduces them to important disciplinary concepts such as culture and nature, ethnography, adaptation, environmental determinism, justice, and human exceptionalism. It also compliments current offerings by professors Bailey and Stanton on place, food, biology, and the built environment. For the Environmental Studies program (where it may be included in course offerings), it offers social scientific modes of analysis for majors. The course may also count towards the newly formed Science, Technology, and Society major. It will be one of anthropology member Alex Blanchette’s regular offerings. A significantly different version was previously offered in Fall 2013 as a special topic course: 2013, Fall, ANTH39-04, Sustenance in the Anthropocene.

Overlap. Given that this is very much a disciplinary introduction, centered on introducing students to anthropology, it is difficult to imagine any points of serious overlap. The only conceivable overlap that I could find while searching in the Bulletin is Professor Elizabeth Ammons’ ENG176, Earth Matters: American Literature & the Environment. Upon consultation,
Professor Ammons did not indicate that there was any significant overlap. I have also shared this proposal with Tufts faculty who specialize in environmental issues in the social sciences and humanities. This includes Professor Elizabeth Ammons (English), Associate Professor Modhumita Roy (English), Associate Professor Alisha Rankin (History), Lecturer Ninian Stein (Environmental Studies), Program Director Colin Orions (Environmental Studies), and Program Director Moon Duchin (Science, Technology, and Society). None of the above faculty indicated any issues of overlap.

**Resource Requirements/ Curricular Adjustments.** Assistant professor Alex Blanchette will teach the course. It is anticipated that enrollment will exceed 50 students in future years, and a grader will be required. In years when Blanchette is on leave, we may need to hire a sessional lecturer. Many regional PhD programs train students in environmental anthropology, and it tends to be fairly easy to find replacement instructors for these topics.

**Requirements.** The course serves as a Gateway course in anthropology, of which our majors are required to take at least one in sociocultural anthropology.

**ARB: Distribution Credit Social Sciences**

---

**Item 5. NEW COURSE - Anthropology**

*From: Nick Seaver, 562-221-6425, nick.seaver@tufts.edu*

*Department Chair: David Guss, 617.627.2509, David.Guss@Tufts.edu*

**ANTH 0136 Cultures of Computing**

**Bulletin Description:** Examines computers and computation as sociocultural phenomena. Questions universalizing narratives of technological progress by exploring the variety of human experience with computing. Topics include social media, postcolonial computing, the gender of artificial intelligence, the social analysis of mathematics, and the sociocultural implications of big data and contemporary algorithmic systems.

**Next Anticipated Offering:** This course will be taught in Fall 2016.

**Rationale.** This course will be part of the regular course offerings of Nick Seaver, a new faculty member in the Department of Anthropology. It is a mid-level course, designed to introduce students to the study of computing as a sociocultural phenomenon, drawing on research in anthropology and allied fields such as media studies, communication, and science, technology, and society. It has not been offered previously.

**Overlap.** This course does not overlap with other courses, though it is adjacent and complementary to courses offered in Sociology (Media and Society), Computer Science (Human-Computer Interaction), and the Media Studies Program. It differs from these courses by focusing on ethnographic approaches to computing in sociocultural context, emphasizing on the global diversity of experiences with computers and the entanglement of disciplinary anthropology with the history of computing through the present.

**Resource Requirements/ Curricular Adjustments.** The course will be staffed by Nick Seaver, and does not have any other significant new resource needs.

**Requirements.** The course will count as a mid-level elective toward the Anthropology major. It is also provisionally approved to count toward the Science, Technology, and Society major and minor, in the “Mathematics and Modeling” track.

**ARB: Distribution Credit Social Sciences**
Item 6. NEW COURSE - Classics

From: J. Matthew Harrington, 617.627.2439, matthew.harrington@tufts.edu
Department Chair: Ioannis D. Evrigenis, 617-627-4106, Ioannis.Evrigenis@tufts.edu

CLS 0077 Sport and Entertainment in Greece and Rome

Bulletin Description: Introduction to the complex systems of local, regional, and "international" sports and entertainment in the ancient world; exploration of the radically different ideas of the Greeks and Romans concerning these intersections of social performance and religious practice. Discussion of how inseparable sport was from the civic and religious life of the ancient world and how the spectacle of the competition/performance was a major element of public entertainment and daily life. Examination of sport and entertainment as a lens to discuss ancient conceptions of gender, status, the body, and the nature of what made a good citizen. Lower level of dual level course.

Next Anticipated Offering: In the spring semester in alternate years.

Rationale. Sport and entertainment were inseparable elements of ancient social performance, so much so that it is not possible to fully contextualize the architecture, urban planning, religious practice, political operations, or even the calendars of ancient peoples without a thorough examination of this topic. While many elements of the Greco-Roman culture were appropriated throughout the Mediterranean basin and beyond to serve novel cultural ends and while the sport of the ancient world has been particularly appropriated by modern film, there exists a profound gap between the apparent familiarity of antiquity and the radically alien practices and ideologies of the actual Greeks and Romans. For the Greeks, direct participation in sport was elemental to elite education and identity. At the same time as they trained citizen children for the rigors of competition and war, gymnasia like the Academe of Plato or the Lyceum of Aristotle were centers of political life and philosophical discussion. Greek athletic competition linked the local gymnasia with the great Panhellenic games at Olympia, Delphi, Isthmia, and Nemea, where victory brought glory to the individual - and to their city. For the elite Romans, sport and entertainment were a problematic necessity filled with moral peril. Chariots raced in the Circus Maximus, gladiators fought in the amphitheatra, and actors performed on the many stages to honor the Roman gods - and to gain votes for the sponsors of the games. Like NASCAR or ultimate fighting, Roman sport could be deadly, but gladiators and charioteers were skilled athletes with wide popularity among the people, not expendable criminals. Students working on Ancient History, Classical Literature, or Religion will find this topic both vitally useful and of significant interest. This course employs an extensive and intensive examination of primary evidence and secondary scholarship to investigate the role of sport and entertainment in the ancient world. Lectures and readings involved the close reading of ancient texts and art as evidence of these complex praxes and the social values attached to them. We also propose to give this courses a 100-level number so that it can also be available to graduate students, primarily those in the MA programs of the Department of Classics. (As above, with additional assigned readings, writing assignments, a seminar-style meeting, and a final research paper.) This practice is consistent with our courses in Archaeology and Ancient Languages. This course complements course offerings in classics, religion, history, philosophy, and art. This course is a crucial compliment to many of the other offering in the Department of Classics, while also offering a lens through which ancient ideologies and social discourses can be studied. For example, it allows a nuanced examination of the use of the many entertainment structures
encountered in ARCH 27 Introduction to Greek and Roman Archaeology, a greater contextualization of the role of ancient drama as discussed in CLS 31: Classics of Greece, or the development of chariot racing to the primary social entertainment of Constantinopolis as seen in CLS 39: The Byzantine World. Since ancient sport and entertainment were embedded within religious ritual and ideology, students of Religion will also find this course important. A course in the Sport and Entertainment of the Ancient World has been offered twice as a special-topics course in classics. In Spring 2013 the course enrolled 16 students; in Spring 2016 the course enrolls 50 students.

**Overlap.** There is no overlap with existing courses per a search in the SIS catalog. I have conducted internal discussions with the faculty of the Department of Classics and contacted David Proctor in the Department of History.

**Resource Requirements/ Curricular Adjustments.** Sport and Entertainment in Greece and Rome will be taught by Harrington, Mahoney, or other faculty of the Department of Classics as needed. The library already has significant holdings related to this topic.

**Requirements.** Counts as an elective for all major tracks in the Department of Classics.

ARB: Distribution Credit Arts & Humanities
Culture Option: Classical Culture & Italian Culture

---

**Item 7. NEW COURSE - Classics**

*From: Riccardo Strobino, 617.627.2937, riccardo.strobino@tufts.edu*

*Department Chair: Ioannis Evrigenis, 617-627-4106, ioannis.evrigenis@tufts.edu*

**CLS 0127 Philosophy in the Greek, Latin and Arabic-Islamic Traditions**

**Bulletin Description:** Introduction to the elaboration and transmission of key philosophical concepts from classical Antiquity to the Arabic-Islamic tradition and the Latin Middle Ages. Comparative overview of their treatment in these closely interconnected contexts. Rise of translation movements, particularly from Greek into Arabic in 8th- to 10th-century Baghdad, and from Arabic into Latin in 12th-century Andalusia. Examination of how a broad array of topics in metaphysics, natural philosophy, epistemology, psychology, and ethics have been addressed by a number of major authors in the three traditions, with a view to illuminating the main turning points in the transmission and reception of ideas over time.

**Next Anticipated Offering:** Every year in the spring semester.

**Rationale.** The course was offered in the fall of 2015 (Special topic course CLS 189-PHIL 195) in connection with the establishment of the Mellon Bridge Assistant Professorship in Graeco-Roman and Arabic-Islamic traditions, a newly-created position supported by a grant from the Mellon Foundation to promote scholarship and teaching that bridges different departments and programs in the humanities. The course aims to (1) expand the current offerings of the Classics department to include the reception of Greek philosophy in the Latin Middle Ages and in the Arabic-Islamic tradition and (2) to strengthen the connection with the Philosophy Department by supplementing its offerings with a course whose primary chronological focus is on the transition from antiquity to the early modern era, an area not currently covered specifically by any of its listings. It is conceived and designed in line with and as an enhancement of the intellectual emphasis of the Department of Classics on the transmission of knowledge across cultures and time. Moreover, the prominent focus on the Arabic-Islamic tradition further expands the list of courses in the Classics department that would satisfy the World Civilization Foundation requirement. The course will be part of the department’s regular course offerings.
Overlap. The lists of courses offered by the Departments of Philosophy, Classics, History and the program of Middle Eastern studies currently do not include a multi-disciplinary course that covers the transition of philosophy from Antiquity to the Middle Ages in the Greek, Latin, and Arabic-Islamic tradition. The proposal is being submitted after obtaining the support of the Department of Philosophy and the Science, Technology and Society Program. The proposed course will be offered in the spring semester to avoid a potential overlap with Ancient Philosophy (PHIL 151) in the fall.

Resource Requirements/ Curricular Adjustments. The course will be part of Riccardo Strobino’s regular teaching load. Tisch Library already holds a significant portion of the required texts. Only a limited number of purchases will be necessary.

Requirements. 100-level course for Classics Majors 100-level historical course for Philosophy Majors The course will also count toward fulfillment of the Science, Technology, and Society (STS) degree requirements (major and minor).

ARB: Distribution Credit Humanities
Culture Option Classical Culture & Middle Eastern Culture
Request ARB review for World Civilizations Credit

Item 8. NEW COURSE - Classics

From: J. Matthew Harrington, 617.627.2439, matthew.harrington@tufts.edu
Department Chair: Ioannis D. Evrigenis, 617-627-4106 , Ioannis.Evrigenis@tufts.edu

CLS 0177 Sport and Entertainment in Greece and Rome

Bulletin Description: Introduction to the complex systems of local, regional, and "international" sports and entertainment in the ancient world; exploration of the radically different ideas of the Greeks and Romans concerning these intersections of social performance and religious practice. Discussion of how inseparable sport was from the civic and religious life of the ancient world and how the spectacle of the competition/performance was a major element of public entertainment and daily life. Examination of sport and entertainment as a lens to discuss ancient conceptions of gender, status, the body, and the nature of what made a good citizen. CLS 37, CLS 28, ARCH 27, graduate standing, or consent required. Upper level of dual level course.

Next Anticipated Offering: In the spring semester in alternate years.

Rationale. Sport and entertainment were inseparable elements of ancient social performance, so much so that it is not possible to fully contextualize the architecture, urban planning, religious practice, political operations, or even the calendars of ancient peoples without a thorough examination of this topic. While many elements of the Greco-Roman culture were appropriated throughout the Mediterranean basin and beyond to serve novel cultural ends and while the sport of the ancient world has been particularly appropriated by modern film, there exists a profound gap between the apparent familiarity of antiquity and the radically alien practices and ideologies of the actual Greeks and Romans. For the Greeks, direct participation in sport was elemental to elite education and identity. At the same time as they trained citizen children for the rigors of competition and war, gymnasia like the Academe of Plato or the Lyceum of Aristotle were centers of political life and philosophical discussion. Greek athletic competition linked the local gymnasia with the great Panhellenic games at Olympia, Delphi, Isthmia, and Nemea, where victory brought glory to the individual - and to their city. For the elite Romans, sport and entertainment were a problematic necessity filled with moral peril. Chariots raced in the Circus Maximus, gladiators fought in the amphitheatra, and actors performed on the many stages to
honor the Roman gods - and to gain votes for the sponsors of the games. Like NASCAR or ultimate fighting, Roman sport could be deadly, but gladiators and charioteers were skilled athletes with wide popularity among the people, not expendable criminals. Students working on Ancient History, Classical Literature, or Religion will find this topic both vitally useful and of significant interest. This course employs an extensive and intensive examination of primary evidence and secondary scholarship to investigate the role of sport and entertainment in the ancient world. Lectures and readings involved the close reading of ancient texts and art as evidence of these complex praxes and the social values attached to them. We also propose to give this courses a 100-level number so that it can also be available to graduate students, primarily those in the MA programs of the Department of Classics. (As above, with additional assigned readings, writing assignments, a seminar-style meeting, and a final research paper.)

This practice is consistent with our courses in Archaeology and Ancient Languages. This course complements course offerings in classics, religion, history, philosophy, and art. This course is a crucial compliment to many of the other offering in the Department of Classics, while also offering a lens through which ancient ideologies and social discourses can be studied. For example, it allows a nuanced examination of the use of the many entertainment structures encountered in ARCH 27 Introduction to Greek and Roman Archaeology, a greater contextualization of the role of ancient drama as discussed in CLS 31: Classics of Greece, or the development of chariot racing to the primary social entertainment of Constantinopolis as seen in CLS 39: The Byzantine World. Since ancient sport and entertainment were embedded within religious ritual and ideology, students of Religion will also find this course important.

A course in the Sport and Entertainment of the Ancient World has been offered twice as a special-topics course in classics. In Spring 2013 the course enrolled 16 students; in Spring 2016 the course enrolls 50 students.

Overlap. There is no overlap with existing courses per a search in the SIS catalog. I have conducted internal discussions with the faculty of the Department of Classics and contacted David Proctor in the Department of History.

Resource Requirements/ Curricular Adjustments. Sport and Entertainment in Greece and Rome will be taught by Harrington, Mahoney, or other faculty of the Department of Classics as needed. The library already has significant holdings related to this topic.

Requirements. Counts as an upper-level elective for all major tracks in the Department of Classics.

ARB: Distribution Credit Arts & Humanities
Culture Option Classical Culture & Italian Culture

Item 9. NEW COURSE - Classics

From: Anne Mahoney, 7-4643, anne.mahoney@tufts.edu
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu

GRK 0131 Survey of Greek Literature

Bulletin Description: Survey of classical Greek literature from the Archaic period to the Hellenistic period. Prerequisite: one 100-level Greek course other than Greek 120. Open to undergraduates by consent.

Next Anticipated Offering: Next offering Spring 2017

Rationale. This survey gives our graduate students an overview of the field, and is designed to introduce them to the required reading list and to help them prepare for the comprehensive exam.
Prior offerings, all as GRK-182-01, Greek Seminar: Survey of Greek Literature: Spring 2016, Spring 2015, Spring 2014

Overlap. No overlaps.

Resource Requirements/ Curricular Adjustments. Anyone who teaches upper-level Greek courses could also teach this one. No additional library resources are needed.

Requirements. For graduate students, counts as one of the upper-level Greek courses. For undergraduates, counts as a 100-level course toward any major track.

ARB: Distribution Credit Humanities

Item 10. NEW COURSE - Classics
From: Anne Mahoney, 7-4643, anne.mahoney@tufts.edu
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu

LAT 0132 Survey of Latin Literature
Bulletin Description: Survey of classical Latin literature from Ennius to Apuleius. Includes the MTEL (Massachusetts Test for Education Licensure) required authors. Prerequisite: one 100-level Latin course other than LAT 120. Open to undergraduates by consent.

Next Anticipated Offering: Next offering Fall 2016

Rationale. This survey gives our graduate students an overview of the field, and is designed to introduce them to the required reading list and to help them prepare for the comprehensive exam. Prior offerings, both as LAT 181-01, Latin Seminars: Survey of Latin Literature: Fall 2015, Fall 2014

Overlap. No overlaps.

Resource Requirements/ Curricular Adjustments. Anyone who teaches upper-level Latin courses could also teach this one. No additional library resources are needed.

Requirements. For graduate students, counts as one of the upper-level Latin courses. For undergraduates, counts as a 100-level course toward any major track.

ARB: Distribution Credit Humanities

Item 11. NEW COURSE - Education
From: Sabina Vaught, 72568, sabina.vaught@tufts.edu
Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu

ED 0169 Radical Lesbian Thought
Bulletin Description: Considers radical lesbian knowledge production during the second half of the 20th century in the U.S. Specific attention paid to the emergence of educational and activist knowledge movements by tracing early epistolary and news-making endeavors as they gave way to the formation of collective knowledge production across literary, historical, and other disciplinary areas. Includes an in-depth focus on power along lines of race, class, and gender. Attention to archival research methodologies.

Next Anticipated Offering: It will be taught at least every other year. Most recently taught as a special topics course in Spring 2015

Rationale. Educational Studies has been updating the curricular focus, phasing out courses such as "Educating Women and Girls," and shifting toward courses that examine patterns of knowledge production and exchange. Only a small number of courses university-wide focus on sexuality and gender, both topically and theoretically. Even fewer yet focus on feminism. None focuses on lesbian feminism. As an upper-level undergraduate/graduate course, this helps expand
course offerings for both undergraduates and graduates.

Overlap. We do not foresee this being an overlap at this time.

Resource Requirements/ Curricular Adjustments. It will be staffed by current members of the Education department and will have similar resource needs as all other courses.

Requirements. It could be a possibility to fulfill the Theory or Elective requirements within the new Education major.

ARB: Distribution Credit Humanities & Social Sciences

Item 12. NEW COURSE - Education
From: Sabina Vaught, 72568, sabina.vaught@tufts.edu
Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu

ED 0170 Critical Educational Policy Studies

Bulletin Description: Explores a range of U.S. K-12 and interrelated policies through critical theoretical lenses. Considers how policies reflect, reproduce, and resist institutional and socio-cultural systems of powers. Attention paid to relationship between educational policy and materialities of race, gender, sexuality, sovereignty, immigration status, and language.

Next Anticipated Offering: Various semesters - it was most recently piloted as a Special Topics course Spring 2016

Rationale. With the advent of the new major, this course (piloted previously) speaks to the broad policy interests of many undergraduate students. It is the only policy course offered by the department, and it situates policy studies within the larger theoretical tradition of critical theory/studies.

Overlap. We do not see this as having any conflict or overlap at this time.

Resource Requirements/ Curricular Adjustments. It will be staffed by members of the department and will not need any additional resources than other courses.

Requirements. It will be able to fulfill an elective course

ARB: Distribution Credit Social Sciences & Humanities

Item 13. NEW COURSE - Education
From: David Hammer, 72396, david.hammer@tufts.edu
Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu

ED 0176 Internship

Bulletin Description: Guided experience in an approved educational setting with supervision. Each student is expected to work in an approved facility for at least 150 hours. Please contact the department for detailed information.

Next Anticipated Offering: potentially Fall and Spring semesters

Rationale. The department has a new undergraduate major in Education that has started this Fall semester which has a requirement that can be fulfilled by an internship. As we do not currently have an undergraduate internship courses on the books we would like to create one for those that will be majoring in Education.

Overlap. We do not believe this will have any conflicts or overlaps at this time.

Resource Requirements/ Curricular Adjustments. Various members of the department

Requirements. Capstone Experience

No ARB Review
Item 14. NEW COURSE - Environmental Studies

From: Benjamin Wolfe, Alex Blanchette, Robin Kanarek, 617-627-0694, benjamin.wolfe@tufts.edu

Department Chair: Colin Orians, 617-627-3543, colin.orians@tufts.edu

ENVS 0009 Food Systems: From Farm to Table

Bulletin Description: Introduction to the structure and functions of past, present, and future food systems. Emphasis is placed on the psychological, biological, social, economic and political systems that impact food production, processing, distribution, and consumption. Examination of real-world issues facing stakeholders in the New England food system.

Next Anticipated Offering: This course will be offered every Fall semester. It will serve as the required foundation and introduction to the new Food Systems and Nutrition minor, administered through Environmental Studies, and as such it must be made available to students with regularity.

Rationale. This course provides students with an interdisciplinary grounding in major issues concerning the production, distribution, and consumption of food in contemporary society. It is a team taught course shared by Robin Kanarek (Psychology/Nutrition), Ben Wolfe (Biology), and Alex Blanchette (Anthropology/Environmental Studies). It allows us to add rigor and a shared program of study for students opting to minor in Food Systems and Nutrition. Additionally, it models complexity and interdisciplinarity for students--all three faculty instructors will be present for most class sessions, allowing us to put principles from the social sciences and natural sciences in dialogue. There are no prerequisites. The course can be taken by students in the Food Systems and Nutrition minor as well as students not enrolled in the minor. The course adds new offerings for both the minor and Environmental Studies, while introducing students to the roles of psychology, nutrition, biology, and anthropology in food systems. This will be a regular course offering for professors Blanchette, Kanarek, and Wolfe. This course has not been offered as a special topic course. However, the individual instructors have previously taught courses on food, agriculture, and nutrition from within their own disciplinary home departments. This includes ANTH 0039-06, Special Topics: Unsustainable Agriculture (Blanchette), BIO 196-5: Special Topics: Microbiology of Food (Wolfe), and PSY 128: Nutrition and Behavior (Kanarek).

Overlap. We are currently consulting with the following A&S faculty regarding potential overlaps or conflicts with their existing courses: Sigrun Svasdottir: PHIL 0092 Food Ethics Stephen Bailey: ANTH 126 Food, Nutrition and Culture Alisha Rankin: HIST 103 Consumption, Power, and Identity: Food and Clothing in Modern Times Cathy Stanton: ANTH 149-23:New Food Activism We have heard back from 3 out of 4 of these faculty and they have all indicated that the course would be complementary with their courses and does not overlap with existing courses. Although not required because this is an undergraduate course in A&S, we have been in discussion with faculty at the Friedman School of Nutrition as this minor and course have developed.

Resource Requirements/ Curricular Adjustments. The course will require a TA and funds for class field trips and site visits. During years where one of the three primary instructors are on leave, we may consider incorporating an advanced graduate student or post-doctoral fellow from the Friedman School of Nutrition--or, if administratively possible, a faculty member from Friedman or Urban and Environmental Planning. It will count as a course offering for professors...
Blanchette, Kanarek, and Wolfe.

**Requirements.** This course will serve as a mandatory introductory course for all students partaking in the new Food Systems and Nutrition minor, administered through Environmental Studies. It will also serve as a key component of the “Food Systems, Nutrition and the Environment” track within the Environmental Studies major. Given that two-thirds of the course content (from Wolfe and Kanarek) is from the natural sciences, it can count toward the Natural Science distribution requirement.

ARB: *Distribution Credit Natural Sciences*

---

**Item 15. NEW COURSE - Environmental Studies**

*From: Ninian Stein, x0952, Ninian.Stein@Tufts.edu*

*Department Chair: Colin Orians, x3543, Colin.Orians@Tufts.edu*

**ENVS 0135 Environmental Policy: Linking US and Global Politics**

**Bulletin Description:** Overview of environmental policy focusing initially on the United States experience, then linking to global environmental policy-making. Introduction to the ways in which environmental policies are made in the United States and abroad including major actors, key decisions, and future challenges.

**Next Anticipated Offering:** An environmental policy class is one of the five core required courses in the Environmental Studies co-major. Offering this course through the Environmental Studies Program every fall ensures that co-majors are able to access this essential component of the core sequence.

**Rationale.** An environmental policy class is one of the five core required courses in the Environmental Studies co-major. Previously environmental policy courses have been offered that have been housed primarily in other departments and programs or have been offered within Environmental Studies as various special topics courses depending on the expertise of the instructor. This proposal formalizes having an environmental policy course as an enduring offering within the Environmental Studies Program.

**Overlap.** Currently, the other course students can take to fulfill the environmental policy core requirement within the Environmental Studies co-major is Ann Rappaport's UEP 094 Environmental Policy, Planning and Politics which is offered in Spring semesters. As an environmental policy course is a core requirement for Environmental Studies, having courses that fulfill that requirement in both the fall and spring semesters allows students to complete their co-major in a timely fashion. This proposal formalizes a pre-existing fall and spring pattern of environmental policy course offerings.

**Resource Requirements/ Curricular Adjustments.** This course will be staffed by Ninian Stein and will require no significant new resources.

**Requirements.** The new course will fulfill the environmental policy requirement which is one of the five core courses within the Environmental Studies co-major.

*No ARB Review Requested*
Item 16. NEW COURSE - Environmental Studies
From: Cathy Stanton, 617-627-0619, cathy.stanton@tufts.edu
Department Chair: Colin Orians , 617-627-3543, colin.orians@tufts.edu
ENVS 0190 Practicing in Food Systems

Bulletin Description: Project-based course designed to integrate academic learning with application in a range of food systems settings. Focused observation exercise culminating in a jointly produced useable report for a community partner. Emphasis will be on balance between process and product. Readings, discussion, and field research will be split between the specific content focus of the group project and general issues arising from planning and carrying out interdisciplinary team projects; developing productive relationships with communities, clients, and stakeholders; addressing ethical concerns in collaborative and public research. Preference will be given to students who have declared the Food Systems and Nutrition minor or the Food Systems, Nutrition and Environment major.

Next Anticipated Offering: This course will be offered every Spring semester starting in the Spring of 2017.

Rationale. Students in the new Food Systems and Nutrition minor will have a wide range of goals, disciplinary orientations, and skills. While the minor is designed to embrace that range, two integrative courses will also be required: “Introduction to Food Systems” (ENV 009) and this capstone/practicum class, “Practicing in Food Systems.” Taken as bookends near the beginning and end of students’ progress through the minor, these two classes will supply a theoretical framing and a practice-based model. Complementing the interdisciplinary grounding offered in ENV 009, ENV 190 will directly address questions of how to operate productively in interdisciplinary teams and how students can begin to develop a praxis for their own future research and participation in food systems. The course has not previously been offered as a special topics course, but Cathy Stanton has previously taught classes on food and food systems (for example, ANTH 0149-23 “New Food Activism” in SP14 and SP15).

Overlap. The closest similar course is Community Health’s CH 182, “Community Health Theory and Practice,” which is also designed to offer students the opportunity to participate in a capstone community research project. We have consulted with the professor who teaches this course (Shalini Tendulkar) who confirms our sense that although the courses are similarly structured and there is at least potential subject matter overlap in the area of nutrition, the general field focus (health as opposed to food systems per se) is indeed quite distinct, given the range of community partners she routinely works with. She adds that possible future overlap might in fact offer a welcome opportunity for collaboration across the two courses. Anthropology’s “Fieldwork Lab” (ANTH 161) course in ethnographic methods is currently focused on food-systems issues. The content area of ANTH 161 will change as time goes on, but in the short term it actually complements the new ENV 190 by offering a Fall course that could also fulfill the capstone/practicum requirement for the Food Systems and Nutrition minor for students particularly interested in learning qualitative research methods. We have also consulted with faculty in the Urban and Environmental Planning & Policy program because their field project courses do sometimes focus on food systems issues. However, the mostly-graduate level of these courses means they are also quite distinct from the student population that ENV 190 will serve, and Julian Agyeman and other UEP faculty are not concerned about possible duplication of effort.

Resource Requirements/ Curricular Adjustments. ENV 190 will initially be taught by Cathy Stanton (Anthropology) but with a goal of eventually circulating it among two or more faculty
from the Food Systems and Nutrition minor. It will be co-taught with a Professor of the Practice from a partnering organization or project outside of Tufts. As a 1.5 credit class with the expectation that students will conduct significant independent work equivalent to a lab component, ENV 190 will also require the equivalent of 1.5 courses in terms of the primary faculty member’s time and effort. In addition to the normal tasks of teaching an upper-level seminar-style class, ENV 190 will require substantial additional work in planning and coordinating with a community partner and Professor of the Practice, supervising and integrating a range of student research projects on an ongoing basis, and developing and constructing a cohesive interdisciplinary research product from each semester’s class. The course will also require funds for class field trips and site visits.

**Requirements.** This course will serve as a required capstone course for all students in the new Food Systems and Nutrition minor, administered through Environmental Studies. It will also count toward the “Food Systems, Nutrition and the Environment” track within the Environmental Studies major.

**ARB:** Distribution Credit Social Sciences

---

**Item 16a. NEW MINOR—Environmental Studies—Food Systems and Nutrition Minor**

*From: Colin Orians, 617-627-3543, colin.orians@tufts.edu*

*Program Chair: Colin Orians, 617-627-3543, colin.orians@tufts.edu*

**Proposed Minor:** Food Systems and Nutrition

**Program/Department:** Environmental Studies

**Program Description.** The Food Systems and Nutrition minor encompasses a wide array of topics addressing sustainable food production, policy, access, and nutrition. The goal is to provide a solid foundation for understanding food systems from a holistic interdisciplinary point of view while providing students with the flexibility to specialize in an area that is most relevant to their interests and career goals. The minor is cohesively structured to maximize student learning through a required interdisciplinary gateway survey course, followed by an introductory course and three electives drawn from a thematic area (Food Production, Food Access and Policy, and Science and Nutrition). The minor ends with a required capstone course or experience.

**Rationale.** Creating a sustainable food system is an integral part of any healthy and just society. A sustainable system must incorporate the environmental, economic, and political challenges to food production and processing, food distribution and access, and human nutrition and health. Students with an interest in creating a more sustainable and just food system are majoring in many disciplines (Anthropology; Biology; Economics; Psychology; etc.) at Tufts. This minor is designed to help students in these diverse disciplines to find answers to some of the pressing challenges facing society which cannot be found in any one discipline but require innovative interdisciplinary approaches.

The Environmental Studies Program in collaboration with other colleagues within Arts & Sciences and the Friedman School of Nutrition have been working to develop a minor in “Food Systems and Nutrition” that complements existing Environmental Studies programming. This minor has been created in response to student and faculty interest, and in an effort to continue to build on Tufts’ university-wide strengths in this area of study and complement Environmental Studies programming.

This highly interdisciplinary minor will formally bring together Tufts faculty from different schools already working in the area of Food Systems and Nutrition, creating an intellectual cluster around a very timely topic. This will create and cement new relationships across departments/schools and put Tufts at the forefront of academic institutions offering an undergraduate curriculum in Food Systems and Nutrition.

**Resource Requirements and Curricular Adjustments.** Given the general interest and expertise in Food Systems among faculty at Tufts, it has been possible to create two new (required) courses - the
gateway survey course and the capstone course - specifically tailored to the minor and fold them in within faculty’s existing teaching loads. Additional resources that will be needed include:

• Gateway course: This will be a relatively large course, capped at 45 students. Therefore, funding for a graduate TA will be needed. We also request course funds to bring guest speakers and field trips.
• Capstone course: Funds to hire a part-time Professor of the Practice to co-teach the capstone course in order to bring real life experiences to the students.
• Administration: Modest help will be needed to perform administrative tasks related to the minor and to support an undergraduate work-study student (3-4 hrs/week) during the academic year to help with programming and events.
• Events: Funds for campus events related to the minor to engage potential students.

Planning Process. Conversations to create the Food Systems and Nutrition Minor started in March 2015. This initiative was led by Colin Orians (Environmental Studies and Biology). Many other faculty in different departments have also been involved in the development process including (in alphabetical order): Jennifer Allen (Community Health), Alex Blanchette (Anthropology/Environmental Studies), Ujjayant Chakravorty (Economics/Environmental Studies), Robin Kanarek (Psychology/Nutrition), Diane McKay (Friedman School), Ed Saltzman (Friedman School), Sigrún Svavarsdóttir (Philosophy), and Ben Wolfe (Biology). Cathy Stanton (Anthropology) has agreed to be the advisor and contact person for the minor. Additional consultation regarding development and implementation of the minor was requested from the faculty members of the Environmental Studies Executive Committee as well as the Deans of Arts & Sciences and the Friedman School of Nutrition. Faculty involved and consulted throughout the process enthusiastically support and are excited about the proposed minor.

Regarding the required new gateway and capstone courses proposed:
--Gateway class: ENV 009 Food Systems: Farm to Table
This highly interdisciplinary class has been developed from scratch and will be team-taught by Alex Blanchette (Anthropology), Robin Kanarek (Psychology), and Ben Wolfe (Biology) every fall. The chairs of the respective departments have been consulted and have agreed to their involvement.
--Capstone class: ENV 190 Practicing in Food Systems
Cathy Stanton has developed and will co-teach this class with a rotating part-time Professor of the Practice every spring. The Chair of Anthropology has agreed to have her teach this course which will be cross-listed with Anthropology.

Both courses are being concomitantly submitted for approval to the present Curriculum Committee.

Potential Overlap/Conflicts. No conflicts with other programs are expected as this proposal has undergone a very thorough consultation process involving faculty teaching and doing research in the Food Systems and Nutrition area, both in Arts & Sciences and Friedman.

The only overlap, or rather complement, would be with part of our own program. We currently offer a thematic track on “Food, Nutrition and Environment” within the Environmental Studies Major. However, there are many students who might not want to commit to complete the full Environmental Studies major, especially because it is a dual major, which means students would be required to undertake two majors. Since our Food, Nutrition and Environment track is the only undergraduate option currently available on campus, the creation of this minor will allow us to create opportunities for additional students to dive deeper into the food system field.

Dean Approval. Received. Barbara.brizuela@tufts.edu

Bibliographer's Approval. (X) Sciences
Item 17. NEW COURSE - History
From: Kris Manjapra, 73799, kris.manjapra@tufts.edu
Department Chair: Beatrice Manz, 72539, beatrice.manz@tufts.edu

HIST 0010 Colonialism in Global Perspective

Bulletin Description: Introduction to basic themes, contexts and sites in the study of colonialism across the Americas, Africa and Asia from 1490 to the present. Topics include militarization, indigenous dispossession, slavery, settler colonialism, cultural domination, labor regimes and migration, environmental extractivism, and geopolitical strategy.

Next Anticipated Offering: Fall 2016

Rationale. This is a foundation course for the Colonialism Studies minor. It emphasizes carefully chosen historical examples and narratives in order to prepare students for the comparative study of colonialism and empires.

Overlap. The course, with its comparative framework, touches on courses offered by other colleagues in the History department, as well as by colleagues in Anthropology, Political Science, Religion and Sociology. The syllabus touches on examples across the Americas, Africa and Asia in order to establish a broad comparative framework for students' future study. It therefore complements the existing curricular offerings dealing with colonialism and empire. It will be a foundation course for the new Colonialism Studies minor, and is thus an important addition to the list of course offerings.

Resource Requirements/ Curricular Adjustments. None.

Requirements. This is an introductory course, with no preliminary requirements. Course will count for Transregional designation in major.

ARB: Distribution Credit Humanities or Social Science (History Dept. only)
Request ARB review for World Civilizations Credit

Item 18. NEW COURSE - Philosophy
From: Sigrún Svavarsdóttir, 617-627-0530, Sigrun.Svavarsdottir@tufts.edu
Department Chair: Erin Kelly, 617-627-2849, Erin.Kelly@tufts.edu

PHIL 0025 Food Ethics

Bulletin Description: A philosophical examination of ethical questions that arise in the production, distribution, and consumption of food: obligations to victims of famine; obligation to future generations; just access to food; food and environmental ethics; animal rights.

Next Anticipated Offering: This course will be offered for the first time Spring Semester 2017. After that, it will be offered roughly once a year.

Rationale. This course will be part of the regular course offerings of Sigrún Svavarsdóttir, who joined the philosophy department September 2014 as part of a clusterhire in Food, Science, and Policy. She taught this course on a trial basis as a special topics course (Philosophy 92.02) during Spring semester 2015, but the course needs its own number and title so that it can be offered on a regular basis. The course is part of a development of food studies at Tufts, it will satisfy a course requirement for the Food Systems, Nutrition, and the Environment track (Track IV) for the major in the Environmental Studies Program, and it will satisfy a course requirement in a new minor in Sustainability Food Systems, to be offered in the Environmental Studies Program.

Overlap. No conflict with other courses is anticipated. It will complement other courses offered in food studies at Tufts. A number of professors across Tufts University were consulted in the
process of developing this course, including Daniel Maxwell (Friedman and Feinstein), Beatrice Rogers (Friedman), Parke Wilde (Friedman), Julian Agyeman (Urban and Environmental Policy and Planning), and Colin Orians (Biology and Environmental Studies Program).

**Resource Requirements/ Curricular Adjustments.** This course will be part of the regular course offerings of Sigrún Svavarsdóttir, who joined the philosophy department September 2014 as part of a clusterhire in Food, Science, and Policy.

**Requirements.** None

**ARB:** Distribution Credit Humanities

---

**Item 19. NEW COURSE - Philosophy**

*From: Sigrún Svavarsdóttir, 617-627-0530, Sigrun.Svavarsdottir@tufts.edu*

*Department Chair: Erin Kelly, 617-627-2849, Erin.Kelly@tufts.edu*

**PHIL 0129 Meta-ethics**

**Bulletin Description:** A philosophical examination of moral discourse and practice: the semantics of moral language; the nature of moral judgment; the nature and objectivity of value and obligation; moral realism and anti-realism.

**Next Anticipated Offering:** This course will be offered for the first time in the year 2017. After that, it will be offered on a regular basis, every year or every other year.

**Rationale.** This course will be part of the regular course offerings of Sigrún Svavarsdóttir, who joined the philosophy department September 2014. She taught this course as Philosophy 191.04 during Autumn semester 2014, but the course needs its own number and title so that it can be offered on a regular basis. Metaethics is one of the main subfields of ethics, and a course in it should be available to our undergraduate majors as well as our Master’s students. It also serves, along with Philosophy 121 (Ethical Theory) to prepare Master’s students for standing the Area of Strength Exam in Ethics.

**Overlap.** No conflict with other courses is anticipated. The course complements Philosophy 121: Ethical Theory (that focuses on theoretical normative ethics); jointly they prepare our Master’s students to stand the Area of Strength Exam in Ethics.

**Resource Requirements/ Curricular Adjustments.** This course will be part of the regular course offerings of Sigrún Svavarsdóttir, who joined the philosophy department September 2014. The course will fulfill the requirement that majors take at least one course numbered 100 or above in Value Theory.

**ARB:** Distribution Credit Humanities

---

**Item 20. NEW COURSE - Sociology**

*From: Sarah Sobieraj, x72472, Sarah.Sobieraj@tufts.edu*

*Department Chair: Pawan Dhingra, x72467, pawan.dhingra@tufts.edu*

**SOC 0100 Research Design and Interpretation**

**Bulletin Description:** Sociological research process: introduction to common methods, crafting sociological questions and designing research to answer them. Methods include surveys, experiments, field work, in-depth interviewing, and secondary analysis of existing data. Applying evolving knowledge base to the interpretation and critical assessment of recent journal articles to become skilled consumers of sociological research. Recommendation: Sophomore standing.

**Next Anticipated Offering:** Each Fall beginning Fall 2016

**Rationale.** This course will solve a problem in the department curriculum. Currently we require
two methods courses. Moving forward, we will only require this course. The rationale is that despite having two methods courses, key parts of the sociological research process were not being taught to students as fully as we would like. Students spent most of their time on learning the actual tools for conducting and analyzing research but not enough time on how to think about and design a research question and the sociological use of the scientific method. This course teaches both research design imperatives and introduces students to key methods. It is more common for sociology departments, especially undergraduate focused ones, to require just one methods course like the one we are proposing. So, this change will make us in line with most departments. The proposed SOC 100 is intended not only to give students the basic tools to assess and critique social scientific studies by other researchers. It is also intended to expose students to a range methods in an introductory fashion and encourage them to seek out further training, in SOC 101, SOC 102, or any of the others mentioned above. The impact on the program of study will to give students the core research training we think they need. It also will be a bit easier to complete the major. We still will require ten (10) courses to complete the major, so the number of credits for the major will not change. This should have no meaningful impact on other departments. As a course designed for sociology majors, it will refer to the specific needs of the discipline. We will continue to offer our other methods courses as electives, and so students from other majors will still be able to access them, as they have in the past. This will be part of the regular course offerings of Sarah Sobieraj, who is not new to Tufts. After teaching this for a few years, the responsibilities may rotate to other faculty in the department. This course has not been offered before.

Overlap. Although there is likely to be overlap between some parts of this course and some parts of other methods courses offered throughout the university, particularly in the social sciences and including our own existing Soc 101: Quantitative Methods and Soc 102: Qualitative Methods, as a whole SOC 100 will be largely complementary with all of them. For example, Political Science offers PS 103: Political Science Research Methods. Like the proposed Soc 100, some topics will overlap (e.g., measurement, hypothesis development, survey design, experiments, correlation, and regression). However, unlike the proposed Soc 100, PS 103 exposes students only to quantitative research methods, not also qualitative ones, and orients their thinking mainly toward questions and research in political science, whereas Soc 100 would orient them toward other topics in sociology. Similarly, Economics offers EC 13, an introduction to basic statistical techniques used in economic analysis. Again while some topics overlap (e.g., probability, sampling, hypothesis testing, linear regression model), the focus in EC 13 is design, collection, analysis, and interpretation only of quantitative research methods commonly used in Economics, not also qualitative ones common to Sociology as well. Finally, psychology offers various complementary methods courses (e.g., Psych 31-38), yet again they expose students only to the main quantitative and experimental methods (not qualitative ones) common in psychological research. Indeed, while some of the topics overlap between all of these courses, we see more direct overlap between PS 103, EC 13, and the PSY methods courses and SOC 101 (our current Quantitative Methods course) than with the proposed SOC 104. And all of the former courses are already approved as distinct and complementary. In Anthropology, the overlap and complement is different. Anthropology now offers ANTH 162, a “Fieldwork Lab” that exposes students mainly to ethnography, the key qualitative method of that discipline. There may be some overlap in some topics with SOC 100, particularly where students will be introduced to main qualitative methods like in-depth interviewing, observation, and content analysis. Yet we see more direct overlap between ANTH 162 and SOC 102 (our current Qualitative Methods course) than with
the proposed SOC 104. And the former two courses are already approved as distinct and complementary. Finally, there may be some overlap between the “comparative historical method” that SOC 104 students are often exposed to in an introductory research design courses and the main research methods common applied in History. However, we currently locate no such design and methods course in the Tufts History department, and usually coverage of this method is brief in an introductory Sociology methods course. In general, introduction to sociological design, inquiry, and interpretation courses everywhere in Sociology (not just here at Tufts) are developed to present a combination of (1) introduction to social scientific logic and inquiry (which may well overlap with similar introductions in other social science methods courses, while also orienting toward Sociology’s unique interests and foci) and (2) introduction to the range of research methods used by sociologists (which are inclusive of those used in a range of departments, from quantitative methods also common in Economics and Political Science to observational methods common in Anthropology to experimental methods common in Psychology, even to social-scientific-leaning versions of historical methods common in History). Thus, there is bound to be some conceptual and methodological overlap with other methods courses, but by and large, that overlap should be complementary, as sociologists do indeed draw from a range of epistemological foundations and research methods.

**Resource Requirements/ Curricular Adjustments.** This course will be staffed with tenure-stream faculty already teaching or hired. Associate Professor Sarah Sobieraj will teach this for the first few times. Then its teaching may shift to another professor. Professors have expressed interest in teaching the course. There are no new resource needs for the course. There is no separate lab space required, for instance.

**Requirements.** This course will fulfill the methods requirement of the major. Practically all sociology departments have a methods requirement for their major, taught as a separate course like this one. Currently we require two methods courses. Those other two methods courses will continue to be offered but not required.

ARB: *Distribution Credit Social Sciences*

---

**Part II**

**Item 21. COURSE CHANGE NUMBER - Anthropology**

*From: Alex Blanchette, 781-428-5097, alex.blanchette@tufts.edu*

*Department Chair: David Guss, 617-627-2509, david.guss@tufts.edu*

**Current Number/Title:** ANTH 0022 The Anthropocene and the End of Nature  
**New Number/Title:** ANTH 0138  
**Next Anticipated Offering:** It has not been taught under this name/title, partly owing to Blanchette being on leave. A more introductory version of it was taught in Spring 2013 under the title Sustenance in the Anthropocene.  
**Rationale.** This course was approved at an AS&E faculty meeting in the Spring term of 2014. It was originally proposed as a gateway/introductory course. However, as assistant professor Blanchette expands his course offerings in environmental anthropology, it was decided at our departmental retreat that a more generic introduction to anthropology would also be desirable. Since Blanchette is now proposing an introductory course in environmental matters (see
concurrent proposal), this course would become a mid-level course of more contemporary, specialized, and challenging material for sophomores and juniors. It would form the middle part of a three-course sequence for anthropology majors wishing to specialize in environmental issues. The course will be mildly revised to illustrate for students how anthropologists are debating current environmental dilemmas. It also complements courses by professors Bailey and Stanton on place, food, biology, and the built environment. I do not believe that shifting the course from a freshman-level course to a sophomore/junior level course, while leaving the content largely the same, has any new impacts on existing courses. It will be offered for majors in Environmental Studies, especially those specializing in the Sustainability track, and may become a core course for the Science, Technology, and Society major. There is no need for a change in the Bulletin description—the course remains the same in its central topics, with the exception of using more contemporary readings and relatively less focus on the history and core readings of anthropology for beginning students.

**Resource Requirements/ Curricular Adjustments.** No changes. Blanchette will likely teach this course bi-annually.

**Requirements.** It formerly would have counted as one of our Gateway/introductory courses, of which students are required to take at least one in sociocultural anthropology.

**Effects.** The course would serve as one of the ten required classes for students to fulfill their majors in anthropology. This course will also contribute towards the Sustainability majors track in Environmental Studies. It will also likely contribute towards the recently established Science, Technology, and Society major.

**Item 22. COURSE CHANGE DESCRIPTION - Biology**

*From: Kate Mirkin, 7-3195, kate.mirkin@tufts.edu*

*Department Chair: Francie Chew, 7-3189, fchew@tufts.edu*

**Current Number/Title:** BIO 0041 General Genetics

**Bulletin Description:** Basic concepts of classical and molecular genetics, including Mendelian genetics, genetic mapping, the genetic code, gene transcription and translation, regulation in prokaryotes and eukaryotes, genomics, and human chromosomal abnormalities. Three lectures. Requires completion of BIO 13 (or equivalent) or BIO 0003 with a grade of B- or better.

**New Description:** Basic concepts of classical and molecular genetics, including Mendelian genetics, genetic mapping, the genetic code, gene transcription and translation, regulation in prokaryotes and eukaryotes, genomics, and human chromosomal abnormalities. Three lectures. Requires completion of BIO 13 (or equivalent)

**Next Anticipated Offering:** Fall 2016

**Rationale.** Bio 3 no longer exists and has not been taught for several years, so we need to take reference to it out of the Bulletin. The reference is confusing to students.

**Item 23. COURSE CHANGE DESCRIPTION - Biology**

*From: Susan Koegel, 7-3195, susan.koegel@tufts.edu*

*Department Chair: Francie Chew, 7-3189, fchew@tufts.edu*

**Current Number/Title:** BIO 0046 Cell Biology

**Bulletin Description:** Basic concepts of cellular organization, function, regulation. Emphasis on molecular/biochemical approach to fundamentals of bioenergetics; plasma membrane functions such as transport, secretion, and signal transduction; organelle function and biogenesis; cell growth and division. Three lectures. Requires completion of BIO 0013 or equivalent or BIO
0003 with a B- or better.

**New Description:** Basic concepts of cellular organization, function, regulation. Emphasis on molecular/biochemical approach to fundamentals of bioenergetics; plasma membrane functions such as transport, secretion, and signal transduction; organelle function and biogenesis; cell growth and division. Three lectures. Requires completion of BIO 0013 or equivalent

**Next Anticipated Offering:** Spring 2017

**Rationale.** Bio 3 no longer exists and has not been taught for several years, so we need to take reference to it out of the Bulletin. The reference is confusing to students.

---

**Item 24. COURSE CHANGE DESCRIPTION - Biology**

*From: Juliet Fuhrman, 617-627-3189, juliet.fuhrman@tufts.edu*

*Department Chair: Frances Chew, 617-627-3189, fchew@tufts.edu*

**Current Number/Title:** BIO 0050 Experiments In Molecular Biology

**Bulletin Description:** Similar to BIO 49, but investigating a series of laboratory problems using modern techniques of biotechnology. Gene cloning, recombinant protein expression, protein biochemistry, and immunochemistry are emphasized for teaching state-of-the-art laboratory skills and for reinforcing basic concepts of modern molecular biology. One laboratory session per week plus one discussion period. Requires completion of BIO 0013 (or equivalent) or BIO 0003 with a grade of B- or better.

**New Description:** Investigation of series of laboratory problems using modern techniques of biotechnology. Gene cloning, recombinant protein expression, protein biochemistry, and immunochemistry are emphasized for teaching state-of-the-art laboratory skills and for reinforcing basic concepts of modern molecular biology. One laboratory session per week plus one discussion period. Requires completion of BIO 0013 (or equivalent).

**Next Anticipated Offering:** Spring 2017

**Rationale.** Prerequisite Bio003 has not been offered in many years.

---

**Item 25. COURSE CHANGE DESCRIPTION, CREDIT, AND TITLE - Biology**

*From: Elizabeth E. Crone, 7-0847, elizabeth.crone@tufts.edu*

*Department Chair: Francie Chew, 7-3189, fchew@tufts.edu*

**Current Number/Title:** BIO 0133 Ecological Models & Data

**New Number/Title:** Ecological Statistics & Data

**Bulletin Description:** Probability and likelihood, fitting simple models to data, and using models to make predictions. Examples come from problems in ecology, with emphasis on monitoring plant and animal populations and forecasting how these populations will respond to changing environments. Includes use of discrete probability distributions (binomial and Poisson), building mixed and compounded probability distributions, an introduction to Bayesian statistics, and use of the open-source statistics program, R. Students should have a good working knowledge of high school algebra and an interest in ecology. 1.0 credit

**New Description:** Probability and likelihood, fitting simple statistical models to data, and using these models to make predictions. Examples come from problems in ecology, with emphasis on monitoring plant and animal populations and forecasting how these populations will respond to changing environments. Includes use of discrete probability distributions (binomial and Poisson), building mixed and compounded probability distributions, an introduction to Bayesian statistics, and use of the open-source statistics program, R. Students should have a good working
knowledge of high school algebra and an interest in ecology.

**New Credit:** 1.5 credits

**Next Anticipated Offering:** Bio 133, Spring 2016, (21187) as 1.0 credit with an optional lab section being coded as Bio 196 xx for 0.5 credit. Beginning spring 2017, the lab will not be optional.

**Rationale.** Title change to because many students and faculty did not understand the word “Models” in the previous title to mean statistical models. Proposed credit change to more accurately reflect the amount of work required (required lab section). Course has been offered twice before, once as BIO 196 (spring 2014) with no computer lab; the second time as BIO 133 (spring 2015), with optional lab section. All of the problem sets and tests for the lecture section are done in R. In general, nearly all students benefit from learning R programming in the lab section, so it is awkward to code the lab section as optional, and better to have a 1.5 credit course similar to other biology lab course offerings. Going forward, the department wishes to count this course as 1.5 credits. It will also fulfill not only Natural Sciences and Biology Major credit, but also Group C and a lab requirement above Bio 14 for the biology major.

**Requirements.** Group C, and if student took the lab, the advanced lab requirement (lab numbered above Bio 14)

---

**Item 26. COURSE CHANGE DESCRIPTION - Education**

*From: Brian Gravel, 7239674201, brian.gravel@tufts.edu*

*Current Number/Title:* ED 0121 Practice of Teaching: Science

*New Number/Title:* ED 0121 Concurrent experiences teaching science in K-12 student teaching, university assistantships, or other instructional settings. Participants present video, transcripts, and student work from their teaching, primarily as data to study regarding their students’ thinking: How to recognize, interpret, and respond to students’ ideas and reasoning. Prerequisite: consent. 

*Next Anticipated Offering*: Spring

**Rationale.** More accurately reflects what will be occurring during the course.

---

**Item 27. COURSE CHANGE DESCRIPTION - Education**

*From: Brian Gravel, 74201, brian.gravel@tufts.edu*

*Current Number/Title:* ED 0122 Practice Of Teaching Mathematics

*New Number/Title:* ED 0122 Concurrent experiences teaching mathematics in K-12 student teaching, university assistantships, or other instructional settings. Participants present video, transcripts, and student work from their teaching, primarily as data to study regarding their students’ thinking: How to recognize, interpret, and respond to students’ ideas and reasoning. Prerequisite:
Next Anticipated Offering: Spring
Rationale: More accurately describes the course and is consistent with the other STEM Practice Teaching courses that it is taught with.

Item 28. COURSE CHANGE DESCRIPTION - Education
From: Brian Gravel, 74201, brian.gravel@tufts.edu
Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu
Current Number/Title: ED 0127 Practice of Teaching Elementary STEM
Bulletin Description: Participants develop frameworks of organization, reflection, analysis, and assessment to specifically address aspects of students’ knowledge and reasoning in elementary school STEM teaching. Through the use of student work and classroom video, candidates will use theories, perspectives, and approaches to teaching elementary STEM to analyze student thinking and the effectiveness of their developing practice. The elementary curriculum is the ultimate interdisciplinary endeavor, and this course provides a venue for critical examination and development of innovative ways of teaching STEM at the elementary level.
New Description: Concurrent experiences teaching STEM in elementary school student teaching settings. Participants present video, transcripts, and student work from their teaching, primarily as data to study regarding their students’ thinking: How to recognize, interpret, and respond to students’ ideas and reasoning. Prerequisite: consent.
Next Anticipated Offering: Spring
Rationale: Coincides with the descriptions of the other Practice of Teaching STEM courses that this is taught with.

Item 29. COURSE CHANGE DESCRIPTION - Education
From: David Hammer, 72396, david.hammer@tufts.edu
Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu
Current Number/Title: ED 0130 Human Development and Learning
Bulletin Description: Basic psychological theories of human cognitive development and learning and their relevance to education. Emphasizes biological, environmental, constructivist, information processing, and sociocultural approaches to the analysis of learning and cognitive development from infancy to adolescence. Some field experience is included.
New Description: Introduction to theories of human development and learning, with a particular focus on relevance to education. Investigation of constructivist and socio-cultural perspective. Experience with a fundamental methodology, the clinical interview.
Next Anticipated Offering: Fall
Rationale: More accurate description of the course. No impact on other programs

Item 30. COURSE CHANGE DESCRIPTION - Education
From: Steve Luz Alterman, 72390, steven.luz-alterman@tufts.edu
Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu
Current Number/Title: ED 0140 Behavior Management in the Classroom
Bulletin Description: Theory, research, and practice of management of student behavior in elementary and high school classrooms. Practical and empirically derived classroom-based interventions intended to have beneficial effects on the academic, behavioral, social, or emotional functioning of children and adolescents, including but not limited to individualized contingency contracts, group token economics, and student self-management training. An
iterative, problem-solving approach to intervention will be emphasized.

**New Description:** Theory, research, and practice of creating a positive classroom climate and working with challenging students. Introduction to practical and empirically derived classroom-based interventions intended to have beneficial effects on the academic, behavioral, social, and emotional functioning of children and adolescents. An iterative, problem-solving approach to intervention will be emphasized.

**Next Anticipated Offering:** Spring

**Rationale:** more accurate description

---

**Item 31. COURSE CHANGE DESCRIPTION - Education**

*From: Erin Seaton, 73926, ee.seaton@tufts.edu*

*Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu*

*Current Number/Title:* ED 0142 Education of the Exceptional Child

**Bulletin Description:** Characteristic features, methods of diagnosis, psychological factors, and, where known, etiology of forms of the exceptional including persons who are gifted, mentally retarded, blind, deaf, language impaired, and emotionally disturbed. Educational planning within each form of exceptionality. Current state and federal legislation pertaining to the education of children with various disabilities.

**New Description:** Starting with a history of special education, introduces students to effective responses to the diverse needs of exceptional learners in an inclusive classroom. Building on a strengths perspective, topics include brain and biological development and supporting students with specific learning disabilities, executive functioning disorders, autism spectrum disorders, and mood and behavioral disorders in schools. Emphasizing the need for collaboration among school professionals, students participate in a case study and consultation project.

**Next Anticipated Offering:** Fall

**Rationale:** more accurate description

---

**Item 32. COURSE CHANGE DESCRIPTION & TITLE - Education**

*From: Sabina Vaught, 72568, sabina.vaught@tufts.edu*

*Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu*

*Current Number/Title:* ED 0161 Sociology of the School

**New Number/Title:** Anthropology and Sociology of Schooling

**Bulletin Description:** Educational institutions as social systems and the various external and internal social forces that shape them. Representative ethnographic studies of schooling with an emphasis on ethnicity, class, and gender as organizing categories of student experience and school social organization.

**New Description:** Explores educational institutions and the various external and internal societal forces that shape them. Attention to critical, ethnographic studies of schooling. Emphasis on dynamics of gender, race, class, and sexuality as organizing forces of schooling and society.

**Next Anticipated Offering:** Fall 2016

**Rationale:** More accurately fits the course and what is taught

---

**Item 33. COURSE CHANGE DESCRIPTION & TITLE - Education**

*From: Sabina Vaught, 72568, sabina.vaught@tufts.edu*

*Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu*

*Current Number/Title:* ED 0162 Class, Race, And Gender In The History Of U.S. Education

**New Number/Title:** Critical Histories of U.S. Education
**Bulletin Description:** History of education in the United States as a struggle over access and control. Relation to class reproduction, social mobility, the maintenance of and resistance to racial boundaries and gender issues, emphasizing the struggles of disempowered groups to gain access to schooling in the nineteenth and twentieth centuries.

**New Description:** Considers the history of education within the borders of the United States as a struggle over access and resources, and as assertion of sovereignty or independence. Attention to reproduction of and resistance to hierarchies of class, race, gender, nation, and sexuality. Emphasizes the struggles of groups to gain access to or determine their own schooling in the 19th and 20th centuries.

**Next Anticipated Offering:** Fall 2016

**Rationale.** Previous title long and cumbersome. Description more accurate

---

**Item 34. COURSE CHANGE DESCRIPTION & TITLE - Education**

*From: Sabina Vaught, 72568, sabina.vaught@tufts.edu*

*Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu*

**Current Number/Title:** ED 0163 Philosophies of Education

**New Number/Title:** Philosophies

**Bulletin Description:** Examination and evaluation of philosophies of education in Western society from Plato to Paulo Freire, principally as they raise questions applicable to contemporary educational concerns. Who should be educated? What is valuable knowledge? What is the role of education in a democratic society?

**New Description:** Explores philosophical frameworks and traditions that have informed both U.S. schooling and educational research. Special attention to questions of nation, social and cultural reproduction, publics, and hegemony.

**Next Anticipated Offering:** Fall 2016

**Rationale.** This course is not restricted to philosophies explicitly about Education, but rather puts many philosophical frameworks in conversation with questions about education and schooling.

---

**Item 35. COURSE CHANGE DESCRIPTION & TITLE - Education**

*From: Sabina Vaught, 72568, sabina.vaught@tufts.edu*

*Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu*

**Current Number/Title:** ED 0167 Critical Race Theory Seminar: Issues in Urban Education

**New Number/Title:** Critical Race Theory

**Bulletin Description:** (Cross-listed as AMER 186). An advanced theoretical seminar on race, class, gender and the political economy of urban schooling. Topics studied may include, but are not limited to welfare, law, labor policy, school policy. Recommendations: Junior standing and ED161 or consent.

**New Description:** Examines foundational writings of Critical Race Theory in Legal and Educational Studies, considering their application to educational questions including, but not limited to: political economies of schooling; governance; policy; curriculum; and, pedagogy. Junior standing or consent of instructor.

**Next Anticipated Offering:** Spring 2016

**Rationale.** We would like to have a more succinct title for this course which will allow for a broader discussion that is not limited to urban education.
Item 36. COURSE CHANGE DESCRIPTION & TITLE - Education
From: Sabina Vaught, 72568, sabina.vaught@tufts.edu
Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu
Current Number/Title: ED 0166 Masculinities in Urban Schooling
New Number/Title: Masculinities and U.S. Schooling
Bulletin Description: This seminar is an introduction to social science theories and qualitative studies of masculinities in urban schooling. Themes of race, class, and sexuality and topics such as media, family, athletics, immigration, and the juvenile justice system as they relate to school policy, classroom practice, and urban social policy. Recommendations: Junior standing.
New Description: Considers questions of masculine gender production in U.S. schools through queer and feminist theoretical and empirical attention to pedagogy, curriculum, policy, and law.
Next Anticipated Offering: Fall 2016
Rationale: New title and description allows for more of a broad approach rather than focusing just on urban schooling and policy.

Item 37. COURSE CHANGE DESCRIPTION - Philosophy
From: Erin Kelly, 617627-2849, ekelly@tufts.edu
Department Chair: Erin Kelly, 617-627-2849, ekelly@tufts.edu
Current Number/Title: PHIL 0121 Ethical Theory
New Number/Title: PHIL 0121 Ethical Theory
Bulletin Description: An investigation of central problems in contemporary moral philosophy, such as: Are moral judgments objective or relative? True or false? Based on freely chosen moral ideals? Derived from matters of fact? What counts as evidence in moral arguments? How do scientific and moral theories differ? These problems will be studied in light of the writings of major classical and contemporary philosophers.
New Description: A philosophical examination of highly theoretical issues in normative ethics: what makes something right or wrong, good or evil, just or unjust; the role of moral principles in ethics; the methodology of moral inquiry; consequentialism; utilitarianism; Kantian deontology; pluralistic deontology; virtue theory; impartialism versus partialism; particularism versus generalism.
Next Anticipated Offering: Spring 2016
Rationale: We are changing the description to avoid overlap with Philosophy 130: Moral Psychology, and a new proposed course, Philosophy 129, Metaethics.

Item 38. COURSE CHANGE DESCRIPTION - Philosophy
From: Erin Kelly, 617-627-2849, ekelly@tufts.edu
Department Chair: Erin Kelly, 617-627-2840, ekelly@tufts.edu
Current Number/Title: PHIL 0130 Moral Psychology
New Number/Title: PHIL 0130 Moral Psychology
Bulletin Description: Study of central problems in metaethics and moral psychology. Perspectives on the nature of values; how we come to know them, and how they might motivate us; whether there are moral truths and what relation they bear to the natural world; the nature of practical reasoning and its connection with notions of agency and responsibility.
Recommendations: One course in Philosophy.
New Description: Philosophical examination of central problems in moral psychology: moral motivation; moral sentiments such as guilt and resentment; practical reasoning; moral agency; free will and responsibility; implications of empirical research on moral intuitions and judgments. Recommendation: one course in philosophy
Next Anticipated Offering: Fall 2016
**Rationale.** We are revising course description to avoid overlap with Philosophy 121: Ethical Theory and Philosophy 129: Metaethics.

**Item 39. COURSE CHANGE TITLE - Sociology**  
*From: Helen Marrow, x72140, Helen.Marrow@tufts.edu*  
*Department Chair: Pawan Dhingra, x72467, pawan.dhingra@tufts.edu*  
*Current Number/Title: SOC 0070 Immigration & American Society*  
*New Number/Title: Immigration, Race, and American Society.*  
*Next Anticipated Offering: Spring 2016*  
**Rationale.** I am requesting no change to the course number, the course description, or the substantive content of the course. Two other professors have taught the course for me in recent years and suggested that adding the word “race” to its title would (1) serve the strategic purpose of marketing the course toward a wider array of interested students and (2) better reflect the content and aim of the course as it already stands. The course was pitched at 40-60 enrollment but currently attracts ~20 students per semester, so the first strategic aim for more students falls in line with that initial vision. Since the course already focuses on interactions between immigration and race throughout (see more on this below), changing the course title is envisioned as both a way to advertise this interaction more explicitly (such that the course doesn’t seem like an “immigration” but “not race” course) as well as a way to attract students who may have an interest in race and ethnicity but perhaps not yet realize how immigration is connected to it.

**Item 40. COURSE CHANGE DESCRIPTION & TITLE - Sociology**  
*From: Freeden Oeur, x70554, Freeden.Oeur@tufts.edu*  
*Department Chair: Pawan Dhingra, x72467, pawan.dhingra@tufts.edu*  
*Current Number/Title: SOC 0103 Survey of Social Theory*  
*New Number/Title: Sociological Theory*  
*Bulletin Description: Backgrounds of contemporary scientific analysis of human behavior. Recurrent conceptual problems and major theories of human nature and society as formulated by significant social theorists during the past century. Recommendations SOC 1 or 10.*  
*New Description: Introduction to major classical and contemporary theories of society and human behavior.*  
*Next Anticipated Offering: Spring 2016*  
**Rationale.** • The original description was misleading, as the seminar doesn’t just examine theories of the past century. The seminar includes both classical and contemporary theories. • The term “sociological” is more accurate, as the theories in this course are merely one slice of all “social” theories (a very broad term).

**Item 41. COURSE CHANGE DESCRIPTION - Sociology**  
*From: Sarah Sobieraj, x72472, Sarah.Sobieraj@tufts.edu*  
*Department Chair: Pawan Dhingra, x72467, pawan.dhingra@tufts.edu*  
*Current Number/Title: SOC 0102 Qualitative Research Methods*  
*Bulletin Description: Epistemological foundations of qualitative methods and related ethical issues. Development and carrying out of a research project, including formulation of a researchable sociological question, review of sociological literature, identification of a research site, conduct of systematic observations, taking and coding of field notes, qualitative interviews, analysis of data, drawing of conclusions, and development of a sociological argument.*
Recommendations: At least one Sociology course or permission of instructor.

New Description: Epistemological foundations of qualitative methods and related ethical issues. Research project, including formulation of a researchable sociological question, review of sociological literature, identification of a research site, conduct of systematic observations, taking and coding of field notes, qualitative interviews, analysis of data, drawing of conclusions, and development of a sociological argument. Recommendations: Two Sociology courses.

Next Anticipated Offering: Spring 2016

Rationale: Course instructors have consistently found that one Sociology course does not provide sufficient background for this intensive research methods course.

Item 42. COURSE CHANGE DESCRIPTION - Sociology
From: Rosemary Taylor, x72347, rtaylor@tufts.edu
Department Chair: Pawan Dhingra, x72467, pawan.dhingra@tufts.edu

Current Number/Title: SOC 0108 Epidemics: Plagues, Peoples and Politics
Bulletin Description: (Cross-listed as CH 108.) Origins, epidemiology, and evolution of epidemics, rooted in biology, behavior, social organization, culture, and political economy. Societies' efforts to contain diseases, their effects on world history, and their cultural record in literature and contemporary sources. Cases range from early plagues (syphilis, smallpox, bubonic plague) and the recurrent threats of influenza, malaria, and tuberculosis, to nineteenth-century famines, and "modern" scourges such as the global challenge of AIDS.

New Description: (Cross-listed as CH 108.) Origins and evolution of epidemics, rooted in biology, social organization, culture, and political economy. Societies' efforts to contain diseases with a global reach, their effects on world history, their record in literature and art. Cases from early plagues (syphilis, smallpox, bubonic plague), the recurrent threats of influenza, malaria, and tuberculosis, 19th century famines and cholera, to AIDS, emergent diseases like SARS, Ebola and the "epidemics" of globalization spawned by changes in work, living conditions, and the environment.

Next Anticipated Offering: Spring 2016

Rationale: Minor changes in description to reflect changes in the nature of epidemics and health threats in a global era

Item 43. COURSE CHANGE DESCRIPTION - German, Russian and Asian Languages and Literatures
From: Vida Johnson, 7-3407, vida.johnson@tufts.edu
Director: Vida Johnson, 7-3407, vida.johnson@tufts.edu

Current Number/Title: RUS 0001 Elementary Russian
Bulletin Description: Basic conversation and communication skills. Fundamentals of pronunciation and grammar. One additional hour.

New Description: Introduction to basic communication skills in Russian. Emphasis on speaking and listening. Fundamentals of Russian grammar, including the main parts of speech, verb conjugation, and basic sentence structure. Students learn to talk about friends and family, studies and interests, and daily schedules. Introduction to Russian culture through songs, poems, and brief readings. Online audio and video materials.

Next Anticipated Offering: Fall 2016

Rationale: We are joining the majority of first year language courses in our department with 200 rather than 250 minutes of language instruction per week.
Item 44. COURSE CHANGE DESCRIPTION - German, Russian and Asian Languages and Literatures
From: Vida Johnson, 7-3407, vida.johnson@tufts.edu
Director: Vida Johnson, 7-3407, vida.johnson@tufts.edu
Current Number/Title: RUS 0003 Intermediate Russian
Bulletin Description: Completion of the formal study of grammar. Emphasis on conversational and compositional skills. Recommendations: RUS 2 or equivalent.
New Description: Further development of speaking, listening, reading, and writing skills. Students learn to express their opinions in a more sophisticated manner on such topics as work, study, and interests, Russian culture, and cultural difference. Mastery of more advanced grammar topics, including complex sentences, case usage, and verbal aspect. Online audio and video materials and authentic Russian texts. Recommended: Russian 2 or placement exam and permission of instructor.
Next Anticipated Offering: Fall 2016
Rationale. Fuller description to reflect changing nature of course.

Item 45. COURSE CHANGE DESCRIPTION - German, Russian and Asian Languages and Literatures
From: Vida Johnson, 7-3407, vida.johnson@tufts.edu
Director: Vida Johnson, 7-3407, vida.johnson@tufts.edu
Current Number/Title: RUS 0002 Elementary Russian
Bulletin Description: Basic conversation and communication skills. Fundamentals of pronunciation and grammar. One additional hour.
New Description: Continued introduction to the fundamentals of Russian. Focus on developing active speaking, reading, and listening skills. Students gain a solid understanding of Russian grammar and develop basic writing skills. Upon completion of the course, students can talk about their families and hometowns, biographies and plans for the future, and make purchases and order food. Students learn about Russian culture through short readings, songs, and videos. Recommended: Russian 1 or placement exam and permission of instructor.
Next Anticipated Offering: Spring 2016
Rationale. We are joining the majority of second year language courses within our department with 200 rather than 250 minutes of meeting time.

Item 46. COURSE CHANGE DESCRIPTION - German, Russian and Asian Languages and Literatures
From: Vida Johnson, 7-3407, vida.johnson@tufts.edu
Director: Vida Johnson, 7-3407, vida.johnson@tufts.edu
Current Number/Title: RUS 0004 Intermediate Russian
Bulletin Description: Completion of the formal study of grammar. Emphasis on conversational and compositional skills. Recommendations: RUS 3 or equivalent.
New Description: Continued expansion of speaking, reading, writing, and listening skills. Emphasis on vocabulary development. Focus on more complex sentence structures that allow
students to express their opinions on such topics as film, literature, leisure activities, and the
mass media. Videos, recordings, and more extended readings enhance the student’s
understanding of Russian culture. Compositions and oral presentations. Recommended:
Russian 3 or placement exam and permission of instructor.
**Next Anticipated Offering:** Spring 2016
**Rationale.** Fuller description to reflect changing nature of course.

**Item 47. COURSE CHANGE DESCRIPTION - German, Russian and Asian Languages and Literatures**
*From: Vida Johnson, 7-3407, vida.johnson@tufts.edu*
*Director: Vida Johnson, 7-3407, vida.johnson@tufts.edu*

**Current Number/Title:** RUS 0021 Composition and Conversation

**New Number/Title:**

**Bulletin Description:** Selected grammar topics. Advanced oral and written drill.
Compositions, reports, and discussions based on readings of journalistic and literary prose and
film viewings. Recommendations: RUS 4 or equivalent.

**New Description:** Readings of unsimplified texts, fiction (classics and contemporary
literature) and non-fiction (newspapers and magazines), feature films and documentaries.
Expanding stylistic ability through composition and discussion. Grammar review and some
advanced grammar concepts. Recommended: Russian 4 or placement exam and permission of
instructor.

**Next Anticipated Offering:** Fall 2016

**Item 48. COURSE CHANGE DESCRIPTION - German, Russian and Asian Languages and Literatures**
*From: Vida Johnson, 7-3407, vida.johnson@tufts.edu*
*Director: Vida Johnson, 7-3407, vida.johnson@tufts.edu*

**Current Number/Title:** RUS 0022 Composition and Conversation

**Bulletin Description:** Selected grammar topics. Advanced oral and written drill.
Compositions, reports, and discussions based on readings of journalistic and literary prose and
film viewings. Recommendations: RUS 21 or equivalent.

**New Description:** Development of advanced communication skills. Readings in literature
and/or non-fiction (newspapers and magazines), and films. Use of music videos and video
clips. Expansion of vocabulary and stylistic ability through composition and discussion.
Continuation of grammar review. Recommended: Russian 21 or placement exam and
permission of instructor.

**Next Anticipated Offering:** Spring 2016

**Rationale.** Fuller description to reflect changing nature of course.

**Item 49. COURSE CHANGE DESCRIPTION - German, Russian and Asian Languages and Literatures**
*From: Vida Johnson, 7-3407, vida.johnson@tufts.edu*
*Director: Vida Johnson, 7-3407, vida.johnson@tufts.edu*
Current Number/Title: RUS 0122 Advanced Russian

Bulletin Description: Classes conducted entirely in Russian, advanced concepts in grammar and stylistics, intensive reading, and discussions. Recommendations: RUS 22.

New Description: Reading and discussion of classical and/or modern literature, articles from magazines, newspapers and the internet, feature films and documentaries. Advanced concepts in grammar with focus on style and complex sentence structure. Topics include stereotypes of Russians and Americans (social, cultural, and psychological differences). Students express their opinions in class discussion and in essays on readings and films. In Russian. Recommended: Russian 121 or placement exam and permission of instructor.

Next Anticipated Offering: Spring 2016.

Rationale. Fuller description to reflect changing nature of course.

---

Item 50. COURSE CHANGE - German, Russian and Asian Languages and Literatures

From: Vida Johnson, 7-3407, vida.johnson@tufts.edu

Director: Vida Johnson, 7-3407, vida.johnson@tufts.edu

Current Number/Title: RUS 0121 Advanced Russian

Bulletin Description: Classes conducted entirely in Russian, advanced concepts in grammar and stylistics, intensive reading, and discussions. Recommendations: RUS 22.

New Description: Advanced concepts in grammar and stylistics through reading, composition, and discussion of 19th-21st century Russian short stories, contemporary periodicals, films and TV programming. Intensive practice in pronunciation and intonation. In Russian. Recommended: Russian 22 or placement exam and permission of instructor.

Next Anticipated Offering: Fall 2016

Rationale. Fuller description to reflect changing nature of course.

---

Item 51. DELETE COURSE - Biology

Department Chair: Francie Chew, 7-3189, fchew@tufts.edu

BIO 0177 Seminar in Inflammation

Bulletin Description: Study of processes involved in mammalian inflammatory reactions. Reading and discussion of the current literature will be emphasized. Selected topics include leukocyte chemotaxis and phagocytosis, generation of inflammatory agents, allergic reactions, autoimmune diseases, and basic immunologic processes.

Last Offering: elective

Rationale. Faculty who taught this course retired in F2015

---

Item 52. CHANGE PROGRAM—MAJOR IN SOCIOLOGY

From: Pawan Dhingra, 6176272467, pawan.dhingra@tufts.edu

Department Chair: Pawan Dhingra, 6176272467, pawan.dhingra@tufts.edu

Bulletin Description: All Sociology majors, including those who elect to do one of the three clusters (see below), must complete ten Sociology courses. None of the ten courses may be taken pass-fail, and at least six of the courses must be listed or cross-listed by the Tufts University Department of Sociology. Four courses must be the following core courses, at least two of which must be taken in the Tufts University Department of Sociology: 01: Introduction to Sociology
101: Quantitative Research Methods 102: Qualitative Research Methods 103: Survey of Social Theory

Of the ten required Sociology courses, one must be numbered 180 or above. Sociology 193, 194, 197, 198, and 199 do not count for this requirement. Five of the ten required courses are unrestricted electives, except for students who choose to complete a cluster. Six of the ten required courses must be taken at the Somerville/Medford Campus.

**New Description:** All Sociology majors, including those who elect to do one of the clusters (see below), must complete ten Sociology courses. None of the ten courses may be taken pass-fail, and at least six of the courses must be listed or cross-listed by the Tufts University Department of Sociology. Three courses must be the following core courses, at least two of which must be taken in the Tufts University Department of Sociology: 01: Introduction to Sociology; 100: Research Design and Interpretation; 103: Social Theory. Of the ten required Sociology courses, one must be numbered 180 or above. Sociology 193, 194, 197, 198, and 199 do not count for this requirement. Six of the ten required courses are unrestricted electives, except for students who choose to complete a cluster. Six of the ten courses must be taken at the Somerville/Medford Campus.

**Changes.** pawan.dhingra@tufts.edu

**Rationale.** See proposed changes for why this change is needed. We do not foresee any impact on programs of study outside of the department. This change will most affect sociology majors. Students from other departments who want to take SOC 101 or SOC 102, as happens (especially for SOC 101), will still have access to it, for we plan to continue to offer these courses. Students from other departments may appreciate SOC 100 as well, for it provides in a single course exposure to key quantitative and qualitative methods and research design.

**Overlap.** Please see the SOC 100 course proposal form for this. We have not contacted other departments or programs because this course is designed for sociology majors and does not substantially overlap with other offerings, as commonplace across multiple universities.

**Resource Requirements/ Curricular Adjustments.** SOC 100 will be staffed by current tenure-stream faculty in the sociology department. We normally offer SOC 102 twice a year by two separate faculty. We plan to offer SOC 102 once a year by one faculty member, and the other faculty member who would have taught it that year instead will teach SOC 100. So, there is no need to add staff. Nor does this course require a lab. SOC 100 will be offered each Fall, starting 2016 (pending approval).

**Planning.** Sarah Sobieraj has agreed to teach SOC 100 for three years. After that, we will decide if she wants to continue teaching it or if Helen Marrow, Orly Clerge, or (new hire) Jill Weinberg will teach it. We do not anticipate any problems in staffing this course given that it is a standard sociology course at the undergraduate level. Each of these faculty persons has expressed interest and willingness in teaching it.

**Chair Role Approval.** The department held a meeting last academic year to discuss the proposed changes and came to consensus to go ahead with it. Those faculty most involved in teaching methods courses have met with the department chair at other times to discuss the nature of the course and the methods requirements in detail.

**Item 53. CHANGE PROGRAM—MINOR IN SOCIOLOGY**

*From: Pawan Dhingra, x72467, Pawan.Dhingra@tufts.edu*

*Department Chair: Pawan Dhingra, x72467, Pawan.Dhingra@tufts.edu*

**Bulletin Description:** The minor requires the completion of six courses, none of which may be taken pass-fail: one required introductory course numbered 1 through 50; one required methods
course: Sociology 101 or 102; one theory course: Sociology 103; and three elective courses. **New Description:** The minor requires the completion of six courses, none of which may be taken pass-fail: one required introductory course numbered 1 through 96; one of the three available methods courses: Sociology 100, 101 or 102; one theory course: Sociology 103; and three elective courses.

**Changes.** Pawan.Dhingra@tufts.edu

**Rationale.** The change to allow SOC 100 to also count for the methods requirement for the minor is needed because this new course will provide students an excellent introduction to methods, beneficial to those hoping to get deeper knowledge of sociology through the minor. We see no reason why SOC 100 would count towards the major but not the minor. We also believe that the other methods courses, SOC 101 and 102, continue to provide students understanding of how sociologists conduct research, and so each should count as satisfying the minor.

**Overlap.** Please see the course proposal form for SOC 100 for details on this.

**Resource Requirements/ Curricular Adjustments.** Please see the course proposal form for SOC 100 for details on this.

**Planning.** Please see the course proposal form for SOC 100 for details on this.

**Chair Role Approval.** The department came to this decision on changing the minor through discussion and consensus at a department meeting.

**Item 54. CHANGE PROGRAM—SOCIOMETRY COURSE RENUMBERING**

*From: Pawan Dhingra, x72467, Pawan.Dhingra@tufts.edu*

*Department Chair: Pawan Dhingra, x72467, Pawan.Dhingra@tufts.edu*

**Rationale:**

The current numbering system for courses is confusing to students and academic advisors. Under this proposal, introductory courses would be numbered 0001 to 0099; secondary level courses requiring a prerequisite would be numbered 0100-0179; and, seminar courses would be numbered 0180 and above.

The proposed changes are as follows:

<table>
<thead>
<tr>
<th>Current No.</th>
<th>Course Title</th>
<th>Proposed No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 0110</td>
<td>Racial and Ethnic Minorities</td>
<td>SOC 0011</td>
</tr>
<tr>
<td>SOC 0112</td>
<td>Criminology</td>
<td>SOC 0012</td>
</tr>
<tr>
<td>SOC 0113</td>
<td>Urban Sociology</td>
<td>SOC 0013</td>
</tr>
<tr>
<td>SOC 0130</td>
<td>Social Inequalities/Social Justice</td>
<td>SOC 0060</td>
</tr>
<tr>
<td>SOC 0135</td>
<td>Social Movements</td>
<td>SOC 0035</td>
</tr>
<tr>
<td>SOC 0143</td>
<td>Sociology of Religion</td>
<td>SOC 0043</td>
</tr>
</tbody>
</table>

**Item 55. DELETE COURSES – Classics (Classics, Latin, & Greek)**

*From: J. Matthew Harrington, 617.627.2439, matthew.harrington@tufts.edu*

*Department Chair: Ioannis D. Evrigenis, 617-627-4106, Ioannis.Evrigenis@tufts.edu*

**DELETE COURSE - Classics**

CLS 57 Comedy: Aristophanes and Athens
**Bulletin Description:** Study of the comic poet Aristophanes and his time, the last quarter of the 5th Century BCE. His plays will help us to understand both the social, intellectual, and political climate of 5th Century Athens and the part that dramatic festivals played in this culture. Clouds will introduce us to Socrates and the Sophists, Frogs and Thesmo to tragic parody, Wasps to the working of the democracy and the lawcourts, Birds to the exuberance of Athenian imperialism, The Congresswomen to gender issues, and Acharnians, Peace, and Lysistrata to the war with Sparta. We will also read episodes from other plays in class and act out scenes in small groups. Plays will be supplemented by additional readings from Plato, Aeschylus, Euripides, and Thucydides. May be taken at the 100-level.

**Rationale:** Faculty member has left Tufts

**SIS Impact.** Course should stop at the end of the Spring 2016 semester.

CLS 157 Comedy: Aristophanes and Athens

**Bulletin Description:** Study of the comic poet Aristophanes and his time, the last quarter of the 5th Century BCE. His plays will help us to understand both the social, intellectual, and political climate of 5th Century Athens and the part that dramatic festivals played in this culture. Clouds will introduce us to Socrates and the Sophists, Frogs and Thesmo to tragic parody, Wasps to the working of the democracy and the lawcourts, Birds to the exuberance of Athenian imperialism, The Congresswomen to gender issues, and Acharnians, Peace, and Lysistrata to the war with Sparta. We will also read episodes from other plays in class and act out scenes in small groups. Plays will be supplemented by additional readings from Plato, Aeschylus, Euripides, and Thucydides. May be taken at lower level.

**Rationale:** Faculty member has left Tufts

**SIS Impact.** Course should stop at the end of the Spring 2016 semester

CLS 70 Latin and Greek Roots of English

**Bulletin Description:** Study of the influence of the Classical languages on our own. Included will be: a brief overview of the Indo-European languages and of the history of English; a short introduction to Latin, with readings from poems of the Carmina Burana and the Vulgate Bible; the Latin influence on English both directly and through Norman French; some lessons in Greek covering the alphabet, noun/verb roots, and prefixes and suffixes. Practice in uncovering the etymologies of English words from Greek or Latin roots and in understanding Latin words and phrases in modern everyday usage.

**Rationale:** Faculty member has left Tufts

**SIS Impact.** Course should stop at the end of the Spring 2016 semester

CLS 136 Classical Biography

**Bulletin Description:** The life of one individual of the classical period; readings in translation of the ancient biographical and autobiographical materials, as well as other literary and historical documents relating to that time.

**Rationale:** Faculty member has left Tufts

**SIS Impact.** Course should stop at the end of the Spring 2016 semester
CLS 137 Classical Biography

Bulletin description: The life of one individual of the classical period; readings in translation of the ancient biographical and autobiographical materials, as well as other literary and historical documents relating to that time.
Rationale: Duplicate of CLS 136.
SIS Impact. Course should stop at the end of the Spring 2016 semester

CLS 160 Giza Pyramids

Bulletin description: (Cross-listed as ARCH 160.) Seminar examining aspects of the Giza Pyramids (2,500 BCE) and surrounding cemeteries in their archaeological and historical context with illustrated lectures and students seminar presentations. Includes participation in the Museum of Fine Arts' scholarly website "Giza Archives Project" (www.gizapyramids.org).
Rationale: Faculty member has left Tufts
SIS Impact. Course should stop at the end of the Spring 2016 semester

CLS 84 Special Topics in Classical Literature

Bulletin description: Special Topics in Classical Literature--Exploration of special topics in Greek, Roman, Egyptian or other ancient literature in translation. Der Manuelian, Halpern, Reid. Please see departmental website for specific details.
Rationale: Duplicate of CLS 83
SIS Impact. Course should stop at the end of the Spring 2016 semester

DELETE COURSE - Classics

CLS 86 Special Topics in Ancient History

Bulletin description: Exploration of special topics in Greek, Roman or Egyptian History. Der Manuelian, Hirsch, Hitchner. Please see departmental website for specific details.
Rationale: Duplicate of CLS 85
SIS Impact. Course should stop at the end of the Spring 2016 semester

CLS 88 Special Topics in Old World Archaeology

Bulletin description: Exploration of special topics in Greek, Roman or Egyptian archaeology. Blake, Der Manuelian, Hitchner. Please see departmental website for specific details.
Rationale: Duplicate of CLS 87
SIS Impact. Course should stop at the end of the Spring 2016 semester

CLS 92 Special And Independent Studies in Classics

Bulletin description: Courses offered on an ad hoc basis and open to all undergraduate or guided individual study of an approved topic. Credit as arranged. Please see departmental website for specific details.
Rationale: Duplicate of CLS 91
SIS Impact. Course should stop at the end of the Spring 2016 semester

CLS 184 Advanced Special Topics in Classical Literature

Bulletin description: Advanced Special Topics in Classical Literature--Exploration of special topics in Greek, Roman, Egyptian or other ancient literature in translation. Der Manuelian, Halpern, Reid. Please see departmental website for specific details.
Rationale: Duplicate of CLS 183  
SIS Impact. Course should stop at the end of the Spring 2016 semester

CLS 186 Seminar in Ancient History  
*Bulletin description:* Seminar. Please see departmental website for specific details.  
*Rationale:* Duplicate of CLS 185  
*SIS Impact.* Course should stop at the end of the Spring 2016 semester

CLS 188 Problems in Classical Archaeology  
*Bulletin description:* (Cross-listed as ARCH 188.) Study and interpretation of material remains of antiquity with varying emphases: historical, artistic, documentary. Techniques in the recovery of material and remains and the changing aspects of the discipline of archaeology are considered.  
*Rationale:* Duplicate of CLS 187  
*SIS Impact.* Course should stop at the end of the Spring 2016 semester

CLS 192 Advanced Special Study or Seminar in Classics  
*Bulletin description:* For graduate students and qualified advanced undergraduates. Credit as arranged. Please see departmental website for specific details.  
*Rationale:* Duplicate of CLS 191  
*SIS Impact.* Course should stop at the end of the Spring 2016 semester

GRK 104 Plato's Symposium  
*Bulletin description:* Readings from Dialogues of Plato.  
*Rationale:* Faculty member has left Tufts  
*SIS Impact.* Course should stop at the end of the Spring 2016 semester

GRK 155 Readings in Greek Drama  
*Bulletin description:* For advanced undergraduates and graduate students in Greek. Taken in conjunction with CLS/DR 55 and 56. Readings in Greek and a research paper will be required.  
*Rationale:* No longer used; duplicate of GRK 102.  
*SIS Impact.* Course should stop at the end of the Spring 2016 semester

GRK 92 Special Topics  
*Bulletin description:* Guided individual study of an approved topic. Variable credit. Please see departmental website for specific details.  
*Rationale:* Duplicate of GRK 91  
*SIS Impact.* Course should stop at the end of the Spring 2016 semester

GRK 182 Greek Seminar  
*Bulletin description:* Seminar. Please see departmental website for specific details.  
*Rationale:* Duplicate of GRK 181  
*SIS Impact.* Course should stop at the end of the Spring 2016 semester
GRK 192 Special Studies or Seminar in Greek  
*Bulletin description:* For advanced students in Greek. Credit as arranged. Please see departmental website for specific details.  
*Rationale:* Duplicate of GRK 191  
*SIS Impact:* Course should stop at the end of the Spring 2016 semester

DELETE COURSE - Classics (Latin)

LAT 291 Latin Letters  
*Bulletin description:* This course is a survey of the epistolary genre in Latin literature, in both verse and prose forms. Readings will include letters of Cicero, Horace, Ovid, Seneca, Pliny, Fronto, and Petrarch. Students will evaluate the structure, content and evolution of the genre within its historical, social and literary contexts  
*Rationale:* Faculty member has left Tufts  
*SIS Impact:* Course should stop at the end of the Spring 2016 semester

LAT 292 Sources from the Augustan Age for Archaeology  
*Bulletin description:* Please see department website for detailed course information.  
*Rationale:* Faculty member has left Tufts  
*SIS Impact:* Course should stop at the end of the Spring 2016 semester

LAT 92 Special Topics  
*Bulletin description:* Guided individual study of an approved topic. Variable credit. Please see departmental website for specific details.  
*Rationale:* Duplicate of LAT 91  
*SIS Impact:* Course should stop at the end of the Spring 2016 semester

LAT 182 Latin Seminar  
*Bulletin description:* there is none!  
*Rationale:* Duplicate of LAT 181  
*SIS Impact:* Course should stop at the end of the Spring 2016 semester

LAT 192 Special Studies or Seminar in Latin  
*Bulletin description:* For advanced students in Latin. Credit as arranged. Please see departmental website for specific details.  
*Rationale:* Duplicate of LAT 191  
*SIS Impact:* Course should stop at the end of the Spring 2016 semester