LAJ Curricula Agenda
April 20, 2016

Items 1-12 require vote of LAJ Curricula and vote of A&S faculty;
Items 13-29 require vote of LAJ Curricula only.

Part I
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Item 2. New Course—Biology—BIO 0116
Item 3. New Course—Classics—LAT 0141
Item 4. New Course—Classics—GRK 0022
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Part II
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Item 29. Program Change—International Relations TC 2
Part I

Item 1. NEW COURSE - Art History

From: Karen Overbey, 7-2597, karen.overbey@tufts.edu
Department Chair: Peter Probst, 7-2939, peter.probst@tufts.edu

FAH 0024 Vikings!

Bulletin Description: Introduction to the art and material culture of the Viking Age in Europe, circa 700-1100, including jewelry, coins, weapons, metalwork, and longships, as well as sculpture, architecture, and painting. Emphasis on the scope of Nordic trade, conquest, settlement, and expansion from Scandinavia across the Baltic and North Seas into Ireland, the British Isles, Western Europe, and the Slavic lands.

Next Anticipated Offering: The course will be taught next in Fall 2016, and will become a regular course offering in the department, taught approximately once every two years.

Rationale. "Vikings!" focuses on a region not previously represented in our departmental course offerings, and in fact covered infrequently in US colleges and universities. The course contributes to the "global" initiative of the Art History department, and is one of several courses, including FAH 80/180 (Colonial Mexican Art and Architecture: Converging Cultures) and FAH 28/128 (Medieval Art in the Mediterranean: Christians, Jews, Pagans, Muslims), that specifically takes up issues of cross-cultural exchange. This theme is of increasing interest to our students, and "Vikings!" will add to an understanding of the diversity and cultural hybridity of material culture. As to impact outside the department: the only other course taught at Tufts with a focus on Scandinavia is WL 71, "Scandinavian Literature." The first time "Vikings!" was offered, several students in the class had taken or were simultaneously enrolled in WL 71. The courses should complement each other, and each should encourage interest in the other. Additionally, "Vikings!" will serve as an elective for the Medieval Studies minor. "Vikings!" has been taught once, in Spring 2015, as FAH 0192-01 (20661), "Special Topics." I would like to add this course to my regular rotation of courses in the history of medieval art. Because the course will be taught as an introductory undergraduate course, it will be open to all students without prerequisites, and will serve as a good introduction to both Art History and Medieval Studies.

Overlap. As outlined above, the course complements (and does not conflict with) Tufts courses in Art History and in World Literature. I have sent the syllabus to Prof. Gloria Ascher, GRALL, who teaches WL 71 Scandinavian Literature. Prof. Steve Marrone, History, and director of the Medieval Studies minor, is also aware of the course; several History majors and Medieval Studies minors took the course when it was originally offered.

Resource Requirements/ Curricular Adjustments. The course will be taught by current faculty in medieval art history (Karen Overbey); the library already has many of the essential holdings for basic student research in this topic, as it falls within the scope of my research and teaching interests. Some additional books and videos may be requested for purchase by Tisch Library.

Requirements. This course is an elective within the major; it can be used as one of two "Pre-1700" requirements. (As noted above, it will also be an elective for the Medieval Studies minor.)

ARB Review: Distribution Credit Arts
Item 2. NEW COURSE - Biology
From: Mimi Kao, 7-0395, Mimi.Kao@tufts.edu
Department Chair: Francie Chew, Vice Chair, 7-3189, fchew@tufts.edu
BIO 0116 General Physiology II
Bulletin Description: Elements of homeostasis and of endocrine, nervous, and digestive systems are discussed at various levels, from the molecular to the organ system. Material will include lessons from and comparisons across vertebrates and invertebrates. Prerequisites: Bio 13 and 14, or equivalent.
Next Anticipated Offering: Spring semester beginning 2017
Rationale. This is a re-installation of a slightly modified course that was taught for many years until it was discontinued. We removed it from the Bulletin in 2015 but want to re-install it now. It is the complement to Bio 0115, which is being retitled General Physiology I.
Overlap. none
Resource Requirements/ Curricular Adjustments. none. Will be taught by new faculty, Prof. Mimi Kao, who started at Tufts in January 2016.
Requirements. Group B, upper level elective towards the major
ARB Review: Distribution Credit Natural Sciences

Item 3. NEW COURSE - Classics
From: Anne Mahoney, 7-4643, anne.mahoney@tufts.edu
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu
LAT 0141 Renaissance Latin
Bulletin Description: Latin literature of the Renaissance: how early modern authors engage with classical antiquity, the return to classical norms of Latinity, new forms and genres. What makes the Renaissance a "rebirth" of Latin literature. Focus on a particular author or genre (different each time). All readings in Latin. Pre-requisite Latin 21, 22, or above.
Next Anticipated Offering: Will be offered irregularly as part of our suite of advanced Latin classes.
Rationale. Previous offerings: Latin 182, spring 2008: "Special Topics: Renaissance Latin Drama"; Latin 181, summer 2009: "Special Topics: Erasmus"; Latin 181, spring 2015: "Special Topics: Erasmus." This course goes along with Latin 130, Medieval Latin, to expose students to Latin after the Romans. It will be offered at irregular intervals, primarily by Mahoney. Renaissance Latin (and neo-Latin more generally) is a growing area in classical studies. The texts are accessible because the Latin is deliberately modelled on classical Latin, as medieval Latin is not, but the authors live in a recognizably modern world: students don't need detailed background in Roman history, religion, or culture to read these texts. Important authors include Erasmus, More, Lorenzo Valla, Philip Melanchthon, Jakob Balde, George Buchanan, and more.
Overlap. Does not overlap with Latin 140, Classical Legacies, since that course covers a broader time period (from a classical author, through later classical authors, the Middle Ages, the Renaissance, and modern Latin). No other Latin course covers the Renaissance. And no other department teaches in Latin. On the other hand, the proposed class complements work on Renaissance literature in the other literature departments, such as ENG 110 (Renaissance in Britain), FR 137 (French Renaissance and Baroque Poetry), IT 55 (The Rinascimento), SP 141 (Spanish Drama of the Siglo de Oro), and others.
Resource Requirements/ Curricular Adjustments. The library already has most of the main
handbooks and regularly acquires work in the important series (such as the I Tatti Renaissance Library). Many texts are available online.

**Requirements.** 100-level Latin course for all major tracks.

**ARB Review:** Distribution Credit Humanities

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**Item 4. NEW COURSE - Classics**

*From: Anne Mahoney, 7-4643, anne.mahoney@tufts.edu*

*Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu*

**GRK 0022 Greek Poetry**

**Bulletin Description:** Readings in Greek verse (drama, lyric, or epic). Introduction to meter. Genre and dialect in verse.

**Next Anticipated Offering:** Possibly spring 2017

**Rationale.** This would be an upper-intermediate class, to smooth the transition from the basic grammar courses (GRK 1, 2, 3) to the 100-level advanced courses. It would also be an organized introduction to the Ancient Greek metrical system, which is rather more complicated than the Latin one.

**Overlap.** No other department teaches Ancient Greek; there is no overlap.

**Resource Requirements/ Curricular Adjustments.** Members of the department who teach upper-level Greek can teach this class. As it's just one more Greek language class, it doesn't require any additional resources. As this is a foreign language course, the "culture option" is irrelevant; as it is Western, World Civ is also irrelevant.

**Requirements.** Would count as a Greek language course for the Greek and Latin major and the Greek major, and as an elective for the Latin major and the Classics major.

**ARB Review:** Distribution Credit Humanities

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**Item 5. NEW COURSE - Education**

*From: Ryan Redmond, 7-2391, ryan.redmond@tufts.edu*

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

**ED 0014 Food and Schools**

**Bulletin Description:** The story of food and schools, investigations into students' own school experiences as they relate to food and school; the history of food in U.S. schools; the ways by which school food is a battleground for many beliefs about school and society; and how some schools approach feeding students and teaching about nutrition and food. Field work will involve visits to local educational institutions.

**Next Anticipated Offering:** I anticipate that the course will be offered in each future fall semester.

**Rationale.** As a course about education as explored through the lens of food issues in schools, this course fits an important need in our department and in the University. First, it is another entry point for students to consider important questions and issues as they relate to schooling and education. Second, it takes up the important and increasingly resonant issue of food in schools as its primary focus. Third, because it involves fieldwork in the local community and introduces students to conducting interview-based field research with members of the local community, it serves to integrate undergraduates into the immediate world around Tufts. The course has already run twice as a special topic: Spring 2015 ED 0092-03 Food and Schools Fall 2015 ED-0091-01 Food and Schools.
Overlap. This course nicely complements other courses at Tufts that study education from both pedagogical and sociological orientations as well as courses that study various aspects of food and society. That said, the course itself fits an important niche. In its development stage, I discussed the course with various members of the Tufts and area community: Alex Blanchette in Anthropology, Martha Pott in Child Study and Human Development, Parke Wilde at Friedman, a number of colleagues in Education, and various local people who work in the world of school food (multiple food service directors and farm to school directors). As a result of reaching out to folks in Environmental Studies, the course is listed in the policy & economics section of the elective courses associated with the Food Systems, Nutrition, and the Environment Track in that major.

Resource Requirements/ Curricular Adjustments. The course will be staffed by Ryan Redmond, Lecturer in Education.

Requirements. The course fulfills the Introductory course requirement.

ARB Review: Social Sciences

Item 6. NEW COURSE - English

From: John Lurz, x5171, john.lurz@tufts.edu
Department Chair: Joseph Litvak, x2455, joseph.litvak@tufts.edu

ENG 0035 Reading at Sea: Experimental Texts of the 20th Century

Bulletin Description: Introduction to challenges of reading experimental texts of the twentieth century through a focus on the motif of the sea. Traces how the sea provides a lens to consider innovations in literary and cinematic form as well as investigations into questions of the sexual awakening, racial violence, and social transformation that run throughout the period. Focuses on expanding basic skills in literary analysis for texts that defy conventional readerly expectations. Authors such as Woolf, Joyce, Proust, Conrad, Rhys, Murdoch, Sebald, Hollinghust, Banville; films by Rohmer, Bergman, Visconti.

Next Anticipated Offering: This course will be taught once every other year.

Rationale. This is a course that helps students get their bearings in some difficult and often off-putting work of the previous century, which intimidates many students when presented in a more strictly historical or periodized manner. The more flexible approach to the century’s work offers an overview of the century without splitting it up into literary periods like modernism and postmodernism and, in doing so, also makes rooms for writers not found as often on syllabi in the department. At the same time, the thematic focus on the sea offers a frame in which to explicitly address and cultivate critical reading skills that students can use in approaching any literary text. This will be part of John Lurz’s regular offerings, and he has already taught it twice: Fall 2012, ENG 91-02, At Sea in the Twentieth Century Spring 2016, ENG 92-01, Modernism at Sea: Experimental Texts of the Twentieth Century

Overlap. No.

Resource Requirements/ Curricular Adjustments. None.
Requirements. Post-1860 requirement.

ARB Review: Distribution Credit Humanities

Item 7. NEW COURSE - English

From: John Lurz, x5171, john.lurz@tufts.edu
Department Chair: Joseph Litvak, x2455, joseph.litvak@tufts.edu

ENG 0129 The Booker Prize and the Contemporary Novel in English
Bulletin Description: Investigation of fiction in English since 1978 through the lens of the Man Booker Prize, the most prestigious literary award given to a writer in English. Examination of the development of postmodernism as a literary movement and its relation to larger cultural politics of Englishness, commercially-motivated canon building, and a diversified media landscape of film, television, and the digital. Recurrent titles include classic Booker winners by Murdoch, Rushdie, Byatt, Ishiguro, and Coetzee as well as a shifting array of more recent awardees.

Next Anticipated Offering: This course will be taught, at most, once every other year.

Rationale. This course offers a more in-depth look at the novels written for British readers in the late twentieth- and early twenty-first centuries. By routing this consideration through the Booker Prize, whose scope includes all of the British Commonwealth, it draws links between the central tradition of the English novel and other “peripheral” writers who are continually changing what it means to be British. As such, it fills a gap between courses in the department that address canonical English writers and works and ones that focus more exclusively on previously excluded figures and traditions. This will be part of John Lurz’s regular offerings, and he has already taught it twice: Spring 2013, ENG 92-02, The Booker Prize: The Novel in English from 1968-Present Spring 2015, ENG 92-01, The Booker Prize

Overlap. No.

Resource Requirements/ Curricular Adjustments. None.

Requirements. Post-1860 requirement

ARB Review: Distribution Credit Humanities

Item 8. NEW COURSE - Film and Media Studies

From: Khary Jones, 617-627-3524, khary.jones@tufts.edu
Department Chair: Malcolm Turvey, 617-627-1103, malcolm.turvey@tufts.edu

FMS 0138 Advanced Filmmaking

Bulletin Description: Production of an original piece of work – including but not limited to a short narrative film, a short documentary, an experimental piece, or a screenplay in preparation for the capstone project. Filmmaking 2 permission of the instructor.

Next Anticipated Offering: Advanced Filmmaking will be taught in both the fall and spring semesters.

Rationale. This course serves a key purpose for FMS majors concentrating on film production. It bridges from our introductory level courses (Filmmaking 1 and 2) to the Senior Thesis, enabling students to gain necessary experience producing an original work prior to taking on a more challenging capstone project. The course will be part of the normal workload for a current instructor. A version of the course has been offered in the Experimental College. This is the first time it will be offered as part of the FMS curriculum.

Overlap. There are no conflicts with courses taught in other departments. FMS is the home of film production in AS&E. In addition, Advanced Filmmaking will be a complement to offerings at the SMFA @ Tufts. We know this because a significant number of SMFA students have already taken the version previously taught in the Experimental College.

Resource Requirements/ Curricular Adjustments. Advanced Filmmaking will be part of the normal workload for a current instructor. The resources necessary to teach the course are already in place.

Requirements. Advanced Filmmaking will count as an upper-level elective within the FMS
Item 9. NEW COURSE - Mathematics

From: Christoph Borgers, 617-627-2366, christoph.borgers@tufts.edu
Department Chair: Misha Kilmer, 617-627-2005, misha.kilmer@tufts.edu

MATH 0121 Mathematical Neuroscience

Bulletin Description: Mathematical and computational study of systems of differential equations modeling nerve cells (equilibria, limit cycles, bifurcations), neuronal networks (intrinsic rhythmic synchronization, entrainment by external inputs), and learning (synaptic plasticity), and of the potential function of rhythmic synchrony for signaling among neuronal networks and for plasticity. Prerequisite: Math 51 or instructor’s consent.

Next Anticipated Offering: The course was taught under the number "Math 150" (Advanced Special Topics in Fall 2006, Spring 2010, Fall 2011, Spring 2013, and Fall 2015. We foresee that it will continue to be offered with approximately the same frequency.

Rationale. The subject is a very active area of current research. In fact increasingly many universities offer similar courses as part of Ph. D. programs in Computational Neuroscience. The course can also whet the students' appetite for mathematical and computational modeling in Biology and Medicine more generally. This is a rapidly growing area, offering many exciting opportunities both in academic and industrial research in the Boston area.

Overlap. There is no other course at Tufts that is similar in content. We have advertised the course repeatedly in the past as well as very recently, with members of several other departments, including David Kaplan (Biomedical Engineering), Gina Kuperberg (Psychology), Ani Patel (Psychology), Matthias Scheutz (Computer Science), Barry Trimmer (Biology), and have only received highly supportive responses.

Resource Requirements/ Curricular Adjustments. This has no resource impact: Christoph Borgers has taught it every few years in the past, and we plan to offer it with approximately the same frequency in the future.

Requirements. Like all 100-level courses, the course will be a possible elective for applied and pure mathematics majors. It will not be a required course in either major.

The Biology department recently voted to allow this course as an elective to count towards the Biology major. It is also listed as an elective in the Cognitive Science program.

ARB Review: Distribution Credit Arts

Item 9a. NEW COURSE - Mathematics

From: Christoph Borgers, 617-627-2366, christoph.borgers@tufts.edu
Department Chair: Misha Kilmer, 617-627-2005, misha.kilmer@tufts.edu

MATH 0155 Nonlinear Dynamics and Chaos

Bulletin Description: Upper-level course in ordinary differential equations from an applied point of view. Equilibria, limit cycles, and their stability. Saddle-node, pitchfork, transcritical, Hopf, and homoclinic bifurcations. Chaotic dynamics, strange attractors, and fractal dimension. Strong emphasis on examples from the natural sciences. Prerequisite: Math 42 or Math 44, and at least one of the following three: Math 51, Math 70, Math 72.

Next Anticipated Offering: This course has been taught every few years since 1997, always under the number "Math 150" (Advanced Special Topics), and under the title "Nonlinear Dynamics and Chaos". We foresee that it will continue to be offered with approximately the
same frequency. It will next be offered in the Fall of 2016.

Rationale. Most deterministic models in the natural sciences take the form of ordinary or partial differential equations (ODEs or PDEs). The solution of an ODE is a function of one variable, and the solution of a PDE is a function of several variables. In this sense, ODEs are simpler, but they are still immensely useful as models, and PDEs are often reduced to systems of ODEs for purposes including both computational solution and qualitative analysis. So this subject is fundamental to the sciences. When we have offered it, it has always attracted students from many different departments (Mathematics, Physics, Biology, and Engineering, in particular). The course is not similar to any other course offered at Tufts. It has been taught almost exclusively by Christoph Borgers in the past (with one or possibly two exceptions), but there are other faculty in Mathematics for whom it would be a natural course to teach. Christoph Borgers has taught it under the number Math 150 (Advanced Special Topics) and under the title "Nonlinear Dynamics and Chaos" in Fall 1997, Fall 1999, Fall 2005, Fall 2009, Spring 2012. It will again be offered in Fall 2016. It was once taught under the same number and title by Monika Nitsche, in the late 1990s (probably Fall 1998).

Overlap. There is no overlap with existing courses, but there are students from other departments interested in this subject, in particular students from Physics and Biology, and potentially also Chemistry, although we have not attracted many Chemistry majors into this course in the past. Each time I offer this course, I send a description to all faculty who might advise students for whom this course would be of interest. I have not done that yet for Fall of 2016, but in the past, this has been much of the reason why I have got students from a variety of departments.

Resource Requirements/ Curricular Adjustments. This has no resource impact: Christoph Borgers has taught it every few years in the past, and we plan to offer it with approximately the same frequency in the future.

Requirements. Like all 100-level courses, the course will be a possible elective for applied and pure mathematics majors. It will not be a required course in either major.

ARB Review: Distribution Credit Mathematical Sciences

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**Item 10. NEW COURSE - Political Science**

*From: Oxana Shevel, 7-2658, oxana.shevel@tufts.edu*

*Department Chair: Deborah J. Schildkraut, 7-3492, deborah.schildkraut@tufts.edu*

**PS 0002 First Year Tutorial in Comparative Politics**

**Bulletin Description:** Introduction to world politics through in-depth study of a set of theoretical approaches used to explain phenomena such as democratization, political economy, political violence, and state building. Application of alternative theoretical approaches to empirical evidence from one or more geographic regions of the world, with an emphasis on critical thinking, writing, and basic research methods.

**Next Anticipated Offering:** This course will be taught for the first time in the Fall of 2016, and will become a regular course offering in the PS department going forward. We anticipate that the course will be taught at least once a year, and some years once every semester.

**Rationale.** The rationale for this course is to create an opportunity for Tufts first-year students to gain an in-depth introduction to the discipline of political science, and in particular to the subfield of comparative politics, in a smaller course setting and through an in-depth exploration of a particular theme/set of theories within the subfield. Currently the department course
offerings open to the first year students consist primarily of large introductory courses (PS11, 21, 41, 61) that range in size from 50 to more than 200, and are conceived as broad introductions to each subfield as a whole. Proposed first year tutorial will enhance political science program by giving first year students interested in political science an opportunity to work closely with faculty member in a small class setting and to engage more deeply with the body of research on a specific topic of political development than average introductory courses currently allow. Since the course will be open to all freshmen, it will also enhance the experience of freshmen educational more broadly. The course will be part of a regular course offering at the PS department and new comparative politics faculty members will be encouraged to teach the course, building it around the area of their research interests.

Overlap. The course complements existing political science department course offerings and does not overlap with other courses offered at Tufts. Depending on the specific focus of the course a given semester, it may compliment courses in other departments (e.g. a tutorial focusing on theories of democratization in Africa may complement courses on Africa taught in other departments given semester).

Resource Requirements/ Curricular Adjustments. No additional resources or adjustments are needed, the course will be taught by comparative politics faculty in the political science department.

Requirements. The course will count towards the 10 courses required for PS major, and will also count as a comparative course for "one course in each of the four subfields" requirement of PS major.

ARB Review: Distribution Credit Social Sciences

Item 11. NEW COURSE - Religion

From: Joseph Walser, 7-2322, joseph.walser@tufts.edu

Department Chair: Heather Curtis, 7-2237, heather.curtis@tufts.edu

REL 0058 Zen Buddhism

Bulletin Description: Historical and social examination of the origins and development of Zen Buddhism from the early political and epistemological debates in India to the reception and development of Buddhist meditation lineages in China, Korea, Japan, and Vietnam. Introduction to debates about meditation theory, the rise of the martial arts, courtly arts such as tea and poetry, the rise of gentry society and the reception of Zen in the U.S.

Next Anticipated Offering: I have always taught Zen as a unit in Chinese Religions, but I think there is sufficient student interest to devote an entire course to Zen as it has been practiced from China to Korea, Japan, Vietnam to the United States. This will allow me to focus on a number of important issues that I have not been able to devote sufficient time to in the Chinese Religions class, such as Zen and the arts and warfare, Zen's role in the rise of civil society and a non-court affiliated gentry class in China and Japan.

Rationale. This course has never been offered before as a stand-alone course. I have always taught Zen as a unit in Chinese Religions, but I think there is sufficient student interest to devote an entire course to Zen as it has been practiced from China to Korea, Japan, Vietnam to the United States. This will allow me to focus on a number of important issues that I have not been able to devote sufficient time to in the Chinese Religions class, such as Zen and the arts and warfare, Zen's role in the rise of civil society and a non-court affiliated gentry class in China and Japan.
Overlap. To my knowledge, there are no other courses at Tufts that will cover the same material.

Resource Requirements/ Curricular Adjustments. I will put this course in my rotation of courses. I will probably teach it every other year.

Requirements. I will offer this as a lower level Religion course.

ARB Review: Distribution Credit Humanities
Culture Option East Asian Culture (region of origin)
Request ARB review for World Civilizations Credit

Item 12. CHANGE PROGRAM—International Relations: TC 5: The United States In World Affairs

From: Drusilla Brown, 617-627-2772, drusilla.brown@tufts.edu
Department Chair: Drusilla Brown, 617-627-2772, drusilla.brown@tufts.edu

Bulletin Description: The United States in World Affairs
New Description: Globalizations

Proposed Changes.
• New TC5 Title: Globalizations
• New TC5 Description: TC5 focuses on the spread of ideas through global practices and behaviors such as human rights, migration, urbanization, media, technology, empires and colonialism, and the study of culture. TC5 addresses global phenomena that may involve identities, security, economics, environment or microbes but not as a central focus.
• New TC5 Course Listing to include the following categories: Human Rights, Study of Culture, Migration/Urbanization, Media/Technology, and Empires and Colonialism.
• New TC5 Requirements as follows:
  In addition to the 5 Core Requirements and the language requirement, students must take a total of 7 courses from the concentration to complete TC5. At least 4 of the thematic concentration courses must be non-intro or upper level courses. Courses indicated with an * in the IR course listing are intro courses.
  o 2 Social Science courses
  o 1 History course
  o 1 Culture course
  o 1 Research Methods course
  o 1 Capstone course: A capstone course may be an upper level seminar, a senior honors thesis, or a directed research course.
  o 1 Elective course (any course approved for TC5)

Rationale. • Statistics show repeatedly low numbers of students enrolled in TC5 US and World Affairs (e.g. Class of 2016 = 3 students, Class of 2015 = 6 students, Class of 2014 = 5 students) • The current TC5 description and rubric no longer reflects the intellectual framework Tufts faculty typically use when conceptualizing the relationship between the United States and the world. • It is increasingly difficult for the IRCC to identify and assign new courses to TC5 when most often, courses clearly fit in other concentrations (e.g. the majority of TC5 courses also fit under TC4: International Security, which is a very strong concentration). • Tufts faculty are commonly teaching courses that clearly relate to international relations for which there is no reasonable fit to the existing rubric of concentrations. The IR Curriculum Committee (IRCC) undertook a review of courses currently in the curriculum for the purpose of identifying a latent thematic concentration. It was the determination of the IRCC that a concentration on global
phenomena that is not principally economic, security, microbial or identity related was missing from our existing rubric.

**Overlap.** The newly created TC5 Globalizations complements several existing minors, including Colonialism Studies, Economics, History, Sociology, Urban Studies, Computer Science, Film Studies, Mass Communications and Media Studies, Multimedia Studies, Technology and Human Beings, Music, Comparative Religion, Art History, Africana Studies, Arabic, Chinese, German, Greek Archaeology, Greek Civilization, Hebrew, Italian, Japanese, Judaic Studies, Latino Studies, Religion, Roman Archaeology, Roman Civilization, Philosophy, Political Science, and Women’s Gender and Sexuality Studies. Students choosing TC5 will be encouraged to complete a minor most closely related to the aspect of globalization they have chosen to study.

**Resource Requirements/ Curricular Adjustments.** No new resources needed.

**Planning.** Beginning in Spring 2015, the IRCC started meeting regularly to discuss curriculum issues and develop revisions/changes for TC5 and TC6. As a result of these meetings, the IRCC and IREC are proposing the new TC5 and TC6 concentrations, which are reconfigured from the current concentrations, but with newly identified themes that are not already offered in other areas of the IR curriculum. We created themed categories so that students will have an easier time establishing coherence among their chosen courses.

**Chair Role Approval.** Involved through entire process.

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**Part II**

**Item 13. COURSE CHANGE TITLE- Biology**

*From: Harry Bernheim, x7 3187, harry.bernheim@tufts.edu*
*Department Chair: Francie Chew, Vice Chair, x 7 3189, fchew@tufts.edu*

**Current Number/Title:** BIO 0115 General Physiology
**New Title:** General Physiology I
**Next Anticipated Offering:** Spring 2017

**Rationale.** We are proposing to reinstate Bio 116, General Physiology II (proposed as new course). These two courses are complements of each other, but stand independently, i.e. one is not a prerequisite for the other.

**Item 14. COURSE CHANGE NUMBER & TITLE - Classics**

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

**Current Number/Title:** GRK 0007 Greek Classics
**New Number/Title:** GRK 3 Intermediate Ancient Greek
**Next Anticipated Offering:** Fall 2016

**Rationale.** We want to bring our numbering into line with other language departments. This is the third semester of the Greek sequence, in which we review grammar and build reading
fluency; it should be labeled accordingly.

Item 15. COURSE CHANGE DESCRIPTION - Classics
From: A, 7-4643, anne.mahoney@tufts.edu
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu
Current Number/Title: CLS 0083 Special Topics In Classical Literature
Bulletin Description: 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.
New Description: Topics in Greek, Roman, Sanskrit, or other ancient literature in translation. See department website for description.
Next Anticipated Offering: Spring 2017
Rationale. We do not want to list names of faculty in the description (particularly not faculty who are no longer at Tufts).

Item 16. COURSE CHANGE DESCRIPTION - Classics
From: Anne Mahoney, 7-4643, anne.mahoney@tufts.edu
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu
Current Number/Title: CLS 0085 Special Topics in Ancient History
Bulletin Description: CLS 0085 - Special Topics In Ancient History Exploration of special topics in Greek, Roman or Egyptian History. Der Manuelian, Hirsch, Hitchner. Please see departmental website for specific details.
New Description: Topics in Greek, Roman, or other ancient history. See department website for description.
Next Anticipated Offering: Fall 2016 (as a cross-list for a then-new course in History)
Rationale. We don't wish to name specific faculty in the description.

Item 17. COURSE CHANGE DESCRIPTION- Classics
From: Anne Mahoney, 7-4643, anne.mahoney@tufts.edu
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu
Current Number/Title: CLS 0183 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.
New Description: Topics in Greek, Roman, Sanskrit, or other ancient literature in translation. See department website for description.
Next Anticipated Offering: Spring 2017
Rationale. Remove faculty names from description

Item 18. COURSE CHANGE DESCRIPTION - Community Health
From: Jennifer Allen, x73233, jennifer.allen@tufts.edu
Department Chair: Jennifer Allen, x73233, jennifer.allen@tufts.edu
Current Number/Title: CH 0180 Internship

Bulletin Description: Supervised fieldwork with a cooperating agency. Provides an opportunity for students to work in a health organization, agency, or community group and to become acquainted with related career possibilities. Placements, handled through the internship coordinator, can be chosen in the public or private sector, at the local, state, or federal level, and are usually in the Boston area. The internship must be completed in the spring or summer of the junior year or the fall of the senior year. Open only to community health majors. Recommendations: CH 1 and 2.

New Description: Supervised fieldwork with a cooperating agency. Provides an opportunity for students to work in a health organization, agency, or community group, to apply community health concepts and principles learned in course work, and to become acquainted with related career possibilities. Placements, handled through the Internship Coordinator, can be chosen in the public or private sector, at the local, state, or federal level, but must be located in the Boston area. The internship may not be completed until the spring or summer of junior year or the fall of the senior year. Open only to CH majors. Prerequisites: CH 1 and CH 30.

Next Anticipated Offering: Summer, fall and spring each year. Currently taught now.

Rationale. Upon thorough review of all courses in CH, the faculty determined that the knowledge and skills gained in CH 30 better prepare students for the internship experience than those gained in CH 2.

Item 19. COURSE CHANGE DESCRIPTION - Mathematics

From: Christoph Borgers, 617-627-2366, cborgers@tufts.edu
Department Chair: Misha Kilmer, 617-627-2005, misha.kilmer@tufts.edu

Current Number/Title: MATH 0087 Mathematical Modeling and Computation

Bulletin Description: A survey of major techniques in the use of mathematics to model physical, biological, economic, and other systems; topics may include derivative-based optimization and sensitivity analysis, linear programming, graph algorithms, probabilistic modeling, Monte-Carlo methods, difference equations, and statistical data fitting. This course includes an introduction to computing using a high-level programming language, and studies the transformation of mathematical objects into computational algorithms. Recommendations: MATH 34 (formerly MATH 12), MATH 36 or MATH 39 (formerly MATH 17), or consent.

New Description: A survey of major techniques in the use of mathematics to model physical, biological, economic, and other systems; topics may include derivative-based optimization and sensitivity analysis, linear programming, graph algorithms, probabilistic modeling, Monte-Carlo methods, difference equations, and statistical data fitting. This course includes an introduction to computing using a high-level programming language, and studies the transformation of mathematical objects into computational algorithms. Prerequisites: (1) MATH 34, 36, or 39, and (2) Math 70 or 72, or permission of instructor.


Rationale. We would like to add a prerequisite of Linear Algebra (Math 70 or Math 72). The course is primarily addressed to Applied Mathematics majors. (It is a required course for them.) They take Linear Algebra in any case, and if they take it prior to Math 87, more interesting examples can be taught in Math 87.

Item 20. COURSE CHANGE DESCRIPTION- Music
From: Frank Lehman, 781.775.1942, frank.lehman@tufts.edu
Department Chair: David Locke, 617.627.3564, david.locke@tufts.edu

Current Number/Title: MUS 0101 Principles of Tonal Theory I

Bulletin Description: Principles Of Tonal Theory I An integrated approach to counterpoint, tonal harmony, and the analysis of form within tonal themes. Attention given to the development of aural skills such as sight singing and dictation; concurrent enrollment in the Ear-Training Lab 0101-LA required. Recommendations: MUS 10 or placement through the Music Theory Placement Test.

New Description: Integrated approach to music theory within the Tonal Common Practice, which encompasses many styles, including classical, folk, jazz, and popular idioms. Conceptual and practical skills, with material covering harmony, counterpoint, composition, and analysis. Development of aural skills such as sight singing and dictation; concurrent enrollment in the Ear-Training Lab 0101-LA required. Recommendations: MUS 10 or placement through the Music Theory Placement Test.

Next Anticipated Offering: Fall 2016

Rationale. Change of language to emphasize specificity of the Tonal Common Practice as well as the diversity of musical styles it encompasses (to better reflect the diverse and inclusive nature of our music curriculum as a whole).

Item 21. COURSE CHANGE TITLE - Music

From: Frank Lehman, 781.775.1942, frank.lehman@tufts.edu
Department Chair: David Locke, 617.627.3564, david.locke@tufts.edu

Current Number/Title: MUS 0103 Principles of Tonal Theory III
New Number/Title: European Romantic Music Systems

Bulletin Description: The interaction of tonal harmony, counterpoint, and form in music from the eighteenth to the early twentieth century, with focus on nineteenth-century styles. Analysis and composition of small forms and complete movements, with emphasis on dances, sonata form, and songs. Recommendations: MUS 102 or placement through the Music Theory Placement Test.

Next Anticipated Offering: Fall 2016

Rationale. Currently, our upper music theory offerings make a distinction between "Principles of Tonal Theory III" (MUS 103) and other classes at comparable level, like "Musical Systems of the Arab World" (MUS 109) and "African Music Systems" (110). As a department, we have deemed this separation in language to be one that privileges Western Music as a default and non-Western systems as exotic alternatives. In order to align course naming with the current values of our department, it has been proposed and agreed upon that Music 103 should be retitled to reflect its repertoire. Likewise, Music 104 will now also be titled "Jazz Theoretical Systems." We feel this shift in language puts all the upper level theory courses on equal footing and will encourage undergrads to consider all to be viable options for their music curricula.
Item 22. DELETE COURSE - Biology
Department Chair: Francie Chew, Vice Chair, x73189, fchew@tufts.edu

BIO 0008 Human Heredity

**Bulletin Description:** Introduction to genetics, primarily human genetics, for those not majoring in the biological or physical sciences. Cells and chromosomes, transmission genetics, sex determination, the nature of the gene, genetic screening, the human genome, cancer. Prerequisite: high-school biology. Spring 2005 and alternate years. Recommendations: High school biology.

**Last Offering:** Spring 2009. course # 06931

**Rationale.** We no longer offer this course, it has been replaced by newer offerings for non-majors.

Item 23. DELETE COURSE - Classics
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu

GRK 0008 Greek Classics

**Bulletin Description:** Readings in Homer, Herodotus, Plato, or the dramatists. Students are guided in collateral reading in the history of Greek literature. Two courses. Fall and spring. Recommendations: GRK 1, 2.

**Last Offering:** Can't tell: we don't know when it was last taught!

**Rationale.** We are renaming this course to GRK 22, but as we cannot change title, number, and description all at once, we are adding and deleting.

**Effects.** The new GRK 22 will be available as an elective.

Item 24. CHANGE PROGRAM—Classics—Classics Major
From: Anne Mahoney, 7-4643, anne.mahoney@tufts.edu
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu

**Bulletin Description:** Ten courses are required, usually distributed as follows: Classics 31 and 32; two courses from either Classics 37, 38, or Classics 27, 164, 168; two additional classics courses numbered above 100; two other courses offered by the Department of Classics (strongly recommended are Latin 3 and above, and Greek language courses); and two courses that may be in related fields.

**New Description:** Ten courses are required, usually distributed as follows: a. CLS 31 or GRK 131; CLS 32 or LAT 132 b. CLS 37 and 38, or two in Greek and Roman archaeology (CLS 27, 164, 168) c. Two more classes in CLS, LAT, GRK numbered above 100 in addition to any taken in fulfillment of (a) and (b) d. Four other courses, of which at least two must be in CLS, LAT (3 or above), or GRK (any level) and at most two may be in SKT (any level) or related fields. Latin and Greek language courses are strongly recommended.

**Proposed Changes & Rationale.** Allow students to substitute the advanced survey courses (with readings in the original languages) for the introductory ones (with readings in translation), and clarify that Sanskrit only counts as a related field, even though it is offered by the classics department. This gives students more choices. In particular, advanced students with good language skills can now take something suitable for their background rather than taking a freshman-level class.

**Resource Requirements/ Curricular Adjustments.** No new courses, no new resources.

**Planning.** All department faculty have seen the proposal and consider it routine.

**Chair Role Approval.** The Department faculty have reviewed the proposed changes and approved them.
Item 25. CHANGE PROGRAM—Classics—Greek Major
From: Anne Mahoney, 7-4643, anne.mahoney@tufts.edu
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu

Bulletin Description: Ten courses: four courses in Greek, one of which may be Greek 7 (intermediate level), depending on a student’s prior level of preparation, and at least three at the 100 level; Classics 31 (Classics of Greece); Classics 37 (History of Greece); and four other courses in the department, of which at least two must be at the 100 level.

New Description: Ten courses: a. CLS 31 or GRK 131 b. CLS 37 c. Four courses in Greek, one of which may be GRK 3, at least 3 at 100 level; not including GRK 131 if taken in place of CLS 31, but if a student takes both CLS 31 and GRK 131, then GRK 131 can be counted here d. Four other courses in CLS, GRK, LAT, SKT, at least 2 at 100 level

Proposed Changes & Rationale. Allow students to substitute Greek 131, the advanced survey (readings in Greek) for CLS 31, the elementary survey (readings in English). Specify that Sanskrit counts only as a related field, even though it is offered by the classics department. More flexibility for students.

Resource Requirements/ Curricular Adjustments. No new courses.

Planning. Everyone in the department has seen the proposal.

Chair Role Approval. The proposed changes will allow students more choices, accommodating in particular those who wish to specialize in languages and read texts in the original. The Department has approved these changes.

Item 26. CHANGE PROGRAM—Classics—Latin Major
From: Anne Mahoney, 7-4643, anne.mahoney@tufts.edu
Department Chair: Ioannis Evrigenis, 7-3213, ioannis.evrigenis@tufts.edu

Bulletin Description: Ten courses: five in Latin above the intermediate level, including at least three at the 100 level; plus Classics 32 (Classics of Rome); Classics 38 (History of Rome); and three other courses in the department, of which two must be at the 100 level.

New Description: Ten courses: a. CLS 32 or LAT 132 b. CLS 38 c. Five courses in Latin above Latin 3, at least 3 at 100 level; not including LAT 132 if taken in place of CLS 32, but if a student takes both CLS 32 and LAT 132, then LAT 132 can be counted here d. Three other courses in CLS, LAT, GRK, SKT, at least 2 at 100 level

Proposed Changes & Rationale. Allow students to substitute Latin 132 (advanced survey, readings in Latin) for CLS 32 (elementary survey, readings in English). Specify that Sanskrit counts only as a related field, even though it is offered by the classics department. More flexibility for students.

Resource Requirements/ Curricular Adjustments. No new courses.

Planning. Everyone in the department has seen the proposal.

Chair Role Approval. The proposed changes will allow students who are so inclined to take upper level language courses and read texts in the original. The Department has approved these changes.
Item 27. CHANGE PROGRAM—International Relations—TC 6: Ideas and Identity  
From: Drusilla Brown, 617-627-2772, drusilla.brown@tufts.edu  
Department Chair: Drusilla Brown, 617-627-2772, drusilla.brown@tufts.edu  

Bulletin Description: Ideas and Identity  
Choose one of the following: Ideologies  

New Description: Identity  

Proposed Changes.  
• New TC6 Title: Identity  
• New TC6 Description: TC6 focuses on how individuals perceive themselves in their relationships to the world through prisms such as gender, class, religion, race, nationality, and ethnicity. Courses in the TC6 concentration must emphasize how identity bears upon international affairs.  
• New Course Listing to include the following categories: Gender/Sexuality, Class/Race/Socio-Economic, Religion/Belief Systems, and Nationality/ethnicity/Citizenship  
• New Requirements as follows: In addition to the 5 Core Requirements and the language requirement, students must take a total of 7 courses from the concentration to complete TC6. At least 4 of the thematic concentration courses must be non-intro or upper level courses. Courses indicated with an * in the IR course listing are intro courses.  
o 2 Social Science courses  
o 1 History course  
o 1 Culture course  
o 1 Research Methods course  
o 1 Capstone course: A capstone course may be an upper level seminar, an honors thesis, or a directed research course.  
o 1 Elective course (any course approved for TC6)  

Rationale.  
Statistics show repeatedly low numbers (and a decline) of students enrolled in TC6A/B (e.g. Class of 2016 = 4 students, Class of 2015 = 5 students, Class of 2014 = 12 students)  
• After reviewing the existing TC6, it was determined that low enrollment is the consequence of lack of clarity in the concentration rather than a lack of interest on the part of students or faculty. The concentration now focuses principally on the material previously included in TC6A. Courses are now organized in a manner designed to help students appreciate the underlying intellectual architecture.  
• Courses in TC6B have been moved to the revised TC5.  

Overlap. The newly created TC 6 Identity complements several existing minors, including Economics, History, Sociology, Urban Studies, Music, Comparative Religion, Art History, Africana Studies, Arabic, Chinese, German, Hebrew, Italian, Japanese, Judaic Studies, Latino Studies, Religion, Philosophy, Political Science, and Women’s Gender and Sexuality Studies. Students choosing TC6 will be encouraged to complete a minor most closely related to the aspect of globalization they have chosen to study.  

Resource Requirements/ Curricular Adjustments.  
No new resources needed.  

Planning. Beginning in Spring 2015, the IRCC started meeting regularly to discuss curriculum issues and develop revisions/changes for TC5 and TC6. As a result of these meetings, the IRCC and IREC are proposing the new TC5 and TC6 concentrations, which are reconfigured from the current concentrations, but with newly identified themes that are not already offered in other areas of the IR curriculum. We created themed categories so that students will have an easier time establishing coherence among their chosen courses.  

Chair Role Approval. Involved through entire process.
Item 28. CHANGE PROGRAM—International Relations—TC 4: International Security

From: Drusilla Brown, 617-627-2772, drusilla.brown@tufts.edu
Department Chair: Drusilla Brown, 617-627-2772, drusilla.brown@tufts.edu

Bulletin Description: International Security
New Description: Description remains the same.
Proposed Changes. Add an additional option to the culture requirement for the TC4 Security concentration. Students in TC4 currently must select a culture course from an approved list directly related to Security. The proposed change would allow TC4 Security students to alternatively fulfill the culture requirement by taking a course from the linguistic region they are using to fulfill their language requirement. A student FULLY EXEMPT from the IR language requirement may select a culture course from any language category.

Rationale. • There is a shortage of culture courses that directly relate to security.
• Allowing students the alternative option of selecting a course from a specific linguistic region will bring TC4 into conformance with other concentrations such as TC2 and TC3, for which this option is already approved.

Overlap. No overlaps/conflicts.

Resource Requirements/ Curricular Adjustments. No new resources needed.
Planning. Curriculum changes were fully reviewed by the IR Curriculum Committee and the IR Executive Committee. Both committees unanimously endorsed the revision.

Chair Role Approval. Involved through entire process.

Item 29. CHANGE PROGRAM—International Relations—TC2: International Economics

From: Drusilla Brown, 617-627-2772, drusilla.brown@tufts.edu
Department Chair: Drusilla Brown, 617-627-2772, drusilla.brown@tufts.edu

Bulletin Description: International Economics Choose one of the following: International economics and trade International economics and finance International economics and environment International economics and development
New Description: Description remains the same.
Proposed Changes. Drop the US Role in World Affairs requirement from the TC2 concentration and replace it with an elective course (any course approved for TC2).

Rationale. • TC2 students select their US Role courses from the current TC5 US and World Affairs concentration. However, very few students enroll in TC5. As a consequence, we are in the process of revising it. The revised TC5 will not focus solely on the role of the US in world affairs.
• The US Role requirement has demonstrated itself to be the single largest source of incoherence within the TC2 concentration. For example, a TC2 student studying international finance may enroll in Picasso to Pollock as their US Role course, which lacks any relevance to other courses a Finance student would be taking.
• US Role in World Affairs topics/themes are already fully integrated/embedded in many of the TC2 courses.

Overlap. No overlaps/conflicts.

Resource Requirements/ Curricular Adjustments. No new resources needed.
Planning. Curriculum changes were fully reviewed by the IR Curriculum Committee and the IR Executive Committee. Both committees unanimously endorsed the revision.

Chair Role Approval. Involved through entire process.