LA&J Curricula Agenda
LA&J Committee Meeting: October 7 & 9, 2015
A&S Meeting: October 21, 2015

Items 1-14 require vote of LA&J Curricula and vote of A&S faculty; items 15-20 require vote of LA&J Curricula only.

Part I
Item 1. New Course—Anthropology—ANTH 0012
Item 2. New Course—Anthropology—ANTH 0032
Item 3. New Course—Anthropology—ANTH 0170
Item 4. New Course—Anthropology—ANTH 0176
Item 5. New Course—Biology—BIO 0186
Item 6. New Course—Child Study and Human Development—CD 0042
Item 7. New Course—Child Study and Human Development—CD 0189
Item 8. New Course—Education—ED 0013
Item 9. New Course—English—ENG 0124
Item 10. New Course—Film & Media Studies—FMS 0030
Item 11. New Course—Film & Media Studies—FMS 0031
Item 12. New Course—Film & Media Studies—FMS 0195
Item 13. New Course—Mathematics—MATH 0110
Item 14. New Course—Women’s, Gender, and Sexuality Studies—WGSS 0080

Part II
Item 15. Course Change—Title—Anthropology—ANTH 0186
Item 16. Course Change—Title—Child Study and Human Development—CD 0051
Item 17. Course Change—Title & Description—Child Study and Human Development—CD 0178
Item 18. Course Change—Description & Add 100 level option—GRALL—Russian Program—RUS 0072
Item 19. Course Change—Description—Political Science—PS 0104
Item 20. Change Program—Description—GRALL—Japanese Program

Part I
Item 1. NEW COURSE - Anthropology
From: Sarah Pinto, 7-5842, sarah.pinto@tufts.edu
Department Chair: David Guss, 7-2509, david.guss@tufts.edu

0012 Gender in World Cultures
Bulletin Description: Introduces anthropological approaches to gender in diverse contexts, and to theories of gender and culture, focusing on how individuals and societies create, reproduce, and navigate systems of sex and gender. Asks how gender is defined and contested, and how it is subject to systems of power as well as creative reimagining. Takes a cross-cultural and transnational perspective.

Next Anticipated Offering: Spring 2016, regularly spring semester

Rationale. The Anthropology Department currently does not have an introductory level course on gender in our offerings, though this topic is essential to the discipline, both historically and in terms of contemporary scholarship. This course will thus fill a significant gap in our regular offerings and will enhance our curriculum by providing students an opportunity to consider this important topic in a focused way. As a "gateway" course, this course will also introduce students to cultural anthropology more generally. For non-majors, as well, this course will fill a gap in Tufts' offerings by providing a comprehensive introduction to cultural concepts of gender, and anthropological approaches to the study of gender, that emphasizes a comparative, cross-cultural,
and international approach. This course was offered in Spring semester 2015 as a special topics course (Anth 39-07), Gender, Sexuality and Culture. We have changed the name to better distinguish the course from offerings in other departments (see below) and to demonstrate its commitment to offering significant coverage of non-US contexts. This course will also serve the program in Women's, Gender, and Sexuality Studies, and is submitted for consideration for World Civilizations credit. This course will eventually be taught by Sarah Pinto, though she is not available to teach it currently. Next semester, it will be taught by Anna Jaysane-Darr, who taught Anth 39-07 in Spring 2015.

**Overlap.** I (Sarah Pinto) have been in conversation with Pawan Dhingra, chair of the Sociology Department, about potential overlap between this course and Sociology 30 (Sex, Gender, and Society), a regular offering in the Sociology Department. We both feel that significant differences exist between these courses, such that they complement each other, but do not overlap significantly, and would, indeed, work well taken in sequence. Most significantly, disciplinary distinctions differentiate the methodological, theoretical, and representational approach to this topic. Also, materials and topics covered in Sociology 30 are at least 80% US-based, whereas materials and topics covered in Anth 12 are approximately 75% non-US-based. We also feel it is important to continue to work together to ensure these courses are offered in different semesters, and to provide oversight of syllabus-design to ensure that there is not significant overlap in the future. Women's, Gender, and Sexuality Studies offers WGSS 72, Introduction to Women's, Gender, and Sexuality Studies. As program director of WGSS, I have reviewed past syllabi for this course (which is offered regularly every spring semester) and feel there is not significant overlap and that, as with Soc 30, WGSS 72 would complement Anth 12, and vice versa. WGSS 72 is an interdisciplinary course, using materials from literary studies, philosophy, history, sociology, anthropology, women's studies, and other fields. Though anthropological approaches are included in this course, they do not make up enough of the syllabus to constitute an overlap.

**Resource Requirements/ Curricular Adjustments.** This course will be staffed by Anna Jaysane-Darr in Spring 2016, and by Sarah Pinto in future years and will require no significant new resources.

**Requirements.** This course will fulfill the cultural gateway requirement for the Anthropology major.

**ARB review:**

*Distribution Credit Social Sciences*

*World Civilizations Credit*

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**Item 2. NEW COURSE - Anthropology**

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

*Department Chair: David Guss, 617.627.2509, david.guss@tufts.edu*

**0032 Introduction to the Anthropology of Science and Technology**

**Bulletin Description:** An anthropological approach to the social and cultural studies of science and technology. Asks how and whether sociocultural forces shape the content of science, how to define “technology,” and how science and technology impact culture and society. Covers anthropological methods and research findings on topics such as algorithms, genetics, theoretical physics, classification, cyborgs, facts, infrastructure, and magic.

**Next Anticipated Offering:** Spring 2016

**Rationale.** This course will be part of the regular course offerings of Nick Seaver, a new faculty member hired to teach it. Its goal is to introduce students to the study of science and technology as sociocultural phenomena, drawing on both anthropological theorizing and work in Science, Technology, and Society. It has not been offered previously, and it is also being proposed as a “core” course for the new program in Science, Technology, and Society, currently being submitted to the faculty for approval.

**Overlap.** This course does not overlap with other courses, though it may cover similar themes to PHIL 116 (Philosophy of Science) and, partially, ANTH 149 (Science, Magic, and Markets). However, it is focused on anthropological and ethnographic approaches to these topics (unlike similar courses from the philosophy department), and it is aimed at an introductory level (unlike Science, Magic, and Markets and other Anthropology courses that draw on related literatures). As such, it would be useful preparatory work for students interested in the social study of science and technology at a more advanced level, and it is
complementary to other courses that examine science and technology in context. In the course of constructing the proposal for the new STS program, this course has been discussed with potentially interested instructors from across the University.

**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 sociocultural gateway course toward the Anthropology major, fulfill the social science distribution requirement, and (provisionally) count toward the proposed STS major and minor as a “core” course.

**ARB Review:**

*Distribution Credit Social Sciences*

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**Item 3. NEW COURSE - Anthropology**

*From:* Rosalind Shaw, 781-316-0299, rosalind.shaw@tufts.edu

*Department Chair: David Guss, 7-2509, david.guss@tufts.edu*

**0170 Colonizing Time**

**Bulletin Description:** Upper-level seminar that examines the relationship among time, power, and social difference. How modern time, colonial rule, and capitalism co-developed; how we engage ideas of time through race, kinship, sexuality; globalizing temporalities of work and unemployment; anticipatory projects such as peacebuilding, technoscience, science fiction; alternative temporalities through postcolonial critique and indigenous futurism. Prerequisites: Junior standing. One sociocultural anthropology course or consent.

**Next Anticipated Offering:** Spring 2016

**Rationale.** Time is an issue at the core of our discipline. Not only have social and cultural meanings of time formed an important topic in anthropology from its early years, but they are also central to our discipline’s historical self-critique, given that many earlier anthropologists represented the peoples they studied as outside historical time. Currently, anthropological studies of time and futures are undergoing a rapid expansion, enabling new critiques of power and inequality, helping us examine the ways in which the future is brought into relation with the present, and forcing us to rethink human beings and relationships. This anthropological scholarship intersects with important postcolonial, indigenous, queer, and feminist critiques of temporality that will also be examined in the course. Colonizing Time will complement other Anthropology courses that explore the social life of time: The Presence of the Past (ANTH 0503); Consuming Cultures: Tourism, Travel, and Display (ANTH 04901); Myth, Ritual, and Symbol (ANTH 132); The History of Anthropological Thought (ANTH 130); and After Violence (Anth 165). It is also hoped that this course will expand the productive synergies between Anthropology and the new Colonialism Studies Program, and that it might contribute to the new Science and Technology Studies Program. It will form part of Rosalind Shaw’s regular course offerings, and has not been offered in the past as a special topics course.

**Overlap.** I know of no similar courses at Tufts, but some course content may overlap with or complement the following Colonialism Studies courses: ARB 0155/ILVS 101, Viewing the Colonial and Postcolonial; ENG 92/HIST 170, Decolonization and Postcolonial Thought; ENG 92, Colonialism and Decolonization. I do not envisage this as a problem, since the frame and scope of the courses will be different (but complementary). I am sending this proposal to the Director of the Colonialism Studies program.

**Resource Requirements/ Curricular Adjustments.** Rosalind Shaw will teach this. There are no significant new resources needs.

**Requirements.** Upper-level seminar requirement

*ARB review:*

*Distribution Credit Social Sciences*

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**Item 4. NEW COURSE - Anthropology**

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0176 Advanced Topics in Medical Anthropology

**Bulletin Description:** Advanced concepts in medical anthropology, using ethnographic and theoretical texts beyond the introductory level. Current debates and recent advances in medical anthropological theory.

**Prerequisite:** Medical Anthropology (Anth 148) or instructor permission.

**Next Anticipated Offering:** Spring semester 2016, periodically thereafter.

**Rationale.** This course will allow students with basic training in medical anthropology to continue their studies in this field at a more advanced level. This is currently only possible in upper level seminars on specific topics (e.g., Culture, Psychiatry, and the Politics of Madness) and offered irregularly. Currently, no course exists that broadly addresses advanced topics requiring knowledge of core medical anthropology concepts, though many contemporary debates in medical anthropology build on foundational concepts. Providing students with the opportunity to advance their knowledge of this extremely popular subfield enhances the anthropology curriculum significantly and better prepares students in this field for graduate training. Framing the course broadly will allow instructors to tailor the syllabus to current topics and their areas of expertise. This course will also serve the proposed program in Science, Technology, and Society, and, depending on instructor, may serve programs in Women's, Gender and Sexuality Studies, Community Health, International Relations, Environmental Studies, and other interdisciplinary programs. This course has not been offered before.

**Overlap.** This course does not overlap with any existing courses. The Anthropology Department is the only department or program offering courses explicitly focusing on medical anthropology.

**Resource Requirements/ Curricular Adjustments.** This course will be staffed on a rotating basis, depending on interested faculty. It will be taught by Sarah Pinto in Spring 2016. It will not require significant new resources.

**Requirements.** This course will meet the upper-level seminar requirement for the Anthropology major.

**ARB review:**

**Distribution Credit Social Sciences**

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**Item 5. NEW COURSE - Biology**

**From:** L. Michael Romero, 7-3378, michael.romero@tufts.edu

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

0186 Seminar in Field Endocrinology

**Bulletin Description:** Advanced seminar explores the mechanistic role of endocrine systems in coordinating how animals survive, breed, and adapt to the ever-changing natural environment. Emphasis on wild animals in natural conditions with focus on student-led discussions of primary scientific literature surrounding a core text.

**Prerequisite:** Bio 110 and Junior Standing or consent

**Next Anticipated Offering:** Spring Semester 2016 and alternate years thereafter.

**Rationale.** This is an upper level undergraduate and graduate seminar based on the professor’s area of expertise. A recent Department curriculum review identified that the Biology Department does not currently offer any upper level seminars in the broad area of the biology of organisms. This is a serious weakness for both our advanced undergraduates and our graduate students. This course will help fill that gap in our curriculum and will become a regular offering. The course has been taught twice before as a special topics course: Bio 195-02, Spring 2006, “Topics in Field Endocrinology” Bio 196-02, Spring 2014, “Stress in Wild Animals”

**Overlap.** The proposed course does not have significant overlap with any course currently taught at Tufts. I sent copies of this proposal and the previous syllabus (from Bio 196-02 in 2014) to Profs. Joe DeBold and Heather Urry and asked for comments. Prof. DeBold indicated by email on 9/14/15 that the proposed course was complementary, but had little overlap, with Psych 127 (Behavioral Endocrinology). Prof. Urry indicated by email on 9/15/15 that the proposed course complemented but was not redundant with Psych 159 (Emotion, Stress, and Health).

**Resource Requirements/ Curricular Adjustments.** Staffed by Prof. Romero, with no other significant new resources.
resources

**Requirements.** The course will count towards the 8 courses in Biology for the major and also satisfy a “Group B” (Biology of Organisms) requirement in the Department.

**ARB review:**

*Distribution Credit Natural Sciences*

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**Item 6. NEW COURSE - Child Study and Human Development**

*From: George Scarlett, 7-2248, george.scarlett@tufts.edu*

*Department Chair: George Scarlett, 7-2248, george.scarlett@tufts.edu*

**0042 Inquiry and Analysis in Child Study and Human Development**

**Bulletin Description:** Introduction to the logic and processes of inquiry in health, well-being, and development as it relates to developmental science research and to clinical and educational settings where clinicians, teachers, and other practitioners puzzle about particular children and families needing help. Provides students with an opportunity to consider in depth the questions that guide any systematic inquiry related to the health, well-being, and development of children and families. Required for majors.

**Next Anticipated Offering:** We offer this course during both the Fall and Spring semesters and have done so for the past three years.

**Rationale.** This is a required course for our majors, one that lays the foundation for their thinking about the inquiry needed in both research and applied settings. This course is needed because our department is dedicated to both research and to service -- with research-practice integration being our mantra.

**Overlap.** While there is overlap with methods courses -- the focus on philosophical underpinnings and applied settings makes this course unique.

**Resource Requirements/ Curricular Adjustments.** We have one faculty member teaching this course each semester.

**Requirements.** As mentioned above, this is a course required of all CSHD majors

**ARB review:**

*Distribution Credit Social Sciences*

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**Item 7. NEW COURSE - Child Study and Human Development**

*From: George Scarlett, 7-2248, george.scarlett@tufts.edu*

*Department Chair: George Scarlett, 7-2248, george.scarlett@tufts.edu*

**0189 Human-Animal Interaction in Childhood and Adolescence**

**Bulletin Description:** Interdisciplinary course exploring mutually beneficial human-animal relationships: the role of animals in promoting positive development in childhood, adolescence and across the life-span, animal-assisted therapy, the role of animals in mental and physical health, animals in the family setting, animal policy and welfare, and animals in educational and programmatic contexts.

**Next Anticipated Offering:** Every Spring

**Rationale.** HAI is a burgeoning field -- one that fascinates a great many students, and one that offers many opportunities to connect the Medford and Grafton campuses. The course has been offered these past three spring semesters.

**Overlap.** No overlaps or conflicts

**Resource Requirements/ Curricular Adjustments.** One instructor

**Requirements.** An elective

**ARB review:**

*Distribution Credit Social Sciences*
Item 8. NEW COURSE - Education  
From: Linda V. Beardsley, 75273, linda.beardsley@tufts.edu  
Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu  
ED 0013 The Global Educator: Education in Post Colonial Africa  
**Bulletin Description:** Essential educational issues from a global perspective. History, economics, and cultures of developing African nations. How the current (or developing) educational system is influenced by these issues. Case study illustrating aspects of working to build and sustain a school in Rwanda. Connections between education and citizenship from a global perspective.  
**Next Anticipated Offering:** Spring 2016  
**Rationale.** This is a proposal for a course that will be open to undergraduate students. It is designed to give students the opportunity to learn about essential educational issues from a global perspective. There seems to be a great deal of interest among undergraduate cohorts (as noted in the applications to MAT programs over the past few years) in experiencing working in developing nations, most notably in sub-Saharan Africa. Many students who choose to work in developing nations are assigned to work in schools or other educational settings. This course would give students interested in such experiences a background in the history, economics, and cultures of developing African nations and how the current (or developing) educational system is influenced by these issues. It will also provide them with an authentic case study to illustrate aspects of working to build and sustain a school in Rwanda. But whether or not students are interested in working in developing countries, this course will provide them with an interdisciplinary understanding of global issues in educating the world's youth; they will encounter the issues that connect nations in educating youth and what educators in our own nation can learn from the efforts of African educators. They will explore the connections between education and citizenship from a global perspective. Global Educator is an area of scholarship and research emerging from the work of the United Nations and other research organizations such as the Ikeda Center for Peace and Learning. The term describes an educator who may work globally, but more importantly, understands the global nature of educational issues that should influence their teaching in their own nation. The course has been taught as a Special Topic (092) in Spring 2014 and Spring 2015 successfully.  
**Overlap.** The instructor has had consultation with the History, Peace and Justice Studies, Sociology and Child Development departments in the development of this course. In addition, she has sent information about the course to Women's Studies Department. Information has also been sent to Hillel so that Tufts students interested in traveling to the Agasho Shalom Village could take this course before they travel.  
**Resource Requirements/ Curricular Adjustments.** There will be no change in staffing. Linda V. Beardsley is available to teach the course.  
**Requirements.** Undergraduate major course to increase number of courses available for the new Education major. The course provides an introduction to scholarship and areas of study available in the Education field.  
**ARB Review:**  
**Distribution Credit Social Sciences**

Item 9. NEW COURSE - English  
From: Sonia Hofkosh, x. 72461, soia.hofkosh@tufts.edu  
Department Chair: John Fyler, x. 73459, john.fyler@tufts.edu  
0124 Visual Narrative Before Cinema  
**Bulletin Description:** The intersection of words and images in British culture during the century before cinema, from the 18th into the 20th C. With attention to early and recent writing on aesthetics, ekphrasis (verbal description of a work of visual art), and theories of media history, explores relations between language (telling) and the visible (showing) in William Blake's illuminated books, the poems of John Keats and later Pre-Raphaelite renderings of them, illustrated Victorian novels and stories, Henry Fox Talbot and the discourse of photography, and other examples of literature in (sometimes fraught) dialogue with visuality and the visual arts.  
**Next Anticipated Offering:** Spring 2016 and thereafter once every two or three years
**Rationale.** Reflects my on-going research interest in the intersecting developments of literary, visual, and material histories in 18th and 19th C British culture. Provides an interdisciplinary approach to reading literary texts in the context of aesthetic theory and medial transformation. In earlier special topic versions of the course, Eric Rosenberg (Art History) was a guest lecturer and has been a supportive resource. Offered Fall 2008 & Fall 2009 as Eng 191.01 Visual/Narrative

**Overlap.** Eric Rosenberg has seen the course description and does not think it overlaps in any problematic way with courses offered in Art History. In fact, it complements his course on "Blake, Turner, and Constable" (as well as courses potentially to be offered in the future by Jeremy Melius) by engaging readings in aesthetic theory from the perspective of language and the literary.

**Resource Requirements/ Curricular Adjustments.** No adjustments. It will be part of my regular rotation of courses.

**Requirements.** It will likely fulfill a pre-1860 requirement, but I need to finalize the reading list before this can be determined.

**ARB review:**
*Distribution Credit Humanities*

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**Item 10. NEW COURSE - Film and Media Studies**

*From: Khary Jones, 917-721-9482, Khary.Jones@tufts.edu*

*Department Chair: Julie Dobrow / Malcolm Turvey, 617-627-4744 / 617-627-1103, Julie.Dobrow@Tufts.edu*

**0030 Filmmaking I**

**Bulletin Description:** Introduction to the crafts of film making. Camera, sound, lighting, and editing exercises provide a practical and conceptual understanding of how filmmakers tell stories. Course readings, roundtable discussions of student production work and analysis of innovative films spanning genres and national origins.

**Next Anticipated Offering:** FMS 30: Filmmaking I will be taught annually in the fall semester. **Offering:** FMS 30: Filmmaking I will be taught annually in the fall semester.

**Rationale.** Filmmaking I is the first prerequisite in a series of courses available to students seeking an emphasis in the practice of film and media production within the major. In Filmmaking I, students are immersed in the skills and crafts associated with creating and understanding the moving image: scene analysis and visualization, cinematography, location sound recording, and picture and sound editing. Khary Jones, a full-time lecturer in Drama and Dance, is currently teaching this course as a special topics offering during the Fall 2015 Semester as DR 93-04: Special Topics: Filmmaking I.

**Overlap.** The proposed course FMS 30: Filmmaking I -- along with FMS 31: Filmmaking II, which FMS is also proposing -- replace EXP 0056-CS: Making Movies, a course that was intended to be both an introductory and intermediate level filmmaking course. Making Movies was last offered by the Experimental College during the Spring 2015 semester. Complementary courses include DR 193: Directing for Film and EXP 101CF Advanced Filmmaking.

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

**Requirements.** The course fulfills the media/film practice elective requirement for both FMS majors and minors.

**ARB review:**
*Distribution Credit Arts*

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**Item 11. NEW COURSE - Film and Media Studies**

*From: Khary Jones, 917-721-9482, Khary.Jones@tufts.edu*

*Department Chair: Julie Dobrow / Malcolm Turvey, 617-627-4744 / 617-627-1103, Julie.Dobrow@Tufts.edu*

**0031 Filmmaking II**

**Bulletin Description:** An in-depth continuation of the principles and techniques introduced in Filmmaking I.
Emphasis will be placed on a deeper understanding of story and on immersion in the collaborative process that characterizes contemporary production. Students collaborate to produce original work. Technical workshops led by established professionals in the filmmaking crafts augment the analysis of key films and writings.
Prerequisite: FMS 30

**Next Anticipated Offering:** FMS 31: Filmmaking II will be taught annually in the spring semester.

**Rationale.** Filmmaking II and its prerequisite Filmmaking I are new courses designed to be the point of entry and point of departure, respectively, for students interested in or merely curious about the practice of motion picture production. In that sense, they are critical to the new program’s ability to attract current and prospective students who intend to pursue careers in a host of media-related careers. Additionally, FMS believes that students pursuing critical approaches to the study of film should be exposed to the principles, practices, and creative experiences that produce the works which they intend to study. In keeping with this belief, FMS has made the completion of a practice elective a requirement of students intending to graduate with either an FMS major or minor. Although it is a new course, Filmmaking II is largely based on and replaces EXP 0056-CS: Making Movies, which has been a course offering of the Experimental College for many years.

**Overlap.** The proposed course FMS 31: Filmmaking II and its prerequisite FMS 30: Filmmaking I, which FMS is also proposing, replace EXP 0056-CS: Making Movies, a course intended to be both an introductory and intermediate level filmmaking course. Making Movies was last offered by the Experimental College during the Spring 2015 semester. Complementary courses include DR 193: Directing for Film and EXP 101CF Advanced Filmmaking.

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

**Requirements.** The course fulfills the media/film practice elective requirement for both FMS majors and minors.

**ARB review:**

*Distribution Credit Arts*

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**Item 12. NEW COURSE - Film and Media Studies**

*From: Julie Dobrow, 4744, julie.dobrow@tufts.edu*

*Department Chair: Julie Dobrow/Malcolm Turvey, 4744/1103, julie.dobrow@tufts.edu*

**0195 Directed Study**

**Bulletin Description:** Independent work on research or creative topic in film or media studies.

**Next Anticipated Offering:** This course should be listed for both the fall and spring semesters

**Rationale.** The Directed Study course will enable students to do a semester-long piece of independent work under faculty supervision. This course will have many possible functions: enabling students to pursue a topic in greater depth that they initiated in a different course; enabling students to spend a semester working on an intensive upper level topic in research or a creative endeavor such as film; enabling students who are seniors to fulfill the FMS one semester capstone option. Directed Studies will be supervised by various members of the faculty. This course has no impact on other programs of study within or outside the FMS program.

**Overlap.** No overlaps

**Resource Requirements/ Curricular Adjustments.** Various faculty members will supervise students according to their own expertise and time availability. No new faculty or resources are required to add this course.

**Requirements.** FMS has a one semester capstone option for seniors. The Directed Study will enable students to fulfill this option through undertaking significant independent research or a creative extension that can be completed in a semester.
**Item 13. NEW COURSE - Mathematics**

*From: Eric Todd Quinto, 73402, todd.quinto@tufts.edu*

*Department Chair: Misha Elena Kilmer, 7-2005, misha.kilmer@tufts.edu*

**0110 Special Topics in Mathematics Education,**

**Bulletin Description:** Intended for education students. Meets with a mid-level mathematics course emphasizing proofs (such as Math 63, 70, and 72). Additional content connects the mathematics to the students' teaching. Students have extra pedagogical responsibilities to be determined with the mathematics instructor and the instructor in the Education Department. The grade in the mathematics course will count for 75% of the course grade, and to pass, the student must receive at least a B+ in the mathematics course. Does not count for any degree in the Mathematics Department nor for A&S Distribution Credit in Mathematical Sciences. Permission of Instructor.

**Next Anticipated Offering:** Possibly both semesters but more likely in the fall when it is easier for Master of Arts in Teaching students to take math courses.

**Rationale.** All math Master of Arts in Teaching students are required to have a certain level of competence in mathematics and they must take at least two mathematics courses at Tufts. GSAS requires all of their courses to be at the 100 level. Several courses in the Mathematics department with numbers below 100 are suitable for these students as they are more closely related to the topics the MAT students will be teaching. We propose creating a new course that will have the mathematical content of a mid-level proof-theoretical course plus some educational content. The course will be jointly supervised by one instructor in the Mathematics Department and one instructor in the Department of Education.

**Overlap.** No overlap.

**Resource Requirements/ Curricular Adjustments.** The course will be staffed by the math professor teaching the associated math course plus a colleague in the Education Department to guide the educational content

**Requirements.** None

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**Item 14. NEW COURSE – Women’s, Gender, and Sexuality Studies**

*From: Sarah Pinto, 7-5842, sarah.pinto@tufts.edu*

*Department Chair: Sarah Pinto, 7-5842, sarah.pinto@tufts.edu*

**0080 Queer Narratives**

**Bulletin Description:** Asks how certain voices become representative of queer experience, and considers role of historical, political, and literary narratives in crafting and navigating identities. Examines texts by and/or about LGBTQ people, and addresses queer lives and experiences. Takes particular interest in progressive narrative histories of queer life and their contestation in contemporary activist and political discourse. Outlines intersections between sexuality, race, class, gender, ability, and other markers of identity.

**Next Anticipated Offering:** Spring semester, beginning in spring 2016.

**Rationale.** This course provides students with a broad but thematic approach to literary and media representations of queer life and history, foregrounding the concept of "queer narrative". While courses in several departments (English, Music, WGSS) currently offer some opportunities to explore similar texts, there is no one course that focuses explicitly on texts and literatures associated with, by, and about LGBTQ people and communities (that is, other courses use sexuality as a point of entry into literary criticism, media, and performance, whereas this course makes LGBTQ texts its primary focus). Because this course takes an interdisciplinary approach to questions of narrative, drawing on scholarship from literary studies, history, film studies, queer studies, feminist studies, and the social sciences, it is best located in the Women’s, Gender, and Sexuality Studies Program. This course will be part of the regular offerings of WGSS, and was offered as a special topics course last spring (2015) as WGSS 0085, taught by Nino Testa. This course does not significantly
overlap with any existing course and will not negatively impact other programs or departments.

Overlap. This course does not significantly overlap with any existing course and will not negatively impact other programs or departments. While courses in several departments/programs (English, Music, Sociology, WGSS) offer opportunities to explore similar texts and topics, no one course takes an interdisciplinary approach to texts and literatures by, and about LGBTQ people and communities. Several courses may use concepts of sexuality as a point of entry into literary criticism, media, social practices, and performance, and Queer Pop, taught in the music department, focuses on queer texts and performances, but WGSS 80 is distinct in making LGBTQ texts its primary focus across a wide range of genres and with a wide interdisciplinary focus. The WGSS director has reached out to faculty in other departments to discuss potential overlap namely, Stephan Pennington (Music Dept, Queer Pop) and Lee Edelman (English Dept, Sexuality, Literature and Contemporary Criticism).

Resource Requirements/ Curricular Adjustments. This course will be staffed by Nino Testa, and requires no significant new resources.

Requirements. This course will meet the elective requirement for the WGSS major/minor.

ARB review:
Distribution Credit Humanities

Part II

Item 15. COURSE CHANGE—TITLE & DESCRIPTION -- Anthropology
From: David Guss, 617-627-2509, david.guss@tufts.edu
Department Chair: David Guss, 617-627-2509, david.guss@tufts.edu
Current Number/Title: 0186 Theatres of Community and the Social Production of Place
New Number/Title: Place and Placemaking

Bulletin Description: Project-oriented seminar exploring relation between cultural institutions and creation of a sense of place and community. Examples of built environment such as college campuses, theatres, parks, and monuments explored for their symbolic meanings as well as the charged activities and performances that occur within them. Ethnographic training will enable students to carry out fieldwork to be used in final project presentations. Recommendations: Junior standing or permission of instructor.

New Description: Project-oriented seminar exploring the social production of place and its role in creating a sense of inclusion or exclusion at local, national, and other levels of belonging. Exploration of symbolic meanings and charged activities enabled by specific built environments (such as campus, park, theater, monument, market). Guidance in ethnographic methods serves as foundation for student fieldwork projects. Recommendations: Junior standing or permission of instructor.

Next Anticipated Offering: Spring 2016

Rationale. The course as originally taught several years ago focused much more narrowly on specific kinds of places: in its first iteration, movie theatres, and in its second, college campuses. We wish to expand the range of places considered and to incorporate greater consideration of the processes of "placemaking," a field of planning and endeavor that has itself greatly expanded in the past few years, attracting a good deal of scholarly, political, and community attention.

Overlap. This course is unique at Tufts in the way it approaches the built environment and human culture (particularly its performative and symbolic aspects) as co-constitutive. While some courses in Architectural Studies and Urban + Environmental Planning and Policy address components of this blend, this syllabus draws much more heavily from social scientific literature on place and placemaking. It is also unique in linking the scholarly study of place with active ethnographic exploration and examination of it through class field trips and
individual student projects. It is a heavily anthropological approach to place, not replicating or overlapping significantly with other classes at Tufts.

**Item 16. COURSE CHANGE—TITLE -- Child Study and Human Development**

*From: George Scarlett, 7-2248, george.scarlett@tufts.edu*

*Department Deputy Chair: George Scarlett, 7-2248, george.scarlett@tufts.edu*

**Current Number/Title:** 0051 Intellectual Development of the Young Child  
**New Number/Title:** Intellectual Development  
**Next Anticipated Offering:** Spring, 2016  
**Rationale:** New title better reflects the course's addressing development over the life-span while focusing on both children and youth

**Item 17. COURSE CHANGE—TITLE & DESCRIPTION -- Child Study and Human Development**

*From: George Scarlett, 7-2248, george.scarlett@tufts.edu*

*Department Deputy Chair: George Scarlett, 7-2248, george.scarlett@tufts.edu*

**Current Number/Title:** 0178 Creative Movement and Body Language  
**New Title:** Creative Dance for Children  
**Bulletin Description:** This course will expand students' self-awareness through an understanding of the mind/body connection; develop stronger communications skills through an integration of nonverbal and verbal experience; and explore creative potential through the avenue of body movement. Provides a developmental basis for the use of movement as an educational and therapeutic tool with emphasis on the early-childhood years. A practicum with children accompanies the course.  
**New Description:** Experiential class offering students expanded understanding of the body/mind connection and its creative potential in education. Classroom activities provide skills and strategies for teaching of dance in pre-K through grade 12 settings, with an emphasis on creating age-appropriate lesson models. Includes classroom observation of Pre-K through 2nd grade lessons and guest sessions with dance therapists and educators in the Boston area. Count towards Arts distribution. Cross-listed with Dance.  
**Next Anticipated Offering:** Spring, 2016  
**Rationale:** The title and description better match how the course is now taught and the fact that it is co-sponsored with the Dance program.

**Item 18. COURSE CHANGE--DESCRIPTION & ADD 100 LEVEL OPTION -- GRALL—Russian Program**

*From: Vida T. Johnson, 6178684805, vida.johnson@tufts.edu*

*Program Director: Vida T. Johnson, 6178684805, vida.johnson@tufts.edu*

**Current Number/Title:** RUS 0072 CONTEMPORARY RUSSIAN CULTURE  
**New Number/Title:** RUS 0072/0172 CONTEMPORARY RUSSIAN CULTURE  
**Bulletin Description:** Exploration of Russian culture through literature, film, the media, and the arts from the era of "stagnation" to glasnost, perestroika, and the post-Soviet period. The destruction and reconstruction of cultural and political canons and myths: the Stalinist legacy and reevaluation of Soviet history; the revival of religion and nationalism; social dislocation: the problems of youth, the generation gap, and women's issues; the breaking of taboos and the dark side of freedom--violence, crime, pornography, and neofascism; the liberalization and commercialization of art. All readings and films are in English.  
**New Description:** Exploration of Russian culture through literature, film, the media, and the arts from the era of "stagnation" to glasnost, perestroika, and the post-Soviet period. The destruction and reconstruction of cultural and political canons and myths: the Stalinist legacy and reevaluation of Soviet history; the revival of religion and nationalism; social dislocation: the problems of youth, the generation gap, and women's issues; the breaking of taboos and the dark side of freedom--violence, crime, pornography, and neofascism; the
liberalization and commercialization of art. All readings and films are in English. Course may be taken at 100 level with additional hour and readings in Russian.

Next Anticipated Offering: SPRING 2016

Rationale. All of our English language Russian lit courses are also offered at the 100 level for students who want to do some readings in Russian and have an extra session conducted in Russian; this is in addition to the Eng. language classes; no impact: the full time faculty member teaching the course does this work... no other departments in A&S offer courses in Russian.

Resource Requirements/ Curricular Adjustments. No effect on staffing; see above: a full-time faculty member teaches this as part of the regular load....

Requirements. counts for the REES major and Russ Lang and Lit major. Course will fulfill same university requirements as lower level offering.

Item 19. COURSE CHANGE--DESCRIPTION -- Political Science

From: Jeffrey Berry , X7-3465, Jeffrey.berry@tufts.edu
Department Chair: Deborah Schildkraut , X7-3492, Deborah.schildkraut@tufts.edu

Current Number/Title: 0104 Seminar: New Media, New Politics

Bulletin Description: Research seminar on three media sectors: cable television, talk radio, and the political blogosphere. Analysis of the economic foundations of each, advertising, audience demographics, and program strategy. Student teams will conduct an original empirical study of new media.

New Description: Research seminar on three media sectors: cable television, talk radio, and social media. Analysis of the economic foundations of each sector, advertising, audience demographics, and strategy. Student teams conduct an original empirical study of the media.

Next Anticipated Offering: The course was last offered in spring, 2015. It will be offered again this spring and is usually taught every year.

Rationale. This is a field where technological change emerges very rapidly and, in turn, pushes the course in new directions. The new course description brings the catalogue description in line with the way the course is now being taught.

Item 20. CHANGE PROGRAM—DESCRIPTION--GRALL--Japanese Program

From: Hosea Hirata, 72671, hosea.hirata@tufts.edu
Department Chair: Hosea Hirata, 72671, hosea.hirata@tufts.edu

Bulletin Description: STUDY OPPORTUNITIES IN JAPAN

Tufts-in-Japan

The Tufts-in-Japan program is offered at Kanazawa University, a prestigious national institution in a picturesque city rich in history. Students are strongly recommended to study in Japan during their junior year. Excellent scholarships are available. Tufts financial aid can also be used.

New Description: STUDY OPPORTUNITIES IN JAPAN

Tufts-in-Japan

The Tufts-in-Japan program is offered at Kanazawa University, a prestigious national institution in a picturesque city rich in history. Students are strongly recommended to study in Japan during their junior year. Generous scholarships are available. Tufts financial aid can also be used. Credit restrictions from study abroad Tufts-in-Japan • Two language credits maximum per semester may appear on the Tufts transcript, even though students may take more than two language courses per term. • Four culture courses maximum per semester may appear on the Tufts transcript. o Students may take more than four culture courses but need to notify Japanese Language Coordinator at Tufts of which four courses are to be counted for credit. This must be done within five weeks of the first day of classes at Kanazawa. o Martial arts courses will count 0.5 credit each. • Japanese major credit transfer from Kanazawa o Up to two credits from the Kanazawa Program can be used to fulfill the
Japanese major requirements category “b” above. They, however, will be considered “lower-level” courses, thus will not fulfill the requirement “two of these courses must be at the 100 level” within the category “b” above. One additional course may be used as fulfilling the category “c” above. Non-Tufts study abroad program • Students may request to transfer credits from non-Tufts programs through SIS. Transferring credits of language courses will be considered after meeting with Language Coordinator upon returning to Tufts. • Japanese major credit transfer o Only one culture (including literature) course could be counted toward fulfilling the Japanese major requirements, and only the category “c” above. • Students are reminded that no grades from non-Tufts programs will appear on the Tufts transcript, thus there will be no Dean’s list for the semester abroad.

Rationale. (1) Students can take too many JPN courses at Kanazawa (Tufts-in-Japan) with often good grades. (2) We would like to encourage students to go to Kanazawa rather than to non-Tufts programs.

Overlap. none

Resource Requirements/ Curricular Adjustments. None.

Planning. Approved by the Japanese program faculty

Chair Role Approval. consulted Japanese program faculty