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DEAN GLASER: Welcome, everybody. We've got many things to accomplish, so let's get started. We have some announcements, and so I'd like to start by asking Laura Wood from Tisch Library to come forward.

ANNOUNCEMENTS
TISCH UNDERGRADUATE RESEARCH AWARDS
MS. WOOD: Hi, everyone. I wanted to just make a note to the faculty that we have started this round of the Tisch Undergraduate Research Awards, and we found that faculty encouragement has been a major theme in our applicants. We also changed the program a little bit so just to remind you: The Undergraduate Research Award recognizes outstanding undergraduate use of the library's collections, resources, and services in the production of an exemplary research project. So that means it doesn't have to be a traditional paper. It could be other kinds of research output, depending on what's appropriate in your courses.

Any project that was completed in 2015 would be eligible. So this past spring, any summer school work, as well as this current semester. So if you can spend a little bit of time thinking about whether there were any students that you think really stood out in terms of how they did their research, we'd love for you to encourage them to apply.

Prizes are awarded in four categories. The first-year writing program, introductory courses up to the 099 number, and then an advanced course level for 100 and above. And this year, we've also added another category to try and see, which is to have independent research effort as a category.

We noted through summer scholars and some of the other opportunities, there may be independent research that your undergraduates are pursuing and completing that really would meet our interest with this award for recognition, and so we want to see what happens with that category as well. The application period is open until February, and so we really hope that you'll help us have a good pool so we can reward these students and note their efforts.

OPEN ACCESS WEEK
MS. WOOD: I also want to sneak in one more, quick announcement. This is Open Access week, and one of the things we are trying to do with the library is to help folks understand what it is to have an ORCID ID. An ORCID ID is not spelled like the flower. It's close. O-R-C-I-D. And it's a way for researchers to register your name and make sure that it is disambiguated from anyone else with a similar name.

Now, my last name is Wood, and I happen to know that in North America, that is now number 75 on the top 100 surveys in the U.S. So if I were a researcher, this would be particularly interesting to me. I've met lots of other Laura Woods. But beyond common names, an ORCID ID can also be really helpful and sometimes required by publishers to make it easy to know who is who, and to also assist if there are name changes over the course of your career, or if sometimes you like to add your middle initial, and sometimes you don't. This is a way to make sure that you are always you. You can control your profile and add information to the ORCID registry or not. And it is free and very easy to do.
If you'd like help or to talk to somebody about it, we're going to be in the 574 Boston Ave. CLIC building from noon to 1:00 every day this week. So we're happy to walk you through the process and help you do it. If you prefer to just do it on your own, it takes a minute, maybe two. ORCID.org, no H. Thanks.

DEAN GLASER: Thank you, Laura. And Happy Open Access Week to us all.

MID-TERM NOTIFICATIONS OF STRUGGLING STUDENTS
DEAN LOWE: I'm Carmen Lowe, Dean of Academic Advising and Undergraduate Studies. And for those of you who are teaching undergraduates this semester, you should have received or will soon receive an email message from the alpha deans in Dowling Hall asking you to notify them of any concerns you have about specific undergraduate students in your classroom, whether this is a student who is earning a C-minus or lower in your class, or you haven't seen them in weeks, and they're still on your roster, or you have some other concerns about their academic performance in the class.

We ask professors to do this at mid-term so that we could identify students who are struggling in multiple courses and do some kind of intervention between the dean and the student's academic advisor. So again, there's an email that you should receive soon with instructions about how to communicate your concerns to a dean. Thank you.

DEAN GLASER: Thank you, Carmen.

We have some new members of our community, and I’d like to ask Jackie Dejean to come up and introduce them.

A&S RESEARCH AFFAIRS NEW STAFF INTRODUCTIONS
MS. DEJÉAN: So I'm Director of Research Affairs for the Schools of Arts and Sciences, and I wanted to reintroduce an old member and introduce two new members. The first is Sharmarke Osman. He's senior research administrator in my office, and he handles what we call “The Green,” which is all the departments that are here on the main campus. Monica Pontes is our new research administrator. She will be handling Talbot Avenue, which includes all the performing arts departments, art gallery, art history, and UEP. And finally, Alexis Pappey, who is joining us. So Monica and Alexis joined us on Monday. And Alexis is handling what we call “Upper Boston Avenue,” human development departments.

And so if you could make them all feel welcome. And they are going through an onboarding process, which will last two to four weeks, and then they'll be able to begin serving you, except for Sharmarke, who's been here since January. So thank you.

DEAN GLASER: Welcome. We're very, very happy to have you here.

David, Curriculum Committee?
NEW BUSINESS
LA&J CURRICULA COMMITTEE PROPOSALS
PROF. PROCTOR:  Good afternoon, everybody.  So we have only 14 items to get through, and hopefully there won't be too many difficulties or issues.

So I want to start with Item Number 1, which is a new course in anthropology: Anthropology 12, Gender in World Cultures.  Any questions, concerns, or inquiries on that course?

We're going to vote all the anthropology courses together.

Item Number 2: Anthropology 32, Introduction to the Anthropology of Science and Technology. Questions, concerns, or inquiries on that course?

Item Number 3: Anthropology 170, Colonizing Time. Questions, concerns, or inquiries on that course?

Item Number 4: Anthropology 176, Advanced Topics in Medical Anthropology. Questions, concerns, or inquiries on that course?


Item Number 5, course in biology: Biology 186, Seminar in Field Endocrinology. Questions, concerns, or comments on that course?


Item Number 6, from child study and human development: Child Study and Human Development 42, Inquiry and Analysis in Child Study and Human Development. Questions, concerns, or queries on that course?

Item Number 7: Child Development 189, Human-Animal Interaction in Childhood and Adolescence. Questions or queries on that course?

Is there a motion to approve Items 6 and 7? Second? All in favor? Opposed? Abstentions?

Item 8, a new course in education: Education 13, The Global Educator: Education in Post Colonial Africa.  Questions, concerns, comments, or queries on that course?

I think we'll just vote the rest of these items together to just keep them going.

Item Number 9: English 124, Visual Narrative Before Cinema. Questions, queries, concerns on that course?
Item Number 10, film and media studies: FMS30, Filmmaking I. Questions, concerns, queries on that course?

Item Number 11: FMS31, Filmmaking II. Questions, queries, concerns?

Item Number 12, film and media studies: FMS195, Directed Study. Questions, concerns, queries?

Item 13 from the math department: Special Topics in Mathematics Education, Math 110. Questions, concerns, or queries on that course?

And lastly, Item 14, from women's, gender, and sexuality studies: Queer Narratives. Questions, concerns, or queries on that course?

Is there a motion to approve Items 8 through 14? Second? All in favor? Opposed? Abstentions? Thank you very much.

Just a quick announcement. Realizing that many of you, the submission process has been daunting, and that our computer technology is not exactly working properly, if at all. We're working to make sure that it does not happen again, and hopefully the next submission process will be markedly smoother.

DEAN GLASER: Thank you, David. Periodically, we look at our academic integrity policies, and we are in such a moment, and I'd like to ask Mickey Toogood to come up and Mary Pat McMahon to talk about proposed reforms.

PROPOSED REFORMS TO ACADEMIC INTEGRITY POLICIES
DEAN McMAHON: Good afternoon. I'm Mary Pat McMahon. I haven't met as many people as I would have liked in the past year and a half. I'm the Dean of Student Affairs, I think still in many people's minds known as the new Bruce -- Bruce Reitman -- and I wanted to quickly say who is in our office right now and who sort of supports this effort and other pieces that support faculty and teaching.

So in this little image, if you can see it, Mickey's to my right, so you don't need to see his picture. He is our judicial affairs administrator. Last year, he handled I think about 500 conduct cases.

MR. TOOGOOD: 508.

DEAN McMAHON: 508. And he also does the proactive outreach on academic integrity, which we'll talk about in a minute. And other rules and signage are growing, and I'll explain -- Chris Rossi, who is also here.

Chris is the assistant dean of student affairs supporting first-year students. About 40 percent of our conduct cases involve first-year students, and about half or so of our student mental health and wellness cases and crisis situations that Dean Perez has handled for a long time are also first-year
students. So in looking at the overflow in both of those roles, we created a position to coordinate support.

Conduct and health are often well connected, as we all know, as in classroom and out of classroom behaviors are. So Chris's job is to take the first-year cohort from Marisel and from Mickey and provide sort of consistent responsiveness on that side.

Nandi is also here. We introduced Nandi at the faculty meeting in August. She reports to our office and the OEO, and is the sexual misconduct resource specialist for campus. I think it bears repeating that she's the person who works with students who are considering bringing a case for who experience sexual assault and misconduct, domestic relationship violence. She is the person on campus who is not a mandated reporter who can support students across the university and give them an idea of their options before they have to file a report. So she plays a really essential role on campus. 90 percent of those reports are AS&E undergrads, which is why she's based out of our office.

I work with our team, and I supervise the group of six: residential life, campus life, fraternity sorority affairs, and a whole bunch of other things. Ty Freeman is our coordinator. He can always help if you're wondering who the right person is to contact. And Steph Gauchel, many of you know is the Director of the Women's Resource Center. About ten percent of her time now is what used to be ISIP, is now based out of student affairs when we work on pluralism issues, things that involve supporting students in identity involvement, programming, intersectional identities.

Two examples last year, we worked with students who did a terrific Black Lives Matter panel with national activists and faculty on campus. This year on Saturday, we're taking 108 students to the New York Botanical Gardens to see Adriana Zavala's exhibit. She's going to meet the students there. Our Latino Center and Women's Center students had access to some of the tickets, as did students in her course.

We're trying to promote more thoughtful engagement with in-class and sort of intellectual engagement. And then Dean Perez, many of you already know. She's going to speak in a few minutes.

So this is our team right now. I wanted you to see who we are. And we help students achieve their academic and co-curricular goals. We want people walking into your class in their best space. That's our general mission. And we work to proactively engage students, especially around the things that we know are risks and challenges with the unformed pre-frontal cortex of 19-year-olds, right?

So alcohol, sexual misconduct. Campus climate initiatives, helping people live respectfully and thoughtfully in the residence halls, not people passing by one another, but really sort of engaging together. Communicating with the community. Thinking about accountability. We want to help our students understand community standards and hold them responsible for their obligation to be a part of our community.
And then we obviously coordinate support for students in crisis situations. And I think people know we had a really tough spring semester with a lot of significant student crisis situations, and we're off to a good start so far this year. I just want to give you an overview, what are we doing in our office: working to proactively engage, hold people accountable, and coordinate thoughtful human support when things are more challenging.

Carmen asked me to speak a little bit about what is different now. If you haven't had an opportunity to connect with us in a while, we have really sped up our response time, generally speaking, for faculty, staff, and students. The things that come through us that you might need help with, you can expect a quick response.

One of our processes that Mickey oversees -- we systemized things, digitized things. One process was the medical school conduct review process, checking somebody's file. That went from a week's long sort of process to within a day or a couple of hours. So we've moved a bunch of our systems into a more sort of speed time frame. I think you'll find that if you work with us. The complicated stuff still takes time. If it's complicated stuff, we can get back to you.

We also now published our annual report detailing all the conduct actions. You can find that on our website if you're interested, but anonymously. It doesn't describe the individuals, but it tells everybody in the Tufts community exactly what sanctions were issued for what kind of violations last year, which I find helpful as to what am I looking at. If you're an advisor, and someone's asking you that, you can actually go see.

And we worked significantly in the past year to talk about our medical leave process, connecting our mental health and physical health benefit leave processing, so they are the same -- having students go out, having students come back, the ways we evaluate someone's readiness to return. And we do a broader outreach to campus partners and spend a lot of time trying to get people to feel like they are connected to our whole community, even though we have many different populations on campus.

So I just wanted to give you a little overview. Those are our aims right now. One of my goals is to have the Dean of Students Office not be regarded as the glorified high school principal's office on a college campus. And you can default to thinking that that's what we're about.

We would be much better in our service to students and to you -- again, going back to the goal of having students ready to learn, well and healthy in your classes. We will support you more if we can help students proactively think about what are they doing here, what they need for resources, how we coordinate that for them. So that's my brief PSA. Thank you, and I'll introduce Mickey.

MR. TOOGOOD: I always like to just start by saying that Mickey Toogood is my real name. And I am judicial affairs here at Tufts.

So I want to talk briefly today about our academic integrity policy, which is actually great. It's a very strong policy. And I'm not suggesting that it needs to be entirely revamped whatsoever. But it has been ten years since we revisited it, and a lot's changed in ten years, especially in terms
of technology, so I think it's time to look at it again.

I also just think in general, it might serve arts and sciences better than it serves engineering. That's my general sense, after working with it for a year. I'm one person. That's my opinion. But I'd love to get some feedback on that today from you.

Before I jump right into that question, though, I'd also just like to show you -- just Google “Tufts Judicial Affairs,” and it will come right up. Along the lines of some of the changes we've made and our response times, I just want to show you a couple of things on our website, the judicial affairs website. One of them is just a reporting form that we now have for faculty. So you don't need to walk over documents to my office. You can. I'd be very happy to see you. You can also email me. You can also call me to talk about something.

But if you know that you, or even a strong feeling you just have, an academic integrity violation, you can just use this form. It takes two to three minutes to fill out. You just need to identify yourself, any of the students that are involved. I ask you to characterize the violation, because that speeds up the process a little bit for me. And then there's a space towards the bottom of the form that asks you to give a brief description. I'll confirm that I got it, and I'll take it from there.

I had 508 cases last year. That's a lot of cases. The vast majority of those cases involved two or three emails with me. So it's not a huge burden on faculty. I really want to emphasize that to you. It's my job to take over the process, so please do report. And I want to show you one other resource that Mary Pat mentioned briefly, and this is a resource I think both for faculty and students going through the process. So this is the form that we were talking about before, and this is something we started doing last year. The whole goal is to make sure that our process is as transparent as possible. It's always going to be confidential. There are no names on this document. But I think it is useful for everyone to know how many cases we see, what kind of cases they are, and what the outcomes for cases can be.

So if I'm working with a student, and they want to say, “Mickey, I cheated, what's going to happen?” I can say to them, “well, what's probably going to happen is you're going to be suspended, because the last 14 people who cheated were suspended.” And I want to make sure we're working on these issues consistently. And that's a difficult thing for students to find out, but it also can alleviate a lot of anxiety for them.

I think it also alleviates my anxiety for faculty who I work with, because they can get some sense of the outcome. This is not a fully predictive document. I don't expect it to have all the answers, but I found it to be really helpful to students as well as faculty going through the process.

So why do I want to revise the academic integrity policy? I think there are a couple of reasons for this. Like I mentioned, one is that it hasn't been looked at in about ten years, so I think we're just due to revisit it. But the biggest one is that our academic integrity policy is actually probably the most prescriptive policy at the university.

We have a lot of policies, and some of them are more prescriptive than others. But the academic
integrity policy has a lot of rules and a lot of guidelines around “if this happens, what should the outcome be?” And I don't think that's necessarily a good thing or a bad thing. Maybe it is a really great thing. It's a very important policy at the university, if you want a lot of guidance. But in my opinion after working with it for a year, I think it does serve arts and sciences better, that prescriptiveness, than it serves engineering.

And there are a couple of reasons for this. One is that I think that the entire document is framed around arts and sciences in some ways. For example, it talks a lot about citation. Well, citation works very differently for engineering. Sometimes you wouldn't expect to see a citation in a document. So do we really hold the student responsible in the same way that we might hold them responsible for a piece of plagiarism in an English assignment, for example?

So there things that I think are missing and we can ask the questions, “Should the policy be more prescriptive? Should we add things to it? Do we want more guidance around these kind of questions, or do we want less?” For example, do we want to think less about saying if you plagiarize an assignment, a slight portion of an assignment, and you don't cite it? Do we want to think about that as a level of violation, and do we want to describe that level better?

I'm a humanist. I'm finishing my Ph.D. here in English. And I don't think that my kind of discomfort and the level of discretion that I've had to practice in relation to computer science and engineering assignments are related to my inexperience. I think it is really related to the fact that the policy doesn't map as well onto engineering as it does onto the arts and sciences. I think that's a fair thing to say.

I want to give one quick example of this, and then what I'd really like to know from you is if you agree. And then if you do agree, what we think the best process for revising a document this important and this large is. It's a 50-page document, so it's quite the project. I revised my own processing one year. Maybe this will take two years.

But a quick example of this is last year: I had a case involving nine students who had copied a solution from a solutions manual. This is not terribly uncommon. They all insisted to me that this was quite common. And the only reason we caught them is because the answer that they copied was wrong. The solutions manual had an error in it. Were these the only nine students who caught the error while they were using the solutions manual, I don't know. But this did appear to be an ethical issue, so we explored it. But there was nothing in the academic integrity policy that addressed this specifically. And the issue that I had with it and the issue the students had with it and the issue the faculty member had with it was that there was so much prescriptiveness in the policy, it felt like we had to find a space for this in the policy that had been designated, that had been prescribed, and there wasn't really any good way to do that.

What we ended up doing was calling this plagiarism on a slight portion of an assignment that was not cited, which was a stretch. It was the best thing we could find. And it felt to be the right thing to do, to categorize the violation, according to the policy, than just me saying, “Yeah, I think this is problematic, I think it was a violation of our policy.” And I ended up issuing a sanction that was more lenient than the sanction in the policy dictates. So it was not a good fit. I think we actually
landed on the right outcome, despite the kind of discomfort in using the policy. But everyone involved -- myself, the students, and the faculty member -- felt that the policy just wasn't serving us well.

I could give other examples, but I won't. I think that's a pretty good one. But what I'd like to know -- and we can either talk about this now or -- I'm the only Mickey Toogood in the directory, so I'm very easy to find if you have thoughts on this -- what the next steps might be.

I've been thinking about this over the course of the summer, what I think the next steps might be. I don't know if this would be something like a working group. I don't know if this would be volunteers. I don't know if this would be something that we'd want to have roundtables about in different settings. Because I think there is going to be a lot of discussion, and a lot of discussion is warranted on how even to tackle the project. So if anyone has any additional thoughts, I'd love to hear them.

PROF. TOBIN: I'm Roger Tobin, physics and astronomy. First of all, this probably really needs to be at an AS&E meeting, and since a lot of your concern has to do with the misfit with engineering, and at the moment, there are no engineers probably in the room -- okay, so we have one.

MR. TOOGOOD: I did give a similar presentation to engineering.

PROF. TOBIN: But it really is an AS&E policy, so it really is an AS&E issue. And in that context, it seems to me the first place you really should be going is the Committee on Student Life. They're charged in the bylaws with reviewing our policies with regard to student conduct, and they don't normally do a lot of that, unless they're doing appeals. But I think if you read their charge, this is precisely in their field. So I would think that they would be the first place to go --

MR. TOOGOOD: Thank you, yes. I work very closely with the Committee on Student Life throughout the course of the semester on appeals. I worked with them closely last year to revise our judicial outcomes, and that was a very successful partnership. My question I think is if we want a larger discussion about this or not. Maybe we don't. With the student judicial process, I worked with a small group and presented a revision to the CSL, and they approved it. And if we think that's appropriate here, I'm happy to do that. That would be a nice addition to the process.

PROF. MANZ: Beatrice Manz, history. Just a question: Are you thinking of separating the two, so having a special set of prescriptions for engineering, or are you thinking of trying one document? It sounds like maybe two, but you think one?

MR. TOOGOOD: I think one document would be best. I think we have one document now, and that does work best. I don't want anyone to feel like there are different sets of standards, especially, from one school to the other.

PROF. BLUMER: Anselm Blumer in the Department of Computer Science. I'm half in engineering and half in arts and sciences, so I'm not sure which half is speaking. But I'm kind of
curious as to there are no solutions manuals in mathematics and physics and biology and chemistry, and it doesn't seem like highlighting the differences between engineering and arts and sciences is the right dichotomy.

MR. TOOGOOD: No, I don't want us to look at it as a strictly dichotomous problem. It's definitely not. And that's just one example that I had given. Another one would just be around a citation in plagiarism.

For example, we had a case last year where a student seemed to have plagiarized a lab report. But what does plagiarizing a lab report mean? It's going to be a much more standard document than something like a history paper or an English paper. And so it was very hard to determine how to apply the policy. I think copying from a solutions manual was a convenient example, but it's not the only example.

PROF. HAMMER: David Hammer, education and physics. I want to understand why is copying from a solutions manual without attribution a stretch to call it plagiarism? It seems like a really clean obvious case of plagiarism.

MR. TOOGOOD: It's not. But the way that defining something as plagiarism, according to our policy, made the outcome of that fit, in my opinion. So it's not that it's not plagiarism. It's that plagiarism is -- the policy is very descriptive. So there are four categories for plagiarism: cited and uncited, large and small, and you notice there's no medium in there, which I always found very interesting. So there was just no good way of talking about this form of plagiarism using our policy as far as adjudication is concerned.

PROF. HAMMER: Could you say more?

MR. TOOGOOD: Yeah. So no one had any real issue. The nine students all accepted the fact that they had done something unethical that lacked academic integrity: that was dishonest. The issue wasn't necessarily deciding what had happened, but how to move forward. So, what should the outcome be? And since our policy is so prescriptive, there wasn't a good answer. I basically had to practice a lot of discretion to come up with what the outcome should be. And that would be fine if I did that in every case. But in many cases, I'm able to say, “You cheated, you're out for a semester.”

PROF. JOHNSON: Vida Johnson, German, Russian, Asian. I wonder if you've ever polled the faculty to see how many of these issues are resolved between faculty member and student. Because I think a lot of faculty may think that once they file that report, things are out of their hands. I'll give you an example. We had foreign students when we had an exchange program with the former Soviet Union, and for them, they didn't understand citing. Their whole program of study was copying others' work and sending it in. And this particular student would have lost his government scholarship if he got anything less than a B in any of his courses.

So I think I did get advice, but basically, we worked out something, and I think he came out wiser. He graduated successfully, and he's now working for the government in Kazakhstan. So I wasn't
about to ruin his career, but I used it as a teaching moment. And I'm just wondering how many faculty do that and whether you have ever surveyed the faculty, or maybe you have. Once you come up with some issues with the Committee on Student Life, whether a larger faculty forum or some way of finding out where the faculty stands on this issue.

DEAN GLASER: I would like to respond to that. So when we last reformed this, I was the dean of undergraduate education, and we did bring before the faculty for a vote that a policy that any suspected case of dishonesty needed to be reported. And it was discussed on the floor of the faculty, and it was voted upon by the faculty, and the rationale was that if faculty held back, for whatever reason, that an individual student could be a repeat problem, and we want to know if somebody's had a problem in one course, that it's a more significant problem if they're serial dishonest --

PROF. JOHNSON: They did know in my case. I worked with the dean's office.

DEAN GLASER: Then you reported it, and that's right.

PROF. JOHNSON: But not on a big piece of paper.

DEAN GLASER: Yes, but there's two points. One is that the faculty has discussed this and voted upon it, and the second is that there's a reason for it, and that is no individual faculty member is going to know any student's overall behavior, but hopefully Mickey's office does.

MR. TOOGOOD: And I will say, too, there are very few automatic triggers in the student judicial process. If it were that simple, I think we'd just have you fill out the form, and then I'd send the student a letter saying that they've been suspended. The whole reason I really have the job is because these things can be quite complicated. And I work with faculty very closely on these issues, and there's multiple ways to resolve things. So sometimes I do just issue a decision, and sometimes I ask students to mediate with a faculty member. Sometimes it goes to a hearing.

But my second point would be that the other sort of purpose of my position is to make sure that these things are handled consistently, and so that when I have to sit across from a student and say, “You're being suspended,” so that I can say, “Everyone who did this in the last ten years was suspended for this offense.” And I think that's only fair to the student who committed the offense and to all the students who haven't committed the offense and deserve proper credit for their work.

DEAN McMAHON: Mickey, can you give an example of also you're getting an academic tutorial?

MR. TOOGOOD: Oh, yeah. And the process really is -- so I'm not a lawyer, and I do not want to be a lawyer, although I have several good friends who are lawyers. But I don't want to be one, and it is very much a pedagogical process. The whole point is for us to talk about what happened, have as many meetings as it takes for them to understand what happened, and then deal with whatever the outcome needs to be. Anyone who has an academic integrity violation is asked to work with a specialist. So they speak with me, and then they have another conversation with
someone else who's just there to help in case they don't feel like having that conversation with me.

PROF. ATHERTON: Tim Atherton, physics and astronomy. I think first I would like to say that I've worked with Mickey over an academic integrity violation in my class. I'd like to say very positive things. I thought the process worked really well, and he's really done a great job.

What I would like to hear from you is it strikes me that I don't think you've given us enough info on whether you think the faculty could advise. Are we talking about values; i.e., what constitutes plagiarism in a disciplinary context? Are we talking about what should the punishments be? These are all kinds of meaningful pieces of input, I think.

It also strikes me that, in a sense, you're in possession with a data set of -- you know, that it's at least sort of statistically reasonable for the kinds of violations that happen -- it seems that from that data set, you ought to go reconstruct what the categories are. Though you're articulating also a need that there needs to be something else, kind of (inaudible).

MR. TOOGOOD: I think my biggest interest, the most immediate need, is to talk about what outcomes should be. And it's because I am not experienced in all fields, and I would like some expertise around these things. One of the biggest discussions I had with computer science and engineering faculty members is, “what is unauthorized collaboration?” And I've gotten many different definitions of what this is, and yet we treat them all the same.

I think it's probably both parts. “What are our values?” is a really basic question. If you cheat on a quiz, is it the same thing as cheating on your final exam? Maybe it is. Maybe it's the exact same thing, but maybe it's not. And I think that's both what are our values here and what should the outcomes be.

PROF. SCHWARTZBERG: Hi, I'm Sharan Schwartzberg, occupational therapy. I'm not sure if this question is pertinent to graduate programs or professional programs within the graduate school, but I was just wondering more broadly what role the academic departments play in the process of responding to academic integrity?

MR. TOOGOOD: I can take you a little bit through the process. So the first thing that happens is there's a complaint submitted, and then the student has an opportunity to submit a written response, and that response goes directly to the person who reported it to me. Am I answering your question?

PROF. SCHWARTZBERG: Well, I just wondered about the process of departments. For example, my department has an academic review committee. So that may be unique, because it's a professional graduate program. But what you're saying is there's always a direct line from the professor, the student, to you.

MR. TOOGOOD: As far as violations or issues of dishonesty, yes. I worked last year with a department. There was a violation, a graduate student, and I had to work with that department because failing this section of their exam meant they couldn't continue on the program, so we had
to ask what that meant in relation to committing the violation.

So yes, I've had conversations with committees as well when appropriate. We don't always. I don't go speak to every chair of every department, for example, when there's a violation, just to protect the student's privacy. And we have forms for people who need to know about the violation. But yeah, in those kinds of scenarios, we would work --

PROF. SCHWARTZBERG: So you're saying the first stop should be you, not the department?

MR. TOOGOOD: Yes.

DEAN McMAHON: I think we're out of time. I wanted to mention two things. One is that on a proactive side, we work on the academic integrity tutorial that all new students take. We would be happy to work with any department about syllabus language for your policy, for your own course, in ways that -- I find it -- I used to have Mickey's job somewhere else -- having an upfront sort of explanation of what you would do and how you would treat it so the students understand that is a best practice. We have turnitin.com if you're worried about plagiarism.

But I guess my point is we like to get students to know what our expectations are so they don't sort of -- you know, thinking about the example of somebody from a different educational system and background. We work closely with the International Center, knowing that not everybody's secondary school preparation is the same.

And then the second thing I'll say, my plea to bring it to us is that in my experience, this doesn't happen in isolation. So students who don't -- there are students who do their own work and work on the problem and find the answer, or risk being a failure, are being punished when students who don't do that are getting away with doing that. And I'm not that sympathetic.

I'm sympathetic to individual circumstances, but I'm not sympathetic to “I had a lot of work, I was really busy,” because all of our students have a lot of work and are very busy. So thinking about -- just to make a little public announcement, helping us work with students and educate them where we can, hold them accountable when we can I think increases our overall academic integrity as a community.

MR. TOOGOOD: We only had 51 complaints about academic integrity last year, and 35 of them, the students were not responsible. So over 400 of our cases were behavioral, and I think the numbers are actually probably closer together. And I think just to preserve consistency, that's an important point, just to report them to our office.

PROF. KRIMSKY: I deal a lot with academic integrity and journal editing, and especially with plagiarism, there's the interpretation of the event, and then there's the penalty. And have students, when they're charged with plagiarism, have you ever had any experience of them wanting a lawyer?

MR. TOOGOOD: Yes. That is very frequent. I speak with lawyers all the time. One of our
larger cases last year involved plagiarism and the lawyer, yes.

DEAN McMAHON: Three lawyers, I think.

MR. TOOGOOD: Yes. It was very special. University counsel steps in to advise, but they don't participate as a kind of normal part of our process.

DEAN GLASER: Mickey, thank you. It is a hard job that you have.

MR. TOOGOOD: Thank you for having me.

MENTAL HEALTH GATEKEEPER TRAINING

MS. DOWNS: Hi. I'm Marilyn Downs. I'm from the Counseling and Mental Health Service, and I'm here to talk with you a little bit about the mental health of our students. If you're teaching, you have students in your classroom who are experiencing mental health problems, and I want to give you some ideas about how to be helpful to them.

So just a little background about mental health in college age students in general and why we're concerned about it, about 75 percent of lifetime mental illnesses have their first onset between the ages of 18 and 24. So that's our window of time here. About a fourth of young people will experience a clinical depression by the time they're 24.

And we know that mental health problems have a significant impact on a number of outcomes not only in terms of well-being, but academic outcomes. The majority of students who take substantial time off, a leave of absence of some kind from school, two-thirds do so for mental health-related reasons.

So we want to give you a little bit more information about how to recognize signs that students may be struggling and what to do and what resources are available.

So you might wonder, “Is it any different at Tufts?” And the answer is no. We do a large survey -- I actually oversee the survey -- every other year; it comes out of the University of Michigan -- to look at the mental health of our undergraduate and graduate students here. And what we know is that if we look at the incidence of depression -- and I'm just giving you a little handful -- depression, anxiety, eating disorders, self-injury, or serious thoughts of suicide -- which are several of the measures we look at -- about one-third, 34 percent actually of our combined undergrad and grad students are experiencing one or more of those clinical problems at any given time. That's a third.

So you may not see that. They may be doing okay in your classes in many cases, but they may be struggling in a number of ways. And the question is -- you know, some of them are coming to see us. We see about 20 percent of the student population every year, which is pretty good for a counseling service, actually. We do a lot of outreach. We do a lot to kind of make our services accessible and seem appealing and helpful to students to reach them.
So 20 percent of the population generally. But among that one-third that I just talked about who are really struggling, about half are getting some kind of mental services. Kind of good news and bad news, right? We're glad that half of them are getting help, but that means half of people who are experiencing some kind of significant clinical problems are not getting help. And that's the gap we're always trying to bridge in some way.

So what are some initial thoughts that you have about why people, why our young people might not get counseling if they're having depression or anxiety or thinking about suicide or having some other problem? Anybody, just call it out, what comes to mind.

UNKNOWN FACULTY MEMBER: Shame.

MS. DOWNS: Shame, okay. Anything else?

UNKNOWN FACULTY MEMBER: Feeling hopeless.

UNKNOWN FACULTY MEMBER: Denial.

UNKNOWN FACULTY MEMBER: Insurance coverage.

MS. DOWNS: Insurance coverage could be a problem. Our services are free. I'll tell you that again later. But yes, they might worry that it's going to cost something.

UNKNOWN FACULTY MEMBER: They don't know where to go.

UNKNOWN FACULTY MEMBER: Stigma, parents.

MS. DOWNS: Sort of cultural, parental community standards. So I think you're giving a lot of the answers students do give us. They give it to us in our survey. They give it to me when I do trainings. Often what they'll say is -- and think about yourself for a minute. Okay, let's say you wake up in the morning, and you have like this really, really bad headache. Now, most of you are probably not going to get on the phone and call your doctor right away. Maybe some of you will, but most of you, what are you going to think? “Well, I'll take a couple of aspirin, and it will get better, right?” Or maybe you'll take time off from work. Probably not. You'll muscle through it in some way and try to figure out -- you'll think, “Maybe it's no big deal, right?”

But if a few days pass, and you still have this headache, does that change your opinion about what you should do about it? Maybe. It's seeming a little more serious, right? And whether or not you call your doctor might depend on whether you think your doctor's helpful, whether you like them, how easy it is to get there, how much the headache is bothering you.

It's the same thing with mental health issues. Somebody said denial. People have to recognize this is a problem. They have to label it a mental health problem. This is basic health behavior thing. I have to decide that this feeling, I don't want to get out of bed in the morning, or I hate myself, or I'm not interested in school anymore, I'm agitated all the time isn't just normal stress,
like a college student has. I have to decide maybe this is a mental health problem. And then the idea of going for help has to seem acceptable.

One thing we know about our young adult population -- not that they're the only ones -- but they often feel like they want to be able to do it themselves. They feel like if I can do this myself, I'm a competent, successful young adult. And if I need to ask somebody for help, there must be something wrong with me.

So that's kind of the difficulty. And when we're talking about mental health stuff, we're talking about all of us, to some extent, right? This is universal. Whether we talk about it or not, we have experienced mental health problems, or we have somebody in our family who has or a partner or a friend or a neighbor, right? But we don't talk about it a lot. It's not necessarily acceptable.

So those problems show up in places that are not just my office, and they show up in places that include, for example, your classroom. So let's talk about some signs that a student might be having difficulties. When you think of how -- and we will have time to get into longer specific examples, but what springs to mind when you think about what might be a sign that a student in your class is struggling with a mental health problem?

UNKNOWN FACULTY MEMBER: Absences.

UNKNOWN FACULTY MEMBER: Lower grades.

UNKNOWN FACULTY MEMBER: Constantly late papers.

MS. DOWNS: Constantly late papers, skipped assignments. How about classroom behavior, anything in there?

UNKNOWN FACULTY MEMBER: Withdrawn.

MS. DOWNS: Being very withdrawn, especially if that's a real change for them.

UNKNOWN FACULTY MEMBER: Inappropriate affect.

MS. DOWNS: Inappropriate affect, maybe you're agitated, you're talkative or very angry and volatile.

PROF. HAMMER: There's something that's troubling me. You're saying a third of the students at any moment?

MS. DOWNS: Yes.

PROF. HAMMER: What would the fraction need to be to not consider it normal? So if I think it's that many students, then one of the signs that a student is feeling troubled is that they are present (?). I'm sorry, I'm having trouble reconciling it's so many students, and it's a pathology.
MS. DOWNS: Well, that's a good question. I suppose we could look at a lot of health conditions, and without getting too philosophical, just the fact that certain conditions are very prevalent make them not a problem. I think probably not. High blood pressure, cancer, arthritis, various joint problems. Maybe they're a problem. I know the problems of medical conditions, but it doesn't mean that people don't need to get some assistance for them.

I think it's a good question, though, in terms of how do you recognize, right? And as I said, a lot of students are going to be struggling, and they're going to be doing okay. They don't necessarily need your help. The ones who I think we worry about are the ones where there are these obvious signs: they're not coming to class, they're withdrawn, they're not responding to you, they're not acting appropriately, they seem very withdrawn, maybe they've kind of gotten more disheveled, or they seem very tired, or something has changed.

Just a show of hands, how many of you at some point have had a student that meets some of those criteria? Okay. So then you don't know, are they just having a string of bad nights, is it a bad breakup, and they're going to bounce back? So the question is: What do you do? And I think what I would propose here is you can play a role in checking in with somebody, reaching out to them, how are things going, come by, drop by during office hours, come to see me. And just ask them, I haven't seen you lately. You've been missing a lot of assignments. What's going on? Talk to me a little bit.

Not to be their counselor, because you're not going to want to do that. We wouldn't expect you to do that. But just to have kind of a frank and open conversation about how are things going. Have some of you done that at times with students?

PROF. KOSINSKI: I have a question about that. I know some of my students are struggling with mental health issues. I'm pretty sure of that. Those tend to be the students like when things aren't going well, they will not respond to emails, and they're not coming to class, and they get very withdrawn.

So that's kind of the time when it's hard to decide if you should reach out to someone else as a professional, because you don't want to really violate the trust that this student has put in you, and you're not sure if they're already addressing this and already working on it with someone.

MS. DOWNS: That's a great question.

PROF. KOSINSKI: When are we supposed to take that next step?

MS. DOWNS: Excellent. So let's have a two-part scenario. One is you invite them in for office hours, or they drop by, and you have a conversation, and it goes pretty well. They open up a little, and they say, “I'd be glad to go to counseling, yes, how do I do that?” Or they say, “yeah, I just started seeing somebody, I think it's going to be helpful.” And you can sort of maybe let that one go a little bit. It may progress, but let's say for now, you've kind of done your job. You've checked in with them, and it seems like they're doing okay.
The ones who are harder are the ones who don't respond. And when somebody's depressed, I'd say a very common picture is anxious, avoidant, procrastinating, and a little bit depressed. So they sort of hole themselves into a hole of “I don't want to talk about it, and I don't want to think about it, and I don't want to respond to my professor's emails,” and they start to -- you know, things really fall off the map a little bit.

There are two options to you. And we've got the Dean of Student Affairs Office here, which is great. So at any time, you are welcome to consult with us. We do a lot of consulting. How many of you have called us at some point because you were worried about a student? Great. That is fantastic. We love for you to call us and to try to walk you through what are the options. You know, here are some things you could do to reach out to the student. We will listen to the situation, try to figure out how serious it is. Is this something you could take another step? Is it something where we can be helpful?

What we don't tend to do in most cases is -- say, if you call and say, “Joe Smith is having trouble, could you give him a call?” We won't do that, typically, because students don't really want the Counseling Center calling them out of the blue, unless we came up with a plan with you that, you know, I've told them you'll call, and we might do that kind of thing.

I had a coach earlier this week walk a student in. That happens sometimes. You don't have to do it; you don't always have the time to do it. But that student would not have gotten to us unless he did exactly that. He was sitting in his office, very concerned, brought him in for urgent evaluation. I happened to meet with the student, and it was really good that he brought him in.

So that kind of situation -- but if a student isn't responding to outreach, and you're not coming to see us, and you talk to us, this is really where the Dean of Students Office can come in handy. Marisel, do you want to say actually what you do in a situation like that?

ASSOC. DEAN PEREZ: First of all, thank you so much for your partnership and collaboration over the years. We have worked on very, very difficult cases, and we have celebrated many successes. So I really thank you for that.

I think if you have a relationship with a student, it's okay to call the student and say, “look, I've noticed that you are withdrawing in class. You're not participating in the way that you had been participating before.” So it's okay to do that. If you can connect with the student, the student will come to your office hours and respond to you. You're always free to please be in touch with us. We work in partnership with many offices. We work very closely with the Undergraduate Education Office, who gets a lot of your calls as well.

We have a group of Partners colleagues. We have a meeting every week called Common Concerns, where we share students, and most likely somebody else knows the student -- well, many times, I should say. And they know that the student may be having a difficult experience, may be having some financial difficulties. We always have the ability to call the student in.
Let me give you an example. I'm not going to look at the person who actually contacted us, but one of you contacted our office and was concerned about a student who is very involved in class, is very talkative, but the particular day or two days, the student was sort of taking over the conversation. The student was gesturing a lot, drawing words, whatever.

So the faculty member approached us, and we happened to know the student, because there was another circumstance. So I reached out to the student -- and realize, I had a relationship, so it made it a lot easier -- realized that the student and the clinician that the student had seen had agreed to reduce the medication. And then the student realized, “You know, that was not a good idea, and so back now on track.”

So we never know if somebody else is aware of the student's situation, but we do have the ability to call the student in, have a conversation and reach out to other support systems and figure out ways that we can help a student get back up. Does that answer your question?

MS. DOWNS: I was just going to add to that, just to say -- I don't know how Marisel does this. She's got sort of special powers. She gets students to come see her.

PROF. JOHNSON: She waves her arms at them.

MS. DOWNS: I asked her one time what happens if they don't, and nothing really happens, but somehow the power of the associate dean gets them to come in. And then she will have the student come to us for what's called a required evaluation. So it's the only -- counseling is never mandated, but the dean can do this one-time mandated evaluation so we can get a look at somebody and do an assessment of them and determine what they need. Usually we can engage students that way.

PROF. KRIMSKY: There's a workshop that we're all supposed to attend -- I haven't yet attended -- based on discrimination. We're all required to attend it. A colleague of mine who did attend it said that in the discussion section, it was stated quite explicitly that you're never to advise a student to go to counseling. I was quite surprised, because --

MS. DOWNS: Is this a Tufts workshop?

PROF. KRIMSKY: There's a workshop on --

DEAN GLASER: Yeah, it's an OEO workshop.

PROF. KRIMSKY: Yeah, an OEO workshop. And that what you can do is call OEO. Now, do I have this interpreted correctly, because I wasn't there.

DEAN GLASER: I have not heard that.

PROF. KRIMSKY: Has anybody been to that workshop?
UNKNOWN FACULTY MEMBER: Yes.

PROF. KRIMSKY: Do you remember any discussion --

PROF. SCHWARTZBERG: I don't think it pertained to the students.

PROF. KRIMSKY: Actually, it did pertain to students, because a lot of students are employees of the university. And if a student is employed in work-study, or a student is employed as a TA or so on, then you're under a legal obligation to report anything like that to OEO immediately. Otherwise, potentially, there are severe legal consequences for you, unless somehow you're being protected by HIPAA, which very few people are.

PROF. BLUMER: Well, was there an explicit discussion about whether or not you're prohibited from advising them to go to counseling?

MS. DOWNS: I think I can say fairly clearly, and I'm sure if the OEO folks were here, they would clarify that. I don't know the workshop that you're talking about, but I'll say in terms of mental health-related things, I would certainly encourage you to encourage students to consider counseling.

I don't think it's best to have that be the first thing out of your mouth if you're concerned about somebody, because sometimes people kind of put up walls. But I think this is really about saying here are the resources available to you. I recommend it. “I'm not a mental health professional,” you can say.

But if you feel comfortable -- and some faculty do -- you can say, “You know, I've gone to therapy at times,” or “my kids have done that,” or “I know other students who have.” That makes it feel much more acceptable to them if they know other people do this. And we now know other people do it. So I'm sorry I can't answer the OEO question. I did want to say just a little bit about our services. Is it okay if I do that, or you had a question?

PROF. SCHWARTZBERG: I do, but I can wait.

MS. DOWNS: Okay. I wanted to make sure I say a little bit about our services so you know what you'd be referring them to. So Counseling Mental Health Service, 120 Curtis Street. It's free for all undergraduate students, and for any grad students who pay the student health fee. So we don't take insurance, but it's that fee thing.

We see about 1300 students a year. About half of undergrads see us by the time they graduate. So we're really a well-used counseling center. We're proud of that. We do time limited individual counseling that depends on the student's needs. We flex more for students who really don't have a lot of resources. We do a lot of groups and workshops. We have animal-assisted therapy. We do have psychiatry services that may have a fee.

There are about 18 of us on the clinical staff, so we're pretty well staffed, and we're a fairly diverse
group with a lot of different skills and expertise. And for you, just a reminder, we do a ton of consultations. So it's something we emphasize. We do it more than a lot of schools do, I think, because we know when you're in the clutch, and you're like, “I don't know, should I be worried about this student? Is this normal behavior? Should I worry?” Just call us. It's okay. Call us during the day.

And we have an on-call service that I want you to know about. So 365 days a week, we are on call. One of us is carrying a pager every evening, weekend, or holiday. This is for mental health emergencies. And for you, this would be like a situation where late at night, you get a worrisome email from somebody. This does happen, where somebody is sounding really desperate or makes some kind of vague comment about not wanting to be around anymore. And we know suicide is the second leading cause of death among students, so we do worry about that. That would be a good opportunity to give the on-call counselor a call.

So who knows how you access the on-call counselor, anybody?

PROF. GIDNEY: Through the police?

MS. DOWNS: Through the police, yes. So you call TUPD, and they page us. So it's simple. And then we call you back to find out what's going on, and then if appropriate, we call the student or we figure out what needs to happen. So just wanted you to know that that's available.

ASSOC. DEAN PEREZ: And there's also an administrator on call, a representative from the Student Affairs office. There's a dean on call also as well, and residential life staff on call. So we work together and coordinate it, a response, particularly if you receive an email that is of concern.

MS. DOWNS: I don't know if we have a couple of minutes for questions? We have five more minutes for questions.

PROF. SCHWARTZBERG: First I'd like to back up to Shelly's question, but to say that my understanding is the same as Anselm's, that if the student is a worker, then it comes under OEO. But the question I had is: how would you address a student who has an eating disorder, because I've come across that a lot, and I notice the student's gradually getting thinner and thinner?

MS. DOWNS: An eating disorder is a tough one, because students usually want to hide it, and there's usually a pretty big wall around wanting to get help. But I would say a conversation is still warranted, if you feel comfortable saying, “You know, I've been noticing this.” It's going to depend on your relationship with the student, right? But I think if you felt like you had the student in the office, and you know her or him well enough, you could say, “I'm a little worried about you. I've been noticing that you look a little thin. How are you doing?”

They may wall up and really not want to open up. And I don't think your job is to pry, to really try to dig a lot if somebody doesn't want you to talk to them about it. But it gives them an opportunity. You can always say, “You know, I'm glad to support you or help you if you want.”
But if you feel like this is a student who looks like they're wasting away, that would be a good time for a call for a consult. Because, again, if we can help and get them to go in to Marisel because we hear that this is a student who looks tiny and drawn and -- you know, whatever the signs are, for an evaluation. Because we know that that can be a hard window.

Somebody who's depressed might be a little bit more willing to be open about, “yeah, I'm not feeling so good lately.” But yes, it's a good question.

PROF. ALLEN: I'm delighted that you're here. I want to say in response to the issue about one-third, that is actually -- you know, one in four is the number that's cited in terms of adults ever having a mental illness or disorder. So I think this is one of the most important public issues that we face on campus, so I'm delighted that you're here.

I would like to work with others -- and I know that there are pockets of this happening -- to do some additional work on reducing stigma around accessing mental health. And there are some great examples from other universities that are doing that.

And the second thing I want to say is that I want to get some clarification about how many sessions we can offer students, because that's what I hear is the greatest concern that they've spoken up and then you can't do long-term therapy.

MS. DOWNS: It is a challenge. We have no session limit. So in case somebody says to you, “I went for X number of sessions, and they told me that's all they do,” that's not true. So what we think about internally is that we can do about a semester of care for somebody, and for a lot of students, that will be enough, but for some of them, it won't. And then if they're willing and able, we connect them to an off-campus therapist, and we stay with them through that. But for some students, to be honest, some students who don't have a lot of resources, or students who we're very worried about, we'll keep much longer if that's what they need to get care. But it's not a system that's exactly even for everybody. I recognize that. We don't keep a waiting list, which is why we do it. We want a student to call and that they can get an appointment when they call, and that's the only way we can do it.

DEAN GLASER: Last question.

PROF. POTT: Hi, I'm Martha Pott from child study and human development. Thank you for coming, and thank you for alerting us to all of this, which a lot of us have had experience with. This is all treatment-focused, however. And I just spent quite a bit of time with a group of seniors who had been like first-year advisees, so I know these students very well. And they talked extensively about the stress on campus, and I hear the account of how can one-third of the population not be considered a variant of the norm. I'm concerned about that as well.

But I really feel that we should put a lot of resources, because I have seen the problems that students exhibit escalate over 35 years now, and it has gotten worse. And I think that there are many things that we can do as a campus about leading a balanced life, about looking at the courses and the syllabi that are producing the most stress for students, or seem ambiguous so that students...
don't know what the hell is going on, and therefore create anxiety.

I would like us to look at some of these issues, which could produce a different climate on campus that would make everyone healthier.

MS. DOWNS: We support that. I don't know where that kind of initiative would come from, but I agree that we're doing the treatment end of things, and there's a lot to do in the prevention end. Let me just say if you want more of this information, we're glad to actually come to your department meetings and have more of a conversation with your peers, and we do that fairly often. So feel free to get in touch with me. I'm Marilyn Downs. There's also some material in the back of the room that you're welcome to take, some of the things I've talked about and a little bit about our resources. So thank you very much.

DEAN GLASER: Marilyn, thank you very much, and have a great day, everybody. Meeting's adjourned.

MEETING ADJOURNED

Respectfully Submitted,

Jillian Dubman
Secretary of the Faculty for Arts, Sciences & Engineering
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 05-03); Consuming Cultures: Tourism, Travel, and Display (ANTH 049-01); 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**

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

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

**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 Prof. 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

**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*
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

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

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

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

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.

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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 city rich in history. Students are strongly recommended to study in Japan during their junior year. 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 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, students may take more than two language courses per term. • Four culture courses maximum per term. • Four culture courses maximum appear on the Tufts transcript. 0 Students may take more than four culture courses but need to notify the Japanese Language Coordinator at Tufts of which four courses are to be counted for credit. This must be done weeks of the first day of classes at Kanazawa. 0 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 major requirements category “b” above. They, however, will be considered “lower-level” courses fulfill the requirement “two of these courses must be at the 100 level” within the category “b” above. Additional course may be used as fulfilling the category “c” above. Non-Tufts study abroad program 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 study abroad 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. 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