

LAJ Curricula Agenda

9/27/17

Part I—Items 1-11 require vote of LAJ Curricula and A&S Faculty

Part II—Items 12-15 require vote of LAJ Curricula only.

Part I

- Item 1. New Course—English—ENG 0311
- Item 2. New Course—Film and Media Studies—FMS 0024
- Item 3. New Course— Film and Media Studies—FMS 0176
- Item 4. New Course— Psychology—PSY 0147
- Item 5. New Course— Religion—REL 0118
- Item 6. New Course— Romance Languages—Portuguese—POR 0126
- Item 7. New Course— Romance Languages—Portuguese—POR 0151
- Item 8. New Course— Romance Languages—Science, Technology, and Society—STS 0150
- Item 9. New Course— Romance Languages—Science, Technology, and Society—STS 0196
- Item 10. New Course— Romance Languages—Science, Technology, and Society—STS 0197
- Item 11. New Course— Romance Languages—Science, Technology, and Society—STS 0198/0199

Part II

- Item 12. Change Course—Description—Child Study and Human Development—CSDH 0090
- Item 13. Change Course—Description—Child Study and Human Development—CSDH 0157
- Item 14. Change Course—Description—School of the Museum of Fine Arts—FAM 0094-A
- Item 15. Change Course—Description—Physical Education—PE 0131

Part I

Item 1. NEW COURSE – English—ENG 0311

From: Grace Talusan, (617) 359-5291, grace.talusan@tufts.edu

Department Chair: Joseph Litvak, 617.627.2455, Joseph.Litvak@tufts.edu

ENG 0311 Communicating for Change

Suggested Abbreviation for Title: Comm for Change

Bulletin Description: Approaches to change, both personal and social, through a variety of communication methods in a blended learning format and through related readings, investigative data collection, guided exploration of social issues, and experiences with service placements and host communities Creating community among Tufts 1+4 fellows around the world and providing students with the opportunity to reflect on their service year experiences while honing their communication skills. For students participating in the Tufts 1+4 Bridge Year Service-Learning Program.

Next Anticipated Offering: Fall 17 and Spring 18

Rationale. This course is an essential component of the Tufts 1+4 program, creating community among Tufts 1+4 fellows around the world and providing students with the opportunity to reflect on their service year experiences while honing their communication skills. This course has been offered in 2015-2016 and 2016-2017 through the Ex College as EXP 110 Fall & Spring, Communicating for Change.

Overlap. No - this course is only open to 1+4 students, and is the only course available to this population. With Modhumita Roy as our lead, we had an open call for interested English faculty members, and selected Grace Talusan based on her course proposal.

Resource Requirements/ Curricular Adjustments. Grace Talusan will be the instructor. She will also work closely with Jessye Crowe-Rothstein, the Tufts 1+4 Program Administrator. There are no new resource needs.

Requirements. None.

ARB REVIEW: None

Item 2. NEW COURSE - Film and Media Studies—FMS 0024

From: Tasha Oren, 1 (414) 238 8014, tasha.oren@tufts.edu

Department Chair: Malcolm Turvey, 1 (617) 627-1103, malcolm.turvey@tufts.edu

FMS 0024 20th Century U.S. Television: A Cultural History

Suggested Abbreviation for Title: TV History

Bulletin Description: Examination of the introduction and development of U.S. television during the network era (40s-90s). Development of television (in the U.S. and within a global context) from its conception through its industrial, technical, aesthetic, and textual development to understand how American broadcast television emerged as a dominant cultural force around the world. Explore how specific analytical concepts in television studies develop. Learn and practice how media theory takes on historical research. Fulfills the FMS media history requirement.

Next Anticipated Offering: Every other year, either in the fall or spring

Rationale. This class will function as a core course for Film and Media Studies (FMS) majors. It will impart the historical knowledge of television necessary for students to study the medium at a more advanced level. Along with other TV studies courses to be taught by our new hire Tasha Oren, associate professor of TV Studies in Drama and Dance, it constitutes a significant expansion of the FMS curriculum, and helps fulfill our mission of enabling students to study media beyond film. It will be taught on a regular basis (every other year) by Prof. Oren, and our majors will be able to choose between it and FMS 21 Global History of Cinema (also offered every other year) in order to satisfy the FMS media history requirement. It has not been offered before at Tufts, and will impact other departments that offer more focused courses on TV by imparting the historical knowledge of TV necessary to understand the medium fully.

Overlap. We know of no other department or instructor that offers a history of television course.

Resource Requirements/ Curricular Adjustments. The course will be taught by Prof. Oren. It is anticipated that it will attract between 50 and 70 students, and Prof. Oren will be aided by a TA (this TA position is already budgeted in the FMS budget).

Requirements. This course fulfills the FMS media history requirement, as does FMS 21 Global History of Cinema taught by Prof. Turvey. Students can choose which of these courses to take to fulfill the requirement, and one will be offered every year.

ARB REVIEW: Distribution Credit Arts

Item 3. NEW COURSE - Film and Media Studies—FMS 0176

From: Malcolm Turvey, 1 (617) 627-1103, malcolm.turvey@tufts.edu

Department Chair: Malcolm Turvey, 1 (617) 627-1103, malcolm.turvey@tufts.edu

FMS 0176 The Horror Film

Suggested Abbreviation for Title: Horror Film

Bulletin Description: History of horror film from its inception in the 1920s to the present day. Focuses on the American horror film, with some attention to other national and cultural traditions, especially Japanese horror. Considers what serial television can do with the genre that film cannot. Among the theoretical questions are: what is horror? Why do we enjoy watching films that make us feel ostensibly undesirable emotions such as fear and disgust?

Next Anticipated Offering: This course will be taught every two or three years in the fall or spring.

Rationale. This course will be taught on a regular basis by Prof. Turvey. It is designed to expand FMS course offerings on popular film genres, of which there are almost none right now given that most of our courses are about specific countries or filmmakers. Many students in FMS and beyond are interested in horror, and regularly complete senior projects and theses about the genre. This course will enable them to study the genre in depth so that they can undertake more advanced work on it. It has not been offered before in FMS, but the Ex College has regularly offered courses on the genre because of our students' abiding interest in it.

Overlap. The Ex College in the past has regularly offered courses on the horror genre given our students' interest in it. I have informed Ex College Director Howard Woolf that I intend to teach this course on a regular basis, and he will no longer be offering courses on it.

Resource Requirements/ Curricular Adjustments. The course will be taught by Prof. Turvey and will not

require any additional resources.

Requirements. This course will not fulfill any requirements other than functioning as an elective that students can take to complete the FMS major or minor.

ARB REVIEW: Distribution Credit Arts

Item 4. NEW COURSE – Psychology—PSY 0147

From: Nathan Ward, x7-2645, nathan.ward@tufts.edu

Department Chair: Samuel Sommers, x-7-5293, sam.sommers@tufts.edu

PSY 0147 Multitasking

Suggested Abbreviation for Title: Multitasking

Bulletin Description: An advanced treatment of human attention with an emphasis on multitasking. Topics include how multitasking has been conceptualized, how it has been measured, what it looks like outside the lab in more realistic settings, how individuals vary in their ability to multitask, and whether or not multitasking performance can be optimized. Advanced level seminar.

Next Anticipated Offering: This course has been taught twice in F16 and S17 as a special topics seminar, and will be on the books again this F17.

Rationale. This course will diversify the 100-level seminars we offer, expanding our coverage to include applied cognition and a topic that is increasingly of importance in an increasingly technological society. Yes, it has been taught at PSY 196 in F16 and S17.

Overlap. This course complements some of our existing offerings: PSY28, PSY53/ENP53, PSY130, and PSY232. Prof. Ward has already been in touch with colleagues in Engineering Psychology who have expressed interest and enthusiasm for the course, without expressing concerns about too much overlap with existing courses.

Resource Requirements/ Curricular Adjustments. This course is within the specialization of our newest faculty member, Dr. Nate Ward. There will be no other significant resource needs associated with it.

Requirements. 100-level elective for our majors.

ARB REVIEW: Distribution Credit Social Sciences

Item 5. NEW COURSE – Religion—REL 0118

From: Elana Jefferson-Tatum, (617) 627-7671, elana.jefferson_tatum@tufts.edu

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

REL 0118 (Mis-)Translating Vodun: Africana Religious Cultures and the Politics of Interpretation

Suggested Abbreviation for Title: (Mis-)Translating Vodun

Bulletin Description: A historical and comparative examination of the history of cultural contact between Vodun religious cultures and the Western world, with specific attention to issues of translation and interpretation in the study of West African Vodun, Haitian Vodou, and New Orleans Voodoo. Colonization and the construction of religious Others; the invention of civilization, the primitive, and the fetish; slavery, religion, and the construction of race; law and politics of religious criminality; the U.S. occupation of Haiti and the Western imagination of “voodoo”; and U.S. imperialism and the media.

Next Anticipated Offering: I am proposing for this course to be taught Spring 2018 but also for it to be one of my regularly offered courses in the Department of Religion (either in the fall or spring of each academic year).

Rationale. As noted in the 2014 “Strategic Vision” drafted by the Department of Religion, my recent hire in the area of Africana religious traditions was one of the department’s three hiring priorities. This hire was specifically intended to address the gap in courses on the cultural and religious traditions of Africa, the Americas, and the Caribbean and to examine the intersectional relationship between race, colonialism, and diaspora. By examining the impact of imperialism and colonialism on Africana religious communities in West Africa, Haiti, and the U.S., this course fulfills one of the central goals set out in the department’s strategic vision and additionally contributes to the initiatives and course offerings of the RCD. The course has

not yet been offered. Thus, this course will be part of my regular course offerings and will be taught in either the fall or spring of each academic year. I am specifically proposing to teach this course this coming spring.

Overlap. As the new Mellon Bridge Assistant Professor, my position was established to create a bridge between the Department of Religion and the RCD to address underrepresented areas within both. Therefore, I have consulted with the RCD director as well as the program chairs in Africana Studies, American Studies, and Colonialism studies. This proposed course would greatly complement the series of course presently being offered in each of the noted RCD programs. For Africana studies students, the course would offer a comparative perspective that engages West Africa, the Caribbean, and the U.S., and that further expands students understanding of the Africana world through the lens of religion. For American Studies, the seminar would allow students to examine the impact of U.S. imperialism on Haiti and introduce students to New Orleans Voodoo as not simply an African-derived religion but as an American religious phenomenon that has crossed the boundaries of both race and class. For colonialism studies, the course would allow students to comparatively examine the impact of colonialism and imperialism on Vodun religious cultures (including indigenous religious communities in Ghana, Togo, and Benin, Haitian Vodou communities in Haiti and its diaspora, and New Orleans Voodoo devotees and practitioners), interrogate the relationship between the construction of “civilization” and the primitive, and explore how Africana religious peoples have creatively responded to experiences of colonization and enslavement. This course is supported by the RCD and will be cross-listed with Africana Studies and Colonialism Studies.

Resource Requirements/ Curricular Adjustments. Since this course will be a seminar, it will not require any additional staffing needs. However, this course and others that I will be teaching will require additional library resources (i.e., books, film, etc.). I have already begun talking with library staff to assess these needs, which should not be excessive.

Requirements. This new course will fulfill both the diversity requirement, which stipulates that students in the major study at least four different religious traditions, and the depth requirement, which requires that students choose a subfield. Hence, given that this course will be part of a series of classes I will be teaching on African and African diaspora religions, this will be one of the courses I will offer that students can utilize for a sub-specialization in Africana religious cultures. Additionally, students are required to take two courses above-100 level in their area of specialization and this course, which will be listed as REL 118, will also meet this requirement.

ARB REVIEW: Distribution Credit Humanities

Culture Option African Culture (region of origin)

African Culture (diaspora)

Review for World Civilizations Credit

Item 6. NEW COURSE - Romance Languages—Portuguese—POR 0126

From: Cristiane Soares, 617-627-2725, cristiane.soare@tufts.edu

Department Chair: Pedro Angel Palou, 617.627.5766, pedro.palou@tufts.edu

POR 0126 Portuguese in the Community

Suggested Abbreviation for Title: PT in Community

Bulletin Description: Analysis of Portuguese, Brazilian, and Cape-Verdean immigration to MA and U.S. through class activities and service-learning components. Immersive learning in Lusophone immigration experience by volunteering in Portuguese-language schools and community agencies. Commitment to provide volunteer services in the community in a timely and responsible fashion and to respect the needs of community agencies and their clients as well as academic objectives. Recommendations: Portuguese 021 or 22 or consent. In Portuguese.

Next Anticipated Offering: Spring 2019

Rationale. and the has proven to be one of the most effective ways for our students to continue to improve their language skills, learn about the Lusophone cultures and become active participants in the community. This course was successfully offered as the Special topic course “Portuguese in the Community” in F14 A (section) and F16 A. Students who took the course reported that the service-learning component was one of

the most rewarding learning experiences they had at Tufts. This course is particularly interesting to students minoring in Portuguese, majoring in Latin American Studies and International Relations and heritage speakers who plan on living and/or working in these communities.

Overlap. Even though the seminar SOC 190 also discusses the Brazilian immigration in the US, POR 126 is entirely dedicated to the history of Portuguese, Brazilian, and Cape-Verdean immigration to MA. The class is taught in Portuguese and the service-learning component is completed in Portuguese-speaking agencies. The course focuses on the immigration experience as it relates to the journey, reception, and integration of this particular population, as well as the impact its presence has had in the host State.

Resource Requirements/ Curricular Adjustments. This course has been and will continue to be taught by full-time lecture and Portuguese coordinator, Cristiane Soares.

Requirements. The course will fulfill Portuguese minor requirement (upper-level course taught in Portuguese).

ARB REVIEW: Distribution Credit Humanities

Item 7. NEW COURSE - Romance Languages—Portuguese—POR 0151

From: Cristiane Soares, 617-627-2725, cristiane.soare@tufts.edu

Department Chair: Pedro Angel Palou, 617.627.5766, pedro.palou@tufts.edu

POR 0151 Images of Brazil: Contemporary Brazilian Cinema

Suggested Abbreviation for Title: Images of Brazil

Bulletin Description: Major Brazilian films in their historical, political, and social context, offering both a theoretical and a practical approach to contemporary Brazilian cinema. Explores different modalities of Brazilian film in relation to the already established tradition of the 1960s "Cinema Novo". In Portuguese.

Next Anticipated Offering: Fall 2018

Rationale. This course introduces students to the Brazilian cinema highlighting the successes and struggles of the industry, and offering, at the same time, a greater knowledge and understanding of Brazil- its history, society, politics, economics and culture. The course gives students a unique opportunity to reflect on and discuss about many topics relevant to the Brazilian recent history as they discuss relevant concepts in analysis, theory, and cultural studies. Although many other film courses are taught in several department at Tufts, this is the only course dedicated completely to the Brazilian film and taught entirely in Portuguese, making it especially appealing to students minoring in Portuguese or trying to fulfill the IR foreign language requirement. This course has been successfully taught as the Special Topic "Images of Brazil: Contemporary Brazilian Film in S11 A (section), S12 A, S14 A and F15 A.

Overlap. Many film courses are taught at Tufts but none dedicates full attention to the relevance of the Brazilian cinema in the film industry. This is also the only course that teaches the subject in Portuguese giving students the chance to improve their vocabulary and listening skills as they learn and discuss about politics, economics, social, historical and cultural issues portrayed in each movie. Course descriptions and syllabi have been checked and no potential overlaps have been found.

Resource Requirements/ Curricular Adjustments. This course has been and will continue to be taught by full-time lecture and Portuguese coordinator, Cristiane Soares.

Requirements. The course fulfills Portuguese minor requirement (upper-level course taught in Portuguese). Due to the nature of its content, I also would like to see this course fulfilling the Culture option.

ARB REVIEW: Distribution Credit Humanities

Item 8. NEW COURSE - Science, Technology, and Society—STS 0150

From: Moon Duchin, 6176275970, moon.duchin@tufts.edu

Department Chair: Moon Duchin, 6176275970, moon.duchin@tufts.edu

STS 0150 Special Topics

Suggested Abbreviation for Title: Special Topics

Bulletin Description: Advanced special topics in Science, Technology, and Society.

Next Anticipated Offering: Every semester

Rationale. We will use the STS 150 number to cross-list classes at the 100 level in other departments.

Overlap. N/A

Resource Requirements/ Curricular Adjustments. This is primarily for cross-lists to complement the lower-level topics number (STS 50) that is already in the system. No new resources required.

Requirements. Each STS 150 course will carry appropriate attributes (core/general/tracks) and will fulfill co-major requirements according to its attributes.

ARB REVIEW: Distribution Credit Social Sciences

Item 9. NEW COURSE - Science, Technology, and Society—STS 0196

From: Moon Duchin, 6176275970, moon.duchin@tufts.edu

Department Chair: Moon Duchin, 6176275970, moon.duchin@tufts.edu

STS 0196 Independent Study

Suggested Abbreviation for Title: Indep Study

Bulletin Description: Independent study in Science, Technology, and Society directed by core faculty.

Next Anticipated Offering: On demand

Rationale. This provides an opportunity for professors to offer one-on-one reading courses with students.

Overlap. N/A

Resource Requirements/ Curricular Adjustments. This will be taught primarily on overload, though enough independent studies could potentially add up to a course release for a faculty member.

Requirements. Will count towards general STS coursework.

ARB REVIEW: Distribution Credit Social Sciences

Item 10. NEW COURSE - Science, Technology, and Society—STS 0197

From: Moon Duchin, 6176275970, moon.duchin@tufts.edu

Department Chair: Moon Duchin, 6176275970, moon.duchin@tufts.edu

STS 0197 Capstone Project

Suggested Abbreviation for Title: Capstone

Bulletin Description: Independent study to provide faculty guidance in the crafting of the interdisciplinary project as the culmination of the STS degree program. Project may tie together themes and sources from multiple courses and work experiences.

Next Anticipated Offering: On demand

Rationale. STS minors can opt for a capstone project as the culmination of their program of study.

Overlap. N/A

Resource Requirements/ Curricular Adjustments. This will be taught primarily on overload, though enough capstone projects could potentially add up to a course release for a faculty member.

Requirements. General STS course credit.

ARB REVIEW: Distribution Credit Social Sciences

Item 11. NEW COURSE - Science, Technology, and Society—STS 0198/STS 0199

From: Moon Duchin, 6176275970, moon.duchin@tufts.edu

Department Chair: Moon Duchin, 6176275970, moon.duchin@tufts.edu

STS 0198 Senior Honors Thesis A

STS 0199 Senior Honors Thesis B

Suggested Abbreviation for Title: Thesis

Bulletin Description: This two-semester sequence is available for students pursuing the honors thesis option in Science, Technology, and Society. See program website for details.

Next Anticipated Offering: On demand

Rationale. Honors thesis option. STS 0198—Fall semester. STS 0199—Spring semester.

Overlap. N/S

Resource Requirements/ Curricular Adjustments. This will be taught primarily on overload, though enough honors theses supervised could potentially add up to a course release for a faculty member.

Requirements. General STS coursework.

ARB REVIEW: Distribution Credit Social Sciences

Part II

Item 12. COURSE CHANGE DESCRIPTION - Child Study and Human Development—CSHD 0090

From: Leandra Elion, 7818884031, leandra.elion@gmail.com

Department Chair: George Scarlett, 617-627-2248, george.scarlett@tufts.edu

Current Number/Title: CSHD 0090 Exceptional Child

Bulletin Description: Career AS&E Undergrad Units 1.00 Grading Basis Graded Lecture Required Course Components Campus Medford/Somerville Campus Academic Group College of Liberal Arts Academic Organization EP Child Study & Human Dev. CSHD 0090 - Exceptional Child The special problems of preschool and elementary-age children who deviate from normal patterns of development. Orthopedic disabilities, sensory impairments, emotional and social problems, and deviations in intellectual potential. Distinguishing characteristics and developmental problems are presented in each diagnostic category. Lectures, discussions, films, visiting speakers, and field trips. Recommendations: CSHD 1 or permission of instructor.

New Description: Overview of some of the special needs of preschool and elementary-age children who show a variation in typical development, such as variations in orthopedic, sensory, emotional, social, and cognitive development. The more recently designated special needs, such as childhood diseases, autism, fetal alcohol syndrome, HIV, and drug addiction are also presented. Distinguishing characteristics and developmental challenges are presented in each diagnostic category. Special focus is placed on families, school, community, and students. Includes observations and field trips. Recommendation: CSHD1 or permission of instructor.

Next Anticipated Offering: Fall 2018

Rationale. The proposed description is a more accurate description of the updated content and focus of the course. For example, it includes the categories of autism, fetal alcohol syndrome, HIV and drug addiction as areas of focus as well. The language used in the proposed description moves away from a deficit-only focus when discussing special needs.

Item 13. COURSE CHANGE TITLE & DESCRIPTION - Department of Child Study and Human Development—CSHD 0157

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

Department Chair: David Henry Feldman, 7-3355, davidhenry.feldman@tufts.edu

Current Number/Title: CSHD 0157 Theories of Spiritual Development

New Number/Title: Spiritual Development Across the Life-Span

Bulletin Description: (Cross-listed as REL 157.) The nature of spiritual development as understood by various cultures and religions. Studies major works by preeminent philosophers and psychologists in the field, including Cassirer, Kohlberg, Oser, Fowler, Freud, and Erikson. Examines the imagery and thought in aesthetic creations. Provides case studies of individuals and communities as illustrations of different theoretical perspectives.

New Description: (Cross-listed as REL 157) Religious and spiritual development across the life-span. Emphasis on differences in: paradigms and theories for explaining spiritual development; the diverse nature of spirituality; developmental tasks (e.g., moral, intellectual, and identity development) as they relate to spiritual development; and supports for and exemplars of spiritual development. Topics include spiritual exemplars, spirituality and the natural world, and spiritual pathology.

Next Anticipated Offering: Fall 2018

Rationale. This course has evolved over the past twenty-five years, and the proposed new title and description better reflects its evolution and present state.

Item 14. COURSE CHANGE DESCRIPTION – SMFA—FAM 0094-A

From: Katharine Finnegan katherine.finnegan@tufts.edu

Department Chair: Patte Loper: patte.loper@tufts.edu

Current Number/Title: FAM 0094-A Watercolor (Intermediate to Advanced)

Bulletin Description: In this course students will develop the expressive and technical skills acquired the first semester and expand their understanding of the elements that work together to make a painting. Note: Continued course may be taken for credit an unlimited number of times.

New Description: Exploration of the basic techniques and characteristics of the watercolor medium. Development of understanding of the medium in technical, expressive, and historical terms through warm-ups and foundational exercises. Discussion of great watercolorists and viewing of contemporary watercolors. Previous drawing and/or painting experience in any media required. Course may be repeated.

Next Anticipated Offering: Fall 2018

Rationale. Updated description of course.

Item 15. COURSE CHANGE DESCRIPTION - Physical Education—PE 0131

From: Carl Weinstein, 617-842-8026, carl.weinstein@tufts.edu

Department Chair: Nancy Bigelow, 7-5112, nancy.bigelow@tufts.edu

Current Number/Title: PE 0131 Emergency Care

Bulletin Description: A state-approved course in emergency medical technology. Trains participants for the Massachusetts EMT certification exam. Techniques in the comprehensive management of medical, traumatic, and psychiatric emergencies. Laboratory fee required. One course credit

New Description: A state-approved course in prehospital emergency care., Successful completion allows participants to sit for the Massachusetts state certifying examination for Emergency Medical Technician (EMT). Techniques will be taught for the comprehensive management of medical, trauma, and behavioral emergencies. Attendance at four Saturday classes is required.

Next Anticipated Offering: Spring 2018

Rationale. Better description of the course