LAJ Curricula Agenda  
September 26th, 2018

Items 1-10 require vote of LAJ Curricula and vote of AS faculty;  
items 11-17 require vote of LAJ Curricula only.

Part I

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Part II

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Item 18. CHANGE PROGRAM -International Literary and Visual Studies—Major

Part I

Item 1. NEW COURSE - Art and Art History

From: Peter Probst, 617 627 2939, peter.probst@tufts.edu  
Department Chair: Christina Maranci, 617 627 5288, christina.maranci@tufts.edu

**FAH 0163 Art and Anthropology**  
**Suggested Abbreviation for Title: Art and Anthropology**

**Bulletin Description:** Focus on a number of key anthropological concepts and debates in the study of art. Assessment of their relevance, potential, and applicability for a critical understanding of artistic practice and the global art world. Questions range from notions of value and the difference between art and artifact art to the role of the body, the senses, and materiality. Course discussion on the basis of case studies from different parts of the world

**Next Anticipated Offering:** Until recently David Guss taught the anthropology of art. With his retirement in 2017, the field has become vacant. My own approach differs from the course Guss has taught for many years. Instead of cross-cultural aesthetics and the role of art in indigenous societies, I am interested in the importance and relevance of these studies for the understanding of art and artistic practice in the global
contemporary. I will start teaching this course as a special topic (FAH 192) in fall 2018 as an undergraduate seminar. The course is cross-listed with anthropology. It will be taught regularly from fall 2019 onwards. As to my qualification: My own initial training is in anthropology. I have studied and taught anthropology before joining the art history department in 2005.

**Rationale.** The course is one of four core courses for the new minor on "Museums and Global Heritage" designed by Andrew McClellan and myself. The minor proposal has been discussed and approved by the art history faculty and other programs and will be submitted to the curriculum committee soon. In line with the new minor, the course provides critical knowledge for the understanding of museums, preservation and the art world at large. The course design thus differs from anthropology 162 taught by David Guss until his retirement in 2017. It will be cross-listed with anthropology as Anthro 149-48. 3 shus.

**Overlap.** The course has been discussed with and approved by Sarah Pinto, chair of anthropology. There are no overlaps or conflicts with anthropology and/or other departments.

**Resource Requirements/ Curricular Adjustments.** No requirements and curricular adjustments

**Requirements.** within art history, the course fulfills the post-1700 requirement.

**ARB Review: Arts, Social Science, Humanities**

**Approved for World Civilizations Credit**

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**Item 2. NEW COURSE - Classics**

*From:* R. Bruce Hitchner, 7-5359, bruce.hitchner@tufts.edu  
*Department Chair:* R. Bruce Hitchner, 7-5359, bruce.hitchner@tufts.edu

**CLS 0149 Ancient Gaul. The Identity of France in Antiquity**

**Suggested Abbreviation for Title: France in Antiquity**

**Bulletin Description:** Culture and history of France (ancient Gaul) from the Iron Age to the end of Antiquity, drawing on textual and archaeological evidence and modern interdisciplinary scholarship. Topics include identity, economy, urbanism, religion, values, and material culture. When taught in Talloires, includes a field trip to a major pre-Roman and Roman archaeological site

**Next Anticipated Offering:** This course explores origins of the historical identity of France through a deep exploration of the contact, interaction and accommodation that took place between the peoples of ancient Gaul, the Greeks who settled along its Mediterranean shore, and the Romans who conquered and ruled Gaul for almost five hundred years. It does so through an investigation centered on the following questions: Who were the Gauls, the inhabitants of Iron Age France? How did they express their identity culturally, ecologically politically, socially in cult and ritual, and in material culture and productivity? Why did Greeks migrate to and settle in southern Gaul? What did it mean to be a Greek in Gaul? How were the Greek poleis or city-states different if it all from those in Greece, southern Italy and Sicily, and Asia Minor? How did Greeks and Gauls interact and find a middle ground? How did the Romans become involved in Gaul? How did they engage with the Greeks and Gauls? Who were the Romans in Gaul? Why did Rome eventually conquer all of Gaul? And how did Roman, Greek, and Gallic culture combine to shape the early identity and cultural legacy of France? To address these questions, the course draws on the richness of recent archaeological discoveries, the diverse accounts of ancient writers, new research by of modern historians and archaeologists, and a study tour of the great Gallo-Roman town, Vienne. This course is primarily taught at the Tufts University Center in Talloires, but would also be taught at the Medford Campus on an occasional basis. 3 shus

**Rationale.** This course is needed to replace the special topic course (Classics 185) taught at Talloires by Professor R. Bruce Hitchner. 2012 to present, summer semester in each of these years, as either Classics 185 or 186 with the title "Gauls, Greeks, and Romans and the Shaping of French Identity"

**Overlap.** No overlaps

**Resource Requirements/ Curricular Adjustments.** The course is regularly taught at Talloires by Professor Hitchner, but it could also be taught Dr. Matthew Harrington, a senior lecturer in Classics

**Requirements.** Ten courses are required for the major, usually distributed as follows: Classics 31 and 32; two
courses from either Classics 37, 38, or Classics 27, 164, 168; two additional classics courses numbered above 100. It will fulfill the last requirement.

ARB Review: Distribution Credit Arts, Humanities or Social Science (History Dept. only); Classics Culture Option; French Culture Option

Item 3. NEW COURSE - Community Health
From: Andrea Acevedo (Jen Allen during 2018-2019), 617-6272151, andrea.acevedo@tufts.edu
Department Chair: Jennifer Allen, 617-627-3076, jennifer.allen@tufts.edu

CH 0110 Data Analysis and Management for Health Research
Suggested Abbreviation for Title: Data Analysis/Mgmt Hlth

Bulletin Description: Programming in Stata (statistical software) and guidance on data management strategies for health-related research. Command-based programming for modifying/managing data and statistical analyses. Includes navigating Stata, creating datasets, accessing existing datasets, creating variables, using graphing functions, running commands to calculate summary statistics, performing basic inferential statistics, combining several datasets, and cleaning data. Intended for students without prior Stata experience.

Prerequisites: CH1, CH2, and a CH-approved introduction to statistics course

Next Anticipated Offering: This course will be taught in the Fall 2019 semester and regularly thereafter in the fall.

Rationale. Statistics and data analysis are vital aspects of community health. All students in our department are required to take at least one statistics course, but many choose to take more. For students who take a statistics course such as CH-31, MATH-21, PSYCH-31, EC-13, ES-56, etc., many will not also learn the program Stata, nor will they specifically cover the topics taught in this course, such as variable manipulation, variable coding, data cleaning, running code-based commands to perform basic and more advanced statistical analyses, merging data sets, and proper documentation of metadata. These topics are an ideal complement to an introductory statistics course, and in many aspects of the job market and for master’s programs, they are now considered essential. There are no existing similar courses on the Medford campus. The only potential impact that we foresee on other departments/programs of study is the potential for some students from other departments (e.g. IR, CSHD, SOC, ECON, PSYCH, BIOPSYCH, etc.) to learn these relevant skills, if the seats in the course do not completely fill with Community Health majors. We view this as potential positive impact. This course will be part of the regular course offerings by Dr. Andrea Acevedo, who is a new junior, tenure-track faculty member (started Sept. 2016) in our department. Dr. Acevedo has offered the course twice as a special topics course. Title in previous iterations: “Introduction to Data Management in Stata” Semesters Offered: Spring 2017 Course Number: CH-99-20 Title in previous iterations: “Data Management and Analysis in Stata” Semesters Offered: Fall 2017 Course Number: CH-99-01. The CH approved statistics courses are: CH31, BIO 132, CD 140, CEE 156, CEE6, CH136, EC 13, ES 56, Math 21, Math 161, Math 162, PH 205, PH 206, PSY 31, PS 103, SOC 101. 3 shus

Overlap. There are no existing similar courses on the Medford campus. This course will complement all existing introductory statistics courses at Tufts that do not already teach the program Stata, data management, and regression techniques (e.g. CH-31, Math-21, ES-56, etc.).

Resource Requirements/ Curricular Adjustments. This course will be taught by existing CH faculty. No new resources are needed.

Requirements. This course will be a “mid-level elective” from the CH department for students in our major. We have lost multiple mid-level elective courses in recent years, and there are now relatively few options for our students. We anticipate high demand for this course by our students.

ARB Review: Distribution Credit Mathematical Sciences
Item 4. NEW COURSE - Community Health

From: Shalini Tendulkar, ScD, 617-627-5455, shalini.tendulkar@tufts.edu
Department Chair: Jennifer Allen, 617-627-0366, jennifer.allen@tufts.edu

CH 0102 Applied Qualitative Research Methods
Suggested Abbreviation for Title: App Qual Res Mthds

Bulletin Description: Qualitative research methods including frameworks for research; data collection methods such as focus groups, interviews, and direct observation; key data analysis techniques; data organization software; results dissemination; and story-telling in qualitative research. Emphasis on acquisition of qualitative research skills. Topics include language, logic, theory, and ethics; study design and common data collection techniques; basics of qualitative analysis and interpretation; writing and presenting.

Next Anticipated Offering: This course will be taught in the Fall 2019 semester and regularly thereafter in the fall.

Rationale. Qualitative research have rapidly gained prominence in public and community health, offering a set of methods that are markedly different but complementary to quantitative research. Qualitative research enables systematic discovery, enabling one to understand what social events and processes mean to people, allowing exploration and documentation of how people interact with each other, and how people interact with the world around them. In public and community health, qualitative research techniques can enable the exploration of myriad questions, such as why some public health programs fail while others do not and how communities mobilize to solve health issues. It is vitally important for our students to take courses that prepare them to both learn the techniques to gather this type of information and also learn the skills to analyze and present this information to wider audiences. This course is unique because in addition to providing students with an opportunity to acquire skills related to commonly used qualitative data collection techniques through intensive, individual data collection projects, students will also learn how to enter and manipulate their own data in NVIVO, a commonly used qualitative data management software program. In doing so, students will gain important marketable research skills. The only potential impact that we foresee on other departments/programs of study is the potential for some students from other departments (e.g. IR, CSHD, SOC, PSYCH, etc.) to learn these relevant skills, if the seats in the course do not completely fill with Community Health majors. We view this is as potential positive impact. This course will be part of the regular course offerings by Dr. Shalini Tendulkar, who is a lecturer (started Sept. 2014) in our department. Dr. Tendulkar has offered the course once previously as a special topics course. Title in previous iterations: “Qualitative Research” Semesters Offered: Fall 2017 Course Number: CH-99-02. 3 shus.

Overlap. To the best of my knowledge, the only similar qualitative research methods course is Sociology 102: Qualitative Research Methods, which requires the completion of at least 2 sociology course or consent of the instructor and can fulfill, in part, the research requirement for sociology majors. Given these criteria, Soc 102 likely fills with sociology majors. Soc 102 enables students to explore sociological questions, whereas our Applied Qualitative Research Methods” course will enable students to utilize qualitative data collection and analytic techniques to explore health-oriented problems. Furthermore, Applied Qualitative Research Methods” will teach students the fundamentals of using the qualitative data management software program, NVIVO, which to the best of my knowledge is not currently taught to students in other courses.

Resource Requirements/ Curricular Adjustments. This course will be taught by existing CH faculty. No new resources are needed.

Requirements. This course will be fulfill the “mid-level elective” requirement from the CH department for students in our major. We have lost multiple mid-level elective courses in recent years, and there are now relatively few options for our students. We anticipate high demand for this course by our students. This course will is also strongly recommended for students who intend to complete a qualitative senior honors thesis in Community Health and thus we anticipate it will also be a draw for CH senior honors thesis writers.
Item 5. NEW COURSE - Community Health
From: Karen Claire Kosinski, 617 627 4812, karen.kosinski@tufts.edu
Department Chair: Jennifer Allen, 617 627 0366, jennifer.allen@tufts.edu

CH 0195 Tropical Infectious Disease Control
Suggested Abbreviation for Title: Tropical Diseases

Bulletin Description: Senior-level seminar. Focus on the major control strategies used to address infectious diseases endemic in tropical countries, with an emphasis on the Neglected Tropical Diseases and the Big Three (malaria, tuberculosis, and HIV/AIDS). Emphasis on biology and epidemiology of these diseases, as they relate to disease control. Basics of writing either a research proposal or a plan for disease control in a particular setting. Prerequisites: CH-56 and CEE-154.

Next Anticipated Offering: We expect that this course will be taught in the spring 2019 semester and regularly thereafter in the spring.

Rationale. This course on tropical infectious disease control will be the only available course on this content on the undergraduate campus. It was taught in the past with very strong course evaluations and enrollment. When it was taught in spring 2014 and spring 2015, I was a relatively new faculty member and had hoped that it would be part of my regular course offerings. However, there were no other faculty members in our department to teach CH-31, CH-56, and CH-196 at that time, and all three of these courses needed to be offered in both fall and spring semesters (high enrollment), so I temporarily ceased teaching CH-188-14. There are now other options for CH students to take a statistics course through CEE (CEE-006/CH-136), so CH-188-14 can be offered again in place of CH-31 in the spring. In an internal survey of CH majors last spring, the data very clearly showed that a top priority for students was more courses in global health and infectious disease. This course will help meet that need. In the department, we lack sufficient senior-level seminars, and the seminars for fall 2018 are very oversubscribed; there are 17 students in CH-196 when the course is supposed to be capped at 12. All students in our department take 2 upper-level seminars, so this course will be a benefit to provide additional options. The only impact that we foresee on other departments/programs of study is the potential for some students from other departments and schools (e.g. IR, BIO, CEE, etc.) to learn about infectious disease control, if the seats in the course do not completely fill with Community Health majors. We view this as potential positive impact. This course will be part of the regular course offerings by Dr. Karen C Kosinski, who is a lecturer in the CH department. Dr. Kosinski has offered the course twice as a special topics course. Title in previous iterations: “Public Health Approaches to Tropical Infectious Disease Control” Semesters Offered: Spring 2014, Spring 2015 Course Number: CH-188-14. 3 shus.

Overlap. We do not believe that there are any existing similar courses on the Medford or Boston campuses.

Resource Requirements/ Curricular Adjustments. Dr. Kosinski will be teaching this course. No new resources are needed.

Requirements. This course will be an “upper-level CH elective” and also an “upper-level with research elective” for students in our major. We anticipate high demand for this course by our students.

ARB Review: Distribution Credit Social Science

Item 6. NEW COURSE – History
From: James Rice, 617 627 5583, james.rice@tufts.edu
Department Chair: James Rice, 617 627 5583, james.rice@tufts.edu

HIST 0102 Global Environmental History
Suggested Abbreviation: Global Environmental Hist
Bulletin Description. Exploration on a global scale of how physical environments have shaped human history and how humans have thought about and reshaped their natural surroundings. Particular focus on climate, food systems, energy use, sustainability, urbanization, politics, and social and economic structures.

Next Anticipated Offering: Fall 2019

Rationale. What does it mean to think historically and globally about the environment? How have historical processes such as the rise of agriculture, industrialization and the transition to fossil fuels, urbanization, and the Green Revolution reshaped human-nature relationships at scales ranging from the household to the global? How have the ways in which people choose to live within nature been connected to power relations within and between human societies? What are the historical roots of modern environmental concerns such as population growth, climate change, environmental justice, and “natural” disasters? In exploring these questions, this course will cut across established temporal frontiers such as the “prehistory”/history divide and geographical boundaries such as those dividing modern nation-states. North America and Europe are certainly part of the story, but the bulk of the course materials will emphasize other parts of the world. Students will sample several different disciplinary approaches to the study of humans in their natural settings, and consider rival ideas about historical causation. They will also learn some of the vocabulary of environmental studies – terms and concepts such as “deep ecology,” “environmental justice,” “slow violence,” and “the tragedy of the commons.” The emphasis throughout will be on reading, discussion, and developing a term paper exploring a topic of each student’s choosing. The course will complement the college’s extensive offerings in environmental studies across the disciplines. It was taught as an experimental topics course (HIST 170, concurrently with ENV 110) in Fall 2017, with strong student performances and positive course evaluations. 3 shus.

Overlap. The course will complement the college’s extensive offerings in environmental studies across the disciplines. Those who have reviewed the proposal include the following individuals and, where appropriate, their department chairs: Sara Gomez, Colin Orians, and Ninian Stein (Environmental Studies); Alex Blancette and Cathy Stanton (Anthropology); Julian Agyeman and Mary Davis (UEP); Kelly Greenhill (IR); Elizabeth Ammons and Modhumita Roy (English); and Markus Wilczek (International Literary and Cultural Studies).

Resource Requirements/ Curricular Adjustments. None. Course will be taught be James Rice as part of his fall rotation of courses.

Requirements: History Major - Global/Transregional.
Environmental Studies Major (Environmental Humanities track) – Fulfills either the Introductory Course requirement or the elective requirement, though not both.

ARB Review. Distribution Credit Humanities or Social Science (history only)
Approved for World Civilizations

Item 7. NEW COURSE - Music
From: Michael Ullman, x73564, michael.ullman@tufts.edu
Department Chair: David Locke, x72419, david.locke@tufts.edu

MUS 0027 Miles Davis and his Musical Proteges
Suggested Abbreviation for Title: Miles Davis

Bulletin Description: The music of Miles Davis and members of his ensembles, beginning with recordings of Davis with Charlie Parker and ending in the 80’s with Davis’ electric fusion period. Davis’ significance in historical, social, and aesthetic issues considered through autobiography, biography, and essays. Careers of sidemen in Davis’ ensembles including Betty Davis, Alice Coltrane, John Coltrane, Cannonball Adderley, Bill Evans, Herbie Hancock, Wayne Shorter, Keith Jarrett, John Scofield, and Benny Maupin.

Next Anticipated Offering: Annually; will be taught in Spring 2019 but subsequently to be offered in Fall semesters

Rationale. The instructor's contractual obligation requires him to add more courses to his regular roster of courses to be in compliance with the CBA for FT lecturers. The course augments the department's survey courses and advanced seminars with a more focused consideration of important figures in jazz history. By
including electronic fusion within its purview, the course will balance the department's emphasis on other (older) jazz idioms. 3 shus

Overlap. The Music Department will inform Africana Studies and American Studies.

Resource Requirements/ Curricular Adjustments. The course will be among the regular offerings of the instructor. No significant new resources are needed; Music Library will continue to build its already strong collections in jazz music.

Requirements. The course will fulfill elective requirements for the Music, Sound, and Culture major.

ARB Review: Distribution Credit Arts; Culture Option African Culture (diaspora)

Item 8. NEW COURSE - Music
From: Frank Lehman, 7817751942, frank.lehman@tufts.edu
Department Chair: David Locke, 617-627-2419, David.Locke@tufts.edu
MUS 0055 The Music of John Williams and Star Wars
Suggested Abbreviation for Title: Music of John Williams
Bulletin Description: Critical evaluation of the music of John Williams. Emphasis upon Williams's eclectic style and the wider cultural and social currents. The composer’s engagement with history and politics, notably through collaborations with directors like Spielberg and Stone and connections to local musical institutions. Scores for the Star Wars franchise, focusing on topics of thematic construction, myth, gender, and racial representation. No prior background in music required.

Offering: Every other Spring, starting 2019.

Rationale. *Williams is the most influential and widely performed living orchestral composer, with special links to Boston and Massachusetts *Star Wars franchise in particular is a ubiquitous and still-evolving cultural touchstone, with a rich musical background that can be used to illustrate a host of relevant topics (changes in film-making style, compositional structure, representation of gender/race, connection with various communities of listeners) *Prof Lehman is world-renowned expert on Williams's music, and this would be a unique and probably highly popular class at Tufts *Would be an entry-level course into music program, with no prereq's, and would communicate many essential musicological and music theoretical concepts along the way in an accessible and vivid way. 3 shus.

Overlap. *Has a loose affinity with Prof Alessandra Campana's Music 197 (Dark Places) inasmuch as both deal with sci-fi films and soundtracks, but emphasis of that graduate level class is very different, more on aesthetics and case-studies whereas my course is centered on a composer and the musical and cultural issues raised by his filmography as a whole.

Resource Requirements/ Curricular Adjustments. One instructor, one or two TAs ideally, a room that could fit a medium-to-large lecture class.

Requirements. Would fulfill major credit for any potential concentration, especially those involving film/multimedia and symphonic repertoires.

ARB Review: Distribution Credit Arts

Item 9. NEW COURSE - Music
From: Frank Lehman, 7817751942, frank.lehman@tufts.edu
Department Chair: David Locke, 617) 627-3564, David.Locke@tufts.edu
MUS 0117 Methods of Music Analysis: Schenkerian, Set, and Transformation Theories
Suggested Abbreviation for Title: Music Analysis
Bulletin Description: Introduction to the leading systems for analyzing harmony in tonal and atonal musics. Schenkerian theory (for functional tonal repertoires, e.g. Beethoven); pitch-class set theory (for free atonal repertoires, e.g. Schoenberg); and transformation/neo-Riemannian theory (for chromatic triadic repertoires, e.g. Schubert). Students apply these methodologies through analysis of works of their choice and explore the critical and historical discourses surrounding each system. Pre-requisite: Music 112 or permission.
**Next Anticipated Offering:** This spring (SP 2019), twice a week. Depending on current graduate student make-up in Music Department, could be taught yearly or every other year.

**Rationale.** *No courses currently on books that cover these important systems which form the basis of contemporary advanced study of music* *Urgently need a course like this that can be taken by our Music Theory graduate students and advanced undergrads that are specifically in* music theory *Does not overlap with any current offerings, but can serve as a culmination of extant music theory sequence (e.g. MUS 11, 112, 113) More detailed description: An introduction to the leading modern systems for analyzing harmony in music based on diatonic and chromatic pitch collections. Purpose is to acquaint graduate and advanced undergraduate students with techniques and conceptual background pertaining to music-analytic methodologies, such that they may apply them thoughtfully to compositions of their choice. Systems introduced are: Schenkerian analysis, designed for functional tonality Common Practice monotononal repertoires, 1750-1900; pitch-class set theory, designed for pre-dodecaphonic atonal repertoires, 1910-1930; and triadic transformation (neo-Riemannian) theory, designed for non-functional triadic repertoires, 1830-1900. Applications to canons beyond the Western classical tradition are considered, though the emphasis here is on the idioms for which each method was explicitly (if not unproblematically) formulated, with deep attention given to works by Beethoven, Schubert, and Schoenberg. Course divided in three units, one for each idiom/method. Units proceed in stages: 1) isolation of aspects of a tonal practice that raises analytical questions; 2) familiarization with the technical and graphical elements of a methodology; 3) model analysis of musical passages of increasing scope and complexity; 4) critical and historically-informed consideration of the limitations of and debates surrounding each system. At the conclusion of the class, these systems are evaluated as a whole, with potential conceptual and methodological bridges (and impediments thereof) between them carefully considered.

**Overlap.** *Should not occur during semesters when other advanced theory courses are offered (e.g. MUS 113). *Covers material unique to music curriculum so should pose no conflict with other departments.

**Resource Requirements/ Curricular Adjustments.** *Only requires one instructor (Prof Lehman)*

**Requirements.** Will count towards any student devised sub-concentration within the major; specifically should be used towards credit for concentrations that focus on music theory and analysis.

**ARB Review:** Distribution Credit Arts

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**Item 10. NEW PROGRAM—Minor in French; Minor in Spanish**

*From: Nina Gerassi-Navarro, 617.627.2755, Nina.Gerassi@tufts.edu*

*Department Chair: Nina Gerassi-Navarro (interim chair), 617.627.2755, Nina.Gerassi@tufts.edu*

**Bulletin Description:**

**Minors**

**French** (six courses): FR04, FR21, FR22, FR31, FR32; and one course in French or Francophone language, literature, or culture at the 100-level.

**Spanish** (six courses): SPN04 or SPN05, SPN21, SPN22 or SPN23; two courses in Spanish or Latin American literature at the 30-level (SPN30, SPN31, SPN32, SPN33); and one course in Spanish or Latin American language, literature, or culture at the 100-level.

**Rationale.** Students who start in FR1/SP1 find the French/ Spanish major requirements (15 courses) challenging. The introduction of a minor in both languages will enable students who start in FR or SP 01, 02 or 03 to pursue the study of the language and get official recognition. The requirements (see below) will be demanding to ensure proficiency and the ability to use the language in a professional setting. The minors in French and Spanish are new but the Department already offers minors in Italian and Portuguese. The Department is expecting a greater retention rate at transition points (between levels 3 & 4 and after 22/23). Students will be required to take 3 courses after 22/23, which will strengthen the courses currently offered at the 30 and 100 levels. Our French & Spanish students understand the value of another language and many are eager to pair it with a major in another field. The French & Spanish majors will remain a strong option open
to all students. The minor will be a new opportunity for those who start in FR or SP 01, 02 or 03.

Overlap. None, explained in the rational.

Resource Requirements/ Curricular Adjustments. None, same professors, bibliography, classes.

Planning. 1 year committee with all members of the department involved. Section planning (French, Spanish) after the deliberations. Everyone on board to advise, etc.

Chair Role Approval. The Department discussed this proposal as a whole and then each section discussed and revised its implementation independently. Both the French and Spanish sections look forward to this new offering.

Part II

Item 11. COURSE CHANGE TITLE & DESCRIPTION - Child Study and Human Development

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

Current Number/Title: CSHD 0130 Topics in Early Childhood Education
New Title: Literacy in Action: Fostering Literacy in Emergent Readers

Bulletin Description: Focus on one or more central topics in early childhood education (e.g., emergent literacy); offers a field-based experience in an early childhood classroom or program. Recommended for those wishing to work with young children and interested in early development. Prerequisite: CD1, PSY 1 or consent.

Next Anticipated Offering: Spring, 2019

Rationale. For the past five years, this course has actually been about emergent literacy in emergent readers -- so the proposed change in title and course description is make the title and course description more accurately represent what the course is about. Also, this course serves Tufts Jumpstart students who need the course for their work with emergent readers (preschoolers) at-risk for having problems reading when they enter public school. In short, the proposed course description also is needed for the Jumpstart students.

Item 12. COURSE CHANGE TITLE & DESCRIPTION - Child Study and Human Development

From: George Scarlett, 6176272248, george.scarlett@tufts.edu
Department Chair: Marina Bers, 6176273355, marina.bers@tufts.edu

Current Number/Title: CSHD 0192 (cross-listed as ED 143) Approaches to Problem Behaviors in Children
New Title: Approaches to ‘Problem Behaviors’ in Children

Bulletin Description: Prevention and management of problem behaviors in children in a variety of settings (e.g., home, school, clinic, hospital). Theoretical approaches to identification and treatment of unusual or atypical behaviors interfering with development; clinical applications of specialized techniques.

New Description: Approaches that empower parents, teachers, and clinicians to manage and prevent children's challenging behaviors in ways that are sensitive to individual differences based on age, ethnicity, culture, and ability/disability.

Next Anticipated Offering: Spring of 2019

Rationale. The suggested new title with single quotes around 'problem behaviors' indicates that what constitutes a 'problem behavior' is a matter of perspective or interpretation. The new course description places emphases on empowerment to serve children and not just to catalog different approaches. This is the course's intent, to help those who take it to be in a better position to serve children. The previous description does not
Item 13. COURSE CHANGE DESCRIPTION - Mathematics

From: Christoph Börgers, 617-627-2366, cborgers@tufts.edu
Department Chair: Misha Kilmer, 617-627-2005, misha.kilmer@tufts.edu
Current Number/Title: Math 0123 Mathematical Aspects of Data Analysis

Bulletin Description: Dimension reduction and data compression via principal component analysis, and the singular value decomposition; k-means clustering; clustering via diffusion on weighted graphs; support vector machines; tensor data analysis; kernel trick. Homework includes programming. Prerequisite: MATH 42, and MATH 70 or MATH 72. Some prior programming experience desirable, but not required. Only one of COMP 136 and MATH 123 can be taken for credit.

New Description: Dimension reduction and data compression via principal component analysis, and the singular value decomposition; k-means clustering; clustering via diffusion on weighted graphs; support vector machines; tensor data analysis; kernel trick. Homework includes programming. Prerequisite: MATH 42, and MATH 70 or MATH 72. Some prior programming experience desirable, but not required.

Next Anticipated Offering: Spring 2019

Rationale. We propose to remove the sentence "Only one of Comp 136 and Math 123 can be taken for credit." We have always felt that the two courses are sufficiently different to not require that sentence. We have been told by Computer Science that they now agree on that.

Item 14. COURSE CHANGE TITLE & DESCRIPTION - Music

From: Melinda Latour, 6176275683, Melinda.Latour@tufts.edu
Department Chair: David Locke, 6176273564, David.Locke@tufts.edu
Current Number/Title: MUS 0048 History of Western Music (900 AD - 1750 AD)
New Title: Music in the Age of Empires (900-1750 AD)

Bulletin Description: An historical and cultural overview of European art music from plainchant through the music of J. S. Bach and G. F. Handel, with close readings of representative works.

New Description: Music as a technology of power in the Medieval, Renaissance, and Baroque eras. Invention of music notation; music and religious authority; songs of Knights and Ladies; music books and instruments as luxury gifts; music puzzles, enigmas, and intellectual virtuosity; soundscapes of diplomacy; battles over song in the Reformations and Wars of Religion; music as magic; technologies of music printing and the amateur consumer; early opera as political spectacle; the rise of instrumental genres and concerts. Composers include Hildegard, Josquin, Palestrina, Strozzi, Monteverdi, and Bach. Hands-on course featuring rare books in Tufts Library Special Collections. No prerequisites.

Next Anticipated Offering: Fall 2019

Rationale. This course is now an elective (rather than a required 2-part sequence). Thus, it needed an updated course identity.

Item 15. COURSE CHANGE TITLE - Romance Studies (French)

From: Isabelle Naginski, 978 371-1813, isabelle.naginski@tufts.edu
Department Chair: Nina Gerassi-Navaro, 617 627 6151, nina.gerassi@tufts.edu
Current Number/Title: FR 0032 Readings in French Literature II
New Title: From Romanticism to the Twenty-First Century in French Literature

Bulletin Description: A close reading of six major works from the nineteenth and twentieth centuries. Through lectures, discussions, and written assignments, the course will introduce specific methods for dealing
with literary texts from different genres, periods, movements, and cultural contexts. Class discussions, two four – to – five – page papers, an oral presentation, and a final paper. Conducted in French. Not for seniors or for students returning from programs abroad. Prerequisite: French 22 or consent.

Next Anticipated Offering: spring 2019

Rationale. The new title is more descriptive and informative of the time period covered. It will help the students identify the course content more easily and it will show the time period more precisely. It will have no impact on other programs of study within and outside the Department.

Item 16. DELETE COURSE - English
Department Chair: Joseph Litvak, 617-627-2455, joseph.litvak@tufts.edu

ENG0154 American Indian Writers

Bulletin Description: Many people can name only one or two American Indian writers--if that. What does this erasure mean? How do Indigenous writers in the United States refuse and resist this erasure? We will begin with three late nineteenth/early twentieth-century authors, Sarah Winnemucca, Luther Standing Bear, and Zitkala Sâ, and then concentrate on contemporary writers: N. Scott Momaday, Louise Erdrich, Leslie Marmon Silko, Simon Ortiz, Leonard Peltier, Sherman Alexie, and Wendy Rose. We will view and discuss films that focus on important issues and contextualize our study in historical and political questions still current in Native America. Major topics include: the politics of representation/self-representation; Indigenous resistance to white colonialism, exploitation, and theft; Indigenous people's self-definitions and demand for sovereignty; the relationship between art and political struggle; and our own subject positions and responsibilities in relation to the material in the course. We will have a guest speaker, and the issue of activism will be an important part of our work together, as will active student participation. This course fulfills the World Civilization distribution requirement and counts toward the Women's Studies major, the Environmental Studies major, and the post-1860 requirement for the English major. It is open to majors and non majors. All are welcome.

Last Offering: Fall 2016, post-1860 requirement.

Rationale. Since I will not be offering it again and, having developed the course and feeling strongly that it requires a very particular kind of preparation, I want to remove it from the department’s offerings.

DARS Impact. ENG0154-01, American Indian Writers, Fall 2016.

Affects. It will not affect the major as is not a requirement for the major.

Item 17. CHANGE PROGRAM—Computer Science—Major; Minor; Post-Baccalaureate
From: Alva Couch, 6176273674, alva.couch@tufts.edu
Department Chair: Kathleen Fisher, 6176272225, kathleen.fisher@tufts.edu

Bulletin Description:

Major in Computer Science

The major in Computer Science requires ten courses: eight courses in computer science and two courses in mathematics. The computer science courses must include Computer Science 15, 40, 80 or 105, 160, and 170 and the remaining courses must be numbered above 15. Only one of Comp 80 or Comp 105 may be counted toward the major. The mathematics courses are Calculus II (which can be taken as Mathematics 34, 36, or 39) and Discrete Mathematics (which can be taken as Mathematics 61 or Computer Science 61). The introductory courses Computer Science 10 and 11, as well as Mathematics 4, 14, 30, and 32, do not count toward the major. No more than one Directed Study (93, 94, 193, 194) may be counted toward the major. All ten courses to be counted toward the major must be completed with a grade of C- or better. …

Minor in Computer Science
The undergraduate minor in Computer Science consists of five courses, including Computer Science 15; two courses chosen from Computer Science 40, 105, 160, and 170; Computer Science/Mathematics 61; and one additional course in computer science numbered above 15. Only one of Computer Science 80 or 105 may be counted toward the minor. All such courses to be counted toward the minor must be completed with a grade of C- or better. Computer Science 53, 54, 55, 153, 154, and 155 may not be counted toward the minor.

**Post-Baccalaureate Program in Computer Science**

The post-baccalaureate program in Computer Science offers the student with a bachelor’s degree, but few computer science courses, the opportunity to earn the equivalent of an undergraduate minor in computer science by completing the requirements for the minor. It is designed to give the student with a nontechnical, liberal arts degree the introductory knowledge base to enter the technology field or continue on for graduate study in computer science. For more information, visit the website http://www.cs.tufts.edu.

The program requires five Tufts courses:
- Computer Science 15 Data Structures*
- Computer Science 61 or Math 61 Discrete Mathematics

Choose two of the following
- Computer Science 40 Machine Structure and Assembly Language Programming
- Computer Science 105 Programming Languages**,***
- Computer Science 160 Algorithms***
- Computer Science 170 Theory of Computation***

One elective:
- One computer science elective above Computer Science 15

* Prerequisite course Computer Science 11: Introduction to Computer Science is available for individuals without a previous programming course.

** Only one of Computer Science 80 and 105 may be counted toward the program.

*** Courses numbered above 100 award graduate credit, and are transferable into the Tufts Master of Science in Computer Science program upon acceptance to the program.

**New Description: Major in Computer Science**

The major in Computer Science requires ten courses: eight courses in computer science and two courses in mathematics.

The computer science courses must include Computer Science 15, 40, 80 or 105, 160, and 170 and the remaining courses must be numbered above 15. Only one of Comp 80 or Comp 105 may be counted toward the major. The mathematics courses are Calculus II (which can be taken as Mathematics 34, 36, or 39) and Discrete Mathematics (which can be taken as Mathematics 61 or Computer Science 61). The introductory courses Computer Science 10 and 11, as well as Mathematics 4, 14, 30, and 32, do not count toward the major. Computer Science 53, 54, 55, 153, 154, and 155 do not count toward the major. No more than one Directed Study (93, 94, 193, 194) may be counted toward the major. All ten courses to be counted toward the major must be completed with a grade of C- or better.

**Minor in Computer Science**

The undergraduate minor in Computer Science consists of five courses, including Computer Science 15; two courses chosen from Computer Science 40, 105, 160, and 170; Computer Science/Mathematics 61; and one additional course in computer science numbered above 15. Only one of Computer Science 80 or 105 may be counted toward the minor. All such courses to be counted toward the minor must be completed with a grade of C- or better. Computer Science 53, 54, 55, 153, 154, and 155 may not be counted toward the minor.

**Post-Baccalaureate Program in Computer Science**

The post-baccalaureate program in Computer Science offers the student with a bachelor’s degree, but few computer science courses, the opportunity to earn the equivalent of an undergraduate minor in computer
scientific knowledge base to enter the technology field or continue on for graduate study in computer science. For more information, visit the website http://www.cs.tufts.edu.

The program requires five Tufts courses:

- Computer Science 15 Data Structures*
- Computer Science 61 or Math 61 Discrete Mathematics

Choose two of the following:

- Computer Science 40 Machine Structure and Assembly Language Programming
- Computer Science 105 Programming Languages**,***
- Computer Science 160 Algorithms***
- Computer Science 170 Theory of Computation***

One elective:

- One computer science elective above Computer Science 15****

* Prerequisite course Computer Science 11: Introduction to Computer Science is available for individuals without a previous programming course.

** Only one of Computer Science 80 and 105 may be counted toward the program.

*** Courses numbered above 100 award graduate credit, and are transferable into the Tufts Master of Science in Computer Science program upon acceptance to the program. **** Computer Science 53, 54, 55, 153, 154, and 155 may not be counted as the elective.

** Changes.** Restrict access to COMP 53, 54, 55, 153, 154, 155 to programs to which they are relevant. COMP 53, 54, 153, 154 are specific to the Data Science program. COMP 55, 155 are specific to the Engineering programs.

** Rationale.** At this time, there is no separate heading for Data Science in the catalog and there is confusion over who -- if anyone -- should own this heading. These changes allow us to list courses in Data Science under the Computer Science heading, and avoid allowing them to count for Computer Science credit.

** Overlap.** None.

** Resource Requirements/ Curricular Adjustments.** None.

** Planning.** Approved by Computer Science Curriculum and Assessment Committee and the full faculty of Computer Science.

** Chair Role Approval.** The CS Curriculum Committee discuss and approved this change for the reason discussed above.

** Item 18. CHANGE PROGRAM—ILVS—Major**

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

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

**Bulletin Description:** International Literary and Visual Studies

**CO-DIRECTORS:** Professor Charles Inouye, International Literary and Cultural Studies Professor Isabelle Naginski, Romance Languages

The program in International Literary and Visual Studies makes possible the study of literature, film, and visual arts in an international context. ILVS students share an interest in literature, cinema, and the visual arts, which they approach in an interdisciplinary, multicultural way.

**UNDERGRADUATE CONCENTRATION REQUIREMENTS**

Language Preparation for the Major Students are to have or to attain competency in one foreign language (to 122 or equivalent), and are strongly urged to begin the study of a second. (In some cases, depending on the student’s background, this second language could be English.) Disciplinary focus ILVS offers three tracks—literature, film, and the visual arts, which would include painting, photography, performance, etc.). A student focuses on one of these areas, but also does work in the other two. Cultural areas ILVS majors select a primary and a secondary area of study. This is usually a geographical area (Russia, Germany, Latin America, the Middle East), but it could be a conceptual area (the modern novel, postmodern theory). Normally, these areas reflect one’s language preparation—Japanese and Japan, Chinese and China—but this is not always the
case. For example, a native speaker of French might choose French and Spanish as her languages, and Spain and Japan as areas of cultural study. Or someone just starting Chinese and interested in film might choose China as a primary area and American film as a secondary area. In all cases, ILVS requires the study of more than one culture.

A main focus ILVS is both interdisciplinary and multicultural; therefore, the number of courses available to a student doing the major is large. For this flexibility to work to one’s advantage, each student should have a conceptual focus, developed in consultation with his or her major advisor. This might be a question about a certain cultural phenomenon or an aesthetic school, style, or problem: for example, “What is the relationship between art and politics?” or “How is art education handled in different cultures, and to what effect?” Alternatively, you might also focus on an interaction or common development in two or more cultures, or on a particular genre or form.

A student’s conceptual focus should guide course selection and eventually lead to a senior thesis or project. The senior year A senior project is required. It can be a one-semester project (usually an independent study or a slightly enlarged seminar paper), or a two-semester senior honors thesis. The thesis could be a scholarly study, a translation, a film, a photo exhibit, or some other creative project. To help consolidate your learning and to help prepare for the world beyond Tufts, ILVS majors should take the senior colloquium/thesis advising course their final semester. Courses

The major consists of twelve courses, not counting those taken for language preparation. The particular distribution of courses is determined by the disciplinary track selected by the student. All majors take a gateway course particular to one’s track, a course on cultural theory, and a cross-cultural or gender-related course. Otherwise, one takes a selection of courses that fits one’s designated cultural areas. At least one of the twelve courses should be either a seminar, an intensive course requiring a substantial integrative project, or independent study leading to a senior project or thesis. Courses that might serve two categories of the requirements cannot be double-counted within the major. Any departures from the proportions or content of these categories must be approved by petition to a committee of core faculty.

Here is the distribution of required courses for each of the three possible tracks. LITERATURE EMPHASIS A. National and ethnic literatures (six courses). The student must take six literature courses—four in the primary cultural area and two in secondary area—preferably in the foreign language being studied.
B. Visual arts and/or film (two courses). The student must take two courses in film or the visual arts (normally, one in each cultural area, chosen from course lists on http://ase.tufts.edu/ilvs/requirements/courses.htm).
C. Cross-cultural and/or gender-oriented literary or visual studies (two courses). The student must take two courses of a cross-cultural or gender-oriented nature in a literary or visual art or from film and visual arts courses (chosen from course lists on http://ase.tufts.edu/ilvs/requirements/courses.htm).
D. Literary and cultural theory (two courses). The student must also complete one semester of literary theory and one semester of cultural theory (chosen from course lists on http://ase.tufts.edu/ilvs/requirements/courses.htm).

FILM EMPHASIS
A. National and ethnic literatures (three courses). The student must take three literature courses, two in the primary culture area and one in the secondary area.
B. Film (five courses). The student must take five courses in film, normally including one in the primary cultural area and another in the secondary area. The student may substitute, for one of the five courses, a course in visual arts or a studio course in some domain of filmmaking (screenwriting, directing, acting, etc.) (chosen from the course lists on http://ase.tufts.edu/ilvs/requirements/courses.htm).
C. Cross-cultural and/or gender-oriented literary or visual studies (two courses). The student must take two courses of a cross-cultural or gender-oriented nature in a literary or visual art, or from film and visual arts courses (chosen from course lists on http://ase.tufts.edu/ilvs/requirements/courses.htm).

D. Film theory and cultural theory (two courses). The student must take one course in film theory plus one course in cultural theory (chosen from course lists on http://ase.tufts.edu/ilvs/requirements/courses.htm).

VISUAL STUDIES EMPHASIS
A. National and ethnic literatures (three courses). The student must take three literature courses, two in the primary cultural area and one in the secondary area.
B. Visual arts (five courses). The student must take five courses in visual arts, normally including one in the primary cultural area and one in the secondary area. The student may substitute, for one of the five courses, a course in film or two studio courses in a visual art (drawing, painting, sculpture, filmmaking, etc.) (chosen from course lists on http://ase.tufts.edu/ilvs/requirements/courses.htm).
C. Cross-cultural and/or gender-oriented literary or visual studies (two courses). The student must take two courses of a cross-cultural or gender-oriented nature in a literary or visual art or from film and visual arts courses (chosen from course lists on http://ase.tufts.edu/ilvs/requirements/courses.htm).
D. Visual and cultural theory (two courses). The student must take one course in visual theory and one course in cultural theory (chosen from course lists on http://ase.tufts.edu/ilvs/requirements/courses.htm). For more detailed information, please visit the website http://ase.tufts.edu/ILVS.

New Description:
International Literary and Visual Studies
Director: Professor Hosea Hirata, International Literary and Cultural Studies
Executive Committee: Professor Nina Gerassi-Navarro, Romance Studies; Associate Professor Tasha Oren, Drama and Dance; Lecturer Silvia Bottinelli, Visual & Critical Studies, SMFA.

The program in International Literary and Visual Studies makes possible the study of literature, film/media, and visual arts in an international context. ILVS students share an interest in literature, cinema/media, and the visual arts, which they approach in an interdisciplinary, multicultural way.

UNDERGRADUATE CONCENTRATION REQUIREMENTS
Language Preparation for the Major Students are to have or to attain competency in one foreign language (to 122 or equivalent) and are strongly urged to begin the study of a second. (In some cases, the second language could be English.) Those who are on the World Literature track need only the completion of Tufts foreign language requirement, though studying a foreign language up to the 122 level is strongly recommended. Disciplinary focus ILVS offers four tracks—literature, film, the visual arts (which would include painting, photography, performance, etc.) and world literature. A student focuses on one of these areas, but also does work in the other areas. Cultural areas ILVS majors select a primary and a secondary area of study. This is usually a geographical area (e.g. Russia, Germany, Latin America, the Middle East, etc.). In exceptional cases, the second area could be a conceptual area (e.g. the modern novel, postmodern theory, feminism, etc.). Normally, these areas reflect one’s language preparation—Japanese and Japan, Chinese and China—but this is not always the case. For example, a native speaker of French might choose French and Spanish as her languages, and Spain and Japan as areas of cultural study. Or someone just starting Chinese and interested in film might choose China as a primary area and American film as a secondary area. In all cases, ILVS requires the study of more than one culture.

A main focus ILVS is both interdisciplinary and multicultural; therefore, the number of courses available to a student doing the major is large. For this flexibility to work to one’s advantage, each student should have a
conceptual focus, developed in consultation with his or her major advisor. This might be a question about a
certain cultural phenomenon or an aesthetic school, style, or problem: for example, “What is the relationship
between art and politics?” or “How is art education handled in different cultures, and to what effect?”
Alternatively, a student might also focus on an interaction or common development in two or more cultures,
or on a particular genre or form.

A student’s conceptual focus should guide course selection and eventually lead to a senior thesis or project. A
senior project is required. It can be a one-semester project (usually an independent study or a slightly enlarged
seminar paper), or a two-semester senior honors thesis. The thesis could be a scholarly study, a translation, a
film, a photo exhibit, or some other creative project. To help consolidate your learning and to help prepare for
the world beyond Tufts, ILVS majors should take the senior colloquium/thesis advising course their final
semester.

Courses
The major consists of twelve courses, not counting those taken for language preparation, plus either an honors
thesis or a senior project. The particular distribution of courses is determined by the disciplinary track selected
by the student. All majors take a gate-way course particular to one’s track, a course on cultural theory, and a
cross-cultural or gender-related course. Otherwise, one takes a selection of courses that fits one’s designated
cultural areas. Courses that might serve two categories of the requirements cannot be double-counted within
the major. Any departures from the proportions or content of these categories must be approved by petition to
the ILVS executive committee. Here is the distribution of required courses for each of the four possible
tracks. For more information, visit the ILVS website: http://ase.tufts.edu/ilvs/default.aspx

LITERATURE EMPHASIS
A. National and ethnic literatures (six courses). The student must take six literature courses—four in the
primary cultural area and two in secondary area—preferably in the foreign language being studied.
B. Visual arts and/or film (two courses). The student must take two courses in film or the visual arts
(normally, one in each cultural area).
C. Cross-cultural and/or gender-oriented literary or visual studies (two courses). The student must take two
courses of a cross-cultural or gender-oriented nature in a literary or visual art or from film and visual arts.
D. Literary and cultural theory (two courses). The student must also complete one semester of literary theory
and one semester of cultural theory.
E. The completion of a foreign language study up to the eighth semester (122).
F. Honors thesis or senior project.

FILM EMPHASIS
A. National and ethnic literatures (three courses). The student must take three literature courses, two in the
primary culture area and one in the secondary area.
B. Film (five courses). The student must take five courses in film, normally including one in the primary
cultural area and another in the secondary area. The student may substitute, for one of the five courses, a
course in visual arts or a studio course in some domain of filmmaking (screenwriting, directing, acting, etc.)
C. Cross-cultural and/or gender-oriented literary or visual studies (two courses). The student must take two
courses of a cross-cultural or gender-oriented nature in a literary or visual art, or from film and visual arts
courses.
D. Film theory and cultural theory (two courses). The student must take one course in film theory plus one
course in cultural theory.
E. The completion of a foreign language study up to the eighth semester (122).
F. Honors thesis or senior project.
VISUAL STUDIES EMPHASIS
A. National and ethnic literatures (three courses). The student must take three literature courses, two in the primary cultural area and one in the secondary area.
B. Visual arts (five courses). The student must take five courses in visual arts, normally including one in the primary cultural area and one in the secondary area. The student may substitute, for one of the five courses, a course in film or two studio courses in a visual art (drawing, painting, sculpture, filmmaking, etc.)
C. Cross-cultural and/or gender-oriented literary or visual studies (two courses). The student must take two courses of a cross-cultural or gender-oriented nature in a literary or visual art or from film and visual arts courses.
D. Visual and cultural theory (two courses). The student must take one course in visual theory and one course in cultural theory.
E. The completion of a foreign language study up to the eighth semester (122).
F. Honors thesis or senior project.

WORLD LITERATURE EMPHASIS
A. National and ethnic literatures (six courses). The student must take six literature courses from at least three different regions (e.g. 2 Japanese literature, 2 Anglophone literature, 2 Middle Eastern literature, possibly all in English).
B. Visual arts or Film/media (two courses). The student must take two courses in film/media or visual arts.
C. Cross-cultural and/or gender-oriented literary, film or visual studies (two courses). The student must take two cross-cultural or gender-oriented courses in literature, film/media, or visual arts.
D. One literary theory course.
E. One cultural theory course.
F. At least the completion of Tufts foreign language requirement. Up to the eighth semester (122) is strongly recommended.
G. Honors thesis or senior project.

Rationale. 1. Students interest in World Literature, being able to take various national literatures in English (especially in the dept of ILCS). 2. The current descriptions of the ILVS requirements are confusing. 3. The seminar requirement in addition to the thesis/project requirement is excessive.

Overlap. No.


Planning. The new executive committee: Professor Nina Gerassi-Navarro, Romance Studies; Associate Professor Tasha Oren, Drama and Dance; Lecturer Silvia Bottinelli, Visual & Critical Studies, SMFA.

Chair Role Approval. The newly formed committee planed this change. The ILCS department has been consulted.