

LAJ Curricula Committee Agenda

November 28, 2018

Items 1-13a require vote of LAJ Curricula and A&S faculty; items 14-30 require vote of LAJ Curricula only.

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- Item 5. NEW COURSE—Child Study and Human Development—CSHD 0110
- Item 6. NEW COURSE—Child Study and Human Development—CSHD 0169
- Item 7. NEW COURSE—Physics and Astronomy—PHY 0068 & PHY 0118
- Item 8. NEW COURSE—Tisch College of Civic Life—CSS 0095
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- Item 13a. DELETE PROGRAM—Communications and Media Studies

Part II

- Item 14. COURSE CHANGE DESCRIPTION—Art & Art History—FAH 0048/0148
- Item 15. COURSE CHANGE DESCRIPTION—Mathematics—MATH 015
- Item 16. CHANGE TO MINOR—Education—Minor in Educaiton
- Item 17. DELETE COURSE—Women’s, Gender, and Sexuality Studies—WGSS 0092
- Item 18. DELETE COURSE—Romance Studies—French—FR 0041
- Item 19. DELETE COURSE—Romance Studies—French—FR 0142
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- Item 27. DELETE COURSE—Romance Studies—Spanish—SPN 0156
- Item 28. DELETE COURSE—Romance Studies—Spanish—SPN 0163
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- Item 30. DELETE COURSE—Romance Studies—Spanish—SPN 0190

Part I

Item 1. NEW COURSE - Art & Art History—FAH 0009

From: Andrew McClellan, 73567, andrew.mcclellan@tufts.edu

Department Chair: Christina Maranci, 73567, christina.maranci@tufts.edu

FAH 0009 The Art World

Suggested Abbreviation for Title: Art World

Bulletin Description: Introduction to the structures, systems, and people that make up the art world. Definition of art, profile and function of those who make art—artists; consume art—critics and collectors; circulate art—consultants, dealers, galleries, and auction houses; display and preserve art—curators, conservators, and museums; and recent public controversies involving art. No prerequisites.

Next Anticipated Offering: 2018-2019

Rationale. Most art history classes focus on art objects, categorized by history, cultural identity or artist. This class focuses instead on contexts of creating and consumption. We seek to understand the historical development and current practice of institutions and professions that university-based art history normally overlook. Students gain exposure to functions and potential career paths that lie beyond the purview of standard academic curricula. Readings and presentations bring students up to date with art world concerns and controversies the better to grasp the complex role of art in the 21st century. The class takes advantage of Boston's rich artistic landscape, including our alliance with the School of the Museum of Fine Arts. This course was first offered as a special topics course in Spring 2018 (FAH 198: The Art World). If approved, we hope to include The Art World as a core course in a proposed new minor on museums and cultural heritage to be submitted to the CC soon (this course will be offered whether or not the minor is approved). 3 SHUS

Overlap. none that I am aware of

Resource Requirements/ Curricular Adjustments. no extra resource needs

Requirements. elective; post 1700

ARB Review Requested: Distribution Credit Arts

Item 2. NEW COURSE - Art & Art History —FAH 0164

From: Peter Probst, 617 627 2939, peter.probst@tufts.edu

Department Chair: Christina Maranci, 617 627 5288, christina.maranci@tufts.edu

FAH 0164 Who Owns the Past? Art, Heritage, and Global Conflicts

Suggested Abbreviation for Title: Who Owns the Past?

Bulletin Description: Cultural heritage as a subject of identity and ownership. History of museum collections and preservation programs in the context of nationalism and colonialism and the aftermath of these developments on the basis of selected case studies from different parts of the world. From heritage and the process of nation-building to the debate on heritage in the Anthropocene era.

Next Anticipated Offering: I will start teaching the course as a special topic in spring 2018 as FAH 0192. It will be cross-listed with IR and taught regularly from Spring 2020 onwards as part of the new planned minor on Museums and Global Heritage, see below. I taught versions of this course before in two different contexts. One was a co-taught seminar on Museums and Cultural Property with Andrew McClellan in Fall 2014. The other was an online course developed for a Mellon funded and MIT based project on "Teaching Global Architectural Histories." This

proposal is a further development of these two previous versions. The focus is on heritage sites as flash points in cultural, economic, and religious conflicts around the globe. It provides critical knowledge for the understanding of the debate about museum collections and heritage preservation programs.

Rationale. The course is one of four core courses for the new minor “Museums and Global Heritage” designed by Andrew McClellan and myself. The course addresses the pertinent debate on heritage as a subject of conflict and contestation. While it draws from expertise of faculty in art history and architectural studies it has multiple interfaces with other programs and departments. It has been discussed and approved by the art history faculty and colleagues in other programs and departments and will soon be submitted to CC.

Overlap. Due to the nature of the topic (heritage) the course cuts across multiple fields. I have reached to chairs of history, anthropology, classics, IR and RCD. They all approved the course. Some of them offered cross-listing.

Resource Requirements/ Curricular Adjustments. no requirement or curricular adjustments

Requirements. within art history the course fulfills the post 1700 requirement

ARB Review Requested: Distribution Credit Arts, Humanities, & Social Sciences

Approved by ARB for World Civilizations Credit

Item 3. NEW COURSE - Child Study and Human Development—CSHD 0010

From: Sasha Fleary, 6176270588, sasha.fleary@tufts.edu

Department Chair: Marina Bers, 6176274490, marina.bers@tufts.edu

CSHD 0010 Physical and Mental Health in Childhood

Suggested Abbreviation for Title: Phys&MentalHlthChldhd

Bulletin Description: Overview of the foundations of health in childhood (prenatal development to middle childhood) including responsive caregiving, safe and secure environments, nutrition, psychological wellbeing, sleep, play, and other health promoting behaviors. Developmental context to explore the roles of families, communities, and social, economic, and cultural determinants of health in child health promotion.

Next Anticipated Offering: Spring 2019 - faculty was on maternity leave (Fall 2016) and junior leave (Fall 2017- Fall 2018)

Rationale. This course has been taught as a special topics course under CSHD 143. However, it is a regular rotating course in the schedule and should therefore be assigned its own course number. This course is also one of the few courses in the department focused on health that freshmen and sophomores can take. This course is an elective in the Child Health concentration of the CSHD major. There is no impact on other programs of study within or outside the department. It would be appropriately listed as a CSHD elective and visible to all students interested in child health. The course number would more accurately portray that it is an introductory course that is open to all undergraduates.

Resource Requirements/ Curricular Adjustments. No changes anticipated.

Requirements. Undergraduate - elective for the Child Health concentration

ARB Review Requested: Distribution Credit Social Sciences

Item 4. NEW COURSE - Child Study and Human Development—CSHD 0111

From: Sasha Fleary, 6176270588, sasha.fleary@tufts.edu

Department Chair: Marina Bers, 6176274490, marina.bers@tufts.edu

CSHD 0111 Theoretical Foundations of Preventive Health

Suggested Abbreviation for Title: Preventive Health

Bulletin Description: Introduces and reviews critical concepts, theories, and models in prevention science that are currently used to understand and intervene on: preventive health behaviors; health risk behaviors; and disparities in health and health behaviors. Emphasis on the role of the bioecological model in promoting positive health behaviors and reducing health disparities. Special topics include adolescents' substance use and pediatric obesity.

Next Anticipated Offering: Spring 2019 - faculty was on maternity leave (Fall 2016) and junior leave (Fall 2017- Fall 2018)

Rationale. This course has been taught as a special topics course CSHD 143. However, it is a regular rotating course in the schedule and should therefore be assigned its own course number. This course is also only theory course specific to preventive health. This course is an elective in the Child Health concentration of the CSHD major. There is no impact on other programs of study within or outside the department. It would be appropriately listed as a CSHD elective and visible to all students interested in adolescents within the major rather than just the students who come in to the department to access the department's printed course listings.

Resource Requirements/ Curricular Adjustments. No significant changes in resources
Requirements. Undergraduate - elective for the Child Health concentration Masters - elective for the Clinical Developmental Health and Psychology

ARB Review Requested: Distribution Credit Social Sciences

Item 5. COURSE CHANGE - Child Study and Human Development—CSHD 0110

From: Sasha Fleary, 6176270588, sasha.fleary@tufts.edu

Department Chair: Marina Bers, 6176274490, marina.bers@tufts.edu

CSHD 0110 Adolescent Health

Suggested Abbreviation for Title: Adolescent Health

Bulletin Description: Overview of major public health issues of adolescents. Epidemiology, consequences, and the role of individual and socio-ecological factors in adolescents' risk and resilience. Interventions to reduce risk and promote resilience. Design of a brief prevention workshop in adolescent health and implementation in a community setting.

Next Anticipated Offering: Fall 2019 - faculty was on maternity leave (Fall 2016) and junior leave (Fall 2017- Fall 2018)

Rationale. This course has been taught as a special topics course under CSHD 143. However, it is a regular rotating course in the schedule and should therefore be assigned its own course number. This course is also one of the few courses in the department focused on adolescents and the only one focused on adolescent health. This course is an elective in the Child Health concentration of the CSHD major. There is no impact on other programs of study within or outside the department. It would be appropriately listed as a CSHD elective and visible to all students interested in adolescents within the major rather than just the students who come in to the department to access the department's printed course listings.

Overlap. No

Resource Requirements/ Curricular Adjustments. No changes anticipated

Requirements. Undergraduate - elective for the Child Health concentration Masters - elective for the Clinical Developmental Health and Psychology

ARB Review Requested: Distribution Credit Social Sciences

Item 6. NEW COURSE - Child Study and Human Development—CSHD 0169

From: Julie Dobrow, 74744, david.proctor@tufts.edu

Department Chair: Marina Bers, 74990, david.proctor@tufts.edu

CSHD 0169 Creating Children's Media

Suggested Abbreviation for Title: Children's Media

Bulletin Description: Exploration of book-to-film transitions, creation of scripts for children's television programs, development of storyboards for ad campaigns, and proposals for apps and other digital content for children. Application of child development, media literacy and civic engagement theories, and strategies in children's media content. How to tell compelling stories for children across media platforms.

Next Anticipated Offering: This course, which has been taught previously in spring 2016 and 2017, would continue as a spring semester course. Although not a pre-requisite, CSHD 167 (Children and Mass Media) is now taught in the fall semester; the proposed course is a logical second course for students interested in this area to take.

Rationale. I have taught this course twice (spring 2016 and 2017) under the CSHD 143-08 number (it was also cross-listed as FMS 094-02 and TCS 193-03. I conceived of this course as an applied course that would introduce students to some of the research and theory from both media and child development that undergirds children's media, and get them to utilize it in a series of projects. We also discuss the ways in which formative and summative research are used in the creation of educational children's media. I bring in a number of guest speakers from WGBH, Fablevision, Filmmaker's Collaborative and other organizations to help students see examples of excellent children's media and expose them to the thinking behind it. This is a course that adds to the curriculum of CSHD in building an area of media and technology, adds to FMS by having another course in the high interest area of children's media and provides another way in which FMS majors can take a required applied course, and adds to TCS (soon to be CVS) by having another course in which civic content and how it can be delivered is discussed.

Overlap. No conflicts or overlaps. Faculty in FMS and TCS have already approved this course for cross-listing.

Resource Requirements/ Curricular Adjustments. The course will be taught by Juile Dobrow. No new resources needed.

Requirements. This course will fulfill an elective in the area of children and technology/media, and serve as an elective for students concentrating in other areas. For FMS majors, this course can count as a practice course, or it can count as an elective.

ARB Review Requested: Distribution Credit Social Sciences

Item 7. NEW COURSE - Physics and Astronomy—PHY 0068/PHY 0118

From: Timothy Atherton, 617 627 2835, timothy.atherton@tufts.edu

Department Chair: Hugh Gallagher, 617 627-5876, Hugh.Gallagher@tufts.edu

PHY0068 (undergraduate level) / PHY0118 (graduate level) Computational Physics

Suggested Abbreviation for Title: Comp. Phys.

Bulletin Description: Project-based for developing mathematical and computational models of physical phenomena framed around professional practices. Problems from areas of physics, including classical and quantum mechanics, electromagnetism, materials and astronomy, as well as the application of numerical methods. Prerequisites: Physics 13, Math 42 and 70, or Math 87,

or Comp 11, or consent. Graduate level credit requires additional work.

Next Anticipated Offering: This course will be offered approximately biennially, typically in the Spring semester. The department has already offered this course twice as a special topics course according to this schedule as described in the Rationale below.

Rationale. Computation is a fundamental and increasingly important disciplinary practice in Physics and Astronomy, spanning theory and simulation as well as experimental design, data collection and analysis. Despite this ubiquity, computing has historically only been weakly integrated into the Physics curriculum, and the Department of Physics and Astronomy does not at present have a permanent course of this nature. To address this need, the Faculty contact, funded by a Tufts Innovates! grant, developed a new course grounded in the professional practices that Physics, Mathematics and Computer Science researchers use in problem solving and using a new project-based approach. Details of the course development and evaluation of the successful initial implementation were published in a Physics Education journal[1]. The course has already been offered twice as a special topics course as follows: 2017, Spring semester, PHYS0016 Special Topics (Computational Physics) 2015, Spring semester, PHYS0016 Special Topics (Computational Physics) [1] C. Burke and T. J. Atherton, “Developing a project-based computational physics course grounded in expert practice” American Journal of Physics 85, 301 (2017)

Overlap. Computation is an interdisciplinary practice, including numerical analysis elements from Applied Mathematics as well as design, programming and implementation methods from Computer Science. The proposed course therefore complements offerings in these other disciplines and this is reflected both in the proposed description and prerequisites. Because the focus of this class is on Physics, and interdisciplinary elements are here taught contextually, it is expected that students wanting more detailed classes on numerical analysis, program design, etc. will seek out offerings in appropriate departments and the instructor has previously guided interested students to the appropriate courses. Conversely, students from disciplines other than physics and astronomy, who have represented about 1/3 of enrolled students from the initial offerings, might seek out this course because it provides them with an opportunity to apply their computing knowledge to the challenging problems that arise in physics. This request for approval has been sent to the Departments of Mathematics and Computer Science for comments and suggestions prior to submission, and their suggestions were adopted. Representatives of both departments welcomed the creation of this course.

Resource Requirements/ Curricular Adjustments. This course requires one faculty member. No other resources are required.

Requirements. Computation is a fundamental and increasingly important disciplinary practice in Physics and Astronomy, spanning theory and simulation as well as experimental design, data collection and analysis. Despite this ubiquity, computing has historically only been weakly integrated into the Physics curriculum, and the Department of Physics and Astronomy does not at present have a permanent course of this nature. To address this need, the Faculty contact, funded by a Tufts Innovates! grant, developed a new course grounded in the professional practices that Physics, Mathematics and Computer Science researchers use in problem solving and using a new project-based approach. Details of the course development and evaluation of the successful initial implementation were published in a Physics Education journal[1]. The course has already been offered twice as a special topics course as follows: 2017, Spring semester, PHYS0016 Special Topics (Computational Physics) 2015, Spring semester, PHYS0016 Special Topics (Computational Physics) [1] C. Burke and T. J. Atherton, “Developing a project-based

computational physics course grounded in expert practice” American Journal of Physics 85, 301 (2017) What requirements within the major will the new course fulfill? The course, as an “elective in Physics numbered above PHY 12” could be used to satisfy the elective or concentration requirements in the following majors: Physics: Requires “Five electives in Physics numbered above PHY 12.” Astrophysics: Requires “Two electives in Physics numbered above PHY 12” Applied Physics: Requires “Three electives in Physics numbered above PHY 12” Chemical Physics: Requires 10 concentration courses including “Four courses in Physics with a prerequisite of PHY 2 or PHY 12.” We note for informational purposes that the course is also intended to satisfy the concentration requirement for the following major in the School of Engineering: Bachelor of Science in Engineering Physics (School of Engineering): Requires 12 concentration courses including “Three additional courses in Physics or Astronomy at the intermediate or advanced levels.” The course also satisfies a requirement of the Minor in Computational Science recently approved by the A&S Faculty. It could also form the core of a data science based Senior Project.

ARB Review Requested: Distribution Credit Natural Sciences

Item 8. NEW COURSE - Tisch College of Civic Life—CSS 0095

From: Sherri Sklarwitz, 617-627-2002, sherri.sklarwitz@tufts.edu

Department Chair: Sherri Sklarwitz, 617-627-2002, sherri.sklarwitz@tufts.edu

CSS 0095 Leadership for Social Change

Suggested Abbreviation for Title: LSC

Bulletin Description: A two-week summer program intended for high school students who want to make a difference in the world and in their communities. Leadership skills and civic knowledge relevant to building connections, working collaboratively, and emerging as change agents who can inspire others. Pathways to civic engagement including direct service, politics, advocacy, and social entrepreneurship. Course activities include site-visits, community field trips, guest speakers and interactive discussions. Teams based on areas of interest will develop social impact projects.

Next Anticipated Offering: This proposal is for a two week summer leadership institute run by the Tisch College of Civic Life as part of the Tufts Summer program. The course will run from July 8th, 2019- July 19, 2019. It will be offered for 1 SHU.

Rationale. Last year was the pilot for the program, and it was not offered for credit. Participant feedback let us know that students would benefit from the credit option, and we would like to provide this opportunity for them. The workload for the program is robust, and within the bounds of guidelines for 1 SHU.

Overlap. There are no conflicts with the course, and high school students will have excellent exposure to college level work with Tufts faculty members. It will run in tandem with other summer offerings for high school students, and we aim to collaborate with these programs.

Resource Requirements/ Curricular Adjustments. There will be multiple faculty participating in the instruction for the course, including members from Education, Political Science, the Friedman School, and Engineering. Each faculty member will be responsible for grading their own portion of the course. A Tisch College staff member will oversee the course, to keep track of student work and progress.

Requirements. This course will not fulfill a major requirement or distribution requirement for any students who subsequently enrolls at Tufts. The credit offered is pre-matriculation credit only.

Item 9. NEW COURSE – University College—CSS 0096

From: Joseph Auner, 617-627-5616, joseph.auner@tufts and Alethea Raybeck, Director of Pre-College Programs, Alethea.Raybeck@tufts.edu

Dean: Joseph Auner, Dean of University College

CSS 0096 Tufts Pre-College Intensive: Programming and App Design

Suggested Abbreviation for Title: PAD

Bulletin Description: A three-week summer pre-college program created for rising high school juniors and seniors who want to develop their programming skills. Programming in the languages Python and R, including design concepts needed to develop apps with social benefit. Applications of the languages in such contexts as data modeling and analysis, web scraping, mapping and data visualization, and natural language processing. A speakers' series includes faculty, staff, and industry representatives.

Next Anticipated Offering: This proposal is for a three-week summer pre-college program that is part of Summer at Tufts. The course will run from July 14th, 2019- August 2, 2019.

Rationale. This program grows out of the successful Mat 10 Coding Bootcamp course offered for undergraduates for the first time in the Summer of 2018 and which consisted of three two-week modules in the programming languages of R, MatLab, and Python. Several pre-college students took the course last summer as part of the Tufts College Experience program and benefitted from it greatly. Student surveys and market research indicate strong student interest in a pre-college program. The program is open to both commuter student and residential students, who will be part of the larger residential community of the six other residential pre-college programs offered by Tisch, SOE, and A&S and the SMFA.

We are requesting 3 SHUs for the course, parallel to what was assigned for the two-week IR program that launched in 2018. PAD will involve 87.5 hour of class/workshop over the three weeks.

Morning class meeting 9-11:30 M-F, for three weeks (missing only the first class), so 150 minutes x 14 class meetings = 2100 minutes, 35 hours

Afternoon class/workshops, where they practice what they learned in the morning with specific applications, so it is also functions as homework time: 1-2:30, so 90 x 15 =1350 minutes 22.5 hours

Afternoon App Development class/workshops, 3:30-5:30, 120 x 15 = 1800 minutes 30 hours

Students will have time in the evening to continue to do homework, though much of the day will be spent on homework-like projects. 3 shus.

Overlap. This pre-college course does not conflict with other pre-college offerings at Tufts. We have consulted with the Math Department and with the Computer Science department, as well as with the Data Lab.

Resource Requirements/ Curricular Adjustments. The morning sessions of the course for Summer 2019 will be taught by Joanna Lin, an award-winning Ph.D. student in Mathematics (graduating May 2019), who also taught the Coding Bootcamp course in Summer 2018. The afternoon sessions will be coordinated by Joanna Swafford (Digital Humanities Special for TTS), and Kyle Monahan (Statistics and Research Technology Specialist for TTS) and will feature guest faculty from A&S and SOE and staff from the library and TTS. Graduate students in math and computer science will be hired as course assistants.

The course will not fulfill a major requirement or distribution requirement for any student who subsequently enrolls at Tufts. The credit offered is elective credit only.

Requirements. Students will fill out a survey to determine their level of experience and to form small cohorts. This course will not fulfill a major requirement or distribution requirement for any students who subsequently enrolls at Tufts. The credit offered is pre-matriculation credit only.

Item 10. NEW COURSE – University College—CSS 0090

From: Joseph Auner, 617-627-5616, joseph.auner@tufts and Alethea Raybeck, Director of Pre-College Programs, Alethea.Raybeck@tufts.edu

Dean: Joseph Auner, Dean of University College

CSS 0090 Health Science Honors

Suggested Abbreviation for Title: HSH

Bulletin Description: Introduction to the biomedical sciences and their application to the practice of clinical medicine. How doctors think about their patients' problems, make clinical decisions on their behalf, and gauge the success of their interventions through lectures, interactions with physicians and practitioners, and visits to area hospitals and medical laboratories. Diagnostic reasoning and the tension between the objective nature of biomedicine that physicians favor and the subjective nature of health and illness that patients experience. Alternative therapies, such as acupuncture and mind-body techniques.

Next Anticipated Offering: Summer Session 2, June 30-August 10, 2019. Six-week program.

Rationale: This course is one of four stand-alone pre-college courses that have been offered for credit in the summer for many years as part of the Summer Session for High School Program: CSS 93 Health Science Honors (3 Credits), Richard Glickman (Tufts School of Medicine); CSS 93 Foundations of Law and Ethics (3 Credits), Mario Di Caro (Visiting Prof in Tufts Philosophy); CSS 93 Bioinformatics Inquiry Through Sequencing-BioSeq (3 credits), Aranda Duan (MIT); CSS 93 Tufts Summer Writing Program (3 credits) Jason Clemence (Regis College) In the past these courses were 1 credit, they became 3 SHUs in the conversion. The courses are for rising juniors and seniors; starting next summer rising sophomores will also be allowed.

We are requesting that the Tufts credits for these courses--which are listed in SIS, and charged at the same rate as other Tufts summer courses--be counted toward pre-matriculation elective credit (with the understanding that they would not be counted toward any specific course equivalent, program requirement, or distribution area.) This would thus be an exception to current policy that courses that only serve pre-college students are not counted toward a Tufts degree for students who matriculate, except in comparable special cases, such as the IR Pre-College Program that was similarly approved for pre-matriculation credit last year. To that end we are assigning each course a formal number and with that a shu value.

Overlap. This pre-college course does not conflict with other pre-college offerings at Tufts.

Resource Requirements/ Curricular Adjustments. This course has been taught for many years by Dr. Richard Glickman (Tufts School of Medicine). He will be stepping down from a formal role teaching the course for Summer 2019, but he is assisting in the search for a new physician or clinician to serve as instructor and will maintain an oversight role.

Requirements. This course will not fulfill a major requirement or distribution requirement for any students who subsequently enrolls at Tufts. credit offered is pre-matriculation credit only.

Item 11. New Course – University College—CSS 0091

From: Joseph Auner, 617-627-5616, joseph.auner@tufts and Alethea Raybeck, Director of Pre-College Programs, Alethea.Raybeck@tufts.edu

Dean: Joseph Auner, Dean of University College

CSS 0091 Foundations of Law and Ethics

Suggested Abbreviation for Title: FLE

Bulletin Description: Fundamental concepts of the law through the lens of historical and contemporary issues. Perspectives from the history of legal thinking, the philosophy of justice, legal theory, and communication, exploring such topics as hate speech, juvenile punishment, and mitigating mental factors. Introduction to current legal issues through guest lectures by experts in law, philosophy, psychiatry, and forensic neuroscience. Group exercises to improve critical thinking, public speaking and presentation skills.

Next Anticipated Offering: Summer Session 2, June 30-August 10, 2019. Six-week program

Rationale: This course is one of four stand-alone pre-college courses that have been offered for credit in the summer for many years as part of the Summer Session for High School Program: CSS 93 Health Science Honors (3 Credits), Richard Glickman (Tufts School of Medicine); CSS 93 Foundations of Law and Ethics (3 Credits), Mario Di Caro (Visiting Prof in Tufts Philosophy); CSS 93 Bioinformatics Inquiry Through Sequencing-BioSeq (3 credits), Aranda Duan (MIT); CSS 93 Tufts Summer Writing Program (3 credits) Jason Clemence (Regis College) In the past these courses were 1 credit, they became 3 SHUs in the conversion. The courses are for rising juniors and seniors; starting next summer rising sophomores will also be allowed.

We are requesting that the Tufts credits for these courses--which are listed in SIS, and charged at the same rate as other Tufts summer courses--be counted toward pre-matriculation elective credit (with the understanding that they would not be counted toward any specific course equivalent, program requirement, or distribution area.) This would thus be an exception to current policy that courses that only serve pre-college students are not counted toward a Tufts degree for students who matriculate, except in comparable special cases, such as the IR Pre-College Program that was similarly approved for pre-matriculation credit last year. To that end we are assigning each course a formal number and with that a shu value.

Overlap. This pre-college course does not conflict with other pre-college offerings at Tufts.

Resource Requirements/ Curricular Adjustments. This course is taught by Mario De Caro, Visiting Professor in the Department of Philosophy.

Requirements. This course will not fulfill a major requirement or distribution requirement for any students who subsequently enrolls at Tufts. The credit offered is pre-matriculation credit only.

Item 12. New Course – University College—CSS 0092

From: Joseph Auner, 617-627-5616, joseph.auner@tufts and Alethea Raybeck, Director of Pre-College Programs, Alethea.Raybeck@tufts.edu

Dean: Joseph Auner, Dean of University College

CSS 0092 Bioinformatics Inquiry through Sequencing

Suggested Abbreviation for Title: BIS

Bulletin Description: Introduction to bioinformatics as a tool for gaining insight into biological systems and processes. Includes coverage of molecular biology and genetics laboratory techniques, next-generation DNA sequencing, and advanced computer technology

to gather and analyze large-scale genomic data. Interactions with faculty and graduate students in a range of activities from transforming bacteria to performing polymerase chain reactions (PCR) and sequencing DNA.

Next Anticipated Offering: Summer Session 2, June 30-August 10, 2019. Six-week program

Rationale: This course is one of four stand-alone pre-college courses that have been offered for credit in the summer for many years as part of the Summer Session for High School Program: CSS 93 Health Science Honors (3 Credits), Richard Glickman (Tufts School of Medicine); CSS 93 Foundations of Law and Ethics (3 Credits), Mario Di Caro (Visiting Prof in Tufts Philosophy); CSS 93 Bioinformatics Inquiry Through Sequencing-BioSeq (3 credits), Aranda Duan (MIT); CSS 93 Tufts Summer Writing Program (3 credits) Jason Clemence (Regis College) In the past these courses were 1 credit, they became 3 SHUs in the conversion. The courses are for rising juniors and seniors; starting next summer rising sophomores will also be allowed.

We are requesting that the Tufts credits for these courses--which are listed in SIS, and charged at the same rate as other Tufts summer courses--be counted toward pre-matriculation elective credit (with the understanding that they would not be counted toward any specific course equivalent, program requirement, or distribution area.) This would thus be an exception to current policy that courses that only serve pre-college students are not counted toward a Tufts degree for students who matriculate, except in comparable special cases, such as the IR Pre-College Program that was similarly approved for pre-matriculation credit last year. To that end we are assigning each course a formal number and with that a shu value.

Overlap. This pre-college course does not conflict with other pre-college offerings at Tufts.

Resource Requirements/ Curricular Adjustments. First developed by Prof. David Walt (formerly of the Department of Chemistry) this course is taught by Aranda Duan (Research Scientist, MIT).

Requirements. It is recommended that high school students have completed Honors or AP Biology. This course will not fulfill a major requirement or distribution requirement for any students who subsequently enrolls at Tufts. The credit offered is pre-matriculation credit only.

Item 13. New Course – University College—CSS 0094

From: Joseph Auner, 617-627-5616, joseph.auner@tufts and Alethea Raybeck, Director of Pre-College Programs, Alethea.Raybeck@tufts.edu

Dean: Joseph Auner, Dean of University College

CSS 0094 Tufts Summer Writing Program

Suggested Abbreviation for Title: TSW

Bulletin Description: Intensive introduction to college level writing to develop the tools to communicate thoughts and analysis effectively. Learn to navigate the relationship between writer and reader, and key stages of the writing process, including drafting, revision, rhetoric, grammar, and source integration. Includes the creation of a writing portfolio.

Next Anticipated Offering: Summer Session 2, June 30-August 10, 2019. Six-week program

Rationale: This course is one of four stand-alone pre-college courses that have been offered for credit in the summer for many years as part of the Summer Session for High School Program:

CSS 93 Health Science Honors (3 Credits), Richard Glickman (Tufts School of Medicine); CSS 93 Foundations of Law and Ethics (3 Credits), Mario Di Caro (Visiting Prof in Tufts Philosophy); CSS 93 Bioinformatics Inquiry Through Sequencing-BioSeq (3 credits), Aranda Duan (MIT); CSS 93 Tufts Summer Writing Program (3 credits) Jason Clemence (Regis College) In the past these courses were 1 credit, they became 3 SHUs in the conversion. The courses are for rising juniors and seniors; starting next summer rising sophomores will also be allowed.

We are requesting that the Tufts credits for these courses--which are listed in SIS, and charged at the same rate as other Tufts summer courses--be counted toward pre-matriculation elective credit (with the understanding that they would not be counted toward any specific course equivalent, program requirement, or distribution area.) This would thus be an exception to current policy that courses that only serve pre-college students are not counted toward a Tufts degree for students who matriculate, except in comparable special cases, such as the IR Pre-College Program that was similarly approved for pre-matriculation credit last year. To that end we are assigning each course a formal number and with that a shu value.

Overlap. This pre-college course does not conflict with other pre-college offerings at Tufts.

Resource Requirements/ Curricular Adjustments. This course has been taught for several years by Jason Clemence (Assistant Professor, Regis College)

Requirements. This course will not fulfill a major requirement or distribution requirement for any students who subsequently enrolls at Tufts. The credit offered is pre-matriculation credit only.

Item 13a. DELETE PROGRAM—Communications and Media Studies

From: Malcolm Turvey, 6464963061, malcolm.turvey@tufts.edu

Department Chair: Malcolm Turvey, 6464963061, malcolm.turvey@tufts.edu

Bulletin Description: Communications and Media Studies (CMS) is an interdisciplinary program that educates students about mass media and communications. In our contemporary world, the omnipresence of mass communications demands a basic understanding of its workings and effects by every citizen. The mission of the CMS program is to provide students with the necessary critical tools to participate actively and knowledgeably as informed world citizens and to give them a background in media literacy to make them more careful and critical consumers and producers of media. The program is designed to aid all students in acquiring this knowledge, while also providing interested students with the opportunity to make communications and media studies a major part of their academic career at Tufts. Each semester the program offers courses of its own through the Experimental College and lists all media-related courses available in the College of Liberal Arts. The program also offers three interdisciplinary minors: Mass Communications and Media Studies, Film Studies (with two tracks—Film Criticism and Film Practice), and Multimedia Arts. It also registers, supervises, and grants credit for internships in all fields of communications and mass media both semesters and over the summer. CMS organizes many special events and lectures that are open to the entire university community.

New Description: Not applicable

Changes. malcolm.turvey@tufts.edu

Rationale. The CMS minors pre-existed and were incorporated into the Film and Media Studies major and minor when they were launched in Fall 2015. The final cohort of CMS minors graduated in spring 2017. Since then, students have not been permitted to take a CMS minor, and

all references to CMS have been removed from the FMS website and related publications.

Part II

Item 14. COURSE CHANGE DESCRIPTION- Art & Art History

From: Andrew McClellan, 70358, andrew.mcclellan@tufts.edu

Department Chair: Christina Maranci, 73567, christina.maranci@tufts.edu

Current Number/Title: FAH 48/148 Nature into Art

Bulletin Description: Changing attitudes to nature and the environment as manifested in Western (and some non-Western) art from the Renaissance to the twentieth century. Themes include landscape painting and the pastoral tradition, travel and the colonizing gaze, art in the American frontier, gardens East and West, and environmental art. (May be taken at 100 level with consent; see below.)

New Description: From the Garden of Eden and caves of Lascaux to contemporary art responding to climate change, the natural world has been a constant source of inspiration—and foil—for art. Survey of ways in which nature—the land, environment, flora, and fauna—has been filtered through the artistic imagination for our edification and pleasure. Themes will include: landscape painting and photography; parks and gardens; Environmental art and sustainability; exploration, tourism, and scientific illustration.

Next Anticipated Offering: 2019

Item 15. COURSE CHANGE DESCRIPTION- Mathematics

From: Christoph Borgers, 617-627-2366, cborgers@tufts.edu

Department Chair: Misha Kilmer, 617-627-2005, misha.kilmer@tufts.edu

Current Number/Title: MATH 0015 Mathematics in Antiquity

Bulletin Description: History of mathematics in four ancient civilizations: Babylonian, Egyptian, Greek, and Chinese. Number systems and computational techniques; achievements in elementary algebra, geometry, and number theory; famous results, proofs and constructions. Emphasis on solving problems in the style and spirit of each culture. Recommendations: MATH 4 or equivalent.

New Description: History of mathematics in Babylonian, Egyptian, Greek, and other ancient civilizations. Number systems and computational techniques; achievements in elementary algebra, geometry, and number theory; famous results, proofs and constructions. Emphasis on solving problems in the style and spirit of each culture. Engineering students are not permitted to take MATH 15 for credit.

Next Anticipated Offering: The Classics version that Math 15 is to be cross-listed with (that will be a separate request though) is being taught in Fall of 2018. The Mathematics version has not been offered in quite a while. The course was created by Lenore Feigenbaum, who left Tufts a number of years ago.

Rationale. (1) We are replacing ancient China by "other ancient civilizations". The reason is that we will want to cross-list this course with Classics, where Anne Mahoney will teach it, and she prefers teaching about ancient Indian mathematics, not ancient Chinese mathematics. (2) We have removed the reference to Math 4, which no longer exists.

Item 16. CHANGE TO MINOR— Education—Minor in Education

From: Steve Cohen; 75775, steven.cohen@tufts.edu

Department Chair/Program Director: David Hammer, 7557, david.hammer@tufts.edu

Current Bulletin Description.

Minor

The Department of Education offers a Minor in Education. Five courses are required. There are two possible concentrations: *Educational Studies* OR *Teaching and Learning*.

Steve Cohen is the Director for Undergraduate Education minor. Please visit Meet the Advisors page to see other faculty who are available as Minor in Education advisors.

Courses for Educational Studies Concentration

Students pursuing a Minor in Education with a concentration in Educational Studies have an opportunity to explore education as a site of critical analysis through disciplines including history, sociology, anthropology, psychology, and philosophy. Students pursuing this Minor concentration will develop critical understandings of school as a site of inquiry and study. They will become broadly familiar with the bodies of scholarship that constitute the foundations of education as a field.

1. ED 001 School and Society
2. ED 011 Observing Theory in Action (ED001 a pre-requisite)
3. ED 161 Anthropology and Sociology of Schooling
4. ED 162 Critical Histories of U.S. Education
5. One of:

- ED 163 Philosophies
- ED 164 Education for Peace and Justice
- ED 167 Critical Race Theory

Other electives from (5) and from the following non-exhaustive list may be considered options for one of the requirements as deemed appropriate by the Minor advisor. A student may use up to two courses in the Minor towards a Major concentration providing these courses are accepted by the Major department. (Some of the listed classes are high-demand and require prior permission of instructor to enroll; students must therefore plan ahead.)

- ED 14 Special Topics: Food and Schools
- ED 165 Feminist and Gender Theories
- ED 166 Masculinities & U.S. Schooling
- CSHD 007 The Child and the Educational Process
- CSHD 062 Childhood across Cultures
- CSHD 153 Culture and Learning: Issues for Education
- CSHD 164 Cultural Diversity in Child and Family Services
- CSHD 177 Bilingual Children in U.S. Schools
- CSHD 182 Social Policy for Children and Families

Courses for Teaching and Learning Concentration

Students pursuing a Minor in Education with a concentration in Teaching and Learning have an opportunity to explore the processes of teaching and learning both in general and in particular disciplines. This concentration is especially well suited to students wanting to pursue possible teaching careers and those wanting to study processes of learning within their particular majors.

1. ED 001 School and Society

2. ED 011 Observing Theory in Action (ED001 a pre-requisite)
3. One of:
 - ED 161 Anthropology and Sociology of Schooling
 - ED 162 Critical Histories of U.S. Education
 - ED 163 Philosophies
 - ED 164 Education for Peace and Justice
 - ED 167 Critical Race Theory
4. ED 130 Human Development and Learning
5. One of:
 - ED 110 History and Political Science/Political Philosophy Curricula
 - ED 111 Development of Knowledge and Reasoning in the Science Curriculum
 - ED 112 Mathematics Learning Environments
 - ED 113 Language Arts Curricula in the Middle and Secondary School
 - ED 114 Linguistic Approaches to Second Language Acquisition
 - ED 119 Development of Knowledge and Reasoning in Engineering Curriculum

Other electives from (5) and from the following non-exhaustive list may be considered options for one of the requirements as deemed appropriate by the Minor advisor. A student may use up to two courses in the Minor towards a Major concentration providing these courses are accepted by the Major department. (Some of the listed classes are high-demand and require prior permission of instructor to enroll; students must therefore plan ahead.)

 - ED 14 Special Topics: Food and Schools
 - ED 161 Anthropology and Sociology of Schooling
 - ED 142 Education of the Exceptional Child
 - ED 162 Critical Histories of U.S. Education
 - ED 163 Philosophies
 - ED 164 Education for Peace and Justice
 - ED 167 Critical Race Theory
 - ED 182 Technological Tools for Thinking and Learning
 - CSHD 051 Intellectual Development of Young Children
 - CSHD 061/161 Personal-Social Development
 - CSHD 068/168 Adolescent Development and the Transition to Adulthood
 - CSHD 151 Advanced Intellectual Development of Young Children
 - CSHD 152 Development of Thought and Language
 - CSHD 155 The Young Child's Development of Language
 - CSHD 195 Developmental Disorders

New Bulletin Proposed Description

The Minor consists of 5 courses. Two of the five courses should come from the three fields designated as Core Requirements on the Major page. These are

- (1) Cognitive and Social Development
- (2) Schools as Institutions
- (3) Teaching and Learning

The other three courses should be selected with the consultation of the faculty advisor. The student and the advisor will submit a form and an explanation of the student's plan of study after declaring the minor. Please consult the courses listed on the Major page for guidance.

Proposed Changes. At present, there are two routes through the minor—a Teaching and

Learning concentration and an Educational Studies concentration. Since the University Curriculum Committee approved the change to a simpler, more flexible, and more responsive version of the major last spring, we ask that we do the same for our minor program. We have changed the required core requirements to follow the lead of the major and to reflect three broad aspects of scholarship in Education.

Cognitive and Social Development

- ED 130 Human Development and Learning
- ED 15 Social and Emotional Development
- CD 51 Intellectual Development of the Young Child
- CD 82 Social Policy for Children and Families
- CD 151 Advanced Intellectual Development of the Young Child
- CD 152 Development of Thought and Language
- CD 153 Culture and Learning: Issues for Education

Schools as Institutions

- ED 160 Post-colonial Theories
- ED 161 Anthropology and Sociology of Schooling
- ED 162 Critical Histories of U.S. Education
- ED 164 Education for Peace and Justice
- ED 167 Critical Race Theories
- ED 168 Pedagogies
- ED 191 Feminist Theories in Education

Teaching and Learning

- ED 10 Teaching and Learning in K-12 History and Social Studies
- ED 11 Observing Theory in Action
- ED 91 Language Arts in Action
- ED 110 History and Political Science/Political Philosophy Curricula
- ED 111 Development of Knowledge and Reasoning in the Science

Curriculum

- ED 112 Mathematics Learning Environments
- ED 113 Language Arts Curricula in the Middle and Secondary School
- ED 114 Linguistic Approaches to Second Language Acquisition
- ED 116,117 Interdisciplinary Elementary Curriculum
- ED 119 Development of Knowledge and Reasoning in Engineering
- ED 191 Art Education, A Global Perspective
- ED 198 Step-Up Boston

Rationale. Since the Education Major itself became a more individualized one that depends upon the partnership between a student and their advisor, we believe that the same model will work well for the Minor. We are particularly pleased that, with these requirements, students and advisors will work together to craft a minor that fits with the students' interests and will facilitate a stronger relationship between faculty and students.

Resource Requirements and Curricular Adjustments. There are no resource requirements to implement these changes or curricular adjustments beyond what we have described above.

Planning Process or Involvement by Faculty. Steve Cohen, Senior Lecturer, is the Chair of the Undergraduate Committee. He has taught ED 1, for many years the only under 100 course offered by the Department, for more than two decades.

Linda Beardsley, Senior Lecturer, formerly the Director of the MAT program, has been

offering undergraduate course for more than five years.

David Hammer, the Chair of the Education Department, is a member of this committee and is a tenured faculty member.

Item 17. DELETE COURSE - Women's, Gender, and Sexuality Studies

Department Chair: Hilary Binda, 617-627-2955, hilary.binda@tufts.edu

WGSS 092 Rape Crisis and Recovery

Bulletin Description: We will examine issues surrounding rape and domestic violence in the U.S. from a multi-disciplinary and cross-cultural perspective. We will address myths and facts: societal attitudes, including victim-blaming patterns; post-traumatic syndrome, and the impact of rape and domestic violence on the survivor, their loved ones, and the community at large. We will discuss crisis intervention theory and examine the stages of trauma that victims of violence experience, as well as their experience of MA medical and legal systems. The course material will cover campus and community resources for survivors and where to look for help when faced with past, present and/or future sexual violence. Students may elect to receive the MA State Certification for Rape Crisis Counseling through the completion of this course with perfect attendance.

Last Offering: Elective

Rationale. The course was removed or reassigned to another Tufts unit by previous Dir of WGSS

Item 18. DELETE COURSE – Romance Studies--French

Department Chair: Gari Horton, 617.627.6151, gari.horton@tufts.edu

0041 The Developing French Society as Seen Through Comedy & Satire

Bulletin Description: Focus on the comic and satirical writings of Molière, Voltaire, Feydeau, Jarry, and Ionesco and the light they shed on the evolution of French society. Survey theories and sources of humor. Examination of the ways comedy serves to produce catharsis and to promote social change. Course work will include occasional short presentations, a response journal to be submitted three times during the semester, and a final project, consisting of either a 10-12 page or an original skit. Conducted in English.

Last Offering: Didn't fulfill any requirements towards the department's major.

Rationale. The deletion will not have a direct impact on existing or new programs of study within and outside the department or any of its programs. Faculty teaching the course have left the university.

Item 19. DELETE COURSE - Romance Studies--French

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0142 17th Century French Theatre

Bulletin Description: Corneille's ambiguous Illusion comique. Farces, comedies, and tragedies by Rotrou, Scarron, Corneille, Molière, Racine, and Quinault. Special attention to changes in taste before and during the reign of Louis XIV. Recommendations: FR 31 and 32, or permission of instructor.

Last Offering: No record on file.

Rationale. There will not be an impact on existing or new programs of study within and outside

the department or programs.

Item 20. DELETE COURSE - Romance Studies--French

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0143 Moliere

Bulletin Description: Molière as a writer who read Aristotle but sought to plaire et toucher; as an actor who wished to attract all types of audiences; as a director who had to employ his actors. Special attention to modern interpretations of his plays. Recommendations: FR 31 and 32, or permission of instructor.

Last Offering: N/A

Rationale. Course hasn't been taught in the department in years. Does not have an impact on existing or new programs of study within and outside the department or program.

Item 21. DELETE COURSE - Romance Studies--French

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0144 Racine

Bulletin Description: Literary, philosophical, and sociological approach to Racine's theatre. Examination of Racine's plays from the points of view of three nouvelle critique writers: Goldmann, Mauron, and Barthes. Recommendations: FR 31 and 32, or permission of instructor.

Last Offering: N/A

Rationale. Course has not been taught in years. Does not have an impact on existing or new programs of study within and outside the department or program.

Item 22. DELETE COURSE - Romance Studies--French

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0146 16th and 17th Century French Moralists

Bulletin Description: A study of those writers who, as observers of the individual and society, reflected and shaped the thought of their own and subsequent times. Special attention to Montaigne, Descartes, Pascal, La Rochefoucauld, and others. Recommendations: FR 31 and 32, or permission of instructor.

Last Offering: N/A

Rationale. Course has not been offered in years and will not be taught in the foreseeable future. Will not impact existing or new programs of study within and outside the department or program.

Item 23. DELETE COURSE - Romance Studies--French

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0155 18th Century French Narrative

Bulletin Description: Study of themes and narrative techniques in eighteenth-century prose, with attention to historical context and to recent critical reassessment. Topics may include social mobility, the seduction paradigm, and issues of representation in fiction. Recommendations: FR 31 and 32, or permission of instructor.

Last Offering: N/A

Rationale. The course has not been taught in the department in years and will not be offered in the foreseeable future. Will not impact existing or new programs of study within and outside the department or program.

Item 24. DELETE COURSE - Romance Studies--French

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0174 Twentieth-century French Short Fiction

Bulletin Description: Methods of textual analysis through reading of short stories, novellas, and short novels by major twentieth-century writers such as Gide, Bernanos, Giono, Camus, and Sartre. Recommendations: FR 31 and 32, or permission of instructor.

Last Offering: N/A

Rationale. Course has not been taught in the department in years and will not be offered in the foreseeable future. Will not impact existing or new programs of study within and outside the department or program.

Item 25. DELETE COURSE - Romance Studies--French

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0175 Multicultural Novel After 1980

Bulletin Description: Introduction to the themes and styles of the French novel in the seventies and eighties: the search for identity, new narrative forms inspired by film and mass language. Books selected from among prize-winning novels of these decades. Texts examined in their literary and cultural context. Authors include Duras, Le Clézio, Modiano. Recommendations: FR 31 and 32, or permission of instructor.

Last Offering: N/A

Rationale. Course has not been offered in the department in years and will not be taught in the foreseeable future. Will not impact existing or new programs of study within and outside the department of program.

Item 26. DELETE COURSE - Romance Studies--Spanish

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0112 Hispanic American Literature II

Bulletin Description: Please see departmental website for detailed information.

Last Offering: N/A

Rationale. Course has not been taught in the department for years. Will not impact existing or new programs of study within and outside the department or program.

Item 27. DELETE COURSE - Romance Studies--Spanish

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0156 Afro-latin American Literature

Bulletin Description: Literary and historical analysis tracing the African roots of different Latin American regions, including Brazil, from the colonial period through the contemporary one. The impact of slavery and multiracial society on literary and artistic expression and on national identity explored through fiction, poetry, autobiography, music, and film Recommendations: SPN 31 or 34, and 32 or 35, or permission of instructor.

Last Offering: N/A

Rationale. The course has not been offered in years. There will be no impact on existing or new programs of study within and outside the department or program.

Item 28. DELETE COURSE - Romance Studies--Spanish

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0163 Nineteenth-century Spanish Novel

Bulletin Description: Post-Romantic narrative fiction as Spain's method of exploring her past and present. Realism and naturalism; the revival of the traditions of the picaresque and of Cervantine ambiguities concerning reality and the human psyche. Authors include Valera, Pereda, Pardo Bazán, and Galdós. Recommendations: SPN 31 or 34, and 32 or 35, or permission of instructor.

Last Offering: N/A

Rationale. Course has not been taught in years. There will be no impact on existing or new programs of study within and outside the department or program.

Item 29. DELETE COURSE - Romance Studies--Spanish

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0174 Spanish Poetry From 1936 to the present

Bulletin Description: Development of Spanish poetry from the outbreak of the Civil War to the present. Works by such major figures as Miguel Hernández, Vicente Aleixandre, Blas de Otero, Claudio Rodríguez, Leopoldo Panero, and Gloria Fuertes. Recommendations: SPN 31 or 34, and 32 or 35, or permission of instructor.

Last Offering: N/A

Rationale. The course has not been taught in years. There will be no impact on existing or new programs of study within and outside the department of program.

Item 30. DELETE COURSE - Romance Studies--Spanish

Department Chair: Gari Horton, 6176276151, gari.horton@tufts.edu

0190 20th Century Latin American Theater

Bulletin Description: 20th Century Latin American Theatre.

Last Offering: N/A

Rationale. The course has not been taught in years. There will be no impact on exiting or new programs of study within and outside the department or program.