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DEAN BAUER: Jim Glaser is racing here in the car from a meeting he had downtown today. So I just got a call saying I should get the meeting started anyway. Hopefully by the time we get to anything other than announcements he will come through the door. I see they're both here. We have one announcement, and it's an announcement from Carmen Lowe about undergraduate research and the summer scholarship.

ANNOUNCEMENTS
WENDY AND NEIL SANDLER INTERNATIONAL RESEARCH PROGRAM
DEAN LOWE: So I am very pleased to announce two research opportunities for faculty students partnerships. The first is to remember that we had a donor who had a pilot program that was the Arts & Sciences International Research Program. After the three years the pilot was up, it was reassessed, and the donor has decided to continue the research, international research program, in the national sciences. It is now called the Wendy and Neil Sandler International Research Program.

This is for scientific teams to travel overseas to conduct research and for this the PI has to be in one of the following departments; biology, chemistry, earth and ocean sciences, or physics and astronomy. But we are open to interdisciplinary proposals. Your teams must include at least one undergraduate student. You may also have graduate students on your team. Applications are due March 4th. There's a web address, a short web address, which will get you there a lot faster.

SUMMER SCHOLARS PROGRAM
DEAN LOWE: Also, our Summer Scholars Program is happening again this summer. This is an opportunity for student faculty pairs, an undergrad paired with a faculty mentor, to conduct research together over a ten-week period this upcoming summer. Research can be in any field of discipline. We are encouraging research proposals, proposals in arts, humanities, interdisciplinary proposals.

We also want to let you know we are going to continue our funding for students with financial need. We will provide housing and a meal plan over the summer for students who qualify. So don't let a student say, “Oh, I can't afford to do that.” There is a grant for students. But students who demonstrate a need are also eligible for housing and a meal plan. Applications for that are also due March 4th.

I do want to let you know that we are accepting when faculty members apply for the student, we only want that faculty member to apply for one student, not several students, because the committee can't make that distinction. Thank you.

DEAN BAUER: Any questions for Carmen? Great. Any other announcements? Those of you walking in late, Jim Glaser will be here and rescue you from me.

Meanwhile, we have the ever prepared David Proctor who will now start us on our new business by going over some curricula committee proposals.
NEW BUSINESS
LA&J CURRICULA COMMITTEE PROPOSALS

PROFESSOR PROCTOR: Good afternoon, everybody. So we've got a relatively light agenda as far as item numbers but some significant things to approve today. I want to start. I will go in to drama & dance proposals. So we'll start with that. Item one is a new course from drama & dance, Drama 136 Advanced Costume Design. Are there any questions or concerns on that? Then we're going to approve that course before we move on to our new topics. Is there a motion to approve?

UNKNOWN FACULTY MEMBER: So moved.

PROFESSOR PROCTOR: Second?

UNKNOWN FACULTY MEMBER: Second.

PROFESSOR PROCTOR: All in favor?

ALL: Aye.

PROFESSOR PROCTOR: Opposed? Abstentions? All right. Now, a new minor in romance languages in Portuguese. Are there any questions, concerns, or comments on that? Is there a motion to approve?

UNKNOWN FACULTY MEMBER: So moved.

PROFESSOR PROCTOR: Second?

UNKNOWN FACULTY MEMBER: Second.

PROFESSOR PROCTOR: All in favor?

ALL: Aye.

PROFESSOR PROCTOR: Opposed? Abstentions?

(Applause)

PROFESSOR PROCTOR: Now, items three, four, and five, which are connected together as a proposal for science, technology, and society. We have a proposal for a new program, then a new major and minor, and then the first new course in this new program.

So we can start with the new program, but if we look at least the first pieces, the new program and new major. So on the program, the major, or the minor, are there any questions, concerns,
comments?

PROFESSOR FUHRMAN: Hi, Juliet Fuhrman, biology. Thank you for doing such a thorough job presenting the program and its components and intentions. I have two questions. One is a major concern, which is that it seems to be light on science. I think that a possible analogy would be for instance if we were going to do a program in logistics you'd want a student to actually learn a foreign language. Yet, in this case, there's a very minimal requirement for science. So I'd like to suggest that at least two courses at a major level in the science would be part of the majors for these students.

I have a second question. It's a quickie. I wasn't sure -- I love the lab component that was mentioned in there. I wasn't sure how that was actually going to work because that's a complement to the other labs. I don't know how that's going to work.

PROFESSOR DUCHIN: So, hi, I'm Moon Duchin. I'm from mathematics. Several, maybe half of you, have heard from me directly about the program in the last few months or so. I want to answer these questions. But I also want to say that the program is definitely open to many voices. Since this proposal went out a few days ago I've heard from a lot of people with suggestions, a few new faculty affiliates in the last few days. So it's definitely still open to input.

These are precisely the questions that I've been hearing so I want to address them directly. So the executive committee of five people met recently to talk about what courses this spring might be appropriate for concentration. I have a list if anyone wants to see it -- all the different categories that we have in mind. What it needs, the criteria for course inclusion where on one hand science and technology comes in, but on the other hand, humanities and social science reading are part of the course. What I want to emphasis is that we're trying to do something that we hope will be interdisciplinary and not bi-disciplinary, which is to say, we're hoping that students will take courses in the science department and in addition take courses in humanities and social sciences. What we're looking for is a kind of synergy.

So STS lab is precisely a way that we're hoping to accomplish that. It's not a lab in a sense of lab space. Lab means it's a companion course. Let me explain how -- I'm really excited about this idea. I'll explain how it might work. For instance, in my department, the math department, we have one course, a history in math course, which is off the shelf ready to be used for STS. But we have a sweep of other courses that are relevant or have important mathematics that we'd like students on the math and modeling track to know about.

The idea of the STS lab is that a student can take a course such as a mathematical modeling and computation course in the math department and accompany it with a course for less credit, I'm not sure how the credits are being redone at this moment, which includes readings that put the technical courses in social context. So we would be absolutely ready off the shelf to include courses from all science departments that have humanistic or social science readings in them. Otherwise, we'd like to gradually roll out this STS lab idea wherein students need and want to take technical courses but at the same time we want them to be able to ground the analysis of the science and technology in social context. Does that make sense?
PROFESSOR FUHRMAN: But is there a requirement for those technical courses?

PROFESSOR DUCHIN: We haven't set it up as a formal requirement. And accordingly, we're proposing it as a co-major. We envision that most of the people interested in a co-major would want to pair it with a science field. But ultimately, as we expand the STS lab and create more courses that fuse well together then possibly it becomes more appropriate as a standalone major. For now that would be accomplished by advising. So we have a roster. We have over forty faculty affiliates and a roster from many science departments of people who volunteered as advisors. Of course we want the students taking science classes. That would be accomplished by advising, rather than by requirement.

PROFESSOR GARDULSKI: Anne Gardulski from earth & ocean sciences. I think my concern is when I was looking at the list of courses that students could take and looking at our foundation distribution and world civ requirements, just the basics, it seems to me students can satisfy their distribution requirements at minimum using these courses and then they would only need to take four more courses for the major. And to me, that is not providing the breadth that we -- well, it's not providing the depth that we are really looking for in our students. We want the distributions and foundations represented but then you focus in a field for depth so you can be a successful graduate student or get employed afterward. I'm not seeing that in this proposal.

PROFESSOR DUCHIN: You mean the level of courses?

PROFESSOR GARDULSKI: The level of courses and then the depth in a field. I don't see the field here or the unity of the field here. The courses themselves are from disparate places and unless they connect and have some unify underpinning, then I don't see it as a major.

PROFESSOR DUCHIN: So STS as a field or as a discipline. Historically, STS has evolved from what used to be history and philosophy departments. Now it has a very strong anthropological component. Here we have the anthropology department and the philosophy department, at least five people in each department who work on the science. So those would be sort of the poles here for our local version of STS. But it really is a field. It's a field with its own professional associations, with its own journals. It's a different kind of field than the traditional disciplines in that it doesn't have a signature methodology. Instead it has a core collection of questions that it asks about interfaces with the science, technology, and social cultural issues.

So within STS, this is true here and at the forty other undergraduate programs in STS that already exist around the country. What we would be seeing is that people who come at it from methodologically diverse directions but train those different methodologies on science, technology, and society.

I encourage you, for example, one of our models was there's a wonderful STS program at our neighbor MIT where they have a Ph.D. and an undergraduate program in STS, and it does some interesting things. On one hand, it offers courses that are extremely popular with scientists and engineers looking to put what they're studying into social context. On the other hand, it prepares
people extraordinarily well for a range of careers, especially academics.

So the MIT program actually lists their Ph.D. placement. So after an STS program I hope you'll take a look. It's also in the proposal. There's an enormous range of academic departments that people with STS degrees go on to work in. So it is a field. It's a dynamic field and relatively new, but not just a hodge-podge of courses.

PROFESSOR JOHNSON: Vida Johnson, German, Russian, Asian languages and literatures. The proposal is for science, technology, and society and it may be a field but it's also kind of a truth in advertising issue here that, although I'm not in the sciences, but I would support the idea that you really do need some more in-depth courses. Also, this is an interdisciplinary program and the interdisciplinary programs that I'm familiar with all have at least a twelve-course major. Very often we do that in order to cover -- well, we do in a lot of places. I just wonder whether that was IR, whether it was even considered because that would mean the address, the questions from the science departments about having a couple of more in-depth courses. So I just wondered if the twelve-course major was even considered? It seems to be obviously -- and because there's so much -- that there is little depth.

PROFESSOR DUCHIN: Well, we did look at the requirements for other interdisciplinary majors and several of them are ten-course majors. The reasons we put it at ten was because it's a co-major. So if you're required to have another major, and the worry is that the degree requirements for both would end up such that you couldn't take any other courses while you were at Tufts, which would be a loss.

PROFESSOR ORIANS: Colin Orians. I guess I'm representing environmental studies, which is another co-major within arts & sciences. We do have a ten-course requirement with a one-course internship. So it's ten or eleven, however you want to do the accounting. I guess I'd like just to sort of say one of the beauties of environmental studies is that as a co-major it's really trying to build ties from the program to departments, and I sort of see this as taking that same goal to try and figure out a way to make this program sort of meld really nicely with students who are majoring in any number of different departments. So as a co-major it seems like a great proposal. If it were a standalone major, I totally would agree that we want to see some more depth into the sciences, but as a co-major I see this as really complimentary to students who are working in many disciplines from philosophy to biology. And they wouldn't be able to co-major with environmental studies, but I think that's okay.

PROFESSOR DUCHIN: My thought on that also, to touch on something that I think is important about this program as it's evolving, which is as we're reaching out and we've contacted people about the inclusion of their courses, many people have said, “Yes, I think my course is appropriate to include,” and “Great, this will give me encouragement to include this direction, to include things that fit better with STS and that I want to do in my classroom as well.”

So the roster of courses that are available across the departments also isn't static. One of the important elements of this program is that we're bringing faculty together. I mean, we're talking about the major and the minor which is important, but there's also a program which exists to create
intellectual community among faculty. I see that happening already and I think it's one of the exciting elements here.

So going forward we would like to see co-teaching. We would like to see people in say philosophy and biology, like Patrick Forber, working with people from biology and co-teaching classes together. We'd like to see more of that. But the STS lab idea is a way to use existing courses that are deep, that are appropriate for majors in the sciences, and at the same time give them STS focus.

PROFESSOR AUNER: I'm Joe Auner from music. I'm really excited about this proposal for some local reasons. I've been teaching courses for non-majors and majors and graduate students that are essentially STS courses, like a music technology and digital culture. Having this program creates a broader frame and an impact for that. We're also doing a search right now for a new musicology professor focusing on music before 1800, and there's a lot of it. I'll say on the people on my interview would be really excited. Several of them, their work is (inaudible). Telling them there's this potential major being launched. There's a medievalist who works on history of science and digital humanities, and she wants to do a conference on music and astronomy. The other person we want to interview is interested in the impact of keyboards and mechanizations in 17th century (inaudible) conceptualized music. So in terms of creating an intellectual community in a broad context and impact for all sorts of works across all the disciplines, I think this would be great. And I think the depth comes from the students getting and focusing on a topic and going very deep into it. That's where the depth comes from.

PROFESSOR DUCHIN: Joe's a great example. So the chair of our music department is interested in sound study and works a lot in digital culture. There's a new hire in the anthropology department, Nick Seaver, who studies some of the same topics from anthropological point of views. So he has worked on player pianos and on music recommendation algorithms. Those are two people who should be in conversation. That's one of the things this program is trying to do.

PROFESSOR HAMMER: David Hammer in education and physics. I want to express support for this. We just started an undergraduate major in education with ten credits as also a co-major. The reasoning of limiting the number of courses if it's going to be a co-major, we really hit it and we're aiming right now as we start talking without first rounds of students who are trying to fit in the second major and boy, I'm glad it's only ten courses.

I'd also just like to thank you for the idea of the lab course in addition or speaking to an existing course. I think that could do really nice things for the existing courses to have students reflecting on them in another kind of way. It would be really interesting.

PROFESSOR ROELOFS: I'm Cora Roelofs in community health. Of course there are three tracks here. One of them says, “Body, health, and medicine.” I'm wondering if you've slotted the courses into the three tracks to make sure there's a really, you know, wealth of coverage in all of those. Community health also has both international relations and American studies has a lot of students who are in a track related to health and when they come to community health courses saying, “I need your course to do my major in international relations.” Unfortunately, I have to tell
them that, “You know, we're a growing and wonderful new department, but it turns out that the seminars for instance, all the spots are taken by community health majors.” Three of the six courses in community health that you have listed here I teach. So I was particularly interested in this issue. Thanks.

PROFESSOR DUCHIN: Okay, great. So that gets to something important which is the long list of courses that you see in the proposal is merely supposed to show you the diversity of existing classes that are available to STS. It's only a small fraction of those courses that the executive committee will end up approving proper credits. Plus this list that I have here, it is color-coded by track. If you have good course coverage. This is even for next semester before people have thought about adapting their courses to STS. This is off-the-shelf courses, and we do have course coverage for the three (inaudible) that I'd be happy to show you.

DEAN BAUER: I just want to say too, I will be the academic dean to which STS reports and I'm the academic dean to which community health reports. Cora has made a really good point which is that community health is bursting at the seams, turning away students. I see the faculty nodding and nodding. You're absolutely right. They have so many majors as advisees that other people who heard this would gasp if I told you these numbers. As you know, community health recently became a department, and we're in a difficult and complicated, challenging transition period. It's challenging for everyone. One of the things we want to do is continue to support that as well as we can or we wouldn't have made it into a department. Part of that or also as approved is allowing STS to go forward if we didn't want to support that as well. So I just want to assure the community health people where they are sitting that this is a priority for Jim. Jim is letting me answer. He had to consult with someone and didn't quite hear what Cora said, but I think he would agree with this, right.

PROFESSOR DUCHIN: It is true that a lot of the courses that we want to list are high demand courses, and so a listing of forty STS isn't intended to be any kind of guarantee for a seat in the class. But we hope that some classes which work for STS with smaller enrollments we'll be bringing new audiences to. We hope that if we create demand for existing classes that will come with some resources.

PROFESSOR RUANE: Kim Ruane from the math department. A logistical question. So one of the things it says here is that students can design a personalized program of classes and things. Who would be the -- since it's not a department, it's a program, who would be making the decisions about approving. Would the advisor then present it to a committee, the executive committee?

PROFESSOR DUCHIN: So the way we envision it is if you look at the roster of faculty affiliates some of them with stars are core faculty and those of people who agreed to take on advising. So yes, those would be people helping students design individualized programs of study in consultation with the executive committee.

PROFESSOR RUANE: The second logistical question is about the lab component, which I also think would improve a lot of courses on campus, no doubt about it. Two things, one is if a course had a lab component would it be open to everybody in the course or only those people that were
STS? Second of all, who would be running the lab section, and the space and that issue too, but certainly the faculty issue?

PROFESSOR DUCHIN: Right. So the idea is to roll out the STS lab (inaudible) way. So I being a mathematician having mine start with a math and modeling computation class so I could talk a little bit with my chair and who teaches that class about ways that we could do that. The lab course would be open to everybody. The idea would be that James teaches them programming and (inaudible) and how to use (inaudible) and other great things in that class. Then they have companion readings that talk about the social impact of models.

It's going to take some time to create STS lab courses that go with classes from across the departments. But I hope that we will have partners in the science departments who help us think about courses that could be appropriate to pair with reading. For instance, (inaudible) teaches biology and is very interested in (inaudible) of micros. So this course (inaudible) are an excellent place we could look for something that pairs well with social sciences.

PROFESSOR PROCTOR: Okay. We need to move along. So are there any other final questions? Then what I’d like to do is move forward and put up for vote an approval of the program and the major and the minor as a combined, and the new course, which is just a special topics course. I can't imagine there's any real questions about that.

So is there a motion to approve items three, four, and five?

UNKNOWN SPEAKER: So moved.

PROFESSOR PROCTOR: Is there a second?

UNKNOWN SPEAKER: Second.

PROFESSOR PROCTOR: All in favor?

ALL: Aye.

PROFESSOR PROCTOR: All opposed? Abstentions? Motion carries. Thank you very much.

DEAN GLASER: I'm going to now ask Vida Johnson and Lynne Pepall to talk about the university faculty governance.

UPDATE FROM A&S REPRESENTATIVES TO THE PROVOST'S TASK FORCE ON FACULTY GOVERNANCE

PROFESSOR PEPALL: So Vida and I have been meeting bi-weekly with a group of faculty from across the schools to discuss the formation of a university-wide faculty senate – this is the term we used, but I think you'll see how the conversations have proceeded that somewhat of this meeting is more of a blended portion model, we call it. We're under the very able chairmanships
of Jess Selacuse of the Fletcher School who is drafting bylaws as we discuss. So what has been the rhythm of our conversation is that we'll go through the various articles of a standard set of bylaws. Some are pretty easy to establish. Article 2, purposes, I think there was a great unanimity on what we see as the role of this organization. The third article is on membership. This has been a much more controversial issue because the membership really would establish the principles that are representation across the schools. We have discovered as we met with our various colleagues across the schools that the definition of a faculty member varies widely across the institution. Many people who are not full-time, in fact, the medical school has over 4,000 voting members of the faculty. Some schools have many cross appointments and so faculty members would be voting in up to three schools, sometimes more. So clearly, looking at the voting faculty was not particularly helpful in our discussion of course representation.

We're almost at a point now where we kind of have an idea of what it should look like and then we are almost working back to find the principle that would get us there. So let me just tell you that we feel that each school should have a minimum number that is somewhere between two and three faculty members. Then there will be an increase depending on full-time faculty. That's what we've been looking at. Of course, that is difficult for many of the other schools who see their part-time faculty as extremely mission critical to their schools. But we kind of argued that it would be up to the schools to figure out how, from their allotted number of representatives how they want to represent their faculty. So we're still teasing that one.

Also, as we tease that issue, we look at what we decided the powers and responsibilities of the senate would be because as we look to what we want the senate to do, that helps us in the conversation of what would be the appropriate faculty to be doing it.

The other issue that I think we're going to try and come to some resolution is the overall size. We fear that because every school has its own governance structure to then layer on another governance structure asking faculty to come to more meetings, et cetera, could be burdensome at the beginning. So too large a faculty may just be too difficult. So I think we're looking at somewhere thirty-six to forty-four. We all pick numbers that we like. I'm partial to both of those. They divide very easily. Thirty-six we think has some better properties. The faculty, the senate, as it assumes perhaps a more important role in governance of the university, we are trying to establish the frame work by which membership would be increased.

So all of these are thorny issues and I'm happy to go into a deeper dive. But I did want to tell you know that for arts & sciences I think we're talking somewhere out of that thirty, forty, somewhere between ten and twelve members from arts & sciences. Five from engineering. The rest I think are -- there's a lot of amusing conversation about the other schools. Let's leave it at that.

PROFESSOR JOHNSON: Just to assure you -- I was thinking the number thirty-six or forty-four is just about the age I'm feeling or I think I'm feeling. So I think maybe that reflects how it grows, like there's a future to all of this. What I want to assure the faculty is that there really is serious discussion. We're learning a lot right now about how complex our university really is. So what we're dealing with or what seems normal for each school, we go, “Oh, really.” You know, that's often the reaction, especially in how faculty would be represented. And we keep reaffirming that
although we want to have the voices from the individual schools and representation from the individual schools that if this body were to function properly it would really be dealing with a layer above with across school issues, a university wide issues. So it's not a lot of place where we're going to have a lobbying for each school, but rather it’s looking at the larger and broader issues. Then of course, how do we get good representation. Then I think finally it will come to each body, each school, to discuss this, you know, individually, but we hope to find a proposal that would acknowledge the differences between the schools in that each school has its own mission, but also blend that or merge that with the larger mission of the university because otherwise this body would be like the senate or the house, you know, and you couldn't ever -- I always keeping thinking who's going to be the tea party.

PROFESSOR PEPALL: So Sackler school to the medical school is very similar to the graduate school of arts & sciences to arts & sciences. It is a school within a school. But they feel the Sackler school is mission critical to their research mission.

DEAN COOK: We don't feel the same about GSAS?

PROFESSOR PEPALL: But right from the get-go they were represented. So that's been a sore point for me, Bob, you can be sure of that. But it will be up to the medical school to decide if they're going to actually designate a number of their representatives solely from the Sackler school and then decide the rest. Arts & sciences will have to decide something as well, how you want to have the different divisions and different aspects of arts & sciences represented. So that's a really big one coming. And one thing I don't know is our governance structure happens to be AS&E so it would be something you would go to committee on committees to try and figure out. That's not how this is sort of operating. So there's a kind of -- there's challenges ahead. So you will be hearing perhaps more from us as we move ahead. But I didn't know if you wanted to hear what we decided what the powers and responsibilities are, if you wanted feedback on that, working document?

DEAN GLASER: Maybe the Reader's Digest version.

PROFESSOR PEPALL: Well, I'll give you the big ones. Address university education policy and university wide faculty questions while respecting the autonomy of individual schools. To participate in the search for an appointment at the rank of university president, provost, and deans of the schools. To evaluate senior central university administrators. To evaluate, pronounce upon, and make recommendations to the appropriate university authority of equality and effectiveness at the university administrative services. To participate in the decision and create new school campuses and inter-school degree programs at the university. To participate meaningfully in the development of university budget and resource allocation priorities. To nominate faculty representatives at the request of the university trustees or administration to trustee committees and university-wide committees and task forces. To study, investigate, and make recommendations to the president or the provost in any matters of faculty concern.

So that's kind of the range. I think it's an ambitious group. Clearly it wants to have some impact in the university. So it's important that we get the size right because too big, it won't be effectual.
Too small it won't be representative. So that's why it's been very challenging.

PROFESSOR GOLDSTEIN: Gary Goldstein, physics. This is the first I've heard of this. I haven't been coming to meetings. I have several questions. One, why are we asking for this? Two, can I see some examples of the kinds of issues that a faculty senate would deal with that is not being dealt with by the individual faculties?

PROFESSOR PEPALL: Well, I think the issue has come from our colleagues at other schools who feel that decisions are made from something as you might think as banal as the academic calendar, which was changed and effected some schools, to the office of research administration, which is a big issue that affects all the schools. Then there's different sort of policies that have to do more on the HR side that affect everyone that people feel strongly about. Then as I said, there's a question about not understanding what are the university's priorities in making certain decisions and that central administration is not really accountable for faculty. That's the real basic concern is there's no group that can sort of say, you know, “What's going on here?” Things like, you know, the central tax that schools pay. There's all sorts of issues that the schools feel they can complain within their school but it stops there and there's no way of having a conversation. It's all done though, Gary, in the spirit of what we call shared governance.

PROFESSOR ORIANS: I'm just trying to imagine finding ten people to serve on said committee. What is the thought about the time investment that this is going to require? Is this going to result in a course release? I'm picturing this as incredibly time consuming. This body is expected to sort of do research on HR issues, do research on this, in order to figure out how to make an informed decision.

PROFESSOR PEPALL: No. In fact, I totally agree with you. I do believe there will have to be a smaller group, a chair, or a smaller group of the senate that perhaps has more regular meetings. But the idea is that anytime there is a change in policy, it has to be vetted by this group. What we've looked at other models of the university -- I mean, we are kind of the anomaly not having such a group -- is that they meet perhaps four times a semester, and I imagine -- but then the chair, typically, there's some kind of however you define the senate and executive committee or steering committee that meets more regularly. Perhaps there would even be in some instances in some schools, there would be on the provost's council. Schools have a lot of variation in how important, I guess, or how -- I mean, my sense is in order for this to be effective it has to be -- somebody has to be (inaudible).

PROFESSOR JOHNSON: One thing I think that this group would try and deal with, the upper level administrators, the president, and the provost has said they don't have anybody to go to vet university wide issues. Very often this ends up being sort of done on an ad hoc basis with ad hoc committees, yes, which put in time. You get people to volunteer. For example, in the committee to elect the president, there is no clear faculty representation of who you go to. So this is a very large possible sort of possible list of responsibilities. But we would say some of us would have to be willing to go to a series of meetings but also to know that you're dealing -- if you're just representing nobody is going to be willing to put in the time. Look at how many people are here on their issues of interest but show up in the meetings. I think that that's what this group is
supposed to do, is to be the go-to group when large decisions are made. We wonder also, “How did all of these groups, all these schools, crop up?” We didn't know anything about it. We were like the major part of the university and now we're dealing with all these other schools. Maybe they're wonderful, whatever. But maybe somebody wanted to give us twenty million dollars, you know. But the question is that faculties within the individual schools, there is no faculty that can sort of be two, three people sit at the table when some of these discussions are going on. I think it's in a way looking at a seat at the table at the higher level.

PROFESSOR PEPALL: It will evolve over time as I think it becomes more -- so we're just trying to give it a good start. I think we're sort of the midwives in this process.

PROFESSOR JOHNSON: We're willing to go eight to ten in the morning. Those who know, know that I teach late afternoon. Every two weeks we meet and I think a lot of good things have happened. So we don't mind going because important issues are being discussed.

PROFESSOR PEPALL: And we really do think that what we'll do is make sure that the technology is such that we can have these meetings by not running around to different campuses. So we really just don't have the technology to really -- and perhaps (inaudible). But I think we're all thinking of ways that we should be able to have meetings that don't demand people physically. It can be skyping.

UPDATE: STUDENT DEMONSTRATION
DEAN GLASER: We do have some breaking news from Mary Pat McMahon.

PROFESSOR MCMAHON: I'm Mary Pat McMahon. I just wanted to share news that has come to my attention. I don't have a great deal of information other than that students on campus are planning a walkout today in support of the actions at the University of Missouri and Yale and at campuses around the country. They also have concerns they want to raise for the Black Lives Matter. So students are planning a walkout wherever they are around 3:15, gather at the Jumbo statue, and go to the campus center at four. I would encourage people to attend if they can. But I also wanted to let everyone know that that's happening in case it affects your class list today. The chaplaincy has more contacts than I do. They were planning to send an email with this information to the AS&E faculty this afternoon. I'm happy to take any questions but I don't know I'll know the answer.

PROFESSOR BLOOMER: Question is what's the duration of the event?

PROFESSOR MCMAHON: It looks like there is a plan to walk at 3:15, gather at 3:30, and walk to the campus center at 4:00. Then go to Porter Square and meet with Harvard students and then go to a location on the Harvard campus for the students to meet together. So it sounds like a long time.

PROFESSOR BLOOMER: Right. So I have an exam scheduled at 4:30. Is there a policy for people who don't show up?
PROFESSOR MCMAHON: I don't know if I have an answer for that on top of my head. I don't know if you have any thoughts on that?

DEAN GLASER: I think in the past we have not offered alternatives to students who have engaged in political action. There are many reasons why we do not accommodate students (inaudible). That would be the case in this instance. But last year students who were involved in the Black Lives Matter and asked for accommodations, which was not given. There's no school policy to accommodate them. If an individual faculty member chooses to accommodate, then I think that's your prerogative. Does that sound right? Thanks very much.

UPDATE ON THE SCHOOL OF THE MUSEUM OF FINE ARTS (SMFA)
DEAN GLASER: We're going to spend the rest of the time talking about the SMFA. I know that I've had a few visits to the floor of the faculty to talk about the SMFA. This is a very complicated and potentially very exciting development, and we want to ensure that there is sufficient time in preparing all of the issues in front of the faculty. I would like to thank Roger Tobin for prompting it. We did provide the board of trustees a briefing on many of the different issues. That briefing of issues you should have received by e-mail, is based upon the same briefing that the trustees received two weeks ago.

Now, things seem to change very frequently with this, as we discover more, as we have further conversations, as we look at the books. But the essential components of it are the same. What I'm going to do right now is go through, very quickly, a series of slides that were presented to the trustees and to the arts & sciences board of advisors two weeks ago, which makes the case for why this would be an exciting thing to do. I'll then talk briefly about some of the various issues that need to be worked out and some of the concerns we have if we were to do this. Then I'm going to ask Karen Mulder to talk about the financial components of this because they are complicated. They are dependent upon a series of assumptions we make. Some assumptions are the SMFA is an albatross hanging around our neck and other assumptions the SMFA is a glorious addition to the arts & sciences curriculum and brings substantial revenue to the school. So (inaudible) is really very happy about this.

So right now a series of slides on why we think the SMFA would be a really fantastic addition. Just to remind you all, the Museum of Fine Arts approached us over the summer and said, “We wish to out of the school business. We're looking for a university partner.” They made this pitch to several universities in the area. They have decided that Tufts is the school they would like to partner with. There has been a vote at the museum saying that we will be their partner, that they wish us to be their partner and we will negotiate the terms of that partnership in the next six weeks. Now there's been a vote before the faculty, a parallel vote that says trustees are giving us permission to engage in negotiations with the museum over the acquisition of the school.

It basically is a gift from the museum to the university. It has the potential to be very wonderful for us. It also has some costs associated with it. We'll talk about those.

The SMFA is consistent with several of the propositions that are in the broader university strategic plan. This is something that the trustees were very interested in thinking about and talking about.
There are a series of passages in the T10 strategic plan as well as in the arts & sciences strategic plan that talk about the importance of the arts and the immigration of the arts into our curriculum.

We believe that the connection of the Museum of Fine Arts to Tufts will add to the luster of Tufts. The museum will continue to lend its name to this school even though they will not be operating the school. The location of the school will continue to be on the Huntington Avenue museum campus, thus allowing for connections between the school and the museum, intellectual connections, artistic connections, as well as reputational connections. We would note that the museum is one of the most visited art museums in the country; that it is the number one of 289 things to do on Trip Advisor in Boston in case you were wondering. Fenway Park was number two, and the Freedom Trail was number three. But I do really want to go to visit Fenway Park and go to the School of the Museum but nonetheless, Trip Advisor suggests this.

Many universities do have schools of fine arts. There are lots and lots of examples of separate schools of fine arts, but few of them have a fine arts program that's based at a museum and none of them have a school that would be affiliated with a museum of this stature and size of the Museum of Fine Arts.

We envision that there will be all kinds of opportunities at the SMFA for students, for the students at the SMFA campus, but also for our students on this campus: internships, opportunities to interact with the curators and the staff of the museum. We have a very strong visual art studies program here. I imagine that those students would have -- they do presently have some connections to the museum. This would enhance them.

Our present art studios facilities are sub-standard so we are going to need to upgrade them no matter what. If you look at many of our peer institutions, the art programs are actually very, are their campus jewels, campus gems. I had my assistant Erica take some pictures. On the right is the (inaudible) visual arts center with a spider sculpture in front of it. I think the last artwork sold for twenty-eight million dollars. On the right here is the entrance to the Tufts arts studios with a little paper sign that says "art studios" on it. We found this most interesting. Nancy suggested that the picture should really have a real spider right here. What goes on inside the studios is also quite remarkably different. This is a picture of an art studio at another university, and on the right is a picture of the art studio here at Tufts. I met with president to talk about this a couple times and used these slides with the trustees and he said, “I want you to know that everything is very safe inside this facility.” Indeed, there are a lot of signs telling students stay away from the flames. Anyway, the point is there's a stark difference. I wanted to point out that the ventilation system at the Clark University Art Studio is this beautiful contraption here and this is the ventilation in our art studio. It flows right into the earth & ocean science department. Truly this is the case. Our art studios are sharing space with our earth & ocean sciences department, and we are actually quite eager -- no matter what happens, whether we acquire the SMFA or not, we are dedicated. I hope this is welcoming news to you, Jack, that we are dedicated to getting the art studios out of your building.

We see all kinds of interdisciplinary opportunities. There are a series of programs that we believe, and I think some of our colleagues have suggested, would benefit from a first-class fine
arts school, fine arts program. Perhaps the one that is most notable at the moment is the film and media studies program. Malcolm looking very intellectual over here on the right. There are all kinds of actually exceptional film equipment, you might want to comment on that, at the museum school. This is one of the cameras that's in our collection. I put it there to show that indeed there is some film making and interest and opportunity here still. I know you visited down there and can attest to the fact that the facilities and equipment there are really substantial. But there's an opportunity here. The film and media studies program is off to an amazing start. I think within two months we already had twenty students sign up for the major, and we're only in November. This is going to be a place of great student interest.

We see there's potential, and I think half of them are in the arts, sciences, and engineering building, in meetings where some of our colleagues in computer science have stopped and said they see all kinds of opportunities. Alva Couch came up to me after the last AS&E meeting and said, “Oh, my gosh, think of all the things we could do with artists as we do game designs, we do web designs, in computer science.”

Indeed, you're seeing arts integrated with engineering and science in very excited and interesting ways. There are a couple of headlines in recent publications. On our campus in the new CLIC building the fabulous mural that's on several stories of the building is actually produced, it was produced by an SMFA graduate. This is a picture of Fiorenzo Omenetto and David Kaplan who were working with artists and using the silk materials that they study and provide insight in a way that enhances artistic work. This is what Alva Couch was suggesting was possible.

We had some difficult relationships with some of our neighbors. This has been an issue in recent years. The fact of the matter is that there are lots and lots of artists in Somerville. This is a map which every dot represents an art studio in the Somerville open studios. If you ever get the opportunity to walk around Somerville during open studios it's fantastic. It's really quite remarkable. We see opportunities to bring artists from our community and help the university build a better relationship because of the potential acquisition of the school. And Medford also has a very strong artist community and some arts organizations that we think would be very logical to connect to if this were to happen.

I'm going to talk about what we think would be some of the issues associated with this, and then I'm going to ask Karen Mulder to come up and talk about the potential to generate revenue. But let me just talk about some of the things that we are concerned about as we think about this possibility. Maybe I will anticipate some questions you might have.

One of the questions is: Where will this sit administratively? I think it's not hammered down fully yet, but the conversations are going in such a way that the SMFA would be a school within a school. It would belong to arts & sciences that the academic dean would be responsible for and that academic dean would report into the arts & sciences structure. Presently, the SMFA has a president. It's fair to say we already have a president. We don't need two. As wonderful as it is to have presidents you don't need two of them. One is fine. And the structure there will probably be within the School of Arts & Sciences.
We do have concerns about admissions. This is the key to the whole preposition. Their admissions have fallen a lot as a result, we think as we do the analysis, of their decision to become independent from Tufts three or four years ago. As that decision became apparent to families their enrollments really, really took a hit. The key to this is whether Lee Coffin and his group can build up admissions through better marketing, have a strategy, have a better website, and have tours. They're going to have campus tours on their campus. There are all kinds of things that can be done, we think, to bolster enrollments. But it's a question and Lee has to be confident about that as well.

We've pretty much made a decision if we do acquire the SMFA the students would be Tufts students. They would be fully Tufts students. They would be subject to Tufts policies, and they would be able to receive Tufts financial aid according to Tufts' policies which are full need financial aid. The present financial aid policy at the SMFA is not full need. They do what's known as gapping. So it doesn't matter what their need is. They will give you what they can afford. They do it on a merit basis not on a need basis. So people go in a lot of debt to be a student there or can go in to a lot of debt. That's not how it would work here.

The implication of this is that it becomes a more expensive proposition, maybe not a lot more expensive because the analysis was done, but a modestly more expensive proposition. But we think that that's fair, and we think that that's right.

There are concerns about student metrics which will bring these students in. They are generally the double degree students, those students who are getting both a BA and a BFA or a BS. The joint BA/BFA students are very strong and there's a lot of people that can attest to the fact that they represent some of the very best students that we have on our campus. The BFA students who do take courses here are generally not as strong and effective. I think it's fair to say that they're the weaker students in our student body. There's faculty who have expressed concern about this. It's a real concern. Our hope is that as the admissions process becomes more rigorous that the quality of student will go up. The acceptance rate at the SMFA is over ninety percent so that's just about everybody who applies. We would hope to change that and bring up the quality of the student. In fact, there is some discussion and Karen will refer to it as she talks about the assumptions behind the financial models of having fewer of the BFA students and more of the double degree students.

DEAN BAUER: Just super quickly, that really high number of people admitted is recent as their numbers have dropped since the announcement was made that they're planning to separate from Tufts. They've had to resort to extreme measures (inaudible) throughout time. I also want to say that I think we appreciate too that there are different multiple kinds of intelligence and there's kind of creative intelligence that our students show. What most universities that have art schools in them do is they have the students apply through the exact same procedure that arts & sciences and other undergraduates apply, but these students would probably, the BFA-only students will probably not be at the tippy top of our, they might, some are, but they would have to meet some minimum requirements and there would be a relatively small number of them per year, so that it probably won't have any noticeable effect on our metrics anyway. But I do want to just say that we do care about the fact that they bring something else to the table.

DEAN GLASER: The admissions or the enrollments in other art programs that we've looked in
our analysis have not eroded. So this has been something that's isolated to the Museum of Fine Arts. It's not a general trend in the industry.

We have concerns about geography. It's located in Boston. There has to be good ways of getting people back and forth so that it's practical. It's a real concern. We have concerns about how the faculty will be integrated into our faculty. Again, a topic of conversation that we will have to have both in the dean's office and with the faculty more generally.

The facilities there are generally very good. There's been a recent two-million dollar investment in the facility there, really giving us some confidence that as landlords, which they would be, that this would be a good place for us to be. However, to be negotiated and really an important component of the negotiation is that we would have long-term access to that building. We do not have the resources to build our own fine arts building here on this campus anytime soon. We have other priorities. So having access to that facility is important.

I'm going to stop there because I know that we're going to run out of time. Otherwise, I'm going to ask Karen Mulder to come up and talk about the financial model that she has been responsible for. Karen, do you have any slides?

MS. MULDER: So just as we start here, really what we are working on the financial side, we brought together working groups from across all the different functional areas. We have many representatives in this room right now to develop a working model --

DEAN BAUER: You should introduce yourself.

MS. MULDER: Hi, I'm Karen Mulder. I'm the new director of business development. I work for Patricia Campbell and I've been supporting the analysis on the SMFA project. In terms of consulting on the actual process that we use to determine whether we should acquire the SMFA but also coordinate a lot of the working groups and doing some financial analysis associated with the project. One of many projects that I'm working on here at Tufts. So I'm sure you'll see me around in other capacities going forward.

Again, in this capacity, really what we were working on is coordinating working groups across the university to develop a working model for what the SMFA at Tufts could look like to make it work, but also financially what would it take to support that and what would it look like if we were not to acquire the SMFA. As Jim alluded to, we would need to make pretty substantial investments to bring the studio arts at Tufts up to par with our peer institutions. So looking at what separation would cost us, separation from the SMFA was equally important.

So anybody here is talking (inaudible) and the assumption is that we made in envisioning the SMFA at Tufts and what that would look like, and then we'll look at the numbers associated with that. Then the pretty picture of what the SMFA could really bring to us financially in arts & sciences and the university in general.

So just to start, in terms of the academic vision, we have a number of core academic programs that
would be coming over to us as a result of the SMFA at Tufts. First we have the BA/BFA program, which is an existing program. We currently enroll somewhere around ten students per year as part of that dual degree. Going forward there would also be a BA in studio arts, a new major within A&S. Both of those cohorts combined in the envisioned SMFA at Tufts would be around fifty-five students per year. So a really substantial increase in enrollment for that type of cohort.

The next degree program here is the BFA, that right now is a program run by the SMFA on its own. We would obviously be taking on that program, and while they enroll about fifty per year right now, we would right-size that to around forty-three per year given those students are slightly lower caliber than the students we typically see here at Tufts. We would want to bring down that enrollment number to really make sure we were getting students of adequate quality to be supported within our academic course work here at Tufts.

That's the undergraduate program. In terms of graduate programs, we have the MFA, again a SMFA program. We would hold enrollment in that program steady at fifty-two per year. We would also have current levels of partnership students. So right now the SMFA also partners with Northeastern University. We are assuming that we would maintain that partnership going forward and continue to enroll their BFA and MFA enrolled students at their current levels.

Other graduate programs; there's a Master’s in studio arts and an MAT in art education currently run here at Tufts. We would also hold enrollments steady for those programs at around forty per year.

The last program Studio Diploma currently offered around twenty-two students per year. We would no longer be offering that in the SMFA at Tufts vision.

So these numbers they really came from Lee Coffin's group and working together with his group to determine what he really feels he would realistically be able to enroll in the steady-state scenario for the SMFA at Tufts. So these number are pretty well vetted and Lee feels good about them, so we're really excited by this enrollment picture.

Next, in terms of the academic vision. Jim covered some of this already. But undergraduate financial aid, existing SMFA students would be grandfathered in with their existing financial aid policies. However, all new undergraduates admitted starting next fall would fall under our full need policies here at Tufts. Discounted rates really are comparable to the current AS&E models, so there's not too dramatic of a difference regardless of whether you're talking about grandfathered students or new SMFA at Tufts students. But as we continue to get more information that's something that we will be watching to make sure there's no serious financial impact.

Undergraduate residential life is another really big question when we're talking about increasing our student body, which we are, by incorporating the SMFA at Tufts here. We're looking at the BA/BFA and the BA in studio arts students living here in Medford for the first two years. Again, having the same policies that current undergraduate students at Tufts have. In order to accommodate that, we're assuming that we will need to add ninety new beds, either completely
brand new beds or modify existing dorm rooms from singles to doubles or doubles to triples. All of that is being worked through the residential working group that is ongoing. But capital expenses are embedded within all of our numbers for that type of a project.

In terms of the BFA, the other undergraduate degree, their students would spend their first two years again in an on-campus setting, but rather than on the Medford campus, they would actually be in Boston based dormitories that are currently leased by the SMFA for that purpose. So really the housing for that type of degree wouldn't change other than that they'd be required to live in the dorm in Boston. So this is a change to the way we work today, however, since not all undergraduates would, in fact, be on the Medford campus.

The operating picture. So moving away from the academic vision to what are we actually taking on if we were to acquire the SMFA. What does that mean? There are ninety faculty there and around eighty staff. We're still working on decisions as to what that looks like when it transitions in to Tufts University. We expect that eighty staff, not necessarily all of them, would transition over as there's a lot of overlap in a number of positions. As Jim mentioned, president for instance, is not a role we're looking to duplicate in this scenario. But a lot of questions left to be answered on that front.

But our financial model does assume some amount of efficiencies are gained in this incorporation. We do get around a twenty-two million dollar endowment and our legal and finance teams are working to determine exactly what that looks like. But that should be a complement to our current endowment situation.

There are four major leases. We would gain access to the Huntington Avenue academic building, the Mission Hill academic building, and again, two Boston based dormitories, one leased from Newbury College and one leased from the Boston Conservatory. That's what would support our BFA students going forward and in the near term there's probably some graduate housing we could use them for as well.

In addition to that there's a dining program, a school store, and a whole host of other operating items that exist from running a school down in the Boston campus. All of those our working teams are working to investigate and really understand for the potential acquisition beginning next July.

Moving on to the actual finances. So this is the result of that picture. To talk you through this there's a lot of numbers on here. But where we started was saying if our current partnership with the SMFA were to continue and no changes were to be made to it, what would we be making from that relationship going forward. And the answer to that question is around 1.7 million dollars in 2021. So that's if absolutely nothing were to change. However, that's not a real number because we don't have a choice but to change our relationship with the SMFA. So looking forward we can either acquire the SMFA and have an SMFA at Tufts or we can operate without the SMFA at Tufts which would mean separation from the SMFA entirely.

If we were to acquire the SMFA and build the SMFA at Tufts, we would have a profit margin of
around 5.5 million dollars in 2021 which is 3.8 million dollars higher than what we would have expected if no change were to be made to our situation.

If we were to go on without the SMFA and separate entirely from the SMFA and building our own programs here but losing a lot of the revenue we would gain from dual degree students and MFAs and so on and so forth, then we would actually have margins of around 1.9 million in 2021, which is only around $200,000 higher than what we would expect from the current situation. So it is still a profitable entity.

DEAN BAUER: I just have a question about this. Does this include the rehabing -- I know in both scenarios we want to rehab the facilities, but it doesn't include --

MS. MULDER: It does not.

DEAN BAUER: Would it become even more necessary?

MS. MULDER: That's right. So neither of these scenarios, because it's consistent across both of them, neither scenario includes refurbishing studio arts facilities here on campus. That's kind of a neutral aspect that needs to be considered regardless of what happens going forward.

DEAN BAUER: But everybody understands it has to be done.

DEAN SAHAGIAN: It's also a capital expenditure versus an operating expenditure.

PROFESSOR TOBIN: While we're talking about the baselines, one of the things you're assuming in the new scenario is bringing forty-five new students a year into the school of arts & sciences. We could do that anyway if we chose to and they would bring in tuition with them. So I wonder if you included that in your baseline for the SMFA or if we decided just to bring in forty-five students a year without doing this?

MS. MULDER: That's right. So we have not included that in our analysis, and that's really -- we had to make a decision as to whether this was an analysis about studio arts and visual arts here on campus or whether it was a broader, you know, full on strategic planning, going back and revisiting everything that arts & sciences has decided to do. And really the mandate for this analysis was to look within our studio arts programming and say, “Is this something that we want to do or not want to do?” So within studio arts, that's what this separation model looks at. It's only the impact on that. Absolutely there is an opportunity cost there where you could bring on new students in a completely different department. However, because we don't have the luxury of time to say what could that look like, what department would that be in, what costs are associated with it, we focused on (inaudible).

DEAN GLASER: Just one quick item which is the double degrees. They have a degree here. They can be chemistry majors, they can be art history majors, they're both.

PROFESSOR PEPALL: So that's sort of my point is when you accept students in the program
there's no guarantee that's where they'll stay. They may decide not to do the BFA and let's say they do a degree in economics. That is a cost that's not reflected in this scenario. So I feel like somehow the revenue side needs to compensate somewhat for that. I also feel that there is a lot of optimism on the revenue side on the MFA, the master's of fine arts. The reason why I say that is because I went into a deep, deep dive on that program because during my deanship, and it's probably something Bob has been spared, they doubled their enrollments. We were in violation of the degree insofar as that degree specifies that there should be an arts and sciences member on every thesis committee, and we were not abiding by that. We were not -- we had no involvement in the admissions. So I feel like somehow the cost of that program was not really appropriately accounted for, and we didn't have anybody on this campus who was looking out for that. So it would be good if we had more control. That would be a good thing. But it would be unrealistic to think that we would be able to cope with that many students. The reason we could is because they came in and we didn't know what they did and they left. They all stay three years by the way. There's no two-year degree. I'm just saying, very often *(inaudible).*

MS. MULDER: I think we agree with that. We have a substantial downside risk model into this as well. But the current operating assumption is that we really are operating on the faculty from the SMFA, whether it's all of them or a portion of them or some new hires. But there is an increase to the ability to handle these students across all functional areas.

PROFESSOR FUHRMAN: How much of these projections depend on the continuing relationship with the MFA and is that assured?

MS. MULDER: Absolutely. So all of these assumptions depend on an ongoing relationship with the MFA and that's an absolutely critical component to this entire project. So what's happening in the bigger picture of this project right now is we're about to start negotiations with the MFA on exactly that point. In fact, we have a meeting scheduled with them on Friday to hammer out what our long-term relationship with the MFA would look like and actually put that into a contract that will be signed by both parties and agreed to and that will be the support that we will require them to provide to us on an ongoing basis in order to take on the SMFA. So we completely agree that the long-term relationship is critical.

PROFESSOR ZEHL ROMERO: The number of undergraduates have been limited by the trustees. Are they okay with increasing our numbers? You presented this?

DEAN GLASER: Yes. They will be voting in December whether to accept this. There's, by the way, the provost is running a residential strategic working group which is looking not just at this particular group of students, but also as Roger indicated, any other admissions to the student body. There are linkages to that and housing and relationships with our neighbors. The beautiful thing about this particular proposal is that a substantial number of students who would be in it would be housed in Boston, not here.

PROFESSOR ZEHL ROMERO: So it will be in addition -- not cutting back the students we accept?
DEAN GLASER: There would be a net -- those BFA students are a direct add. The other students might because they're double degrees they might be adds and they might be replacements.

PROFESSOR ZEHL ROMERO: One more question. In this document you sent us I couldn't find it now, but there's wording about a single faculty vote. Could you explain that?

DEAN GLASER: Yes. I think we need to have a discussion with the Executive Committee. It's not clear exactly what the faculty would vote on, but in my opinion there should be some sort of resolution or something we can talk about with the Executive Committee about how it would be framed and how it would be brought to the floor. I think it would be brought to the floor of Arts & Sciences, not to the floor of Arts, Sciences & Engineering.

PROFESSOR WOOLF: Since I have the mic I'm going to jump -- I'm Howard Woolf from the Ex College and from film and media studies. Just quickly, Malcolm and Jen Burton were over there on Monday morning. We got a great tour of the facilities. We met with the president and one of the deans and then faculty. Generally, I'm for the merger, but I'm worried about tracks. I just want to mention because they relate to funding. If we want to integrate out students into their courses that's going to create a real sea change in the way they do business over there. Most importantly, everything is capped by lab space. They have marvelous lab space but the labs are small and the classes are kept small. It's going to be increasing the number of sections in order to get our students in to those classes. The second one is transportation. Everybody gets that "Oh, yes, it's hard to get over there." No, it's really hard to get over there. Not only is it hard to get over there. If you intend to have, I'll just talk about the film making students working the labs over there, which I would love, because they have much better lab facilities and studio facilities than we do. We're ahead on cameras and cinematography. But there's some synergy there. But people are going to work at night and late into the night. You need to have buses running late into the night to get them back and forth.

DEAN GLASER: Nothing that you've said is something that we have not -- we haven't totally addressed all these things, but we certainly have identified them as issues. Most certainly. I think we have time for one last question.

PROFESSOR JOHNSON: Very quickly. Who is paying for all this? If it becomes part of arts & sciences, does arts & sciences budget acquire the deficit and take all the risk here. Or is this part of the central budget that would cover, you know, from university or whatever. Because I think it would be very different about how arts & sciences faculty feel about this to know who is taking all the risk and who is -- because arts & sciences budget is tight as a drum right now and looking at deficits of various sorts. So that would be a question.

DEAN GLASER: If it comes in to arts & sciences, it would be the arts & sciences budget that would be both responsible for the deficit and which would enjoy the surplus. But I have to tell you something. I've never seen Patricia Campbell and Tom Mccourty as excited about something as this. They see there's real revenue potential in this, and they've said to us very directly that if we were to run a deficit as a result of this acquisition that there would be, what's the right word, Scott --
DEAN SAHAGIAN: (inaudible)

DEAN GLASER: And the president has actually said that to us as well. There would be understanding that this is not something that’s going to turn around on a dime and tomorrow be bringing in revenue. Expect the central administration would accept the deficits that accompany this.

DEAN BAUER: Jim, can I make an announcement before everybody leaves. First of all, there's going to be an announcement made later today a faculty round table lunch on Monday. I know a lot of people have meetings but that's the best I could do. It's for people in departments who want to send representatives and ask me questions. I've been working very closely with Karen and Jim on this as everybody knows. So I'd be happy to respond to those. I'm also collecting questions from people. I'm responding right away to people or as fast as I can to people, I'm not always that fast but I try, but I'm also collecting them so we can publicly respond to them on the assumption that many people will have all kinds of questions. There will be another faculty round table lunch on SMFA on December 4th. Should the executive committee or other faculty want us to run a public meeting specifically on this subject I'm also happy to do that as well. I really want the faculty to be informed and to have a say.

Also, the academic working group is composed mostly of faculty, many people who are sitting in this room as we speak.

DEAN GLASER: Thank you all very much for lingering here. Have a great day.

MEETING ADJOURNED

Respectfully Submitted,

Jillian Dubman
Secretary of the Faculty for Arts, Sciences & Engineering
Announcements from the Dean of Academic Advising and Undergraduate Studies

The **Wendy and Neil Sandler International Research Program** sponsors scientific research trips abroad for student-faculty teams. Research is to be conducted in the natural sciences or life sciences in a lab setting or in the field and must be hosted by an international lab. Part or all of the research project must include an international component. The principal faculty investigator must be affiliated with one of the following departments in A&S: Biology, Chemistry, Earth & Ocean Science, Physics & Astronomy. Proposals are due on March 4, 2016, and applications will be available online in December. More information can be found at this web address: [http://students.tufts.edu/academic-advice-and-support/information/faculty/get-more-involved-students/sandler-international](http://students.tufts.edu/academic-advice-and-support/information/faculty/get-more-involved-students/sandler-international) (or go.tufts.edu/scholar).

The **Summer Scholars Program** is now accepting applications from student-faculty pairs who propose to conduct research together over a ten-week period in Summer 2016. Research may be in any field or discipline, and we encourage research proposals from the arts, humanities, and interdisciplinary approaches. Once again, some additional funding is available for summer housing and meals for students with financial need. Proposals are due on March 4, 2016. More information can be found at this web address: [http://students.tufts.edu/academic-advice-and-support/scholar-development/what-we-assist/research-opportunities-and-funding/summer-scholars-program](http://students.tufts.edu/academic-advice-and-support/scholar-development/what-we-assist/research-opportunities-and-funding/summer-scholars-program) (or go.tufts.edu/scholar).
LA&J Curricula Agenda
LA&J Committee Meeting: October 7 & 9, 2015
A&S Meeting: October 21, 2015

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

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

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

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

0012 Gender in World Cultures
Bulletin Description: Introduces anthropological approaches to gender in diverse contexts, and to theories of gender and culture, focusing on how individuals and societies create, reproduce, and navigate systems of sex and gender. Asks how gender is defined and contested, and how it is subject to systems of power as well as creative reimagining. Takes a cross-cultural and transnational perspective.
Next Anticipated Offering: Spring 2016, regularly spring semester

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

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

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

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

ARB review:
Distribution Credit Social Sciences
World Civilizations Credit

Item 2. NEW COURSE - Anthropology
From: Nick Seaver, 562-221-6425, nick.seaver@tufts.edu
Department Chair: David Guss, 617.627.2509, david.guss@tufts.edu

0032 Introduction to the Anthropology of Science and Technology

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

**Next Anticipated Offering:** Spring 2016

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

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

**Resource Requirements/ Curricular Adjustments.** The course will be staffed by Nick Seaver, and does not have any other significant new resource needs.

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

**ARB Review:**

*Distribution Credit Social Sciences*

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**Item 3. NEW COURSE - Anthropology**

From: Rosalind Shaw, 781-316-0299, rosalind.shaw@tufts.edu
Department Chair: David Guss, 7-2509, david.guss@tufts.edu

0170 Colonizing Time

**Bulletin Description:** Upper-level seminar that examines the relationship among time, power, and social difference. How modern time, colonial rule, and capitalism co-developed; how we engage ideas of time through race, kinship, sexuality; globalizing temporalities of work and unemployment; anticipatory projects such as peacebuilding, technoscience, science fiction; alternative temporalities through postcolonial critique and indigenous futurism. **Prerequisites:** Junior standing. One sociocultural anthropology course or consent.
Next Anticipated Offering: Spring 2016

Rationale. Time is an issue at the core of our discipline. Not only have social and cultural meanings of time formed an important topic in anthropology from its early years, but they are also central to our discipline’s historical self-critique, given that many earlier anthropologists represented the peoples they studied as outside historical time. Currently, anthropological studies of time and futures are undergoing a rapid expansion, enabling new critiques of power and inequality, helping us examine the ways in which the future is brought into relation with the present, and forcing us to rethink human beings and relationships. This anthropological scholarship intersects with important postcolonial, indigenous, queer, and feminist critiques of temporality that will also be examined in the course. Colonizing Time will complement other Anthropology courses that explore the social life of time: The Presence of the Past (ANTH 05-03); Consuming Cultures: Tourism, Travel, and Display (ANTH 049-01); Myths, Ritual, and Symbol (ANTH 132); The History of Anthropological Thought (ANTH 130); and After Violence (Anth 165). It is also hoped that this course will expand the productive synergies between Anthropology and the new Colonialism Studies Program, and that it might contribute to the new Science and Technology Studies Program. It will form part of Rosalind Shaw’s regular course offerings, and has not been offered in the past as a special topics course.

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

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

Requirements. Upper-level seminar requirement
ARB review:
Distribution Credit Social Sciences

Item 4. NEW COURSE - Anthropology
From: Sarah Pinto, 7-5842, sarah.pinto@tufts.edu
Department Chair: David Guss, 7-2509, david.guss@tufts.edu

0176 Advanced Topics in Medical Anthropology

Bulletin Description: Advanced concepts in medical anthropology, using ethnographic and theoretical texts beyond the introductory level. Current debates and recent advances in medical anthropological theory. Prerequisite: Medical Anthropology (Anth 148) or instructor permission.

Next Anticipated Offering: Spring semester 2016, periodically thereafter.

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

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

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

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

**ARB review:**

*Distribution Credit Social Sciences*

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**Item 5. NEW COURSE - Biology**

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

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

**0186 Seminar in Field Endocrinology**

**Bulletin Description:** Advanced seminar explores the mechanistic role of endocrine systems in coordinating how animals survive, breed, and adapt to the ever-changing natural environment. Emphasis on wild animals in natural conditions with focus on student-led discussions of primary scientific literature surrounding a core text. Prerequisite: Bio 110 and Junior Standing or consent

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

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

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

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

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

**ARB review:**

*Distribution Credit Natural Sciences*
Item 6. NEW COURSE - Child Study and Human Development
From: George Scarlett, 7-2248, george.scarlett@tufts.edu
Department Chair: George Scarlett, 7-2248, george.scarlett@tufts.edu

0042 Inquiry and Analysis in Child Study and Human Development

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

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

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

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

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

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

ARB review:
Distribution Credit Social Sciences

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Item 7. NEW COURSE - Child Study and Human Development
From: George Scarlett, 7-2248, george.scarlett@tufts.edu
Department Chair: George Scarlett, 7-2248, george.scarlett@tufts.edu

0189 Human-Animal Interaction in Childhood and Adolescence

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

Next Anticipated Offering: Every Spring

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

Overlap. No overlaps or conflicts

Resource Requirements/ Curricular Adjustments. One instructor

Requirements. An elective

ARB review:
Distribution Credit Social Sciences
Item 8. NEW COURSE - Education
From: Linda V. Beardsley, 75273, linda.beardsley@tufts.edu
Department Chair: Dr. David Hammer, 72396, david.hammer@tufts.edu
ED 0013 The Global Educator: Education in Post Colonial Africa

Bulletin Description: Essential educational issues from a global perspective. History, economics, and cultures of developing African nations. How the current (or developing) educational system is influenced by these issues. Case study illustrating aspects of working to build and sustain a school in Rwanda. Connections between education and citizenship from a global perspective.

Next Anticipated Offering: Spring 2016

Rationale. This is a proposal for a course that will be open to undergraduate students. It is designed to give students the opportunity to learn about essential educational issues from a global perspective. There seems to be a great deal of interest among undergraduate cohorts (as noted in the applications to MAT programs over the past few years) in experiencing working in developing nations, most notably in sub-Saharan Africa. Many students who choose to work in developing nations are assigned to work in schools or other educational settings. This course would give students interested in such experiences a background in the history, economics, and cultures of developing African nations and how the current (or developing) educational system is influenced by these issues. It will also provide them with an authentic case study to illustrate aspects of working to build and sustain a school in Rwanda. But whether or not students are interested in working in developing countries, this course will provide them with an interdisciplinary understanding of global issues in educating the world's youth; they will encounter the issues that connect nations in educating youth and what educators in our own nation can learn from the efforts of African educators. They will explore the connections between education and citizenship from a global perspective. Global Educator is an area of scholarship and research emerging from the work of the United Nations and other research organizations such as the Ikeda Center for Peace and Learning. The term describes an educator who may work globally, but more importantly, understands the global nature of educational issues that should influence their teaching in their own nation.

The course has been taught as a Special Topic (092) in Spring 2014 and Spring 2015 successfully.

Overlap. The instructor has had consultation with the History, Peace and Justice Studies, Sociology and Child Development departments in the development of this course. In addition, she has sent information about the course to Women's Studies Department. Information has also been sent to Hillel so that Tufts students interested in traveling to the Agasho Shalom Village could take this course before they travel.

Resource Requirements/ Curricular Adjustments. There will be no change in staffing. Linda V. Beardsley is available to teach the course.

Requirements. Undergraduate major course to increase number of courses available for the new Education major. The course provides an introduction to scholarship and areas of study available in the Education field.

ARB Review:

Distribution Credit Social Sciences
Item 9. NEW COURSE - English
From: Sonia Hofkosh, x. 72461, soia.hofkosh@tufts.edu
Department Chair: John Fyler, x. 73459, john.fyler@tufts.edu
0124 Visual Narrative Before Cinema
Bulletin Description: The intersection of words and images in British culture during the century before cinema, from the 18th into the 20th C. With attention to early and recent writing on aesthetics, ekphrasis (verbal description of a work of visual art), and theories of media history, explores relations between language (telling) and the visible (showing) in William Blake's illuminated books, the poems of John Keats and later Pre-Raphaelite renderings of them, illustrated Victorian novels and stories, Henry Fox Talbot and the discourse of photography, and other examples of literature in (sometimes fraught) dialogue with visuality and the visual arts.
Next Anticipated Offering: Spring 2016 and thereafter once every two or three years
Rationale. reflects my on-going research interest in the intersecting developments of literary, visual, and material histories in 18th and 19th C British culture. Provides an interdisciplinary approach to reading literary texts in the context of aesthetic theory and medial transformation. In earlier special topic versions of the course, Eric Rosenberg (Art History) was a guest lecturer and has been a supportive resource. Offered Fall 2008 & Fall 2009 as Eng 191.01 Visual/Narrative
Overlap. Eric Rosenberg has seen the course description and does not think it overlaps in any problematic way with courses offered in Art History. In fact, it complements his course on "Blake, Turner, and Constable" (as well as courses potentially to be offered in the future by Jeremy Melius) by engaging readings in aesthetic theory from the perspective of language and the literary.
Resource Requirements/ Curricular Adjustments. No adjustments. It will be part of my regular rotation of courses.
Requirements. It will likely fulfill a pre-1860 requirement, but I need to finalize the reading list before this can be determined.
ARB review:
Distribution Credit Humanities

Item 10. NEW COURSE - Film and Media Studies
From: Khary Jones, 917-721-9482, Khary.Jones@tufts.edu
Department Chair: Julie Dobrow / Malcolm Turvey, 617-627-4744 / 617-627-1103, Julie.Dobrow@Tufts.edu
0030 Filmmaking I
Bulletin Description: Introduction to the crafts of film making. Camera, sound, lighting, and editing exercises provide a practical and conceptual understanding of how filmmakers tell stories. Course readings, roundtable discussions of student production work and analysis of innovative films spanning genres and national origins. Next Anticipated Offering: FMS 30: Filmmaking I will be taught annually in the fall semester. Offering: FMS 30: Filmmaking I will be taught annually in the fall semester.
Rationale. Filmmaking I is the first prerequisite in a series of courses available to students seeking an emphasis in the practice of film and media production within the major. In Filmmaking I,
students are immersed in the skills and crafts associated with creating and understanding the moving image: scene analysis and visualization, cinematography, location sound recording, and picture and sound editing. Khary Jones, a full-time lecturer in Drama and Dance, is currently teaching this course as a special topics offering during the Fall 2015 Semester as DR 93-04: Special Topics: Filmmaking I.

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

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

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

*review: Distribution
Credit Arts*

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

*From: Khary Jones, 917-721-9482, Khary.Jones@tufts.edu
Department Chair: Julie Dobrow / Malcolm Turvey, 617-627-4744 / 617-627-1103, Julie.Dobrow@Tufts.edu
0031 Filmmaking II*

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

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

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

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

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

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

**Credit Arts**

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

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

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

**0195 Directed Study**

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

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

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

**Overlap.** No overlaps

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

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

**Item 13. NEW COURSE - Mathematics**

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

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

**0110 Special Topics in Mathematics Education,**

**Bulletin Description:** Intended for education students. Meets with a mid-level mathematics course emphasizing proofs (such as Math 63, 70, and 72). Additional content connects the mathematics to the students' teaching. Students have extra pedagogical responsibilities to be determined with the mathematics instructor and the instructor in the Education Department. The grade in the mathematics course will count for 75% of the course grade, and to pass, the student must receive at least a B+ in the mathematics course. Does not count for any degree in the Mathematics Department nor for A&S Distribution Credit in Mathematical Sciences. Permission of Instructor.
Next Anticipated Offering: Possibly both semesters but more likely in the fall when it is easier for Master of Arts in Teaching students to take math courses.

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

Overlap. No overlap.

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

Requirements. None

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

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

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

0080 Queer Narratives

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

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

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

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

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

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

**ARB review:**

*Distribution Credit Humanities*

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**Part II**

**Item 15. COURSE CHANGE—TITLE & DESCRIPTION -- Anthropology**

*From: David Guss, 617-627-2509, david.guss@tufts.edu*

*Department Chair: David Guss, 617-627-2509, david.guss@tufts.edu*

**Current Number/Title:** 0186 Theatres of Community and the Social Production of Place

**New Number/Title:** Place and Placemaking

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

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

**Next Anticipated Offering:** Spring 2016

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

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

**Item 16. COURSE CHANGE—TITLE -- Child Study and Human Development**
*From: George Scarlett, 7-2248, george.scarlett@tufts.edu*
*Department Deputy Chair: George Scarlett, 7-2248, george.scarlett@tufts.edu*
*Current Number/Title: 0051 Intellectual Development of the Young Child*
*New Number/Title: Intellectual Development*
*Next Anticipated Offering: Spring, 2016*
*Rationale. New title better reflects the course's addressing development over the life-span while focusing on both children and youth*

**Item 17. COURSE CHANGE—TITLE & DESCRIPTION -- Child Study and Human Development**
*From: George Scarlett, 7-2248, george.scarlett@tufts.edu*
*Department Deputy Chair: George Scarlett, 7-2248, george.scarlett@tufts.edu*
*Current Number/Title: 0178 Creative Movement and Body Language*
*New Title: Creative Dance for Children*
*Bulletin Description: This course will expand students' self-awareness through an understanding of the mind/body connection; develop stronger communications skills through an integration of nonverbal and verbal experience; and explore creative potential through the avenue of body movement. Provides a developmental basis for the use of movement as an educational and therapeutic tool with emphasis on the early-childhood years. A practicum with children accompanies the course.*
*New Description: Experiential class offering students expanded understanding of the body/mind connection and its creative potential in education. Classroom activities provide skills and strategies for teaching of dance in pre-K through grade 12 settings, with an emphasis on creating age-appropriate lesson models. Includes classroom observation of Pre-K through 2nd grade lessons and guest sessions with dance therapists and educators in the Boston area. Count towards Arts distribution. Cross-listed with Dance.*
*Next Anticipated Offering: Spring, 2016*
*Rationale. The title and description better match how the course is now taught and the fact that it is co-sponsored with the Dance program.*

**Item 18. COURSE CHANGE--DESCRIPTION & ADD 100 LEVEL OPTION — GRALL—Russian Program**
*From: Vida T. Johnson, 6178684805, vida.johnson@tufts.edu*
*Program Director: Vida T. Johnson, 6178684805, vida.johnson@tufts.edu*
*Current Number/Title: RUS 0072 CONTEMPORARY RUSSIAN CULTURE*
New Number/Title: RUS 0072/0172 CONTEMPORARY RUSSIAN CULTURE

Bulletin Description: Exploration of Russian culture through literature, film, the media, and the arts from the era of "stagnation" to glasnost, perestroika, and the post-Soviet period. The destruction and reconstruction of cultural and political canons and myths: the Stalinist legacy and reevaluation of Soviet history; the revival of religion and nationalism; social dislocation: the problems of youth, the generation gap, and women's issues; the breaking of taboos and the dark side of freedom--violence, crime, pornography, and neofascism; the liberalization and commercialization of art. All readings and films are in English.

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

Next Anticipated Offering: SPRING 2016

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

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

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

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

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

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

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

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

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

Rationale. This is a field where technological change emerges very rapidly and, in turn, pushes the course in new directions. The new course description brings the catalogue description in line with the way the course is now being taught.
Item 20. CHANGE PROGRAM—DESCRIPTION--GRALL.--Japanese Program

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

Bulletin Description: STUDY OPPORTUNITIES IN JAPAN

Tufts-in-Japan

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

New Description: STUDY OPPORTUNITIES IN JAPAN

Tufts-in-Japan

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

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

Overlap. none

Resource Requirements/ Curricular Adjustments. None.

Planning. Approved by the Japanese program faculty

Chair Role Approval. consulted Japanese program faculty
PROPOSAL FOR SCIENCE, TECHNOLOGY, AND SOCIETY PROGRAM

OCTOBER 2015

1. Program Description for Bulletin

Science, Technology, and Society (STS) brings methods from the social sciences and the humanities to engage with the STEM fields—the sciences, technology, engineering, and mathematics. Key questions in this interdisciplinary area include: What is science, how did it develop, and why is it so good at explaining the world? How are science and technology affected by their social contexts? Does technology have its own culture and politics? What makes an "expert"? What concerns about citizenship, security, and human connection are raised by rapidly expanding technologies?

The major and minor in STS bridge the separation between humanistic and scientific modes of inquiry, and the coursework will draw from departments across Arts, Sciences, & Engineering. Students will gain breadth as well as depth through the STS curriculum, which combines scientific and technical training with a range of analytical tools to study the human interfaces of scientific development.

A concentration in STS prepares students not just for academic careers but also for a broad spectrum of research, journalism, policy, and planning careers related to science and technology.

2. Overview and goals

This proposal describes a planned Program in Science, Technology, and Society (STS) at Tufts, designed to administer both a 10-course second major and a 6-course minor.

We envision STS at Tufts being an excellent co-major with either a scientific or a humanities field as a primary major. STS will build an intellectual community that exploits the liberal arts culture at Tufts to bring people into contact across the disciplinary boundaries that are conventionally strongest. Instead of attracting majors away from existing programs and departments, we hope STS offerings will broaden students in a meaningful way connected with their initial areas of interest, serving as a gateway into either humanities or science disciplines for students who came in with a stronger background from the other side of the divide. Thus we propose not to use number of majors as a benchmark for the success of the undergraduate program. Appropriate metrics for the success of the program include course enrollment, event attendance, strong preparation of students for graduate work in a range of fields, and placement in relevant careers. We anticipate significant benefits for faculty as well, both by bringing new and broader audiences to existing courses and by putting scholars in contact across specializations.

2.1. Scope. As a field, STS unites many scholarly methodological approaches in the study of a common body of questions about the social/cultural/political context, the historical development, and the production of knowledge in science and technology. This is a broad purview, which extends to policy, ethics, and planning when grounded in theory (as opposed to how those topics are raised in settings like advocacy, training, or public relations). STS is a mature enough discipline to have its own canon, which typically includes authors like Merton, Fleck, Popper, Lakatos, Kuhn, Bloom, Shapin, MacKenzie, Hacking, Haraway, Latour, and Daston, to name a sample.1

1Core texts for STS would include Fleck, Genesis and Development of a Scientific Fact; Kuhn, Structure of Scientific Revolutions; Latour & Woolgar, Laboratory Life; Haraway, Simians, Cyborgs, and Women: The Reinvention of Nature; Hacking, The Taming of Chance; Daston & Galison, Objectivity; Shapin & Schaffer, Leviathan and the Air-Pump; Traweek, Beantimes and Lifetimes: The World of High-Energy Physicists; Jasenoff, Designs on Nature; Science and Democracy in Europe and the United States; Biagioli et al, The Science Studies Reader.
Furthermore, STS has a roster of professional associations, journals, and graduate programs, as well as its own Program within the National Science Foundation. There are already over 40 STS undergraduate programs around the country, and some of the most established and successful are at universities with an engineering school, such as Cornell, MIT, RPI, and Georgia Tech. Graduates of STS degree programs have gone on to academic careers in a wide variety of fields, including political science, history, forestry, urban planning, English, journalism, pharmacy, engineering, gender studies, law, business, sociology, medicine, media studies, anthropology, and STS itself. In addition, it gives excellent training for a range of non-academic careers including in research, journalism, education, medicine, and policy and planning related to science and technology.

2.2. Rationale. Tufts, with its vibrant liberal arts atmosphere, strong basic science and engineering departments, and social justice orientation, is an ideal environment for an STS program to flourish. We have an impressive group of STS-related scholars among the faculty (see §4) and a substantial selection of appropriate course offerings already on the books (see §5). This means that we can be intensely intellectually productive with only a small investment of resources.

While fitting well in the landscape of existing STS programs, Tufts can also offer something distinctive. Its two departmental poles will be Anthropology and Philosophy, making the planned program immediately unique—we have an extraordinary concentration of scholars in those departments who take on science as a field of inquiry. From those two departments, the concentration will be able to draw a range of regularly offered courses, both at an advanced level for upper-year majors and as gateway courses; in particular, Anthropology already has an Introduction to the Anthropology of Science and Technology course planned for Spring 2016, while Philosophy is running Philosophy of Science. Another novel feature of STS at Tufts benefits from our large cluster of faculty across departments whose work directly engages with studies of mathematics, logic, algorithms, and formal modeling—the planned Mathematics and Modeling track described in §2.4 will be the first of its kind.

2.3. Resources. The program will need a modest budget for events and activities as well as part-time staff support. Many of the fundamental texts for STS (including all ten core texts listed in footnote 1 and all six leading journals listed in footnote 3) are already in the Tisch Library. We request a new STS course prefix, both for courses offered by the program itself and to cross-list courses in a single place where students can easily find them.

The requirements for the concentration are well covered by existing courses and the diverse roster of program affiliates among existing faculty provides strength and sustainability for the long-term success of STS.

STS is in an excellent position to seek outside funding to supplement or offset A&S support. Grant awards are available from both science agencies (NSF, NIH) and humanities funders (Mellon, ALCS) as well as from numerous private and corporate foundations with a history of supporting projects which analyze the human interfaces of science and technology. In particular, NSF has a dedicated Science, Technology, and Society Program (see Program Announcement 15506) which is dedicated to funding novel interdisciplinary projects in this area. The affiliated faculty members have an extremely strong record of grant support, including from NSF STS.

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2At least five of the affiliated faculty have presented work at the annual meeting of the major U.S. STS professional organization, the 4S (Society for Social Studies of Science). Other important STS organizations include EASST (European Association for the Study of Science and Technology), APSTSN (Asia-Pacific STS Network), HSS (History of Science Society), SHOT (Society for the History of Technology), PSA (Philosophy of Science Association), etc. See http://www.4sonline.org/resources/professional_associations

3Sheldon Krimsky is an editorial advisory board member for the annual meeting of the leading and oldest STS journals, Science, Technology & Human Values. Other leading journals include Social Studies of Science, ISIS: Science As Culture, Journal of Responsible Innovation, Science and Engineering Ethics, etc. See http://www.4sonline.org/resources/journals

4Harvard’s STS website identifies the following programs: Arizona State, Bard, Brown, CSU Pomona, Claremont Colleges, Colby, Cornell, Emory, Georgia Tech, Harvard, IIT, JHU, Lehigh, MIT, SUNY, NJIT, NC State, Northwestern, Penn State, NYU Poly, RPI, Rice, MIT, Santa Clara, Stevens Tech, Stanford, UC Berkeley, UC Davis, UCSD, U Chicago, U Maryland, UMass Amherst, UMass Boston, U Michigan, U Minnesota, U Notre Dame, UPenn, University of Puget Sound, UT Austin, UVA, U Washington, UW Madison, and Virginia Tech. See http://stsnext20.0rg/stsworld/
2.4. **Major/minor requirements and tracks of study.** Each semester, certain courses will be listed by the program as **General STS**, and a subset of those will be designated as **Core STS** courses. Regularly offered courses that will be listed among Core STS offerings will include ANTH 32 (Intro to the Anthro of Science and Technology), ANTH 147 (Medical Anthropology), BIO 196 (Microbiology of Food), ENVS 25 (Environment and Technology), HIST 12 (Science and Technology in World History), MATH 112 (Topics in the History of Mathematics), PHIL 116 (Philosophy of Science), and numerous others. Beyond that, the program will offer three **Tracks of Study**, described below; however, the courses listed for these tracks will not exhaust the STS course offerings, and students can design a personalized program of classes instead. The tracks are designed to illustrate coherent streams of study within STS. While they do not exhaust the major topics within STS, each is an important area of specialization in its own right, and these topic clusters are very well represented by our core faculty.

I: **Bodies, Health, and Medicine**

Medical anthropology, history of the body, sexuality, madness and psychiatry, public health and development, sociology of disease and epidemics, gesture, movement, and performance in science, animality and human-animal relations, ...

II: **Science and the State**

Scientific policy and planning, ethics in science (incl. bioethics), technological aspects of economic development and underdevelopment, scientific histories of institutional racism, media and physical infrastructure, democracy and science, ...

III: **Mathematics and Modeling**

Ancient and modern history of mathematics, social ramifications of quantification and measurement, computing, game theory and rational choice, ontology and epistemology of the exact sciences, human-algorithm interfaces, models-based reasoning, ...

The major requirements are:

- **Five** distinct courses that include two from General STS and one from each of the three tracks.
  Of the five, at least two must be designated Core STS.

- **Two** additional courses from within the student’s chosen track. (If no track is elected, then these should be chosen from the STS listings in consultation with the advisor.)

- **Any Three** additional STS courses chosen in consultation with the advisor.

The minor requirements are:

- **Four** distinct courses that include two from General STS and two from different tracks. Of these, at least one must be designated Core STS.

- **One** additional course chosen in consultation with the advisor.

- **A Capstone Project** such as a research paper or oral presentation which integrates the topics and methodologies encountered in the coursework. Capstone projects will be run through the CIS 120 course (Interdisciplinary Minor Capstone).

STS will offer a senior thesis option and will offer a lab course called **STS Lab** which runs as an STS companion to traditional math or science classes drawn from a list maintained by the STS program.

2.5. **Other activities and synergy with other academic units.** Besides administering a major and minor, STS will sponsor a speaker series in cooperation with other departments and programs (see §7 for current plans). Many STS-related speaker events are already held across A&S: for instance, recent talks have been held on the history of American women in math, on the structure of experiments in particle physics, on the social contexts of Ebola, and on genetic engineering. This is part of a wide array of STS-related activity on campus: Jonathan Garlick (Dental Medicine, Medicine, Engineering) and Peter Levine (Tisch College, Philosophy) have convened a working group on Civil Science and have each expressed active interest in collaborating with an STS program; Tufts already has an Institute for Innovation (providing seed funding for ambitious interdisciplinary research projects in science and social sciences), an Institute of the Environment, and an Institute for Human-Animal Interaction; and we have Digital Humanities labs and clusters across AS&E. Jason Rife, the Associate Dean for Undergraduate Education in the Engineering School, is interested in partnering with STS to encourage development of coursework for engineering students on technology policy and ethics.
STS will build a community of Tufts faculty and students that provides a common audience and a coherent intellectual framework uniting such diverse activities and interests. With adequate resources, we hope to offer a monthly event that pulls together affiliated faculty, majors, and other interested undergraduate and graduate students. Successful models include the Women’s Center (monthly Dinner and a Movie), Environmental Studies (weekly Lunch and Learn), and Philosophy (monthly Undergraduate Philosophy Club). One proposal is to have a monthly lunch event in which a graduate student or faculty member workshops work in progress with a designated respondent and an open discussion.

3. Executive Committee

Director: Moon Duchin, Mathematics
Patrick Forber, Philosophy
Sheldon Krimsky, Urban and Environmental Policy and Planning
Anne Mahoney, Classics
Sarah Pinto, Anthropology

4. Outreach and faculty affiliates

Extensive outreach is underway to faculty, as well as to chairs and directors of relevant departments and programs (including Anthropology, Biology, Chemistry, Classics, Community Health, Computer Science, Earth and Ocean Sciences, Economics, Education, Environmental Studies, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, UEP, and Tisch College to date). More than 40 AS&E colleagues have already expressed interest in an STS program affiliation. (Though note that these affiliates include faculty whose research or teaching already reflects STS themes, which underrepresent the interest in STS within science departments.)

* denotes core faculty who will advise majors and participate significantly in the direction of the program

Anthropology
Amahl Bishara – Media, journalism, knowledge production, politics of infrastructure
* Alex Blanchette (Food cluster) – Industrial agriculture, animal studies, ethnography of labor
* Tatiana Chudakova – Medical anthropology, technology, environment, ethnicity, nationalism
* Sarah Pinto (Dir. of WGSS) – Medical anthropology, gender, mental health, reproduction
* Nick Seaver – Technology of sound, critical algorithm studies

Biology / Environmental Studies
Colin Orians (Dir. of Env. Studies) – Herbivore-plant interactions, climate change, invasive species
Ninian Stein (Env. Studies) – Environmental policy, “landscape literacy,” environmental justice
* Ben Wolfe – Ecology and evolution of microbial communities, microbiology of food

Classics
Gregory Crane – Digital humanities
* Anne Mahoney – Ancient science and mathematics
Joanne Phillips – Ancient Greek and Roman medicine
* Riccardo Strobinno – Ancient logical and scientific taxonomy, text transmission

Community Health
Jennifer Allen – Health disparities, community-based participatory approaches

Economics
Drusilla Brown (dir. Intl. Relations) – International trade policy, child labor, sweatshops
Ujjayant Chakravorty – Resource and environmental economics, energy and development, water
Anna Hardman – Urban economics, housing, international migration, development economics
Education
* Julia Gouvea (joint with Biology) – Models-based reasoning, philosophy of biology
  David Hammer – Learning and teaching of science, mainly physics; “intuitive epistemologies”

English
* Jess Keiser – Literature of mind, history of science, madness

History
  Virginia Drachman – Medicine and society in the United States
  Kris Manjapra (Dir. of Colonialism Studies) – Intellectual history, urban history, digital humanities
  Steven Marrone – Medieval spirituality, natural science, magic, and popular belief
  Jeann Penvenne – Sorcery and indigenous knowledge in African history
  * Alisha Rankin (Mem. WGSS) – History of science and medicine, history of the body and sexuality

Mathematics
* Moon Duchin (Mem. WGSS) – History, philosophy, culture of math and quantification

Music
* Joseph Auner – Sound studies, music and digital culture, sampling

Philosophy
  Jody Azzouni – Ontology, epistemology of the exact sciences
  * Patrick Forber – Confirmation, explanation, and idealization in science, esp. evolutionary biology
  * Brian Epstein – Ontology of social kinds, philosophy of economics
  * George Smith – Philosophy of science, logic

Political Science
  Kelly Greenhill – Measurement and quantification in conflict and crime
  Nimah Mazaheri – Comparative political economy with a focus on developing countries, oil and mining sectors, and government-business relations

Physics
* Hugo Beauchemin – Epistemology of physics, “autopsy of measurement”
  Gary Goldstein – Ethics and politics of nuclear physics

Urban and Environmental Policy and Planning
  Mary Davis – Environmental health, Haitian factories, New England fisheries
  Justin Hollander – Land use, shrinking cities, intersection between technology and planning
  * Sheldon Krimskey – Science/technology, ethics/values, and public policy
  Barbara Parmenter – Evolution of cities, impacts of urbanization on regional climate change

Outside Arts and Sciences

School of Engineering
  David Gute (Civil and Environmental Engineering, Public Health, Nutrition) – public health and engineering, occupational health risks for local immigrants, disease prevention in Ghana
  Daniele Lantagne (Civil and Environmental Engineering) – Water and sanitation interventions in developing countries and emergency contexts
  * Matthias Scheutz (Computer Science) – Evolution of affect and communication, computation, mind, and language

Veterinary School
  Allen Rutberg (Biomedical Sciences, Dir. Center for Animals and Public Policy) – Urban wildlife conflict, population and fertility control for wildlife
5. Courses

There is a long list of STS-related courses already on the books; these are a mix of regularly offered and one-time courses. (The inclusion of courses in this list does not indicate that any plans have been confirmed to offer them regularly.)

The executive committee will use bulletin descriptions and syllabi to designate some of these as General STS courses (and a subset of these as Core STS), and to assign some to each of the three Tracks of Study (see §2.4). If appropriate, a course can be in more than one of these categories.

ANTH 32 Introduction to the Anthropology of Science and Technology
ANTH 39 Introduction to Environmental Anthropology
ANTH 39 Unsustainable Agriculture
ANTH 049 Consuming Cultures: Tourism, Travel, and Display
ANTH 42 Extreme Environments: Human Adaptability to Novel Habitats
ANTH 147 Medical Anthropology ANTH 149 Science, Magic, and Markets ANTH 164 Media, the State, and the Senses ANTH 178 Animals and Posthuman Thought
ANTH 185 Biopolitics: Life, Death, and Power
ANTH 182 Human Physique
ANTH 188 Culture, Psychiatry and the Politics of Madness
BIOL 2 Biology and the American Social Contract
BIOL 7 Environmental Biology
BIOL 10 Plants and Humanity
BIOL 131 Principles of Medical Imaging
BIOL 183 Seminar in Darwinian Medicine
BIOL 185 Food for All: Ecology, Biotechnology and Sustainability
BIOL 196 Microbiology of Food
CHEM 94 Science and the Human Experience
CIV 06 Time and Modernity
CLAS 48 Time and Festivals in the Ancient World
CLAS 83 Transmission of Ideas: Greek to Arabic to Latin
CLAS 146 Ancient Greek and Roman Medicine
CH 02 Health Care in America
CH 55 Race, Ethnicity, and Health
CH 106 Health, Ethics, and Policy
CH 107 Science and Practice of Medicine
CH 109 Social Movements for Health
CH 184 Globalization and Health
ECON 35 Economic Development
ECON 48 Health Economics
ECON 86 Amer. Economic Development in Historical Perspectives, 1630–1930
ECON 87 Economics of the British Industrial Revolution, 1750–1850
ECON 127 Urban Economics
ECON 130 Topics in Environmental Economics
ECON 176 Multinational Enterprises
ECON 183 Topics in International Political Economy
ECON 184 Number & Size of Nations
ECON 192 Resource and Environmental Economics and Policy
EDUC 111 Dev. of Knowledge and Reasoning in the Science Curriculum
EDUC 112 Mathematics Learning Environment
EDUC 291 Epistemological Foundations of Educational Research
ENGSCI 11 Technology as Culture
ENGSCI 27 Public Health Engineering
ENV 10 Plants & Humanity
ENV 15 Native Peoples and Indigenous Rights in South America
ENV 25 Environment and Technology
ENV 82 Imagining the Environment: Cross-Cultural Perspectives
ENV 150 Environment, Communication and Culture
ENV 160 Environmental Justice and World Literature
ENV 278 Environmental Justice, Security and Sustainability
HIST 02 Globalization
HIST 05 History of Consumption
HIST 07 History of Public Health
HIST 12 Science and Technology in World History
HIST 27 Modern American Society (Objectivity, empiricism, relativism)
HIST 41 Modern China, 1500–2010 (Development of science and technology)
HIST 80 Enlightenment and Imperialism (Intellectual history in global context)
HIST 96 Nature & Knowledge
HIST 154 Health and Healing in Medieval and Early Modern Europe
HIST 156 Science, Magic, and Society 1100–1700
MATH 15 Mathematics in Antiquity
MATH 112 Topics in the History of Mathematics
MUSIC 33 Music, Technology, and Digital Culture
MUSIC 55 Technology and the Jewish Oral Tradition
MUSIC 59 Psychology of Music
PH 247 Global Health Priorities and Approaches
PH 248 Introduction to Global Health and Development
PHIL 11 Biology and Humanity
PHIL 37 Evidence
PHIL 113 Cognition of Society and Culture
PHIL 116 Philosophy of Science
PHIL 118 Philosophy of Biology
PHIL 124 Bioethics
PHIL 134 Philosophy of Social Science
PHIL 141 Global Justice
PHIL 163 Rationalism
PHIL 167 Science Before Newton’s Principia
PHIL 168 Newton’s Principia
PHIL 170 Computation Theory
PHIL 191 Foundations of Cognitive Science
PHY 6 Physics for Humanists
SOC 40 Media and Society
SOC 94 Health, Policy, and Inequality
SOC 94 People, Places, and the Environment
SOC 108 Epidemics: Plagues, Peoples, and Politics
SOC 141 Medical Sociology SOC
149 Sociology of the Body SOC 180
Cities of the Global South
SOC 184 Nonprofits, States, and Markets
SOC 186 International Health Policy
SOC 188 AIDS: Social Origins and Global Consequences
SOC 188 Social Networks
UEP 94 Environmental Policy, Planning & Politics
UEP 173 Transportation Planning
UEP 174 Air & Water Policy
UEP 222 Biotechnology: Social and Environmental Issues
UEP 252 Cities in Space, Place, and Time
UEP 281 Toxic Justice & Human Ecology
UEP 286 Environmental Ethics
6. Possible/planned courses

Among faculty contacted to discuss the possibility of an STS program, many expressed excitement about designing and teaching courses that would list with STS offerings. This is a short list of possible or already planned future courses with STS content, by affiliates and others.

- **Amahl Bishara**: Politics and practices of knowledge in the Middle East
- **Alex Blanchette**: The global factory: Labor and industrial capitalism
- **Tatiana Chudakova**: Materialities of everyday technology
- **Moon Duchin**: Measurement and the history of intelligence
- **Brian Epstein**: Foundations of the metaphysics of the social world
- **Patrick Forber & Moon Duchin**: Explanation in biology and mathematics
- **Forber & Michael Reed**: Decision theory and conservation biology
- **Julia Gouveia**: Model-based learning in biology
- **David Hammer**: Intuitive epistemologies in physics
- **Sheldon Krimsky**: Toxic justice
- **Anne Mahoney**: Ancient mathematics; Indian mathematics
- **Nick Seaver**: Digital ethnography; Cultures of computing; Critical algorithm studies
- **Riccardo Strobino**: History of logic
- **Sigrún Svavarsson**: Food ethics

7. Speakers for co-sponsorship

**Speakers already scheduled.**

October 9, 2015: **Alex Broadbent** (Johannesburg)
- Causation in science.
  [sponsors: philosophy / med school / STS]

February 4, 2016: **Funke Sangodeyi** (ReD Associates)
- Big Pharma looks at HIV/AIDS among black gay men in Mississippi and Baltimore.
  [sponsor: STS; co-sponsors: community health, WGSS; possible: Africana / anthro]

March 3, 2016: **Nancy Nersessian** (Georgia Tech)
- Modeling practices in bioengineering.
  [sponsors: physics / philosophy / STS]

April 2016: **Natasha Myers** (York)
- Plant-human interactions, gesture and dance.
  [sponsors: anthropology / STS]

**Ideas for future co-sponsored speakers.**

- **Sunita Vatuk** (CCNY), mathematical thinking in South Indian women’s folk art
- **Kate Crawford**, **Tarleton Gillespie** (Microsoft), **Christian Sandvig** (Michigan), algorithms
- **Jonathan Sterne** (McGill), **Trevor Pinch** (Cornell), sound technology
- **Lilly Irani** (UCSD), cultural politics of “high-tech” industries
- **Sherine Hamdy** (Brown), Egyptian ideas about organ transplantation
- **Eleana Kim** (UC Irvine), infrastructure & technology and the Korean DMZ
- **Loren Graham** (MIT), Soviet science and the Cold War
- **Sienna Craig** (Dartmouth), science and indigeneity
- **Frederique Apfelmarglin** (Smith), biocultural diversity, local ecology, dance
- **Jim Griesemer** (UC Davis), philosophy of biology
- **Steve Shapin** (Harvard), scientific expertise and social status
- **Valerie Olson** (UC Irvine), anthropology of ecosystems; NASA
- **Megan Bang** (UW Madison), native sciences; cultural differences in sense-making
- **Richard McElreath** (UC Davis), human evolutionary ecology, social behavior