Date: April 14, 2014

To: Faculty of Arts and Sciences-Newark

From: Sherri-Ann Butterfield
Senior Associate Dean of Faculty

Re: Faculty Meeting

There will be a meeting of the Faculty of Arts and Sciences-Newark on Monday, April 21, 2014 at 11:30a.m in Smith Hall, Room 220.

The agenda will be as follows:

I. Dean's Report
   a. Memorial Minute for Professor Gabor Vermes
      Presented by Professor Jonathan Lurie
   b. Memorial Minute for Professor Jay Rosenblatt
      Presented by Professor Harold Siegel

II. Committee Reports
    a. Courses of Study
    b. General Education
    c. Governance, Bylaws and Nominations
    d. Student Affairs, Admissions, and Financial Aid

III. University Senate

IV. Old Business

V. New Business

*Faculty Minutes are now available on the FASN Dean's web-site: http://ncas.rutgers.edu*
To: Faculty of Arts and Sciences - Newark

From: Harold Siegel, Chair of the Courses of Study Committee

Date: Monday, April 7, 2014

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**AGENDA**
Monday, April 7, 2014

The committee recommends approval for the following course requests:

I. Arts, Culture and Media

   Creation of a New Course:
   21:086:440 Producing News Video for the Web (3 credits)

II. English

   Creation of a New Course:
   21:350:253 Green Literature: Reading and Writing the Earth (3 credits)

III. Honors College

   Proposal to Designate the Following as History/Literature Core Curriculum Courses for Honors College Students

   **History**
   Inclusion of Existing Courses:
   21:510:396 Honors Non-American History (3 credits)
   21:510:397 Honors Non-American History (3 credits)
   21:512:391 Honors American History (3 credits)
   21:512:392 Honors American History (3 credits)

   **English**
   Creation of New Courses:
   21:350:391 Honors Topics in Literature (3 credits)
   21:350:392 Honors Topics in Literature (3 credits)
21:352:396 Honors Topics in American Literature (3 credits)
21:352:397 Honors Topics in American Literature (3 credits)

**Spanish and Portuguese Studies**

**Creation of New Courses:**
- 21:812:391 Honors Topics in Portuguese Literature in English Translation (3 credits)
- 21:812:392 Honors Topics in Portuguese Literature in English Translation (3 credits)
- 21:940:391 Honors Topics in Spanish Literature in English Translation (3 credits)
- 21:940:392 Honors Topics in Spanish Literature in English Translation (3 credits)

**IV. Sociology and Anthropology**

**Offer Existing Courses in an Online Format:**
- 21:920:313 Criminology (3 credits)
- 21:920:338 Sociology of Death (3 credits)

**V. Spanish and Portuguese Studies**

**Offer Existing Courses in an Online Format:**
- 21:074:101 Arabic 101 (4 credits)
- 21:074:102 Arabic 102 (4 credits)

**Course Credit Change:**
- From: 21:165:101 Elementary Chinese (3 credits)
- To: 21:165:101 Elementary Chinese (4 credits)

**Course Number, Title and Credit Changes:**
- From: 21:860:203 Russian Grammar and Composition (3 credits)
- To: 21:860:207 2nd Year Russian for Heritage Speakers (4 credits)

- From: 21:860:204 Russian Composition and Conversation (3 credits)
- To: 21:860:208 2nd Year Russian for Heritage Speakers (4 credits)

**VI. Writing Program**

**Creation of New Courses:**
- 21:355:498 Independent Study in Writing (3 credits)
- 21:355:499 Independent Study in Writing (3 credits)
To: Faculty of Arts and Sciences – Newark

From: Fran Bartkowski, Chair of the General Education Committee Fe/Jr.

Date: Wednesday, April 9, 2014

AGENDA
Wednesday, April 9, 2014

A. Course Items for Consideration

The committee recommends approval for the following course proposals:

I. English

21:350:253 Green Literature: Reading and Writing the Earth

II. Pre-Health

Proposal to Include Completion of Pre-Health Studies Curriculum as Fulfilling Second Concentration Requirement
(*See appendix I.)

III. SHRP-NCAS

Proposal to Include Completion of SHRP-NCAS Joint Degree Program Prerequisite Courses as Fulfilling Second Concentration Requirement
(*See appendix II.)
Date: April 7, 2014

To: Members of the General Education Committee

Re: Second concentration for Pre-Health Students

Dear Members of the General Education Committee,

As you may know, we have a significant number of students who enroll at Rutgers University-Newark intending to pursue a health profession. A majority of our incoming first year students state that they are interested in applying to medical, dental, or another health profession program upon graduating from Rutgers. Each year, Rutgers-Newark has over 100 students apply to a professional health program, which I can confirm since I oversee the pre-health program and all eligible students (having a GPA of 3.0 or higher) open a file with our office. This allows us to keep track of students during their time at Rutgers as well as guide them during their journey from undergraduate student to prospective applicant for a professional program. For students who wish to pursue this path, they begin their studies in NCAS or another undergraduate institution on the Newark campus, completing their core curriculum requirements as well as prerequisite courses needed to apply for entry after graduation. Along the way, they also decide what major they want to pursue and complete those requirements. Students vary as to when they apply to professional programs, the earliest tending to be after the completion of their junior year (at least 90 credits) and the latest being after earning a degree from our institution.

Students who are completing the prerequisites to apply to health profession programs, such as medical and dental schools, are faced with having to complete a significant amount of coursework to be eligible to apply to these programs (generally between 50 and 70 credits), on top of the required courses to graduate including the core curriculum, writing intensive, and major requirements. Therefore, by adding the requirement of a second concentration onto the number of requirements they must complete to graduate, it will make it difficult or even impossible for students to complete their degrees within 4 years. Because of the demanding nature of the professional programs and the associated prerequisite courses students must complete in NCAS, I am requesting that the General Education Committee approve completion of the pre-health prerequisite courses as a means of completing the Core Curriculum second concentration requirement.

Sincerely,

Sofia F. Pinto-Figueroa, MSW
Assistant Dean
Office of the Dean of Student Affairs
Rutgers, the State University of New Jersey
NCAS Proposal
Pre-Health as a Second Concentration
April, 2014

NCAS Core Curriculum

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21:355:101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>3</td>
<td>21:355:102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>21:640:114</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>9</td>
<td>History/Literature core</td>
<td>select from history/literature core courses</td>
</tr>
<tr>
<td>6</td>
<td>Social Science core</td>
<td>Psychology 21:830:101 or 102</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sociology 21:920:201</td>
</tr>
<tr>
<td>8</td>
<td>Fndns of Bio: Cell and Molecular lecture and lab</td>
<td>21:120:201</td>
</tr>
<tr>
<td></td>
<td>Fndns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:202</td>
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<tr>
<td></td>
<td></td>
<td>21:120:205</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21:120:206</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Media core</td>
<td>select from arts and media core courses</td>
</tr>
<tr>
<td>3</td>
<td>Other Liberal Arts</td>
<td>21:730:212 Intro to Ethics</td>
</tr>
<tr>
<td><strong>Total = 38</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
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Proposed Second Concentration:
Pre-Health Prerequisite Courses
completed at Rutgers University-Newark

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>21:120:200</td>
<td>Concepts in Biology</td>
</tr>
<tr>
<td>3</td>
<td>21:120:360</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>3</td>
<td>21:640:211 or 21:220:231</td>
<td>Statistics</td>
</tr>
<tr>
<td>4</td>
<td>21:640:135</td>
<td>Calculus I</td>
</tr>
<tr>
<td>5</td>
<td>21:160:113 &amp; 115</td>
<td>General Chemistry I lecture and lab</td>
</tr>
<tr>
<td>5</td>
<td>21:160:114 &amp; 116</td>
<td>General Chemistry II lecture and lab</td>
</tr>
<tr>
<td>4</td>
<td>21:160:335</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>4</td>
<td>21:160:336</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>2</td>
<td>21:160:331</td>
<td>Organic Chemistry Lab</td>
</tr>
<tr>
<td>5</td>
<td>21:750:203 &amp; 205</td>
<td>General Physics I lecture and lab</td>
</tr>
<tr>
<td>5</td>
<td>21:750:204 &amp; 206</td>
<td>General Physics II lecture and lab</td>
</tr>
<tr>
<td><strong>Total = 44</strong></td>
<td>See notes on next page</td>
<td></td>
</tr>
</tbody>
</table>

**Biology and Chemistry majors will not be eligible to use the “Pre-health concentration” as their second concentration for completion of the Core Curriculum.**
Note: The Following Courses are also to be taken for Pre-Health as Second Concentration but will count as part of the Core Curriculum:

- Principles of Psychology 830:101 or 102
- Intro to Sociology 920:201
- Intro to Ethics 730:212
- Foundations of Biology: Cell and Molecular 21:120:201 & 202

Recommended Courses, but not required:
- Cell Biology 120:355
- Genetics 120:352
- Immunology 120:350
- Molecular Biology 120:356
- Comparative Anatomy of Vertebrates 120:285
- General Microbiology 120:335
- Mammalian Physiology 120:340

Total credits completed at RU-N:
38 Core Curriculum + 44 Pre-Health Prerequisites + 6 WI + 36-45 First Major = 124-133 credits.
Date: March 20, 2014

To: Members of the General Education Committee

Re: Second concentration for SHRP-NCAS joint degree programs

Dear Members of the General Education Committee,

As you know, in July 2013, the schools of UMDNJ officially became part of Rutgers, The State University of New Jersey. One aim of that integration as well as a primary goal of the University Strategic Plan is to encourage cross-school collaborations that expand students’ educational opportunities. To that end, the Newark College of Arts and Sciences (NCAS) is partnering with the School of Health Related Professions (SHRP) to establish several new undergraduate joint degree programs in addition to our longstanding joint programs in Clinical Lab Sciences and Medical Imaging Sciences (formerly Allied Health Technology). In all these programs, students begin their studies in NCAS, completing their core curriculum requirements as well as prerequisite courses needed to apply for entry into one of SHRP’s major programs. They then apply to SHRP, typically at the completion of their 4th to 6th semester at Rutgers and complete their major programs at SHRP, earning a degree issued jointly by both schools.

Most of these joint degree programs require that students complete significant amount of coursework to earn the major itself (generally between 50 and 70 credits), as well as a significant number of prerequisite courses in NCAS, making it difficult or impossible for students to complete the second concentration via any of the currently available means (e.g., an NCAS minor, Honors College, UTEP, accelerated BA/MA) and still complete their degrees within 4 years. Because of the varied nature of the SHRP programs and the associated prerequisite courses students must complete in NCAS, we are requesting that the General Education Committee approve completion of the attached programs of study in NCAS as alternate means of completing the Core Curriculum second concentration requirement.

Sincerely,

Julie O’Sullivan Maillet, PhD, RD, FADA
Professor and Dean (Interim)
School of Health Related Professions

Gretchen Van de Walle, Ph.D.
Associate Dean, Faculty of Arts and Sciences-Newark
Program of Study
NCAS-SHRP Major in Clinical Lab Science, Cytotechnology option
March, 2014

NCAS Core Curriculum

<table>
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<tr>
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<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21:355:101</td>
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<td>3</td>
<td>21:640:114</td>
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</tr>
<tr>
<td>9</td>
<td>History/Literature core</td>
<td>select from history/literature core courses</td>
</tr>
<tr>
<td>6</td>
<td>Social Science core</td>
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</tr>
<tr>
<td>8</td>
<td>Fdns of Bio: Cell and</td>
<td>21:120:201</td>
</tr>
<tr>
<td></td>
<td>Molecular lecture and lab</td>
<td>21:120:202</td>
</tr>
<tr>
<td></td>
<td>Evolution lecture and lab</td>
<td>21:120:206</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Media core</td>
<td>select from arts and media core courses</td>
</tr>
<tr>
<td>3</td>
<td>Other Liberal Arts</td>
<td>select from other liberal arts core</td>
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Total = 38

Additional NCAS Courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Writing Intensive</td>
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Total = 6

Proposed Second Concentration:
Cytotechnology Prerequisite Courses
completed at Rutgers University-Newark

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<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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<td>General Microbiology</td>
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<td>4</td>
<td>21:120:340</td>
<td>Mammalian Physiology</td>
</tr>
<tr>
<td>3</td>
<td>21:120:355</td>
<td>Cell Biology</td>
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<tr>
<td>4</td>
<td>21:120:405</td>
<td>Microanatomy</td>
</tr>
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<td>21:640:211 or 21:220:231</td>
<td>Statistics</td>
</tr>
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<td>4</td>
<td>21:160:336</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>2</td>
<td>21:160:331</td>
<td>Organic Chemistry Lab</td>
</tr>
<tr>
<td>3</td>
<td>Science elective credits</td>
<td></td>
</tr>
</tbody>
</table>

Total = 49

Total credits completed at RU-N: 38 core curriculum + 49 Cytotech prerequisites + 6 WI = 93 credits.
Total credits completed at SHRP: Cytotechnology major = 47 credits.
Program of Study
NCAS-SHRP Major in Clinical Lab Science, Medical Lab Science option
March, 2014

NCAS Core Curriculum

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<thead>
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<tr>
<td>3</td>
<td>Other Liberal Arts</td>
<td>select from other liberal arts core</td>
</tr>
<tr>
<td><strong>Total = 38</strong></td>
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</tr>
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</table>

Additional NCAS Courses

| 6       | Writing Intensive | select from WI courses                           |
| **Total = 6** |                     |                                                   |

Proposed Second Concentration:  
MLS Prerequisite Courses  
completed at Rutgers University-Newark

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<td>21:120:340</td>
<td>Mammalian Physiology</td>
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<tr>
<td>3</td>
<td>21:120:355</td>
<td>Cell Biology</td>
</tr>
<tr>
<td>3</td>
<td>21:640:211 or 21:220:231</td>
<td>Statistics</td>
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<td>5</td>
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<td>Immunology</td>
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<td>Science elective credits</td>
<td></td>
</tr>
<tr>
<td><strong>Total = 49</strong></td>
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</tbody>
</table>

Total credits completed at RU-N: 38 core curriculum + 49 MLS prerequisites + 6 WI = 93 credits.  
Total credits completed at SHRP: Medical Lab Sciences major = 45 credits.
Program of Study
NCAS-SHRP Major in Health Information Management
Revised March, 2014

NCAS Core Curriculum

<table>
<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>21:355:101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>3</td>
<td>21:355:102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>21:640:108 or 109</td>
<td>College Algebra</td>
</tr>
<tr>
<td>9</td>
<td>History/Literature core</td>
<td>select from history/literature core courses</td>
</tr>
<tr>
<td>6</td>
<td>Social Science core</td>
<td>select from social science core courses</td>
</tr>
<tr>
<td>8</td>
<td>Natural Science core</td>
<td>select from natural science core courses</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Media core</td>
<td>select from arts and media core courses</td>
</tr>
<tr>
<td>3</td>
<td>Other Liberal Arts</td>
<td>select from other liberal arts core</td>
</tr>
<tr>
<td>Total = 38</td>
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</tr>
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Additional NCAS Courses

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<thead>
<tr>
<th>Credits</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3*</td>
<td>Writing Intensive if needed. If WI not needed then general elective</td>
</tr>
<tr>
<td>3</td>
<td>general elective</td>
</tr>
<tr>
<td>Total = 6</td>
<td></td>
</tr>
</tbody>
</table>

Proposed Second Concentration:
HIM Prerequisite Courses
completed at Rutgers University-Newark

<table>
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<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>21:120:141</td>
<td>Anatomy and Physiology I</td>
</tr>
<tr>
<td>4</td>
<td>21:120:142</td>
<td>Anatomy and Physiology II</td>
</tr>
<tr>
<td></td>
<td>21:640:108 or 109</td>
<td>College Algebra</td>
</tr>
<tr>
<td>3</td>
<td>21:640:211 or 21:220:231</td>
<td>Statistics</td>
</tr>
<tr>
<td>3</td>
<td>21:198:100</td>
<td>Intro to Computers and Info Processing</td>
</tr>
<tr>
<td>3</td>
<td>29:010:203</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>3</td>
<td>29:620:301</td>
<td>Introduction to Management</td>
</tr>
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<td>Total = 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total credits completed at RU-N: 38 core curriculum + 20 HIM prerequisites + 6 additional = 64 credits.
Total credits completed at SHRP: HIM major = 61 credits.

*NOTE: Students must complete two Writing Intensive (WI) courses as part of their degree requirements. Students may select a core curriculum or an elective course in NCAS that is also designated as writing intensive. In the major, BINF 4310, Performance Improvement, has been
approved by the NCAS Writing Across the Curriculum Coordinator as a writing intensive course.
Program of Study
NCAS-SHRP BS in Health Science, Aging track
March, 2014

NCAS Core Curriculum

<table>
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<tr>
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<tr>
<td>3</td>
<td>21:355:102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>Quantitative reasoning core</td>
<td>21:640:106 or higher</td>
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<td>select from social science core courses</td>
</tr>
<tr>
<td>8</td>
<td>Natural Science core</td>
<td>select from natural science core courses</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Media core</td>
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</tr>
<tr>
<td>3</td>
<td>Other Liberal Arts</td>
<td>select from other liberal arts core</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
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</tr>
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</table>

Additional NCAS Courses

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3*</td>
<td>Writing Intensive</td>
</tr>
<tr>
<td>6</td>
<td>Elective credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Proposed Second Concentration:
BSHS Aging track Prerequisite Courses
completed at Rutgers University-Newark

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21:830:102</td>
<td>Principles of Psychology</td>
</tr>
<tr>
<td>3</td>
<td>21:830:354</td>
<td>Adulthood and Aging</td>
</tr>
<tr>
<td>3</td>
<td>21:830:424</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>3</td>
<td>21:920:338</td>
<td>Sociology of Death and Dying</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Second writing intensive course met in BSHS Aging track prerequisites (21:910:342)
Total credits completed at RU-N: 38 core curriculum + 15 BSMS Aging track prerequisites + 9 additional = 62 credits.
Total credits completed at SHRP: BSHS Aging track major = 62 credits.
Program of Study  
NCAS-SHRP Major in Medical Imaging Science  
March, 2014  

NCAS Core Curriculum  

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>21:355:101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>3</td>
<td>21:355:102</td>
<td>English Composition II</td>
</tr>
<tr>
<td>3</td>
<td>21:640:114</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>9</td>
<td>History/Literature core</td>
<td>select from history/literature core courses</td>
</tr>
<tr>
<td>6</td>
<td>Social Science core</td>
<td>select from social science core courses</td>
</tr>
<tr>
<td>8</td>
<td>Fdns of Bio: Cell and Molecular lecture and lab</td>
<td>21:120:201</td>
</tr>
<tr>
<td></td>
<td>Fdns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:205</td>
</tr>
<tr>
<td></td>
<td>Fdns of Bio: Cell and Molecular lecture and lab</td>
<td>21:120:202</td>
</tr>
<tr>
<td></td>
<td>Fdns of Bio: Ecology and Evolution lecture and lab</td>
<td>21:120:206</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Media core</td>
<td>select from arts and media core courses</td>
</tr>
<tr>
<td>3</td>
<td>Other Liberal Arts</td>
<td>select from other liberal arts core</td>
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Total = 38

Additional NCAS Courses

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</thead>
<tbody>
<tr>
<td>6</td>
<td>Writing Intensive</td>
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</tbody>
</table>

Total = 6

Proposed Second Concentration:  
MIS Prerequisite Courses  
completed at Rutgers University-Newark  

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>21:120:200</td>
<td>Concepts in Biology</td>
</tr>
<tr>
<td>4</td>
<td>21:120:285</td>
<td>Comparative Anatomy of Vertebrates</td>
</tr>
<tr>
<td>4</td>
<td>21:120:335</td>
<td>General Microbiology</td>
</tr>
<tr>
<td>4</td>
<td>21:120:340</td>
<td>Mammalian Physiology</td>
</tr>
<tr>
<td>3</td>
<td>21:120:352</td>
<td>Genetics</td>
</tr>
<tr>
<td>3</td>
<td>21:640:211 or 21:220:231</td>
<td>Statistics</td>
</tr>
<tr>
<td>5</td>
<td>21:160:113 &amp; 115</td>
<td>General Chemistry I lecture and lab</td>
</tr>
<tr>
<td>5</td>
<td>21:160:114 &amp; 116</td>
<td>General Chemistry II lecture and lab</td>
</tr>
<tr>
<td>4</td>
<td>21:160:335</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>4</td>
<td>21:160:336</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>2</td>
<td>21:160:331</td>
<td>Organic Chemistry Lab</td>
</tr>
<tr>
<td>5</td>
<td>21:750:203 &amp; 205</td>
<td>General Physics I lecture and lab</td>
</tr>
<tr>
<td>5</td>
<td>21:750:204 &amp; 206</td>
<td>General Physics II lecture and lab</td>
</tr>
</tbody>
</table>

Total = 52

Total credits completed at RU-N: 38 core curriculum + 50 MIS prerequisites + 6 WI = 94 credits.  
Total credits completed at SHRP: Medical Lab Sciences major = 42-45 credits, depending upon concentration.
Date: April 17, 2014

To: FASN Faculty

From: Committee on Governance, By-Laws and Nominations

Re: FASN Standing Committees 2014-2015 Slate

The following nominations are presented to the faculty for consideration:

**Affirmative Action and Review**

1. Rigoberto Gonzalez
2. Frank Fischer
3. Alternate #1: OPEN
4. Alternate #2: OPEN

**Appointments and Promotions**

**Humanities:**

Beryl Satter
Karen Caplan
Fran Bartowski

**Natural Sciences:**

April Benasich
Mark Feighn
Lee Slater

**Social Sciences:**

John Graham
Brian Ferguson
Harold Siegel
Courses of Study

1. John Rollino
2. Nick Kline
3. Alvaro Rodriguez

General Education

1. Jennifer Arena
2. Mal Kiniry
3. Eva Giloif
4. Doug Morrison

Government By-Laws and Nominations

1. Ned Kirby

Library and Computer

1. Robert Sczech
2. Adam Kustka

Newark Faculty Council

1. Lyra Monteiro
2. Gabriel Miller
3. Alexander Gates

Planning and Budget

1. Li Guo
2. Michael Cole

Scholastic Standing

1. Alison Howell
2. Yuan Gao

Student Affairs, Admissions and Financial Aid

1. Antonio Vazquez-Arroyo
2. Yusuf Abdi
Teaching Effectiveness

1. Roberta Schorr
2. Sterling Bland
3. Carolyne White

University Senate

1. Karina Schafer
2. OPEN
3. OPEN
Date: April 21, 2014
To: Faculty of Arts and Sciences-Newark
From: Committee on Student Affairs, Admissions, and Financial Aid
Subject: Activities and Recommendations

While in the past this committee has concerned itself principally with the nonacademic aspects of student life, we have viewed our primary mandate to be investigating, and helping to improve, the educational experience of students at Rutgers-Newark. Since the 2011-12 academic year, the committee has addressed the following issues:

1) Spring 2012: Partly in reaction to widespread publicity about the spiraling of student debt, as well as student concerns about the functioning of the Financial Aid and Business offices on campus, the committee sponsored a public forum. Prominent officers from both the New Brunswick and Newark offices were present to answer student questions and respond to complaints.

2) Fall 2012-Spring 2013: The FAS-N Dean’s Office sent out a memo requesting that faculty discourage students from attending class if they had been deregistered for failure to pay any portion of their term bill. This memo moved the committee to undertake further inquiry into the procedures enabling students to obtain their financial aid packages in a timely way. The committee met twice with Dean Gretchen Van de Walle to discuss the rationale for the stricter policy regarding timely registration. The committee also met with officers from the Financial Aid and Business offices—Mel Brown, Maria Correia and Sanjana Rimal—to inquire into the resources needed to improve the coordination between these two offices, as well as to reduce the long lines—and at times unqualified staff—students were encountering when attempting to resolve their problems regarding financial aid. These problems have been to a degree remedied—thanks largely to John Gunkel—by Newark students’ gaining access to a free “hotline” previously available only to students at the New Brunswick campus, as well as by increased oversight of student registration by the Office of the Vice Chancellor for Academic Programs and Services in conjunction with the Business and Financial Aid offices. The 40-year-old electronic infrastructure of Rutgers continues, however, to hamper the efficiency of the Business and Financial Aid offices, since the
different databases used by the two offices cause bottlenecks and delays for both staff and students.

3) Fall 2013-Spring 2014: The committee has increasingly focused on the unacceptable rates of academic failure: more than a third of our students fail to graduate within six years. The failure rate is especially pronounced among students taking STEM courses—both transfer students and students entering the college with inadequate preparation. After examining the provisions of the Lampitt Law, the committee met with Jason Hand, director of undergraduate admissions, to get information about the academic profile of students coming to the Newark campus from various community colleges as well as other four-year colleges. We consulted with the Jen Arena and Marne Benson of the Writing Center and met twice with Al Brown of the Learning Center—one also with Alyssa LaPatriello, new Learning Specialist who has been recently hired—to ascertain the types and levels of resources available to both of these vital centers of student support.

Recommendations:

(1) If Rutgers-Newark is to remain true to its commitment to graduate the students whom we admit, the Learning Center needs to be relocated to a site more convenient for students and significantly expanded in terms of both the number and the academic level of the tutors it hires (see below). The Writing Center, while currently better positioned to serve student needs, also needs more space and financial resources, as well as fuller support from faculty in the teaching of writing.

(2) While the committee is not in a position to advise academic departments, some ideas that came up in connection with the STEM fields—where our students encounter the most problems—include (a) devising diagnostic tests and tools enabling students to determine their capability to undertake the work required in advanced courses; (b) developing electronic tutorial modules; (c) devising incentives for students to use the Learning Center on a consistent basis; and (d) setting up summer “boot camps” for incoming students.

(3) The campus is urged to invest significantly more funds in hiring academic support staff who can be of assistance both to students in beginning-level courses and to students in higher-level courses. Successful retention of students who would otherwise have dropped out or been academically dismissed results, moreover, in increased revenues that could then be invested in the hiring of additional support staff.

(4) Although the cost to Rutgers will be considerable, the time has come—indeed is past—for its computer system to be overhauled. The communication problems between the Business and Financial Aid offices are just the tip of a very large iceberg.
The FAS-N committee on Student Affairs, Admissions, and Financial Aid has worked steadily over the past three years and will continue its work in the future. It has benefited from the committed and creative participation of its members, and particularly from the input and energy of its different student members over the years. At this point, however, the committee realizes that the issues it has been studying require action throughout the University, with active participation by faculty, staff, students and administration. Particularly at stake is Rutgers’s commitment, as part of its broader mission, to graduate each and every student who is admitted.

Respectfully submitted,

Yusuf Abdi, Mathematics
Barbara Foley, English (Chair)
Huixin He, Chemistry
Divij Pandya, SGA

John Rollino, Physics
Ken Sanders, Associate Dean, Academic Services
Rob Snyder, American Studies/ACM
Carolyne White, Urban Education
FACULTY OF ARTS AND SCIENCES MEETING
Wednesday, March 12, 2014

Present

Abdi      Farrow      Komisaruk      Schorr      Weber
Asen      Ferguson    Krekelberg    Schwenkenberg  Wu
Austin    Franklin    Kutting       Shelstad      Zhang
Balog     Gao         Larson        Shiflett      
Barr      Goodman     Loftin        Slater        
Bartkowski Guo        Morrison      Sloan-Power    
Bonder    Holzapfel   Pare          Snyder        
Carruthers Hull       Price         Sodikoff       
Cohen     Huskey      Puhak         Spartareanu    
Creese    Josephson   Raphael       Sternberger    
DeRosa    Keene       Rodriguez     Stewart-Winter
Dobrowolski Keigher    Rojas-Perez   Sturb         
Engot     Kinyi       Sakellaridis  Varlik         
Eversman  Kirby       Samatar      Velez

Excused

Bird      Peterman    
Feighn    Phillips     
Gilman    Rollino      
Hadas     Schafer      
Jordan    Sheridan     
Loeb      Sturm        
Oertel

Approved Minutes

The Minutes of the December 9, 2013 meeting was approved as presented.

Dean’s Report

Dean Lewis called on Lt. Jamie Hendrix of the Rutgers University Police Department who briefly discussed campus safety and the various services provided to the university community:
- Shuttle Service
- Public Safety Escorts
- Light Rail Service
- Building Safety Check

At this time, Dean Lewis continued her report, which included the following comments:

- Dr. Clement Price will be awarded an honorary degree from NJIT and serve as the 2014 Commencement speaker.
- During the upcoming Open House in April faculty will be asked to participate in recruiting students.
- Chancellor Cantor continues to meet with faculty to discuss new ideas.

Dean Lewis concluded her remarks and called on the following committees to present their reports.

**Course of Study Committee**

Professor Harold Siegel, Chair of the Committee, moved for the adoption of Sections I, II, III, IV, V, and VI of the Committee’s March 3, 2014 report. Professor Siegel motion was seconded and approved.

**General Education Committee**

Professor Frances Bartkowski, Chair of Committee, moved for the adoption of Sections I and II of the Committee’s February 26, 2014 report. Professor Bartkowski motion was seconded and approved.

**University Senate**

Robert Puhak, University representative, presented the following report:

**Brief Overview of December 2013 and January 2014 University Senate Meetings**

- Last reported at 12/9/13 FASN meeting. University Senate met in December, January, and February. This report covers December and January meetings. February meeting to be covered at next FASN meeting.

- 12/6/13 meeting in New Brunswick
  - Committee Reports included
    - Student Affairs Committee (SAC) presented report regarding de-registration of students for non-payment of term bills, i.e., removing students from roster if term bills not paid on time
      - Found that, prior to de-registration, approximately 27 individual communications issued (in a variety of formats) by Rutgers to students over two-month period
      - Concluded that no additional action would facilitate student payment
    - Instruction, Curricula, & Advising Committee (ICAC) presented on MOOCS, i.e., Massive Open Online Courses
      - Committee investigated topic last year, resulting in ten related recommendations
        - Three of them regarding oversight and support for any Rutgers MOOC initiatives
        - Seven meant to be preemptive, providing guidelines for any potential future MOOC endeavors that offer Rutgers credits
Given rapidly changing dynamics, committee charged this year to reconsider the current status and make recommendations regarding
Rutgers policies and practices
  - Noted growing sense that too much was being attempted too fast in the field
  - Found that, as opposed to earlier concerns, MOOCS not going to disrupt and completely reinvent higher education
  - Rutgers offerings being curtailed (kept at initial commitment to develop three MOOCs), due to cost concerns and lack of revenue to sustain process
  - ICAC continues to urge significant academic representation of faculty and students in related decisions, as those bodies are most deeply impacted
  - University Administration accepted and agreed with ICAC's seven guideline recommendations from last year's MOOC report

- Budget & Finance Committee (BFC) presented Annual Report on Rutgers University Budget
  - This annual report is a newly initiated effort by Senate and BFC to facilitate increased awareness regarding university budget
  - Report followed by question-and-answer period

- Executive Vice President for Academic Affairs (EVPAA) Dick Edwards
  - Presented President Barchi's administrative report; included comments regarding
    - Recent faculty honors and awards
    - Establishment of Office of Enterprise Risk Management
    - Presentation of Strategic Plan draft to Board of Governors, and planned submission to the Board of Trustees
  - Presented his EVPAA administrative report; included comments regarding
    - BFC report (further above) regarding Rutgers' budget
    - Costs of merging Rutgers and UMDNJ
    - Revenue-generating and entrepreneurial activities, and budgetary implications
  - Responded to questions, or heard comments, on topics including
    - State support and funding
    - Availability of budget information, e.g. allocations among campuses, previously requested (by Senate) IPEDS report
    - Costs of integration of UMDNJ with Rutgers
    - Subvention of Humanities and School of Arts and Sciences-New Brunswick
    - Pending appointment of task forces and committees to look at areas such as IT systems (including integration of Rutgers and UMDNJ systems), academic structure of Rutgers, and responsibility centered management (new form of university budgeting)
• 1/24/14 meeting in New Brunswick
  o Senate Chairwoman Ann Gould noted that going forward all Senate meetings
    would include reports from students liaisons from each major campus
  o Committee Reports included
    o Academic Standards, Regulations, and Admissions Committee (ASRAC)
      presented two reports, regarding
      o Effective Use of Resources
        ▪ Investigate current regulations’/procedures’ i) effect on student
          achievement and ii) cost to university resources; specifically as
          pertains to
            o Students repeatedly failing (or withdrawing from) and taking
              same course
            o Replacement of grades when a student retakes a course
            o Disparate deadlines (school to school within Rutgers)
              regarding withdrawal from courses
            o Dismissal of students for poor academic performance and
              monitoring readmission of students who have been dismissed
        ▪ Related recommendations adopted
          o Students who fail specified set of courses twice or more must
            obtain permission from course instructor or adviser to register
            again for course
          o “D” grade should be treated the same way as “F” when grade
            is replaced in GPA (i.e., when student retakes course and
            obtains a satisfactory grade)
          o Allow students to replace a “D” or “F” grade in a course
            provided they have NOT previously replaced
              (i) a “D” or “F” in the same course and
              (ii) combined total of four such grades (“F” or “D”) as
                  Rutgers undergrad
          o Allow individual schools to adopt stricter policy regarding
            replacement of “D” and “F” grades; strongly discourage them
            from adopting less strict policy
          o When students from two schools, each which have different
            deadlines for withdrawal with “W” grade, are taking the same
            course, the deadline of the school offering the course should
            hold for all students in the course
  o Test Optional Admissions
    ▪ Look into whether test-optional admissions should be
      implemented for applicants to some or all of our undergraduate
      schools and colleges
    ▪ Practice of “Optional submission of SAT or ACT scores”
      growing rapidly across institutes of higher-education over past
      several years
    ▪ Committee members identified pros of “test optional
      admissions” (e.g. commitment to access) and cons (e.g. SAT and
ACT useful in conjunction with other selection criteria, serious logistical problems for admissions staff, could lower Rutgers national rankings)

- Committee recommends not to introduce test-optional admissions for any of our schools or colleges at this time

- President Barchi presented his administrative report; included comments regarding
  - His commitment/efforts to work with the Senate Chair and Vice Chair in order to discuss and respond to Senate reports and recommendations that had been left unaddressed by Rutgers Administration over the years
  - University’s move from ‘all-funds budgeting’ to ‘responsibility centered management’

- Interim New Brunswick Chancellor Richard Edwards presented New Brunswick campus report; included comments regarding
  - Integration with the former UMDNJ
  - National rankings, statistics, major awards, and honors of faculty and students
  - Variety of initiatives and new academic programs
  - Recent, current, and upcoming capital projects
  - Answers to questions including improvements to emergency contact systems

- The Senate meets next on 3/28/14 in New Brunswick

New Business

Professor Bruce Franklin moved for the endorsement of the following resolution regarding keynote speaker former Secretary of State Condoleezza Rice. After some discussion, the resolution was passed and approved.

"WHEREAS Condoleezza Rice, as National Security Advisor to President George W. Bush, played a prominent role in his administration’s efforts to mislead the American people about the presence of weapons of mass destruction in Iraq and the existence of links between al Qaeda and the Iraqi regime, AND

WHEREAS the lies thus promoted led to the second Iraq war, which caused the death of over 100,000 men, women and children, and the displacement of millions of others, and

WHEREAS Condoleezza Rice, at the very least, condoned the Bush administration’s policy of “enhanced interrogation techniques” such as waterboarding, and its attempt to present such techniques as legal, and

WHEREAS Rutgers, as a public institution of higher learning, should educate its students about past historical events, not pretend they never took place, and

WHEREAS a Commencement speaker, who is entrusted with speaking to graduating students about the direction of their future lives, should embody moral authority and exemplary citizenship, and
WHEREAS an honorary Doctor of Laws degree should not honor someone who participated in a political effort to circumvent the law,

THEREFORE BE IT RESOLVED that the Faculty of Arts and Sciences-Newark urges the Board of Governors to rescind its misguided decision to invite former Secretary of State Condoleezza Rice to deliver the keynote address at this year’s New Brunswick Commencement ceremony, and to award her an honorary Doctor of Laws degree.”

There was no Old Business. The meeting adjourned at 3:45pm.

Respectively submitted,

[Signature]

Eduardo Moncada
Faculty Secretary
To: Faculty of Arts and Sciences - Newark

From: Harold Siegel, Chair of the Courses of Study Committee

Date: Monday, March 3, 2014

AGENDA
Monday, March 3, 2014

The committee recommends approval for the following course requests:

I. Center for Molecular and Behavioral Neuroscience

Creation of a New Course:
21:112:200 Introduction to Neuroscience (3 credits)

Creation of a New Major:
Interdisciplinary Major in Behavior and Brain Science
(“See attached for appendix I.”)

II. Earth and Environmental Sciences

Offer Existing Course in an Online Format:
21:460:203 Natural Disasters (3 credits)

III. English

Course Number Changes:
From: 21:350:206 Writers at Newark, I (3 credits)
To: 21:352:207 Writers at Newark, I (3 credits)

From: 21:350:207 Writers at Newark, II (3 credits)
To: 21:352:208 Writers at Newark, II (3 credits)

From: 21:350:433 Asian American Literature (3 credits)
To: 21:352:340 Asian American Literature (3 credits)
Course Title Changes:

From: 21:350:254 Literature and Politics of the Third World (3 credits)
    To: 21:350:254 Post-Colonial Literature (3 credits)

From: 21:350:321 Survey of English Literature (3 credits)
    To: 21:350:321 Survey of English Literature to 1700 (3 credits)

From: 21:350:322 Survey of English Literature (3 credits)
    To: 21:350:322 Survey of English Literature after 1700 (3 credits)

From: 21:350:349 The English Novel (3 credits)
    To: 21:350:349 The English Novel to 1800 (3 credits)

From: 21:350:350 The English Novel (3 credits)
    To: 21:350:350 The English Novel after 1800 (3 credits)

From: 21:350:360 Topics in Women in Literature (3 credits)
    To: 21:350:360 Topics in Literature and Gender (3 credits)

From: 21:350:361 Women in Literature (3 credits)
    To: 21:350:361 Writing Women, I (3 credits)

From: 21:350:362 Women in Literature (3 credits)
    To: 21:350:362 Writing Women, II (3 credits)

From: 21:350:405 Major Victorian Authors (3 credits)
    To: 21:350:405 Seminar in Earlier Victorian Literature (3 credits)

From: 21:350:406 Major Victorian Authors (3 credits)
    To: 21:350:406 Seminar in Later Victorian Literature (3 credits)

From: 21:350:415 Seminar in Literature (3 credits)
    To: 21:350:415 Seminar in Renaissance Literature (3 credits)

From: 21:350:416 Seminar in Literature (3 credits)
    To: 21:350:416 Seminar in Modern British Literature (3 credits)

From: 21:350:429 Aspects of the European Novel (3 credits)
    To: 21:350:429 Studies in the European Novel to 1900 (3 credits)
From: 21:350:430 Aspects of the European Novel (3 credits)
To: 21:350:430 Studies in the European Novel after 1900 (3 credits)

From: 21:350:479 Major British Authors (3 credits)
To: 21:350:479 Seminar in Major British Authors, I (3 credits)

From: 21:350:480 Major British Authors (3 credits)
To: 21:350:480 Seminar in Major British Authors, II (3 credits)

From: 21:352:325 Survey of American Literature (3 credits)
To: 21:352:325 Survey of American Literature to 1860 (3 credits)

From: 21:352:326 Survey of American Literature (3 credits)
To: 21:352:326 Survey of American Literature after 1860 (3 credits)

From: 21:352:361 Studies in American Authors (3 credits)
To: 21:352:361 Studies in American Authors of the 19th Century (3 credits)

From: 21:352:362 Studies in American Authors (3 credits)
To: 21:352:362 Studies in Modern American Authors (3 credits)

From: 21:352:395 African American Literature (3 credits)
To: 21:352:395 African American Literature to 1900 (3 credits)

From: 21:352:396 African American Literature (3 credits)
To: 21:352:396 African American Literature after 1900 (3 credits)

From: 21:352:415 Seminar in American Literature (3 credits)
To: 21:352:415 Seminar in 19th Century American Literature (3 credits)

From: 21:352:416 Seminar in American Literature (3 credits)
To: 21:352:416 Seminar in 20th Century American Literature (3 credits)

IV. History

Creation of a New Course:
21:512:231 America's Pacific: Asian American History (3 credits)
V. Psychology

Creation of a New Course:
21:830:383 Psychology of Men (3 credits)

VI. Sociology and Anthropology

Creation of a New Course:
21:920:390 Sociology of Peace and Conflict (3 credits)

Creation of a New Minor:
Minor in Peace and Conflict Studies
(*See attached for appendix II.*)
Interdisciplinary Major in Behavior and Brain Science

Proposal for

Interdisciplinary Major in Behavior and Brain Science

College of Arts and Sciences

Rutgers–Newark

U.S. Classification of Instructional Programs Code (CIP):

- 26.1501

To commence: Fall 2014

Accreditation or licensure requirements: none
Introduction
As a discipline, neuroscience seeks to understand the biological features of the nervous system and to determine how these features contribute to behavior and mental processes. Because neuroscience draws from the biological and behavioral sciences, training in this field is inherently an interdisciplinary process. To meet the unique training requirements for this field, we propose to create a new interdisciplinary undergraduate major in Behavior and Brain Science. This new academic program will help Rutgers keep pace with the rapid expansion of neuroscience research and prepare students for emerging opportunities in neuroscience-related fields. Rutgers–Newark already possesses an exceptionally strong neuroscience community of scholars that can serve as the basis for building an exemplary undergraduate neuroscience training program.

Objectives
The interdisciplinary major in Behavior and Brain Science has the following learning objectives:

- To provide foundational training in the biological and behavioral sciences.
- To expand students’ knowledge about the structure and physiology of the nervous system and its contribution to behavior and mental processes.
- To develop students’ laboratory skills and knowledge of experimental methods, including statistical analysis procedures.
- To familiarize students with modern neuroscience methods, including those from cellular and molecular neuroscience, neurophysiology, cognitive and behavioral neuroscience, and computational modeling of neural systems.
- To enhance students’ communication skills, both oral and written, of scientific findings.
- To cultivate students’ ability to think critically about scientific findings, with an emphasis on how scientific findings have a broader impact on society.

Rationale
Neuroscience is a growing scientific discipline with unique training requirements.

A major in Behavior and Brain Science reflects the growing importance of this field in scientific research. Neuroscience research addresses some of the most devastating and costly health problems in our society, including neurodegenerative diseases, traumatic brain and spinal cord injury, as well as neurodevelopmental and mental health disorders. Neuroscience is therefore among the highest priorities for public and private research investment. New interfaces are also emerging between neuroscience and information technology, engineering, economics, finance, law, and other disciplines.

Because of its interdisciplinary nature, training in neuroscience requires new organizational structures that can provide students with a complete and integrated curriculum. To this end, we propose to create a new interdisciplinary major in Behavior and Brain Science that draws upon existing strengths at Rutgers. Indeed, the resources for building a strong neuroscience major at Rutgers–Newark are already in place. A
number of faculty members at Rutgers–Newark conduct cutting-edge neuroscience research using state-of-the-art facilities. This includes faculty in the Department of Biological Sciences, Department of Psychology and the Center for Molecular and Behavioral Neuroscience (CMBN). Creation of a new major using these existing resources will enhance the educational opportunities at Rutgers–Newark: it will provide students with a formalized curriculum to structure their neuroscience education, and it will incentivize student participation in neuroscience research.

The proposed Behavior and Brain Science major is distinct from existing programs at Rutgers–Newark in terms of its theoretical orientation, learning objectives and course curriculum.

Rutgers–Newark currently offers a minor in Cognitive Neuroscience through the Psychology department, and the Department of Biological Sciences has recently proposed a major in Neurobiology. The proposed Behavior and Brain Science major differs from these programs in terms of its theoretical approach, learning objectives and course curriculum.

Theoretical approach and learning objectives: The Behavior and Brain Science major curriculum has two unique learning objectives: first, to provide foundational training in the biological and behavioral sciences. This is achieved through introductory coursework that draws equally from Biology and Psychology. The second objective is to provide in-depth training on functional approaches to examining the nervous system, with particular focus on understanding the relationship between the nervous system and behavior/cognition. This is achieved through advanced-level coursework drawn from Psychology, the CMBN and Biology. The relationship between these programs and the proposed Behavior and Brain Science major is summarized in Table 1 below.

<table>
<thead>
<tr>
<th>Major in Neurobiology</th>
<th>Major in Behavior and Brain Science</th>
<th>Minor in Cognitive Neuroscience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation in Biology</td>
<td>Integrates theory and methods from biological and behavioral sciences</td>
<td>Foundation in Psychology</td>
</tr>
<tr>
<td>Focus on:</td>
<td>Focus on:</td>
<td>Focus on:</td>
</tr>
<tr>
<td>- Molecular and cellular neuroscience</td>
<td>- Functional organization of the nervous system</td>
<td>- Human brain and higher-level cognition</td>
</tr>
<tr>
<td>- Physiology of the nervous system</td>
<td>- Brain-behavior relationship</td>
<td>- Neurological disorders</td>
</tr>
<tr>
<td>- Neuroethology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interdisciplinary Major in Behavior and Brain Science

Figure 1: Diagram of courses (represented by course number) that make up the curriculum for Neurobiology, Behavior and Brain Science and Psychology majors.

Course curriculum: With the exception of a new "Introduction to Neuroscience" course, the proposed major in Behavior and Brain Science draws its curriculum from existing courses in Psychology and Biology. The overlap in course curriculum between majors is depicted in Figure 1. Figure 2 charts the percentage of course credits that make up the Behavior and Brain Science curriculum by their originating department. Sixty-three percent of Behavior and Brain Science course credits originate from the Psychology department; 22% originate from the Biological Sciences Department; 10% originate from the NJIT Mathematics department, and 5% from the CMBN.

Relationship of the proposed major to the general field

The proposed major emphasizes a functional approach to understanding the nervous system, i.e., how the nervous system operates to produce features of behavior in humans and non-human animals. This differs from a structural approach, which examines the molecular, cellular, morphological and physiological characteristics of the nervous system and its developmental and evolutionary origins.

Need for Behavior and Brain Science Major
Interdisciplinary Major in Behavior and Brain Science

Neuroscience research deals with pressing public health challenges

There is a clear economic need for neuroscience education and research. Neuroscience addresses diseases of the brain, which have a substantial impact on the economy, and these costs will only increase as the population ages. Treatment for Alzheimer’s disease, a type of neurodegenerative disorder, alone is projected to cost $1.1 trillion dollars annually in 2050 [1]. Neuropsychiatric illnesses, such as anxiety and depression are estimated at $317 billion in treatment and lost productivity annually [2]. These costs are unsustainable, and can only be dealt with by developing more effective therapies for brain diseases. Education in neuroscience is the first step in preparing future researchers to grapple with these problems.

Neuroscience research is among the highest priorities for public and private investment. As evidence of this, the National Institutes of Health (NIH) created a Blueprint for Neuroscience Research that spans 16 different NIH institutes [3]. Additionally, President Obama recently announced the Brain Research through Advancing Innovative Neurotechnologies (BRAIN) Grand Challenge, which seeks to develop “technologies [that] will open new doors to explore how the brain records, processes, uses, stores, and retrieves vast quantities of information, and shed light on the complex links between brain function and behavior" [4]. In addition to public investment, private investment in neuroscience research by the health industry is growing.

The Behavior and Brain Science major at Rutgers–Newark provides a structured curriculum that will facilitate student learning

The purpose of the Behavior and Brain Science major, and indeed of any major, is to help students master a domain of knowledge by providing a structured curriculum. Although it is possible for a student to replicate the proposed Behavior and Brain Science curriculum through a combination of majors and minors (e.g., majoring in Psychology and minoring in Neurobiology) a cohesive program has many advantages over this patchwork approach. First, it focuses the student’s study on the coursework most pertinent to the objectives of the major. Second, it prevents students from taking redundant courses offered in separate curricula. Third, an interdisciplinary major will enable coordination across departments for coursework scheduling to better serve the students. Overall, an independent Behavior and Brain Science major will more ably address an important need on campus compared to what is currently available.

Employment opportunities

Employment opportunities exist for individuals with a background in neuroscience. Employers that seek individuals with a neuroscience background include those from the pharmaceutical, biotechnology and laboratory science sectors. Employment opportunities for neuroscientists also exist in information technology, finance and marketing. Neuroscience education will prepare students for pursuing advanced degrees in many fields, including physical therapy, mental health/counseling, clinical psychology, as well as for medical school and graduate school in neuroscience. Employment opportunities also exist in public policy related to science and health, as well as in science education.
Evidence of student demand and projected enrollment

Psychology majors were polled in August 2011 for their interest in a neuroscience major. Twenty-nine psychology students expressed interest in pursuing a neuroscience major. We expect a similar proportion of biology students may be interested in pursuing a similar major.

In the first year of the major we will cap enrollment at 30 students. Admission to the major will be based on GPA and a written personal statement describing the applicant's interests, goals and how a degree in neuroscience fulfills these interests and goals.

Similar majors in the northern New Jersey region

- The following nearby institutions offer an undergraduate major in Neuroscience:
  
  Columbia University; Drew University; New York University; Queens College

These programs are jointly administered by their respective Biology and Psychology departments. Their major curriculum includes a mix of foundational Biology and Psychology courses, statistics and experimental methods, courses in molecular and cell biology, and advanced electives in diverse areas of neuroscience drawn from the specific strengths of these institutions.

- The following nearby institutions offer a neuroscience track within their Psychology department

  Fairleigh Dickinson; William Patterson University

These programs differ from the proposed major in the following ways: 1) they include no foundational biology courses 2) no credits are available for research

- The following nearby institutions offer neuroscience within Biology

  Rutgers University—New Brunswick

The Cell Biology and Neuroscience department at Rutgers—New Brunswick offers a major in Cell Biology and Neuroscience. This major consists of foundational courses in biology and neurobiology. It differs from the proposed Behavior and Brain Science major in having no foundational or advanced courses from Psychology.

Educational program

The learning objectives of the Behavior and Brain Science major consist of four core competencies: knowledge of neuroscience; research skills; communication skills; critical and independent thinking. These objectives are based on guidelines for neuroscience curriculum developed by the Faculty for Undergraduate Neuroscience and published in the Journal of Undergraduate Neuroscience Education [5].

Knowledge of Neuroscience
Interdisciplinary Major in Behavior and Brain Science

Students should develop broad knowledge of neuroscience principles and findings. This includes knowledge of:
- cellular and molecular basis of neural communication
- cellular and systems neuroanatomy
- neural basis of behavior and cognition
- disorders of the nervous system
- nervous system plasticity and development

Students should attain a deeper understanding of specific domains within neuroscience. This includes an advanced understanding of concepts related to the functional organization of the nervous system and its contribution to behavior and cognition.

*Research skills*
Students should develop their research skills. This includes:
- Knowledge of scientific reasoning and analytical methods
- Basic laboratory skills and procedures
- Skills in data analysis techniques, including design of experiments, performing appropriate statistical procedures, and interpretation of statistical test outcomes.
- Understanding of, and, when possible, hands-on experience with neuroscience techniques such as electrophysiology, molecular and cellular biology procedures, neuroimaging (fMRI, PET), behavior assays in animals and humans, and computational modeling of neural systems.

*Communication skills*
Students should develop their written and oral communication skills. This includes:
- Clearly conveying scientific findings in an oral presentation
- Presenting scientific findings in a written format in the style of a journal publication
- Speaking about scientific findings that is understandable to a lay audience

*Critical and independent thinking*
Students should be able to:
- Summarize and comprehend published neuroscience articles
- Pose potential alternative interpretations and discuss limitations to published findings
- Summarize and integrate a domain of neuroscience literature
- Undertake answering a question or topic in neuroscience independently, relying on the knowledge and skills they have acquired
- Consider the broader impact of neuroscience in society
Interdisciplinary Major in Behavior and Brain Science

Course of study
The following table describes the course curriculum for the proposed major in Behavior and Brain Science. This curriculum is based on a "Blueprint for Neuroscience Programs" developed by the Faculty for Undergraduate Neuroscience, and published in the Journal of Undergraduate Neuroscience Education [6].

Because of its overlap with Biology and Psychology requirements, we propose that Behavior and Brain Science majors be disallowed from double-majoring in Behavior and Brain Science and Neurobiology or Psychology. Similarly, Behavior and Brain Science majors will be disallowed from obtaining a minor in Neurobiology or Cognitive Neuroscience.

Behavior and Brain Science Major Curriculum
Required credits = 40
Including cognates = 56

Required courses

<table>
<thead>
<tr>
<th>Introductory Courses (10)</th>
<th>Course number</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts in Biology</td>
<td>120:200</td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Neuroscience</td>
<td>830:101</td>
<td>3</td>
</tr>
<tr>
<td>Principles of Psychology I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Foundations Courses (12)</th>
<th>Course number</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Bio: Cell and Molec</td>
<td>120:201</td>
<td>3</td>
</tr>
<tr>
<td>Cell and Molec lab</td>
<td>120:202</td>
<td>1</td>
</tr>
<tr>
<td>Stat Methods for Cog and Behav Sci</td>
<td>830:301</td>
<td>4</td>
</tr>
<tr>
<td>Exp Methods for Cog and Behav Sci</td>
<td>830:302</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate courses (6)</th>
<th>Course number</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Neurobiology</td>
<td>120:315</td>
<td>3</td>
</tr>
<tr>
<td>Cognitive Processes</td>
<td>830:304</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced courses
students choose two courses from the following list (6)

<table>
<thead>
<tr>
<th>Course number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>120:341</td>
<td>3</td>
</tr>
<tr>
<td>830:411</td>
<td>3</td>
</tr>
<tr>
<td>830:484</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives- students take 6 credits of electives (6)

<table>
<thead>
<tr>
<th>Course number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>830:346</td>
<td>3</td>
</tr>
<tr>
<td>830:330</td>
<td>3</td>
</tr>
</tbody>
</table>
Interdisciplinary Major in Behavior and Brain Science

Neuroscience of Decision Making 830:412 3
Neuroimaging Methods and Theory 830:512 3
Pain and Pleasure 830:487 3
NJIT Math

Analyt and Comput Neurosci

Systems and Comput Neurosci

Research Experience with neuroscience faculty

1-3

Cognate courses (16)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College algebra for the physical sciences</td>
<td>640:109</td>
</tr>
<tr>
<td>Pre-calculus</td>
<td>640:114</td>
</tr>
<tr>
<td>Gen Chem I</td>
<td>160:115</td>
</tr>
<tr>
<td>Gen Chem I lab</td>
<td>160:113</td>
</tr>
<tr>
<td>Gen Chem II</td>
<td>160:116</td>
</tr>
<tr>
<td>Gen Chem II lab</td>
<td>160:114</td>
</tr>
</tbody>
</table>

* Students who major in Behavior and Brain Science will be allowed to use “Introduction to Neuroscience” as a prerequisite for “Introduction to Neurobiology” (Bio 315) in place of “Foundations in Ecology and Evolution” (Bio 205/6). This substitution applies only to Bio 315 and no other Biology course.

Typical course of study

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
<th>credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psych 101 (3)</td>
<td>Math 109 (3)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Bio 200 (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chem 113 (1)</td>
<td>Chem 114 (1)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Chem 115 (4)</td>
<td>Chem 116 (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro Neuroscience (3)</td>
<td>Bio 201/2 (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 114 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Psych 301 (4)</td>
<td>Psych 302 (4)</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Bio 315 (3)</td>
<td>Psych 304 (3)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Psych 411 (3)</td>
<td>Psych 346 (3)</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Psych 484 (3)</td>
<td>Psych 412 (3)</td>
<td></td>
</tr>
</tbody>
</table>

Core requirements fulfilled by major courses:
- Quantitative Reasoning: Math 109
Interdisciplinary Major in Behavior and Brain Science

- Natural Science: Bio 200, 201, 202
- Social Science: Psych 101
- Writing across the curriculum: Psych 302

Credit distribution for a Behavior and Brain Science course of study

<table>
<thead>
<tr>
<th>Behavior and Brain Science Major + cognates</th>
<th>56</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core requirements not fulfilled by major courses</td>
<td>30</td>
</tr>
<tr>
<td>Basic Writing Skills (8)</td>
<td></td>
</tr>
<tr>
<td>Social Science (3)</td>
<td></td>
</tr>
<tr>
<td>History and Literature (9)</td>
<td></td>
</tr>
<tr>
<td>Arts and Media (3)</td>
<td></td>
</tr>
<tr>
<td>Other Liberal Arts (3)</td>
<td></td>
</tr>
<tr>
<td>Writing across curriculum (4)</td>
<td></td>
</tr>
<tr>
<td>Second concentration</td>
<td>~21</td>
</tr>
<tr>
<td>Electives</td>
<td>~17</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
</tr>
</tbody>
</table>

Assessment of students’ achievement of the program’s learning outcomes

The objectives of each course will be aligned with the overall goals of the major. Therefore, overall grades for each major course will provide assessment of student achievement of the major’s learning outcomes. Grades will be determined by the course instructor, taking into account exam performance, class participation, and, when applicable, quality of written and oral presentations. Grades based on laboratory research will take into account student involvement and comprehension of research project techniques and goals.

Graduation requirements

In order to graduate with a Behavior and Brain Science major, students must have a minimum 3.0 GPA in courses counting toward the major requirements. Students must complete the 40 credits (plus 16 cognate credits) of required coursework; all credits
Interdisciplinary Major in Behavior and Brain Science

must be for a grade (no pass/fail). Prerequisite courses must be passed with a C or above.

Transferability of credits

Credits earned at another institution may be transferable as determined by the director of the major. In order to transfer credits, students must have received a passing grade (C or better) and must submit their transcript and a copy of the course syllabus.

Potential for inter-departmental, inter-campus, or inter-institutional cooperation

Because this is an interdisciplinary major, it necessarily will rely on cooperation between departments on campus to function.

Program administration

Michael Shiflett, Ph.D will serve as Director of the Behavior and Brain Science major and will be responsible for overall program administration. His duties include fulfilling reporting requirements pertaining to the major (e.g., annual assessment activities report); he will coordinate with relevant department administrators to review and plan future course offerings; he will review course objectives and ensure that they align with the major objectives; he will regularly communicate with faculty regarding requirements and course offerings; he will serve as the point of contact with the registrar regarding any enrollment issues; he will serve as the point of contact with the dean's office for issues related to student conduct; he will seek opportunities to expand and enrich the educational program at Rutgers, including applying to external agencies for education funds.

Students are required to meet with the major director in order to enroll in the major. He will be responsible for meeting with students, reviewing requirements for the major and signing the declaration of major form.

Program Review

The program will be reviewed annually following the guidelines of the assessment activities report. Dr. Shiflett will prepare the annual report, based on feedback he solicits from neuroscience course instructors, faculty advisors and others.

Appendices

Budget and other Resources

Existing resources will be used to implement the proposed major in Behavior and Brain Science. With the exception of Foundations in Neuroscience, the courses that comprise
Interdisciplinary Major in Behavior and Brain Science

the major already exist and are regularly offered. The CMBN faculty has agreed to provide instruction and all other resources pertaining to the Introduction to Neuroscience course.

Offering a major in Behavior and Brain Science will increase demand for Biology and Psychology courses. We will initially cap enrollment of the major to 30 students. We will also add an additional section to Psychology 301 and 302, which will increase enrollment by 25 students.

References

Submitted by Kurt Schock
Department of Sociology & Anthropology
Rutgers University, Newark

A. Title Page

Title of the proposed minor: Peace and Conflict Studies

Department or program: Department of Sociology & Anthropology; Newark College of Arts
and Science; and University College – Newark

Date minor is to begin: Fall semester, 2014

Accreditation or licensure requirements: none
B. Objectives

The minor in *Peace & Conflict Studies* is a flexible program designed to complement any undergraduate major. It provides an interdisciplinary structure for examining issues of peace and conflict—from interpersonal to international.

The minor is designed to offer a unique and challenging course of study that draws on perspectives from anthropology, history, political science, psychology, and sociology. It encourages students to think critically about violence, its causes, and consequences, both at home and abroad. Violence is conceptualized as *direct violence*, such as domestic violence, gang violence, police brutality, human rights abuses, genocide, terrorism, and war; *structural violence*, i.e., systemic injustices and inequalities imbedded in institutions and social relations that prevent people from meeting basic human needs; and *cultural violence*, cultural beliefs and ideologies that justify direct and structural violence. The minor encourages students to think critically about peace and recognize the difference between *negative peace*, i.e., the absence of direct violence, and *positive peace*, i.e., the absence of direct, structural, and cultural violence. Finally, the minor encourages students to understand how conflict can be constructive, how conflict can be waged through methods of nonviolent action, and the conditions that are necessary for positive peace.

Students completing a minor in *Peace & Conflict Studies* will gain in-depth knowledge of: (1) forms of conflict and violence, (2) psychological, political, historical, cultural and structural bases of conflict, (3) historical and ongoing conflicts, and (4) conflict resolution and nonviolent strategies for conflict transformation. The minor will also facilitate the students’ ability to identify alternatives to violence and encourage student’s awareness, responsibility, and active engagement in public and global affairs.

C. Need

Given the prevalence of violence in the world and the inherently conflictual nature of interpersonal, inter-group, and international relations, there is a need for our students to understand the nature of conflict, the causes and consequences of violence, methods for reducing violence, nonviolent methods for waging struggles, and methods of conflict resolution and conflict transformation.
D. Other Programs in the State and Area

No college in New Jersey offers a major or minor in Peace and Conflict Studies. The closest programs are at Manhattan College in Riverdale, NY, which offers a major and minor in Peace Studies, and at Fordham University, Bronx, NY, which offers a certificate in Peace and Justice Studies.

E. Educational Program


Assessment of learning outcomes: Assessment of learning outcomes will be made based on assignments, papers and examinations and the final grades earned in the courses taken.

Specialized requirements for declaring the minor: none.

Graduation requirements: A total of 18 credits from the courses listed below are required. Courses must come from at least two disciplines. Up to 6 credits that count towards meeting the requirements of a student’s major can also count toward the minor. Relevant courses offered at Rutgers University not listed below may count towards the minor with the prior approval of the director of the program. Transfer courses may count towards the minor with the approval of the director of the program.

Anthropology
21&62:070:306 Anthropology of Power (3)
21&62:070:321 Genocide (3)
21&62:070:324 Human Rights: Theory Into Practice (1)
21&62:070:337 Anthropology of Inequality (3)
21&62:070:390 Culture, Political Violence, & Genocide (3)
21&62:070:420 War (3)

History
21&62:510:379 Colonialism and Decolonization (3)
21&62:510:390 Gender and Caste in South Asian History (3)
21&62:512:350 Civil War and Reconstruction (3)
21&62:512:383 Culture and the Cold War (3)
21&62:512:462 Topics in Recent American History: The Vietnam War (3)
21&62:512 449 Topics in Latin American & Caribbean History: Wealth & Poverty in Modern Latin America (3)

Political Science
21&62:790:460 Topics: Gender, Peace & the Environment (3)
21&62:790:460 Topics: Nationalism, Revolution, & War (3)
21&62:790:460 Topics: American Foreign Policy since 1945 (3)
21&62:790:463 Topics: Social Movements in American Politics (3)
21&62:790:463 Topics: The Vietnam Experience (3)
21&62:790:466 Topics: The Causes of War (3)

Psychology
21&62:830:417 Theories of Interpersonal & Social Conflict (3)

Sociology
21&62:920:308 Social Movements (3)
21&62:920:316 Race & Ethnicity in Multicultural Societies (3)
21&62:920:346 Political Sociology (3)
21&62:920:380 Civil Conflict & Violence (3)
21&62:920:xxx Sociology of Peace & Conflict (3) – proposed course

Curriculum outline of a typical course of study: given the flexibility of the minor, a typical course of study is not relevant.

Transferability of credits: Transfer courses may count towards the minor with the approval of the director of the program.

Potential for inter-departmental, inter-campus, or inter-institutional cooperation: The program is interdisciplinary, with the main focus in the social sciences. There exists significant potential for inter-campus cooperation, as many courses offered at Rutgers University, New Brunswick are relevant to the minor.

Potential for articulation with other institutions: There is a potential for articulation between students minoring in Peace & Conflict Studies and the International Institute for Peace and the Center for the Study of Genocide and Human Rights at Rutgers University, Newark. Internships for students are one possibility as well as participating in events organized by the IIP and the CSGHR.
F. Faculty

List of current faculty: Faculty who regularly teach courses listed above include, from Sociology & Anthropology: Professors Butterfield, Civico, Ferguson, Hinton, Mitchell, Rojas-Perez, Roth, Schock, and Sodikoff; from Political Science: Professors Kütting, Moncada, and Motyl; from History: Professors Carruthers, Cowans, Kaplan, and Price; and from Psychology: Professor Kressel.

List of faculty to be hired: The Department of Sociology & Anthropology will be hiring a sociology faculty member this year. The ideal candidate is expected to participate in the MA program in Peace & Conflict Studies as well as the proposed minor in Peace & Conflict Studies.

Need for adjunct faculty: none.

Number of teaching assistants available/needed: none.

G. Program Administration

The minor in Peace & Conflict Studies will be administered by Kurt Schock, associate professor, Department of Sociology & Anthropology. He will also serve as advisor to students minoring in Peace & Conflict Studies. The Department of Sociology & Anthropology will provide office support.

H. Program Review

Not relevant.
Appendices

a. Budget

Photocopying of description and requirements of the minor. To be covered by the Department of Sociology & Anthropology.

b. Space planning

The new minor will not have an impact on available campus space.

c. Library resources

The new minor will not have an impact on the Library System.

d. Computer resources

The new minor will not have an impact on computer resources.

e. Course descriptions

*Anthropology of Power* (21&62:070:306): This course addresses questions about the nature of power. Who has power, and what does it mean to have it? What are its effects? When, where, and how do we experience power? Can we resist or even escape power? Can we, as ordinary citizens, give life to alternative notions and experiences of power? The course analyzes these questions through ethnographic case studies, guided by the theories and concepts of Nietzsche, Deleuze and Guattari, and Foucault, as well as the ethnological studies of Pierre Clastres and David Graeber.

*Topics in Anthropology: Politics of Extinction* (21&62:070:314): The twentieth century is defined by what some scientists call the “Sixth Mass Extinction,” referring to the unprecedented rate of species deaths since the Industrial Revolution. Scientific reports alert people to the rapid loss of biodiversity on the planet, as well as the loss of indigenous languages and societies. The course takes an anthropological approach to extinction studies, focusing on the ways in which extinction is politicized in people’s lives. It examines the interrelationship of biotic and cultural extinction, debates that have animated extinction studies, and speculations on the future in light of the current mass extinction. Topics include the role of extinction in the theory of evolution, the loss or revival of indigenous identity, language death, the relationship between Neanderthals and modern humans, the politics of conservation, charismatic and "unloved"
endangered species, DNA retrieval technology, extinction themes in pop culture, and the matter of global climate change.

**Human Rights in a Global World (21&62:070:320):** This course explores the origins and recent proliferation of concepts, practices and institutions related to "human rights." It considers how global human rights regimes make universal claims about what is a valid right and how these claims are contested, appropriated, and transformed in particular historical contexts. Human rights struggles reconfigure social and cultural norms and transform local and global politics. Areas of focus include the relationships between human rights and individual agency, culture, suffering, body, memory, law, justice, security, violence, citizenship, and group difference.

**Genocide (21&62:070:321):** Examines the origins, dynamics, endings, and aftermaths of genocide in comparative perspective, with particular emphasis on how genocide is shaped by cultural understandings and institutions.

**Human Rights: Theory Into Practice (21&62:070:324):** First of two 1-credit classes for students participating in the Human Rights Floor living-learning community that blends theory, practice, and service learning to enable students to understand the relevance of human rights concepts and theories to 21st-century issues.

**Human Rights: Applied (21&62:070:325):** Second of two 1-credit classes for students participating in the Human Rights Floor living-learning community that blends theory, practice, and service learning to enable students to understand the relevance of human rights concepts and theories to 21st-century issues.

**Anthropology of Inequality (21&62:070:337):** Social hierarchies and inequalities are pervasive and enduring issues in society. How do class, race, and gender structure inequality, and how do these markers of status and identity play out in different places and historical periods? What are the origins of inequality? How does power and wealth accrue to some but not to others? This course studies how systems of inequality work, how they are perpetuated, and how they are transformed.

**Culture, Political Violence, & Genocide (21&62:070:390):** Explores the cultural dimensions of political violence and genocide; focuses loosely on perpetrator motivation. Includes discussion of the cultural, socioeconomic, and historical origins of political violence in countries such as Cambodia, Rwanda, Nazi Germany, Guatemala, Sri Lanka, India, and the former Yugoslavia; the conceptual meanings of terms like "violence" and "genocide" and the aftermaths of mass violence and terror.
War (21&62:070:420): An overview of anthropological knowledge about war. This course covers biological explanations, archaeological evidence; and the relation of war to ecology, economy, social structure, gender, politics, and beliefs in tribal societies. Also covered is the link between war and states, and the impact of Western expansion on indigenous warfare. The last part of the semester focuses on recent ethnic conflict and other identity-linked violence, future prospects for war in the world, and peace. One week will be devoted to events since 9/11/2001.

Colonialism and Decolonization (21&62:510:379): The final century of colonialism, focusing on imperialist thought and justifications for empire, mutual perceptions of colonizers and colonized, and the growth of anti-imperialism.


Civil War and Reconstruction (21&62:512:350): Making liberal use of computer technology and resources, this course explores the political, economic, legal, and social causes of the American Civil War and its aftermath.

Culture and the Cold War (21&62:512:383): Examines the cold war as an ideological contest waged within the United States as well as between the United States and the U.S.S.R. Focuses on that competition's cultural dimensions, analyzing the ways in which cold war politics informed American popular culture; assesses the promotion of "the American way of life" overseas as a means to win adherents to the Western bloc. The course involves the close study of primary sources, including films as well as official documents.

Topics in Recent American History: The Vietnam War (21&62:512:462)

Topics in Latin American & Caribbean History: Wealth & Poverty in Modern Latin America (21&62:512:449)

Topics: Gender, Peace & the Environment (21&62:790:460): Gender, Peace and the Environment will examine the meaning of peace, peace movements and the people who have worked for the end of direct and indirect violence worldwide. Included will be an examination of militarization and how society has systematically taught us violence. Also included will be a look at the theories offered by feminist scholars and theorists to explain women’s connection to peace and women’s connection to the environment. An examination of women’s environmental
movements and gender differences in public opinion about the use of force and environmental protection will also be included.

**Topics: Nationalism, Revolution, & War (21&62:790:460):** Students explore the causes and consequences of nationalism, revolution, and war by reading and engaging with original texts: The Declaration of Independence; Theodor Herzl; Frantz Fanon; PLO National Charter; Declaration of the Rights of Man and of the Citizen; Karl Marx; Jean-Paul Sartre; Martin Luther King; Sun Tzu; Thucydides; Carl von Clausewitz; Barack Obama.

**Topics: American Foreign Policy since 1945 (21&62:790:460):** The common view of the Cold War is that the US, leading the Free World, stood up to the menace of international communism, led by the USSR that sought to take over the world. The thesis of this course is that the struggle was in reality between the US insistence that the former colonies of empires follow its approved path of economic development and political/military alliances, versus the insistence of those former colonies on finding their own way. Clashes with the USSR came when these ex-colonies turned to them for assistance against the US. Special attention is given to the crushing of Korean hopes for independence, the long list of CIA coups from Iran 1953 and Guatemala in 1954 to Chile 1973, the thirty year effort to crush the dream of Vietnamese independence, the half-century of terrorism and sabotage against the Cuban revolution, the US support for death squads and torture in Central America during the 1980s, the successful attempt to provoke the USSR into invading Afghanistan in December 1979 and the arming and financing of the Mujahadeen – the predecessors of al-Qaeda and the Taliban – and the twenty year policy of destroying Iraq with economic and military war as well as US-organized death squads to provoke sectarian civil war and ethnic cleansing, all of which cost over two million lives. There are many other examples that we simply won’t have time to cover.

**Topics: Social Movements in American Politics (21&62:790:463)**

**Topics: The Vietnam Experience (21&62:790:463):** This course explores the three decades’-long attempt by the US government to oppose the almost two thousand year-old Vietnamese dream of independence from foreign powers. Special attention will be given to the Geneva Peace Agreement of 1954 and the US violation of its provision for a democratic election to reunify the country, the brutal South Vietnamese regimes installed by Washington, and the rise of a powerful movement of Americans, including GIs opposing the war. The many massacres of South Vietnamese civilians to improve “body counts” as well as the importance of the 1968 Tet Offensive, Agent Orange and napalm, Operation Phoenix, the revelations of The Pentagon Papers, the urban myth of antiwar protesters “spitting” on returning GIs, and the manufactured issue of POWs/MIAs will also be discussed in detail.
**Topics: The Causes of War (21 & 62:790:466):** World history has often been characterized as a history of warfare. Nation-states have fought each other for over two thousand years, and few scholars believe that the end of warfare is imminent. The ongoing U.S.-led war in Afghanistan, and the recently "ended" war in Iraq, appear, unfortunately, to confirm this belief. Predictions that the deepening of economic globalization and the spread of democratic norms across borders would give rise to a more peaceful world have thus far proved overly optimistic. Ethnic and national rivalries, the rise of non-state actors with violent agendas, and the proliferation of old and new types of weapons of mass destruction have all complicated the international context in which war occurs, perhaps rendering international security as elusive a goal in the present era as it proved to be in past ones.

**Theories of Interpersonal & Social Conflict (21 & 62:830:417):** Major theoretical perspectives of interpersonal and social conflict, and the application of these perspectives to describe and understand personal conflicts and those in the world at large. Design research to explore and evaluate hypotheses derived from one or more of these perspectives.

**Social Protest & Revolution (21 & 62:920:307):** When people’s needs and aspirations are no longer satisfied through existing institutions and modes of representation, social protest results. This course uses specific examples of protest movements in order to examine who protests, why, and under what circumstances. The course also examines popular and elite reactions to protest movements, including the reshaping of political institutions and the emergence of vigilante forces.

**Social Movements (21 & 62:920:308):** Theoretical approaches to the study of social movements. Comparative examination of historical and contemporary social movements in democratic and nondemocratic contexts; their emergence, strategies, dynamics, and outcomes.

**Political Sociology (21 & 62:920:346):** Historical and comparative analysis of the nature, organization, and development of power in society; social dimensions of the state, democratic politics, and political change; consequences of the social organization of power for other elements of society.

**Civil Conflict & Violence (21 & 62:920:380):** Analyzes conflict as a normal process in social life; the emergence and dynamics of conflict; the effects of conflict on individual values and social structures; the processes of conflict resolution; individual, group, and inter-societal conflicts.

**Sociology of Peace & Conflict (21 & 62:920:390): [proposed course]** An introduction to the study of peace and conflict from sociological and interdisciplinary perspectives. Examination of issues of peace and conflict, from interpersonal to international; causes and consequences of
direct, structural, and cultural violence; and methods of conflict resolution and nonviolent conflict transformation.
To: Faculty of Arts and Sciences – Newark

From: Fran Bartkowski, Chair of the General Education Committee

Date: Wednesday, February 26, 2014

AGENDA
Wednesday, February 26, 2014

A. Course Items for Consideration

The committee recommends approval for the following course proposals:

I. English

21:352:337 American Literature of the 19th Century
21:352:338 American Literature of the 19th Century

II. History

21:512:231 America's Pacific: Asian American History
RESOLUTION SUBMITTED BY
H. BRUCE FRANKLIN

WHEREAS Condoleezza Rice, as National Security Advisor to President George W. Bush, played a prominent role in his administration’s efforts to mislead the American people about the presence of weapons of mass destruction in Iraq and the existence of links between al Qaeda and the Iraqi regime, AND

WHEREAS the lies thus promoted led to the second Iraq war, which caused the death of over 100,000 men, women and children, and the displacement of millions of others, and

WHEREAS Condoleezza Rice, at the very least, condoned the Bush administration’s policy of “enhanced interrogation techniques” such as waterboarding, and its attempt to present such techniques as legal, and

WHEREAS Rutgers, as a public institution of higher learning, should educate its students about past historical events, not pretend they never took place, and

WHEREAS a Commencement speaker, who is entrusted with speaking to graduating students about the direction of their future lives, should embody moral authority and exemplary citizenship, and

WHEREAS an honorary Doctor of Laws degree should not honor someone who participated in a political effort to circumvent the law,

THEREFORE BE IT RESOLVED that the Faculty of Arts and Sciences-Newark urges the Board of Governors to rescind its misguided decision to invite former Secretary of State Condoleezza Rice to deliver the keynote address at this year’s New Brunswick Commencement ceremony, and to award her an honorary Doctor of Laws degree.