Date: March 3, 2014

To: Faculty of Arts and Sciences-Newark

From: Jan Lewis  
Dean of Faculty

Re: Faculty Meeting

There will be a meeting of the Faculty of Arts and Sciences-Newark on Wednesday, March 12, 2014 at 2:30p.m in Smith Hall, Room 220.

The agenda will be as follows:

I. Dean’s Report  
   a. Lt. Jamie Hendrix

II. Committee Reports  
    a. Courses of Study  
    b. General Education

III. University Senate

IV. Old Business

V. New Business  
   a. Resolution submitted by Professor H. Bruce Franklin

*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, 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>Table 1: Undergraduate Neuroscience Training at Rutgers–Newark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major in Neurobiology</strong></td>
</tr>
<tr>
<td><strong>Foundation in Biology</strong></td>
</tr>
<tr>
<td><strong>Focus on:</strong></td>
</tr>
<tr>
<td><em>Molecular and cellular neuroscience</em></td>
</tr>
<tr>
<td><em>Physiology of the nervous system</em></td>
</tr>
<tr>
<td><em>Neuroethology</em></td>
</tr>
</tbody>
</table>

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

| Foundations Courses (12)                         |               |         |
| • Foundations of Bio: Cell and Molec             | 120:201       | 3       |
| • Cell and Molec lab                             | 120:202       | 1       |
| • Stat Methods for Cog and Behav Sci             | 830:301       | 4       |
| • Exp Methods for Cog and Behav Sci              | 830:302       | 4       |

Intermediate courses (6)

<table>
<thead>
<tr>
<th>Course</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</th>
<th>Course number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Neurophysiology</td>
<td>120:341</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Cognitive Neuroscience</td>
<td>830:411</td>
<td>3</td>
</tr>
<tr>
<td>Physiological Psychology</td>
<td>830:484</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives - students take 6 credits of electives (6)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Language</td>
<td>830:346</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Learning</td>
<td>830:330</td>
<td>3</td>
</tr>
</tbody>
</table>

 8
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
- Analyt and Comput Neurosci: 430, 3
- Systems and Comput Neurosci: 431, 3
- Research Experience with neuroscience faculty: 1-3

Cognate courses (16)

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College algebra for the physical sciences</td>
<td>640:109</td>
<td>3</td>
</tr>
<tr>
<td>Pre-calculus</td>
<td>640:114</td>
<td>3</td>
</tr>
<tr>
<td>Gen Chem I</td>
<td>160:115</td>
<td>4</td>
</tr>
<tr>
<td>Gen Chem I lab</td>
<td>160:113</td>
<td>1</td>
</tr>
<tr>
<td>Gen Chem II</td>
<td>160:116</td>
<td>4</td>
</tr>
<tr>
<td>Gen Chem II lab</td>
<td>160:114</td>
<td>1</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

*Learning outcomes:* Understand the causes and consequences of violence, methods for reducing violence, nonviolent methods for waging struggles, and methods of conflict resolution and nonviolent conflict transformation.

*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)
Culture and the Cold War (3)
Topics in Recent American History: The Vietnam War (3)
Topics in Latin American & Caribbean History: Wealth & Poverty in Modern Latin America (3)

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

Psychology
Theories of Interpersonal & Social Conflict (3)

Sociology
Social Protest & Revolution (3)
Social Movements (3)
Race & Ethnicity in Multicultural Societies (3)
Political Sociology (3)
Civil Conflict & Violence (3)
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.


**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-social 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.
FACULTY OF ARTS AND SCIENCES MEETING
Monday, December 9, 2013

Present

Arena Keigher Rodriguez A. Varlik
Asen Kiniry Rollino Watson
Austin Kline Satter Weber
Bird Krasovic Schwenkenberg White
DeRosa Kustka Sloan Wu
Elzinga Lahr-Vivaz Snyder
Foley Loeb Sohrawardy
Gao Y. Loftin Spatareanu
Graham Maiello Spruch
Hadas Manole Sternberger
Holzapfel Mundra Stewart-Winter
Hull Oertel Strub
Josephson Peterman Sturm
Keene Puhak VanderHoff

Excused

Chaffee Kirby Piotrowiak
Dobrowolski Kluiber Raynor
Galoppini Laguna Schafer
Hansen Lalancette Seiglie
He Lockhard Sheridan
Huskey Mendelsohn Takesue
Jakle Pavanello Velez
Jordan Pietrangelo

Approved Minutes

The Minutes of the November 13, 2013 meeting was approved as presented.

Dean’s Report

Dean Lewis called upon Dr. Peter Loeb of the Economics Department to offer a memorial minute for Dr. Leo Troy, who passed away on September 2, 2013. Dr. Loeb acknowledged Dr. Troy accomplishments and called for the memorial minute to be included in the faculty minutes. After a moment of silence, the resolution was voted on and approved.

Dean Lewis then congratulated faculty members who publications were selected to the best-books-of-the-year lists:

- Brenda Shaugnessy, Our Andromeda, New York Times, top 10
- Rigoberto Gonzalez, Unpeopled Eden, Slate, top 10 poetry books; Poet.org. top 10
- James Goodman, But Where is the Lamb?, Maclean's (Canada), top non-fiction
At this time, the Dean concluded her report 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 Section I of the Committee’s November 18, 2013 report. Professor Siegel motion was seconded and approved.

General Education Committee

Professor Frances Bartkowski, Chair of Committee, moved for the adoption of Sections I, II, III and IV of the Committee’s November 25, 2013 report. After some discussion, Professor Bartkowski accepted the following friendly amendment to Section I from the floor:

21:014:111 Introduction to African American and African Studies – Part I  
21:014:112 Introduction to African American and African Studies – Part II

Professor Bartkowski then moved for the adoption of Sections I, II, III, and IV. Her motion was seconded and approved.

University Senate

Robert Puhak, University representative, reported on the following issues:

Brief Overview of October 2013 and November 2013 University Senate Meetings (for FASN 12/9/13 Meeting)

- At the last FASN meeting on 11/13/13, my report covered three previous Senate meetings and, for the sake of time, saved the fourth which covered the Senate’s October meeting. Today’s report will cover that October Senate meeting as promised, as well as the November Senate meeting. The December Senate meeting, held just this past Friday, will be covered in my report at the next FASN meeting.

- 10/18/13 meeting in New Brunswick
  - A report was presented regarding a proposed addition to the Strategic Planning Framework (that framework is illustrated in the ‘temple diagram’ available at the Strategic Planning website).
    - Specifically, the Senate’s Executive Committee had formed an Ad Hoc Strategic Planning Task Force to create an additional foundational element regarding shared governance for the Strategic Plan’s proposed framework
  - That task force ultimately put forth a resolution which
    - identified strong shared governance, academic freedom, responsive leadership, and effective communication as essential components for a successful Rutgers
• urged that such language be added to the Strategic Planning Framework as its own foundational element
  o It was noted that similar resolutions were adopted by the Camden, Newark, and New Brunswick Faculty Councils, as well as the New Brunswick Student Assembly
  o The Senate unanimously approved the ad hoc committee’s resolution, including its supporting bullet points, with one friendly amendment to add a bullet point indicating
    • concerns of non-tenure-track faculty, whether part-time or full-time, should be included in all elements of the strategic plan
• President Barchi presented his administrative report, which included comments regarding
  o his acceptance of the Ad Hoc Strategic Planning Task Force resolution and recommendations, which had just been adopted by the Senate
  o progress on the physical master plan, including construction projects on all campuses (both current and those in the planning phase)
  o update on fundraising
  o the strategic planning process and timeframe
  o President Barchi then responded to questions, or heard comments, on a variety of subjects, including
    o strategic planning processes and timeframe, particularly at the campus level
    o sustainability projects as part of the strategic plan.
  o The Faculty and Personnel Affairs Committee (FPAC) presented a report, for informational purposes only, regarding “Minors on Campus”; the report
    o was created in response to a request by Executive Vice President for Academic Affairs Richard Edwards
    o considered a draft Rutgers policy statement that addresses the protection and safety of non-matriculated minors on the Rutgers campuses (children participating in various programs held on Rutgers’ campuses)
    o ultimately identified questions and recommendations for consideration by the administration

• 11/15/13 in Newark
  o Secretary of the Senate presented President Barchi’s responses to previous Senate reports and recommendations regarding i) Massive Open Online Courses (MOOCs) and ii) Research Support Infrastructure; President Barchi
    o Provided update on MOOCs indicating
      o Rutgers continues development of three previously designated MOOCs
      o Those offerings based on existing online courses, but will offer only part of that course content in MOOC, with no credits awarded to the MOOC’s students
      o Because the three MOOCs were created on trial basis, general guidelines and strategies not established at this time; if additional MOOCs initiated, then guidelines and strategies will be developed and shared with appropriate Senate subcommittee
MOOCs have proved to be extremely costly, with no associated revenue produced; hence Rutgers has no plans for development of any additional MOOCs at this time.

- Some talk of Big Ten consortium creating its own MOOC platform
- Accepted Senate’s recommendation to establish a ‘working group’, that would ultimately provide an analysis and implementation plan for advancing Rutgers research support infrastructure, upon which administrative decisions will be made.

- The Faculty and Personnel Affairs Committee (FPAC) presented a report regarding Dual-Career Programs and Services
  - The report examined desirability of establishing dual-career services program within Rutgers Human Resources, in order to better enable Rutgers to recruit and retain faculty and staff who need to relocate in coming to the university
  - The committee researched policies at peer institutions that provide the ‘accompanying’ partner with tools and services to access resources for an effective job search and also make recommendations as appropriate
  - In addition to the FPAC Chair presenting the report, Dr. Natalie Batmanian, Director of Rutgers’ Office for the Promotion of Women in Science, Engineering and Mathematics (OPWSEM), spoke about their initiative regarding dual-career programs
  - Recommendation was made for the administration to coordinate with OPWSEM regarding dual-career initiatives
  - The report and its recommendations were adopted by the Senate

- Interim Newark Chancellor Todd Clear presented the Newark Campus Report which included comments regarding
  - Evolution of leadership at Rutgers and Rutgers-Newark
  - Nancy Cantor assuming the position of Newark chancellor
  - Recent restructuring of Rutgers University, one of the greatest in Rutgers history
  - New and greater autonomy for Rutgers-Newark
  - Anticipation of increase in cross-unit activity
  - Partnership with City of Newark
  - Scholarship, diversity, and challenges

- Chancellor Clear also took questions from the audience

The Senate meets next on 1/24/13 in New Brunswick.

There was no New/Old Business. The meeting adjourned at 11:58am.

Respectfully 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, November 18, 2013

AGENDA
Monday, November 18, 2013

The committee recommends approval for the following course requests:

I. Arts Culture Media

Creation of New Courses:
21:082:210 Introduction to Architectural History I: Prehistory to 1800 (3 credits)
21:082:211 Introduction to Architectural History II: 1800 to the Present (3 credits)
21:086:340 Introduction to Multimedia (3 credits)
21:089:280 The Music Video: Mirror to Contemporary Society (3 credits)
To: Faculty of Arts and Sciences – Newark

From: Fran Bartkowski, Chair of the General Education Committee  

Date: Monday, November 25, 2013

AGENDA  
Monday, November 25, 2013

A. Course Items for Consideration

The committee recommends approval for the following course proposals:

I. African American and African Studies

21:014:111 Introduction to African American and African Studies  
21:014:112 Introduction to African American and African Studies

II. Arts, Culture, and Media

21:082:210 Introduction to Architectural History I: Prehistory to 1800  
21:082:211 Introduction to Architectural History II: 1800 to the Present  
21:089:280 The Music Video: Mirror to Contemporary Society  

Winter Session Course Offerings
21:087:111 Fundamentals of Music I  
21:088:102 Acting Fundamentals

III. English

21:350:233 Whose English?

IV. History

21:512:298 History of American Foreign Affairs II
PROFESSOR LEO TROY

DR. LEO TROY, DISTINGUISHED PROFESSOR OF ECONOMICS, DIED SATURDAY, SEPTEMBER 2, 2013. HE WAS 89 YEARS OLD AND HE WAS A MEMBER OF OUR FACULTY FOR 53 YEARS. HE IS SURVIVED BY HIS DAUGHTER, SUZANNAH; HIS SON, ALEXANDER; HIS DAUGHTER-IN-LAW, DALE; AND HIS THREE GRANDDAUGHTERS, ARIEL, RACHEL, AND ABBY. HE HAD A NATIONAL AND INTERNATIONAL REPUTATION AS A SCHOLAR SPECIALIZING IN LABOR UNION PARTICIPATION RATES.

LEO WAS BORN IN WALKES-BARRE, PENNSYLVANIA ON SEPTEMBER 17, 1924. HE ATTENDED HIGH SCHOOL THERE AND UPON GRADUATION WORKED WITH HIS FATHER IN THE FAMILY BUSINESS. HOWEVER, THAT VERY DECEMBER AFTER GRADUATION, AMERICA WAS AT WAR. LEO ATTEMPTED TO ENLIST IN THE ARMY BUT FAILED THE EYE TEST, FOR HE WAS VERY NEARSIGHTED. MOST PEOPLE WOULD HAVE LEFT THINGS AS THEY WERE, BUT NOT LEO. RATHER, HE MEMORIZED THE EYE CHART, PASSED THE EYE TEST AND WAS THEN ACCEPTED INTO THE ARMY AND WAS ONE OF THOSE IN THE “GREATEST GENERATION.” THOSE OF US WHO KNEW HIM COULD EASILY RECOGNIZE THE RAW COURAGE THAT HE POSSESSED.

PROFESSOR TROY WAS NOT ONE TO SPEAK MUCH OF HIS EFFORTS DURING WORLD WAR TWO. HOWEVER, HE WAS AS A HIGHLY DECORATED SOLDIER WHO FOUGHT IN THE EUROPEAN CAMPAIGN THROUGH THE BATTLE OF THE BULGE.


LEO JOINED RUTGERS IN 1957 AS A LECTURER, PRIOR TO RECEIVING HIS PH.D. HE WAS APPOINTED AN ASSISTANT PROFESSOR IN 1959 AND ASSOCIATE PROFESSOR IN 1961. IN 1966 HE WAS PROMOTED TO FULL PROFESSOR AND IN 1974 TO DISTINGUISHED PROFESSOR.

LEO SERVED THE UNIVERSITY IN MANY WAYS DURING HIS LONG CAREER AT RUTGERS. PERHAPS HIS MOST REMEMBERED SERVICE IS AS THE LONG-TIME CHAIRMAN OF THE ECONOMICS DEPARTMENT. BY MY COUNT, HE SERVED IN THAT CAPACITY FOR SEVENTEEN YEARS. AS CHAIR, HE WAS HIGHLY EFFECTIVE AND TOOK GREAT PLEASURE, AS I PERSONALLY EXPERIENCED, WITH GUIDING YOUNG ASSISTANT PROFESSORS THROUGH THE TENURE PROCESS. HE WAS ALWAYS ACCESSIBLE AND HELPFUL. IN ADDITION, AS SOME OF YOU MAY FIND SURPRISING, HE SERVED AS THE PRESIDENT OF THE AAUP.


PROFESSOR TROY WAS A LABOR ECONOMIST WHO, AS MENTIONED PREVIOUSLY, WAS ONE OF THE FORMOST EXPERTS IN LABOR UNION PARTICIPATION RATES IN THE COUNTRY. HE WAS A FORCE TO CONTEND WITH. HE AND HIS COLLEAGUE AND FORMER MENTOR, PROFESSOR LEO WOLMAN, VIRTUALLY CHANGED THE WAY UNION MEMBERSHIP NUMBERS WERE REPORTED. PRIOR TO THEIR WORK, THE BUREAU OF LABOR STATISTICS PUBLISHED NUMBERS PROVIDED BY UNIONS WITHOUT
VERIFICATION. TROY AND WOLMAN CHANGED ALL OF THAT AND THE FEDERAL GOVERNMENT NO LONGER RELIES ON UNION SELF-REPORTING NUMBERS, BUT RATHER ON CENSUS BUREAU SAMPLING.

DR. TROY IS PERHAPS MOST NOTED FOR HIS WORK INDICATING THE DECLINE IN UNION MEMBERSHIP IN THE PRIVATE SECTOR WITHIN THE US. THIS WAS CONTESTED BY THOSE RELYING PRIMARILY ON THE USE OF UNION MEMBERSHIP DATA IN THE PUBLIC SECTOR – A VERY DIFFERENT ENVIRONMENT. IN ANY CASE, TROY’S POSITION WAS UPHELD BY THE FACTS.

DR. TROY’S EXPERTISE IN UNIONS WAS OFTEN CALLED UPON WHEN THERE WERE MAJOR LABOR DISPUTES. I NOTICED THIS MOST WHEN I SERVED AS CHAIR OF THE DEPARTMENT. THESE DISPUTES LED TO COUNTLESS PHONE CALLS FROM PROFESSIONAL ANALYSTS AND THE NEWS MEDIA SEEKING OUT TROY’S ANALYSIS OF THE SITUATION.

ON A SLIGHTLY DIFFERENT NOTE, I SHOULD MENTION THAT LEO AUTHORED THE “ALMANAC OF BUSINESS AND INDUSTRIAL FINANCIAL RATIOS,” PUBLISHED ANNUALLY BY PRENTICE HALL. THE CURRENT 2014 VOLUME IS THE 45TH EDITION.

PROFESSOR TROY WAS A DEVOTED TEACHER. HE CARED FOR HIS STUDENTS AND COULD BE QUITE DEMANDING. HE TAUGHT COUNTLESS STUDENTS HOW TO CONDUCT RESEARCH AND TO DEMAND ONLY TRUTH IN THEIR RESEARCH ENDEAVORS. I RECENTLY RECEIVED A NOTE FROM ONE OF HIS FORMER STUDENTS AND MY UNDERGRADUATE CLASSMATE AT RUTGERS FROM SOME 40 YEARS AGO, DR. V. KERRY SMITH. DR. SMITH HELD PROFESSORSHIPS AT DUKE UNIVERSITY, VANDERBILT, NC STATE, AMONG OTHERS. HE CURRENTLY IS THE W. P. CARREY PROFESSOR OF ECONOMICS AT ARIZONA STATE UNIVERSITY AND A MEMBER OF THE NATIONAL ACADEMY OF SCIENCES. HE WROTE AS FOLLOWS, “… HE WAS A WONDERFUL MAN; HELPED ME REALIZE THAT SOMEONE COULD BE DEEPLY INTERESTED IN BOTH RESEARCH AND TEACHING. I THINK OF HIM … AS REALLY INFLUENCING
ME.” IT IS CLEAR THAT LEO WAS A TEACHER WHO NOT ONLY PUSHED THE FRONTIERS OF ECONOMIC SCIENCE HIMSELF, BUT PREPARED OTHERS TO DO THE SAME.


I ASK MY COLLEAGUES TO RISE FOR A MOMENT OF SILENCE TO HONOR THE MEMORY OF OUR COLLEAGUE, PROFESSOR LEO TROY. I THEN ASK THAT THESE REMARKS BE ENTERED INTO THE MINUTES OF THIS FACULTY MEETING AND A COPY FORWARDED TO LEO’S FAMILY.

SUBMITTED:

PETER D. LOEB
PROFESSOR
DEPARTMENT OF ECONOMICS
RUTGERS UNIVERSITY
NEWARK, NJ 07102
DECEMBER 9, 2013