

## EXPERIMENTAL COLLEGE SPRING 2004 COURSES

The information here is subject to change. Please check back often for updates. Last updated 2/3/04 .

### **EXP-0001-S. Creating Children's Literature** **One Course Credit, Letter-graded, Call #03078.** **Monday, 6:50-9:30 PM, Braker 226.**

Think back to the books you loved as a child. What if you could come to understand how these books "work" so you could make your own writing touch both children and adults in similar ways? This course will introduce students to various genres of children's writing, including the picture book, chapter book, middle grade and young adult novels and will encourage them to try writing in at least two of these genres. We will explore the elements of good writing: narrative voice, characterization, plot structure, and pacing, and examine how these elements lead to the creation of a compelling story. We will also look at how children's writing differs from writing for adults, especially in terms of breadth of focus. Lastly, we will look at how editors assess children's book manuscripts and at children's publishing as a career.

*Alison Keehn has been part of the children's publishing industry for almost seven years, working as both an editor and art director of high quality children's picture books, anthologies, and novels. She is also the coauthor of two picture books.*

### **EXP-0002-S. Drawing for the Rest of Us** **One Course Credit, Letter-graded, Call #03079.** **Wednesday, 6:50-9:30 PM, Braker 220.**

Do you consider yourself to be a "non-artist" but wish you could communicate your ideas through drawing?

In this class, students will develop basic drawing skills, learn to "think" by sketching, and apply their skills to different methods of visual communication. No matter what their focus, students will learn to look more closely at the world around them and trigger creative ideas with these new ways of seeing. The course will consist of in-class drawing exercises, study of the working processes of master artists, sketchbook/journal assignments, and brainstorming activities. No previous drawing experience is required, just a willingness to tap into your creativity.

*Jeff Hopkins is an artist/educator at the Whitney Museum of American Art and the Museum of Modern Art in New York City. A graduate of the Rhode Island School of Design, his drawings have been commissioned by advertising agencies, publishing houses, and animation studios including Macmillan/McGraw-Hill, Harcourt, and Young & Rubicam.*

### **EXP-0003-S. An Introduction to Magic: Performance and Technique** **Half Course Credit, Pass/Fail, Call #03080.** **Tuesday and Thursday, 6:50-8:05 PM, Braker 220.**

Have you ever wondered how a magician makes a coin disappear into thin air? Performs an impossible sleight-of-hand with a real deck of cards? Makes an object levitate? Or even reads people's minds? In this course, we will explore theories of

magic, investigating such concepts as misdirection and audience control. We will then put these theories to use by learning essential sleight-of-hand magic with cards, money, and ordinary objects. This combination of analysis and practice will culminate with a student performance at the end of the semester. The principles and techniques you learn in magic can be applied to all facets of your life; it will give you more self-confidence, better presentation skills, and even help you to multi-task.

*Salil Bhandari is a Senior at Tufts University and plans on attending medical school. He has been a student of magic for over eight years, has performed at numerous venues, and, in 2002, was chosen to be professionally trained in New York City by top magicians from around the U.S.*

**EXP-0005-S. Rastafari: A New World Religion**  
**One Course Credit, Letter-graded, Call #03081.**  
**Monday, 6:50-9:30 PM, Braker 223.**

The Rastafari movement, which began in Jamaica in the 1930s, has become a global phenomenon, philosophically, culturally, politically, and even economically, via its music, reggae. This course critically investigates Rastafari by paying close attention to its discursive structures. We will examine the socio-historical conditions that engendered Rastafari and the contemporary conditions that sustain its growth and attractiveness both to youth in the urban setting and the marginal setting of third world countries. The course will examine Rastafari as a form of political and cultural resistance, and investigate such elements as hair politics, gender politics, dread theology, and rasta vibrations. We will also look at the role of Selassie as Savior, Garvey as the Black Moses, and Marley as the Prophet.

*Andy Joseph holds a M.S. in Human Development and Psychology from Harvard University and a M.T. S. in Theology and Ethics from the Episcopal Divinity School. Rastafarianism was an integral part of his adolescence in St. Lucia, became a source of tremendous conflict and soul-searching during his theological study in Trinidad, and is now an area of interest that inspires him professionally and personally.*

**EXP-0006-S. Contemporary Buddhism**  
**One Course Credit, Letter-graded, Call #03082.**  
**Monday, 6:50-9:30 PM, Braker 220.**

What does Buddhism offer in an age of globalization and seemingly perpetual conflict? How are its principles adapted to address contemporary issues and meet the needs of new communities? This course explores the role of Buddhism in social change in both Asia and America. We will look at "engaged Buddhism" through case studies drawn from Tibet, Vietnam, Thailand and the U.S. We will also examine current debates over how to define Buddhism in America, with its multiplicity of diasporas, ethnic and convert communities. Issues to be explored include: To what extent does contemporary Buddhism express innovations or continuities with tradition? Can Buddhism remain relevant in an ever-changing world and, at the same time, maintain its integrity and distinctiveness? Who decides what Buddhism is and will be?

**This course has been approved to count toward the Comparative Religious Studies major.**

*Holly Gayley is a doctoral candidate in Tibetan and Himalayan Studies at Harvard University. In addition to her pursuing her research on ritual and hagiography in Tibet, she is a teaching fellow at Harvard and a frequent speaker, both within the local Buddhist community and at area colleges.*

**EXP-0007-S. Animals: Ethics, Law & Activism ONLINE**

**One Course Credit, Letter-graded, Call #03083.**

**Course is taught ONLINE.**

Can fish feel pain? Does it matter? The animal liberation movement has come of age; the moral status of animals is discussed everywhere from *nerve.com* to the Yale Law Journal. This multidisciplinary online course explores the intellectual debates pertaining to the interests of animals—debates in ethics, law, and cognitive and behavioral science. We'll also examine the relationship between theory and activism, argument and change. The course's center of gravity is the online discussion board where we share our work.

*Paulina Essunger teaches Philosophy in the classroom and online at Champlain College. She grew up in Goteborg, Sweden, holds a M.S. in Physics from Chalmers Tekniska Hogskola, and has done HIV research with AIDS pioneers David Ho and Alan Perelson. The animal liberation controversy is at the intersection of her interests in science and philosophy.*

**EXP-0012-S. Designing and Making a Speech Recognition System**

**One Course Credit, Letter-graded, Call #03084.**

**Thursday, 6:50-9:30 PM, Eaton 208/203.**

Hate touch-tone phone systems? Ever talked to a computer? Why not learn how to make speech-recognition applications that actually work? In this class, you'll design and prototype your own speech-recognition systems. We will begin with an in-depth look at how speech-recognition technology works. From there, we'll move to a real-world, ten-step design process, exploring how to write a good voice-prompt, how to cast and direct voice talent, and how to program VoiceXML, the industry standard for writing speech-applications (don't worry, it's like HTML but easier). In addition to producing two speech-recognition applications, students will refine how they write, design, and present ideas, as well as learn to analyze the world around them more critically.

*Joe Lemay is a Systems Engineer at ScanSoft. He is an expert on telephony and speech-recognition technology integration, and has contributed to systems used by such diverse companies as WalMart, Toys'r'Us and Microsoft.*

*Blade Kotelly (E '95) is Creative Director of Interface Design at ScanSoft. He is considered a leading authority on speech-recognition interfaces, having designed large scale applications for FedEx, Apple Computer, and United Airlines. He is the author of *The Art & Business of Speech Recognition*, Addison-Wesley, 2003.*

**EXP-0015-MS. Communicating with the World Wide Web**

**One Course Credit, Letter-graded, Call #03085.**

**Monday and Wednesday 4:00-5:15 lecture, Halligan 108, Monday and Wednesday 5:25-6:25 lab, Halligan 105.**

So profound has been the impact of the World Wide Web on our lives that it's hard to believe the Web is less than fifteen years old. What did we do before Tim Berners-Lee wrote his graphical user interface for the Internet? This laboratory-based course considers the World Wide Web as a powerful force for communications and business in the 21st century. Along with learning how to create their own multimedia Websites, students will gain historical perspective on the Web and on the infrastructure underlying it, the Internet. As well, we will explore the future potential for the Internet and the Web. Students' Web design work will be informed by their investigation into how the Internet - with the web as its front end -- became a major retail store, a purveyor of entertainment (video and music), and a significant force in finance (online brokerage). At the same time, we will delve into the technology behind the Internet and the Web and come to a greater understanding of how it works.

**This course has been approved by the Multimedia Arts program to count toward the Multimedia Practice requirement and by Mass Communications and Media Studies to count as a Social Sciences elective.**

*Leah Cook is an adjunct faculty member in Electrical Engineering and Computer Science at Tufts University.*

### **EXP-0016-S. Childhood Obesity: The Quiet Epidemic**

**One Course Credit, Pass/Fail, Call #03086.**

**Monday and Wednesday, 5:25-6:40 PM, Eaton 206 (this is a new location).**

What is the most significant health hazard for kids today? Cancer? Diabetes? Asthma? No! According to the Surgeon General it's childhood obesity. This course will look at why obesity has become such a major problem for children in the United States and what can be done to combat the epidemic. In examining childhood obesity we will look at its causes, the effects it has on their lives, current policies affecting childhood obesity, future policy implications and prospects for grassroots actions towards prevention. We will not only provide academic grounding in the topic but will take a learning-by-doing approach, whereby students go into the community and take part in Shape-Up Somerville, a local initiative to battle childhood obesity.

*Zachariah Baker is a Junior at Tufts majoring in Community Health and Political Science. Passionate about social issues, his interest in obesity was sparked by personal experience.*

*Laura Irizarry is a Senior at Tufts majoring in Child Development and minoring in Political Science. She is a member of the Health Services Student Advisory Board and helps with Children's Awareness Week, to bring attention to disordered eating issues.*

### **EXP-0017-S. Infectious Diseases in a Changing World**

**One Course Credit, Letter Graded, Call #03087.**

**Wednesday, 5:25-8:05 PM, East 15.**

AIDS, Legionnaire's disease, Lyme disease, ebola virus, hanta virus, West Nile virus, mad cow disease and SARS...malaria, tuberculosis, cholera, rabies and dengue...why have both new and resurgent infectious diseases caught the public-health establishment by surprise? In this course we shall attempt to identify concepts and knowledge which could have been utilized to avoid the surprise, determine why they were not used, and examine present barriers to their use. In doing so, we will consider

the efficacy of the dominant paradigm over the last several decades: epidemiological transition, the expectation that infectious disease had been defeated in principle, that it was and would continue to be in decline, and that the major health problems of the future would be chronic, degenerative, and congenital diseases. We will then explore the breakdown of this paradigm, focusing on such issues as the fragmentation of knowledge, the isolation of ecology and social science from public health, the urgency to meet immediate human need as a barrier to understanding the complexity of the epidemiological processes, and institutional and philosophical biases in setting priorities.

**Tamara Awerbuch** is a Lecturer on Population and International Health at the Harvard School of Public Health, where she also helped found the New and Resurgent Disease Group. She specializes in the bio-social interactions that cause disease, with particular interest in the conditions that lead to the emergence, maintenance, and spread of epidemics. She holds a Ph.D. in Biochemistry from the Massachusetts Institute of Technology.

### **EXP-0018-S. Chinese Medicine**

**One Course Credit, Letter-graded, Call #03088.**

**Tuesday, 5:25-8:05 PM, Braker 222 (this is a new location).**

This course will provide a historical overview of the methods and theories of Chinese Medicine as well as those practiced by adherents within the various permutations that have emerged in the Korean, Japanese and American contexts. Students will gain an understanding of the major methodological approaches within the field and be better able to interface with the emerging Chinese medical system in the United States. We will study the traditions and development of Chinese medicine, including acupuncture, breathing techniques, and the different herbs and dietetics used throughout the centuries. The foundations of Taoism, Qi, and Yin-Yang will be explored in depth, as will the early systems of medicine practiced in the Shang and the Zhou Dynasties, with their notions of “wind” and the “evil qi.” Finally, we will discuss Taoist concepts of immortality and meditation and their impact on traditions of Chinese medicine.

**This course has received the recommendation of the World Civilizations Subcommittee to count toward the World Civilizations foundation requirement.**

**Stephen Jackowicz** holds a Ph.D. in East Asian Medicine through the Teaching Program of the University Professors of Boston University, where he focused on Classical Chinese Medical Literature. He also spent four years in Korea studying at The Korea Hand and Foot Acupuncture Institute and the KoreanModernSchool of Acupuncture.

### **EXP-0019-S. Nutrition, Public Health, and the American Diet**

**One Course Credit, Letter-graded, Call #03089.**

**Tuesday, 5:25-8:05 PM, Room TBA.**

Are you what you eat? Is the average American eating himself or herself to death? This course examines the “typical American diet” and the complex factors that influence food choices. We will explore the ways in which advertising, government regulation, and the food supply affect people’s food choices. The basics of nutrition and nutrients will be presented, and we will review the consequences of Americans’ dietary patterns, much

of which puts the population at risk of chronic disease, including obesity, cardiovascular disease, cancer, and diabetes. We will also consider efforts to help individuals change their food habits as well as the typical barriers to change. And we will look at the public health consequences of ineffective approaches to changing behavior regarding diet.

**Ellen Glovsky** is currently an Adjunct Professor at Bouve College of Health Sciences of Northeastern University and a Senior Nutrition Researcher at the Boston University School of Medicine.

### **EXP-0020-S. Introduction to Forensic Criminal Investigation**

**One Course Credit, Letter-graded, Call #03090.**

**Tuesday, 6:50-9:30 PM, Miner 224.**

Seven years after her death a formal inquest is mounted to determine once and for all how Princess Diana died. A sniper is sentenced to death for terrorizing the metropolitan Washington area. A California man goes on trial for the murder of his wife and unborn child. The killing of Jon Benet Ramsey is still unsolved. Over the last ten years, with each horrific case, the public has been given a glimpse into the dynamics of criminal investigation. In this course students will be provided with an introduction to this fascinating process. Students will gain an understanding not only of crime-specific investigation procedure, but forensic science, criminalistics, and crime-scene processing. This will be done by focusing on the specific steps involved in dealing with the aftermath of a criminal act. These include discovery and police response, initial investigation, processing of the crime scene for physical evidence, forensic analysis, post-scene investigation, arrest, pre-trial preparation, court presentation, and pursuit of conviction.

**James Jabbour** is a Police Inspector in the Office of the Connecticut Chief State's Attorney and has twenty-four years experience in law enforcement dealing with homicides, sexual assaults, arson, and robberies. Inspector Jabbour holds a M.S. in Forensic Science with a concentration in Advanced Investigation.

### **EXP-0021-S. Music and Wellness: A Biopsychosocial Approach**

**One Course Credit, Letter-graded, Call #03091.**

**Wednesday, 5:25-8:25 PM, Aidekman 13.**

How does music affect us in our daily lives? How can we use music activities to enrich our own lives and the lives of others? This course will examine the unique aspects of music listening, performance, and composition that allow music activities to contribute to physical, psychological, and social functioning. Additionally, the importance of inclusion of music in rehabilitation and education programs will be emphasized. The class will involve the presentation of theoretical and conceptual information, but will emphasize and encourage student discussion, participation, creativity, and hands-on engagement in the learning process. The class is designed for a range of abilities, from the avid music appreciator to the amateur/professional musician. A general understanding of music is recommended and some experience in health or physiology is helpful, but not required.

**This course is crosslisted with Occupational Therapy as OTS-0194-DC.**

**Daniel Craig** received a M.A. in Occupational Therapy from Tufts, where his emphasis was on research in the applications of music into functional activities. Daniel previously

received both a B.A. in Music and a B.S. in Physiology and Neurobiology from the University of Connecticut, where he pursued independent research in the physiological effects of music.

**EXP-0022-S. The Cult of the D.J. and the Evolution of Electronic Dance Music**  
**One Course Credit, Pass/Fail, Call #03092.**

**Tuesday and Thursday, 5:25-6:40 PM, Aidekman 22.**

This course follows the evolution of electronic dance music (EDM) through Reggae, Disco, Hip-Hop, Electro, Garage, House, Techno, Jungle, Trance, and Progressive and leading to the diverse sub-genrefication of today. The curriculum also explores the social and cultural issues of community, race, sexuality, globalization, and drug policy as well as a basic tutorial of the equipment required for DJing and production. Students will learn through interactive experience. Each lesson will be supplemented with recorded music, live DJ performances, films, or guest speakers. Students will be required to attend and respond to several electronic music events.

***Eli Levin-Goldstein** (a.k.a. DJ Elyte) is a Senior at Tufts majoring in Sociology. He is the vice-president and creative director of Next Generation Productions and Elemental Compounds DJ Collective. He has been DJing for over seven years and during this time has played almost every variety of electronic dance music throughout the Northeast.*

***Ligaya Tichy** is a Senior at Tufts majoring in Anthropology and minoring in Child Development. She has taught English classes in Taiwan, choreographed dance routines to Garage, House, and Drum and Bass for Tufts Spirit of Color troupe, and has recently began her own DJ career.*

**EXP-0023-S. The Simpsons and Society**  
**One Course Credit, Pass/Fail, Call #03093.**

**Monday and Wednesday, 6:50-8:05 PM, Olin 116 (this is a new location).**

Growing up watching the antics of The Simpsons, did you ever stop to consider what the show says about society? While most children laugh at this “cartoon”, more mature minds herald “The Simpsons” for its biting political satire and social commentary about American culture. In this course, we will investigate how this hit show, over its fourteen-year-long run, has depicted such institutions as religion, government, education, family, the entertainment industry, big business, and organized sports. The course will also explore the significance of parodying numerous works of classic literature and famous films on the show. Through readings, discussions, and screenings we will understand how art is not only imitating life, but mocking it as well.

***Pam Aghababian** is a Senior at Tufts majoring in Archaeology and Art History. In the fall of 2002, she co-taught a Freshman Explorations seminar called “The Simpsons and Society.”*

***Joshua Belkin** is a Senior at Tufts majoring in Economics and minoring in American Politics. In the fall of 2002, he co-taught a Freshman Explorations seminar called “The Simpsons and Society.”*

**EXP-0025-S. Going Platinum: An Inside History of Record Production**  
**One Course Credit, Letter-graded, Call #03094.**

**Wednesday, 5:25-8:05 PM, Olin 111.**

Why do records sound the way they do? Who is responsible for the final result? Who is that “man” behind the curtain, and just what does “he” do? This course will track the history of recorded popular music by focusing on the individuals who guide, shape, or mangle the artistic performance into a saleable product. We will look at a number of record producers and determine how their approaches and techniques have transformed songs into records. Along the way, we will trace sonic trends and conventions and consider how a “behind the scenes” producer can have a recognizable imprint on the musical expression of their far more famous employers.

**This course has been approved by the Music department to count toward the Arts distribution requirement. This course will also count toward Mass Communications and Media Studies credit as a Humanities elective.**

*Alan Williams is a member of the faculty of the Department of Sound Recording Technology at the University of Massachusetts Lowell. He holds a Masters in Ethnomusicology from Brown University and a B.M. in Third Stream Studies from The New England Conservatory of Music. His recording credits include work with Dar Williams, Cry Cry Cry, Patty Larkin, Catie Curtis, and Knots and Crosses.*

**EXP-0028-S. Portrayals of Mental Illness in Film**

**One Course Credit, Letter-graded, Call #03109.**

**Monday, 5:25-8:05 PM, Crane Room (this is a new location).**

How do certain images of mental illness in popular film promote misconceptions, stigmas, and stereotypes? How do others enhance empathy and understanding of the human condition? In this course we will examine arguments for the social construction of mental illness and explore the range of cinematic representations -- from the stereotypical to those that aim for social critique or protest to those that contribute to our empathy for and understanding of those that suffer from mental disorders. We will pay special attention to films whose more nuanced view of mental illness can inform our understanding of human nature. Students will present group analyses of current or past portrayals of mental illness. We will conclude with a discussion of the power and danger of popular media in developing our views of the world.

**This course will count toward Mass Communications and Media Studies credit as a Humanities elective and as Film Studies credit as a Film Studies elective.**

*Sarah Cavanagh is a doctoral candidate in Experimental Psychology at Tufts. She has been a mental health caseworker in a home for adolescent girls and a research coordinator in the University of Massachusetts Medical School's Department of Psychiatry.*

*Jennifer Dicorcio is a doctoral candidate in Experimental Psychology at Tufts. She has worked at a halfway house for individuals with schizophrenia and bipolar disorder. She has also volunteered as a rape crisis counselor.*

**EXP-0030-S. Hindi/Urdu 2**

**One Course Credit, Letter-graded, Call #03108.**

**Tuesday and Thursday, 5:25-6:40 PM, Olin 002.**

This course continues the study of the Hindi/Urdu languages begun by students who completed Hindi/Urdu 1 in the fall. The course extends students understanding of the

basic grammar which is shared by modern standard Hindi and Urdu, the dominant languages of India and Pakistan. Students will deepen their familiarity with both Devangari and Urdu scripts and to learn to use them with equal facility. In addition, the spoken form of Hindustani, as used in India and Pakistan today, will be emphasized.

**This is the second in a planned three-course Hindi/Urdu language sequence that has been approved provisionally to count toward the Foreign Language/Culture Option under Foundation Requirements.**

*Sooda Bhatt holds a Ph.D. in Linguistics and a M.A. in Hindi Literature. He has taught Hindi and Urdu for over thirty years.*

### **EXP-0032-S. Shaping Leaders for the New Millennia**

**Half Course Credit, Letter-graded, Call #03107.**

**Wednesday, 6:50-9:30 PM, Braker 223.**

Are you a leader? Were you ever formally trained in “leadership?” This course is designed for those who lead college or university organizations, to better equip them for the challenges that lay before them. It will provide the critical element of analytical and intellectual examination and reflection of certain core issues in the practice of leadership that is often overlooked. These objectives will be achieved through open discussion, honest self-assessment, experiential exercises, film, other media, and observation of real-life leadership practice.

*Ed Cabellon is the Assistant Director of Student Activities at Tufts University. He holds a Masters in Educational Leadership with a concentration in College Student Development from Central Connecticut State University.*

### **EXP-0034-S. Power Through Voice: Persuasive Public Speaking**

**One Course Credit, Pass/Fail, Call #03106.**

**Tuesday and Thursday, 6:50-8:05 PM, Aidekman 13 (this is a new location).**

What makes one able to persuade us to his/her opinion? How can I gain the skills to persuade others – to make them think what I want them to think? In this course, we will dissect the components of persuasive speech. Through readings, discussions, and lots of practice, we will gain the skills necessary to become effective and persuasive public speakers. In the process, we will identify expert persuaders, from political spinsters to televangelists, from radio ideologues to media advertisers. By the end of the semester, students will achieve a comfort level in engaging in persuasive argument and speech themselves, as well as have a clear picture of the motives and means of persuasive public speaking.

*Eitan Hersh is a Junior majoring in Philosophy. As an Omidyar Scholar at the University College of Citizenship and Public Service, he works primarily with civics in the public schools, but has, for a long time, been interested in the pursuit of excellence in public speaking. In high school, he taught debate for three years and won two state debate championships.*

### **EXP-0035-S. Rape Aggression Defense**

**Half Course Credit, Pass/Fail, Call #03105.**

**Tuesday, 4:00-6:00 PM, South Hall Basement Lounge.**

The Rape Aggression Defense System (R.A.D.) is based on the philosophy of choices: “to develop and enhance the OPTIONS of self defense, so that they become more viable considerations for the woman who is attacked.”

While it is completely natural to resist, unless a woman is trained to do so, the resistance she attempts may be futile. This course will try to strengthen innate survival techniques by making more options available. Preparation through education and training is usually the best way to survive an assault situation. Issues to be addressed include awareness and prevention, sexual assault definitions, patterns of encounter, the decision to resist, basic principles of self-defense, and the defensive mindset. This course will end with realistic simulation training.

**Mark Roche** is a member of the Tufts University Police Department and a certified R.A.D. instructor.

**EXP-0039-S. The Social Implications of Sport**  
**One Course Credit, Letter-graded, Call #03103.**  
**Wednesday, 6:50-9:30 PM, Eaton 333.**

Do money and power matter in sports? Are youth sports good for kids? Do varsity programs in high schools and colleges contribute to or clash with the educational mission at their institutions? This course will help students identify and clarify the role of sport in social development. Students will explore their personal experience as members of both dominant and subordinate social groups (sex, race, class, age, motor ability, and culture). Throughout the semester, students will acquire expertise in recognizing and discussing terminology, prominent theories and pertinent literature related to sport and social context.

**This course has been approved to count toward American Studies major credit.**

**Coreen Harada** is an Ed.D. candidate in Counseling Psychology at Boston University. She holds a Masters in Kinesiology from the California State University, Fresno, and a B.S. in Psychology from Wellesley College. She is currently working as a sport psychology intern with a local community rowing program, GROW, which is geared towards high school girls. Her recent research focused on the cohesive tendencies and the structure of social support networks in female athletes as well as the talent development experiences of elite baseball players.

**EXP-0040-S. Leadership for Active Citizenship**  
**One Course Credit, Letter-graded, Call #03102.**  
**Thursdays, 1:30-4:30 PM, Rabb Room, Lincoln-Filene Center.**

This course will explore alternative styles and strategies of leadership with an emphasis on leadership to address community problems. Examination of competing theories of leadership applied to case studies will be addressed as well. Guest speakers from a broad range of fields — electoral politics, government agencies, business, philanthropy, arts, nonprofit organizations, social movements, and education. Guest speakers will talk at a community forum preceding each class session. Students not enrolled in the seminar are invited to attend these forums. The course will help students reflect on their community service and other civic experience, and to refine their values and skills of active citizenship. Assignments will include readings, short papers, and keeping a journal.

**This course is crosslisted with the Political Science department as PS-0100-01.**  
*Rob Hollister is the Dean for the University College for Citizenship and Public Service at Tufts.*

**EXP-0041-S. Education for Active Citizenship**

**One Course Credit, Pass/Fail, Call #03101.**

**Friday, 10:20am-1:10pm, Rabb Room, Lincoln-Filene Center.**

This course is designed for new Citizenship and Public Service Scholars in the University College of Citizenship and Public Service. These students will be introduced to the concepts of civic engagement and active citizenship and will explore the democratic traditions that underlie these ideas. Secondly, students will go through a number of experiential exercises to begin to identify their interests, values and skills related to active citizenship. Third, students will be assigned to and expected to spend approximately three hours per week with an on-going community project. Within this context, students will set personal learning goals as well as goals for the impact they hope to have in the project, and a major portion of the work for the course will take place in the context of this project. Finally, students will be expected to learn about the substance of the issue on which they are working.

**NOTE: This is a mandatory course for new Citizenship and Public Service Scholars and enrollment is limited to these students.**

*Molly Mead is the Lincoln Filene Professor in the University College for Citizenship and Public Service at Tufts.*

**EXP-0042-S. An Insider's Look at State and Local Government**

**One Course Credit, Letter-graded, Call #03100.**

**Tuesday, 6:50-9:30 PM, Miner 112.**

Isn't all politics ultimately local? Is it any accident that, with the exception of George H.W. Bush, every elected President of the U.S. since 1968 has been a former governor? This course will explore the ways that state governments work. It will do so through the use of two complementary processes: employing Massachusetts as a case study while at the same time engaging, comparatively, in consideration of students' home states, as well as those that have been in the news. Students will have the opportunity to immerse themselves in the policy issues, personalities surrounding, and drafting dilemmas concerning legislation at the state level. In doing so, special attention will be paid to the "players" who introduce, shape, and ultimately control the passage of legislation in the Commonwealth. In addition, students will develop a deeper understanding of how political decisions shape the world around us, and by understanding them, will come to discover how to better play such key roles in this society as analysts, activists, or advisors.

**This course has been approved to count toward American Studies major credit.**

*Kevin Penders is a Hearing Officer with the Department of Telecommunications and Energy (DTE). He focuses on utility law for the electric, gas, and water industries, and works for the Department as part of their legislative team. Previous to the DTE, Kevin worked for the Massachusetts Committee on Taxation, and served three terms on Wakefield's Lucius Beebe Memorial Library Board of Trustees. He has extensive campaign experience with municipal and statewide campaigns. He is a graduate of the*

College of the Holy Cross and New England School of Law, and has taught this course with the Experimental College in 2000, 2001, and 2003.

**EXP-0044-S. SEEP: Science Elementary Education Partnership**

**One Course Credit, Pass/fail. Call #03159.**

**Wednesday, 5:25-6:40 PM, Braker 226.**

Do you love working with young kids, showing them hands-on activities and that learning can be fun? Are you wondering if teaching might be a career for you? This is your chance to work with 1st through 5th graders in one of our host community schools and effect a change in these students? SEEP is an initiative that emphasizes science experiments and activities to engage young students in their own learning while working with teachers in their classrooms. Tufts students will meet together regularly in a seminar to share experiences, discuss current educational issues, learn effective teaching strategies and work through lots of interesting and fun hands-on science lessons. In addition to the seminar, Tufts students will spend two-to-three hours per week in a host school helping teachers and students with their science activities.

**SEEP represents a partnership between the University College of Citizenship and Public Service and the Experimental College.**

*Ronnee Yashon holds degrees in Biology, Chemistry, Computer Education, and Law. She has taught human genetics and general biology, bioethics and the law for more than twenty years. She is also the author of a series, Case Studies in Bioethics, and a book, Landmark Legal Cases for Scientists.*

**EXP-0045-S. Greening the Tufts Campus the Sustainable Way: A Hands-On Approach**

**One Course Credit, Letter Graded, Call # 03160.**

**Monday and Wednesday, 2:45-4:00 PM, Location TBA.**

Throughtout the world, in every part of the U.S. where development is happening, and no less here at Tufts, the design of sustainable communities must be understood, at one and the same time, as a social and environmental problem. Students in the class will be exposed to both sides of this issue and learn about how soil, plants and water can work together to create a better living environment. By using field research, site plan analysis, propagation of native plants, and the basics of managing water in the landscape, students will learn about the hydrology, ecology, and horticulture aspects of critical landscape design. At the same time they will be prompted to pay attention to the all-important community development and public policy considerations. Students will also build up a modest portfolio of project designs, and learn about site management while working in small teams. Each student will have an opportunity to see the inside of environmental consulting: from inventorying needs and problem solving to conducting client interviews and making complete presentations. Any prior exposure to plants, architecture, hiking, gardening, civil engineering and community relations will be useful. Because of the unusual nature of this course students must be prepared to engage themselves actively in classroom, workshop and on-site project management tasks.

***Students who have previous background from last semester's class, or would like to use this as a CEE capstone, or who have an interest in service learning and environmental studies are all welcome.***

**This course represents a partnership between the University College of Citizenship and Public Service, the College of Engineering and the Experimental College.**

*Jeff Licht is an environmental advocate and a pioneer in sustainable landscape design and implementation. He holds a Ed.D. from Boston University and his work has been featured in the Sunday New York Times. He is currently writing a guidebook on adaptable plants for the Northeast. Last semester he taught EXP-0048-F Greening the Landscape: Sustainable Land, Conservable Water in the Experimental College.*

**EXP-0046-S. Race, Gender, and Class in Criminal Justice Policy**

**One Course Credit, Letter-graded, Call #03099.**

**Tuesday, 6:50-9:30 PM, Barnum 114.**

At the end of 2001, over 6.5 million people were under the purview of the U.S. criminal justice system, including two million individuals who were incarcerated. The criminal justice system employs hundreds of thousands of individuals. Low-income communities are often dependent on the system for jobs. Millions of crime victims either participate in and/or deliberately avoid the criminal justice system. Society's increasing reliance on the criminal justice system is well-documented. Using mini-case studies of contemporary issues this course will examine if, how, and where race, gender, and class interact with the criminal justice policy. Examples will include the War on Drugs, the Violence Against Women Act, and an innovative analysis of incarceration policy. Analyzing these cases as well as employing traditional scholarly research, the course will explore the social problems these policies address and the policies' impact on women, low-income communities and people of color. Specific attention will be paid to whether or not criminal justice policies have multiple damaging effects on communities based on race, class, and gender. Students will leave the course with a better understanding of what criminal justice policy is, how it evolves, what are its and intended and unintended consequences.

**This course has been approved to count toward American Studies major credit.**

*Richard Wright is actively involved in the anti-violence field. He has created an advocacy project for people of color which addressed racism, harassment, education, and criminal justice issues. In addition, he has developed and implemented a comprehensive domestic violence program and conducted research on the co-occurrence of child maltreatment and domestic violence and federal and state sexual assault policy. He is also a doctoral candidate at the University of Massachusetts Boston in the Public Policy Program and is completing a dissertation on federal sexual assault policy.*

**EXP-0047-S. Poverty: Law, Advocacy, and Strategies for Change**

**One Course Credit, Letter-graded, Call #03098.**

**Thursday, 6:50-9:30 PM, Barnum 114.**

How can we truly understand the reality of poverty in America today? For the over 12 million parents and children living in poverty today, it means collapsing homes, days without food, failing schools, and chronic illness. This course takes a hard look at the reality of poverty in America today and asks: Why should we care? What can be done to alleviate the suffering of those millions of individuals? And why is it so hard to eliminate?

The class will explore the issue of poverty from multiple perspectives including people's experiences with living in poverty, its possible causes and wide reaching consequences, and strategies for addressing it.

**This course has been approved to count toward American Studies major credit.**

*Brooke Richie is currently a fourth-year graduate student in the Joint Law/Public Policy program at Harvard Law School and Harvard's Kennedy School of Government. She has experience both working in the area of urban law and policy and publishing a number of papers addressing these issues.*

### **EXP-0049-S. The Art of Speechwriting**

**One Course Credit, Letter-graded, Call #03097.**

**Wednesday, 5:25-8:05 PM, Miner 225.**

Who needs a speechwriter? What does it take to write well when your work is going to be presented in spoken form? How much of writing a speech is information, persuasion, poetry? This course combines the practice, study, and analysis of speechwriting.

Students will learn the techniques and skills required to write effective speeches for themselves and for other individuals to deliver. While studying the speeches of such key figures as Josef Goebbels, Franklin Delano Roosevelt, John F. Kennedy, Harry Truman, and Barbara Jordan, among others, they will learn to structure a basic speech, research supporting materials, analyze the abilities and idiosyncrasies of the speaker, assess the receptivity of the audience, color the speech with cadence and humor, and rewrite quickly on demand.

**This course will count toward Mass Communications and Media Studies credit as a Humanities elective.**

*Susan Dworkin has been a professional speechwriter for the last twenty-five years, during which time she has written speeches for myriad personalities in politics, corporate life, and show business. She has also been a Contributing Editor at Ms. Magazine and is the author of fourteen books.*

### **EXP-0050-CS. The Media, Government, and the Law**

**One Course Credit, Letter-graded, Call #03096.**

**Wednesday, 5:25-8:05 PM, Room TBA.**

The widespread publication of a photo of the woman who accused Kobe Bryant of rape. The debates at every dinner table about peer-to-peer file sharing and the recording industry's crackdown on illegal downloading. The conflicting court decisions about whether terrorism-related trials should be held in public. The canceling of a Saturday Night Live show because a Presidential candidate was to be the host. All of these illustrate that, as a society, we have very conflicting views and values regarding the rights and responsibilities of the press. This seminar is intended as a fast-paced and engaging survey of mass communications law for aspiring journalists and aspiring lawyers alike, as well as for other students interested in discussing knowledgeably a subject as to which everyone seems to have an opinion. Special attention will be paid to how the law defines "freedom of the press" differently depending on whether newspapers, radio, film, television, cable, or the internet are involved. In addition, students will not only trace the evolution of media regulation into the 21st century but also learn and critically evaluate the legal rules of libel, invasion of privacy, copyright,

access, and other laws that circumscribe what a journalist can do. The class will rely heavily on student participation and discussion regarding the law and values of journalism.

**This course has been approved to count toward American Studies major credit. It will also count as a Social Sciences elective for the Mass Communications minor.**

**Robert Bertsche** is a former newspaper and magazine journalist who chairs the Media and Intellectual Property Group at the law firm of Prince, Lobel, Glovsky & Tye, LLP (see [www.plgt.com](http://www.plgt.com)). Mr. Bertsche represents newspapers, magazines, cable companies, broadcasters, and Internet and website providers across the nation. He was lead trial counsel in the case of *Martin v. Roy*, in which he successfully defended an M.I.T. student journalist against a libel claim brought by a Wellesley College professor. A magna cum laude graduate of Wesleyan University and Harvard Law School, he writes and speaks frequently on media and Internet law topics. He last taught this course in the Experimental College during the fall of 1999.

### **EXP-0052-S. Newsrooms, Locker Rooms, and Press Boxes**

**One Course Credit, Letter-graded, Call #03095.**

**Monday, 6:50-9:30 PM, Barnum 114.**

For many, it is perceived a dream job. But what is it really like to report on and write about professional sports? This course looks at the demands and dilemmas of being a sports reporter in an age of talk radio, cable television networks, and the internet. Students will first take a critical look at the role of the beat reporter, paying special attention to the ethical and professional decisions a journalist who covers a team on a day-to-day basis must make. We will then focus on sports columnists and the extent to which they represent the interests of the fans. In addition, we will explore the role of women in sports media, the impact of television, especially such cable-based organizations as ESPN and Fox Sports, on sports reporting, the significance of talk radio, and the new set of problems and promises that the internet brings to the game.

**This course has been approved to count toward American Studies major credit. It will also count as a Humanities elective for the Mass Communications minor.**

**Tony Massarotti** (A '89) is a baseball columnist at *The Boston Herald* and has been covering major league baseball for the last ten years. He was voted the 2000 Massachusetts Sportswriter of the Year by local members of the National Sportscasters and Sportswriters Association and was Sports Editor of *The Tufts Daily*.

### **EXP-0053-CS. Producing TV Programs for Social Change**

**One Course Credit, Letter-graded, Call #03111.**

**Tuesday and Thursday, 10:25am-12:40pm, Rabb Room, Lincoln Filene Center. Evening Lab, TBA.**

Are you ready for an intensive, hands-on, editorial and production course in which students will report, produce, shoot, write and edit video news documentaries? Do you care about such social issues as poverty, education, the environment, health care, human rights, gender, and race? Are you interested in covering local community issues and using documentary to help inform the public? This course will address the powerful role of video journalism as an advocacy tool to shape public perceptions of policy and society. Students will learn the basic principles and techniques of documentary and TV

news magazine journalism including: directing, lighting, camera work, composition, interviewing, constructing narratives, character development, and story telling. In doing so, special emphasis will be given to the role of media ethics, First Amendment principles, and current news events. Students will sharpen their skills as producers and consumers of media through screenings, readings, in-class critiques, and guest lectures by prominent journalists. The course will also emphasize the values of citizenship, the importance of active community leadership, and creative approaches to inspire civic engagement.

Class size is limited to sixteen.

**This course represents a partnership between the University College of Citizenship and Public Service and the Communications and Media Studies program. It has been approved to count toward the American Studies major, as a Media Practice elective for the Mass Communications minor, and as a Film Practice elective for the Film Studies minor.**

*Roberta Oster Sachs is an Emmy Award winning network news producer with NBC's Dateline. Prior to that, she worked with the CBS News program, Street Stories with Ed Bradley, Channel One, and in the ABC News documentary unit. She has also taught journalism at Columbia's Graduate School of Journalism and at Princeton.*

### **EXP-0056-S. Making Movies: The Practice and Study of Filmmaking One Course Credit, Letter-graded, Call #03113.**

**Monday, 2:55-5:25\* and Wednesday, 7:00-10:00 PM, Miner 10; Lane 100. \*note new time**

So you've always dreamed about making movies? It's easy to envision yourself behind the camera. But wait a minute. The realities of film production are often all consuming. Can you make the commitment? Please understand: this course is not for the faint hearted, for those who are uncomfortable inside chaos, or for those who can't handle being under constant pressure. It will provide those who are ready with an immersion in the collaborative art of feature filmmaking. Working from the outset in teams, students will concurrently undertake [a] the completion of short, experimental projects aimed at developing their facility with camera, lighting, sound and editing; [b] the planning and pre-production necessary to make a small feature film; and [c] an analytical exploration of cinema as an art form. All this work will culminate in the public exhibition of your team's feature and in your completion of a written assessment based on journal notes kept throughout the process.

Class size is limited to twelve.

**This course has been approved to count toward the American Studies major. It will also count as a Humanities elective for the Mass Communications minor, a Film Studies elective for the Film Studies minor, and Media Practice credit for the Multimedia Arts minor.**

*Howard Woolf is the Associate Director of the Experimental College and its new Director of Media Technology. He is the founder of Tufts Media Lab, the Ex College's DV production center, co-chairs the Multimedia Arts interdisciplinary minor, and is the advisor to TUTV.*

### **EXP-0057-S. Public Relations and Marketing Demystified**

**One Course Credit, Letter-graded, Call #03114.  
Tuesday, 5:25-8:05 PM, Eaton 201.**

Spin doctors, branding slogans, consumer loyalty, the look, the feel, the effect... This course will take a sweeping look at the methods, mystique, mythology, and morals of public relations and marketing in the digital age. From politics to purchasing, we will analyze how words, sounds, and images are used in print, broadcast, and the web to influence who we are and how we think. Working in teams, class members will create a complete marketing/communications strategy for a product of their invention (software, a company, an event, book, movie) that will include: audience and product analysis; media relations; direct mail advertising program; print, video and/or audio ads; or a web site. Students will leave the course well grounded in the basic practices and philosophies of modern communications, media relations and advertising, as well as with a basic understanding of the cultural and psychological forces behind the media that permeate our lives.

**This course has been approved to count toward the American Studies major and as a Social Sciences elective for the Mass Communications minor.**

*Gail Bambrick is the Director of Publications at Tufts University, where she works on the university's visual identity program and its print and web marketing strategy. She holds a Ph.D. in English from Tufts University.*

**EXP-0060-S. Imagining Ireland: Understanding Ireland Through Literature and Film**

**One Course Credit, Letter-graded, Call #03138.  
Tuesday, 6:50-9:30 PM, Eaton 206.**

Do you have an image of what Ireland is like in your mind? Have you read Joyce and Yeats but realize that there are other Irish writers with other Irish voices? Are you familiar with such films as *The Quiet Man*, *Bloody Sunday*, or *Night in Tunisia*? This course casts light and shadow on the rich tapestry of the written word and the moving image as it reflects Ireland and the Irish. Goals for the course include exploring common themes in Irish film and literature, becoming acquainted with a variety of critical perspectives on Irish film and literature, pay special attention to adaptations of novels into film (for example, Frank McCourt's *Angela Ashes*), and attempt to understand the complex roles that history, religion, and politics have played -- and continue to play -- in both genres.

*Martin Lynch is a graduate of the University of Ulster, Northern Ireland and has taught and undertaken postgraduate research in Irish History and Politics at Magee College, DerryNorthern Ireland. He has co-authored *Inishowen -- Land of Owen*, a history of the Inishowen Peninsula in County Donegal Ireland and written *Northwest Ulster and the Politics of Partition 1916-1926*. From 1997-2001 Martin served as both a board and jury member of the Foyle International Film Festival in DerryNorthern Ireland. Presently he is researching a new book and lives and works in Boston.*

**EXP-0064-S. Unconventional Warriors: Special Operations Forces  
One Course Credit, Pass/Fail, Call #03115.**

**Tuesday and Thursday, 6:50-8:05 PM, Anderson 206 (this is a new location beginning on 1/29).**

It goes without saying that Tufts University is world-renowned for its International Relations program. However, if you ask the average Tufts IR major what Special Forces units are and what role they've played in modern conflicts ranging from Africa to the Middle East to Southeast Asia, a likely reply would be referencing such recent films as *Black Hawk Down* and *Navy SEALs*. This course seeks to enlighten future Tufts diplomats, government employees, and news-conscious citizens on the history, makeup, and role of Special Operations Forces. In doing so, special attention will be paid to how SOFs function in modern conflicts and how the complex contexts of international politics impact their effectiveness. By the end of the course, students will have a broad understanding of the primary U.S. and British Special Operations Forces and will have undertaken, as well, an in-depth look at the ethical considerations raised by the range of actions in which SOFs become engaged. Readings will include combat narratives, government documents, and official military field manuals. Class lectures will be supplemented by documentaries, Hollywood films, and "special" guests.

*David Taylor is a Senior at Tufts majoring in International Relations and Asian Studies. He is also a member of the Army ROTC unit at M.I.T. and will be commissioned in May as a Second Lieutenant in the U.S. Army.*

**EXP-0072-S. Women, Communication, and the Law**  
**One Course Credit, Letter-graded, Call #03116.**  
**Monday, 6:50-9:30 PM, Miner 112.**

In today's dynamic society women's participation and governance in the legal arena are becoming the norm rather than the exception. However, women still have a long way to go before attaining equal representation in governing our society. This multidisciplinary class explores the history, current status, and future of women's interrelationship with law and communication. We will examine not only the doctrines and procedures of law but also the deeper structures and legal institutions that animate the legal system's subordination of women. In particular we will focus on four approaches in the development of legal doctrine and its treatment of women: women being treated as property, as a special class, an era of equality, and a developing recognition of difference. An additional perspective will analyze how women's voices and identities are co-constructed in the legal arena and how women's voices may change the practices and institutions of law.

**This course has been approved to count toward Women's Studies major credit.**

*Monique Myers received her doctorate in Human Communication from the University of Denver. Her dissertation centered on communicative processes in domestic violence courts, and she is now Scholar-in-Residence at Emerson College, where she teaches courses in intercultural communication, leadership, and gender and legal communication.*

*Doug Smith is an attorney who has practiced in the areas of international human rights, civil rights, employment, and community organizing. In the past thirteen years, he has taught in the law schools of the University of Miami, Suffolk University, the Institute for Advocacy in Ukraine, and the University of Denver. He presently teaches community activism to elementary and middle school students in Dorchester.*

**EXP-0074-S. Genetics, Ethics, and the Law**

**One Course Credit, Letter-graded, Call #03117.**

**Monday, 5:25-8:05 PM, Miner 224.**

With recent pioneering discoveries in the field of genetics, a Pandora's box of questions has been opened regarding the efficacy and legality of genetic engineering. What are the impacts of such processes as the cloning of the human embryo, DNA testing, and mapping of the human genome? In this course, we will cover the scientific principles at work in such fields as genetic testing, human genetic defects, assisted reproduction, and biotechnology. At the same time, we will explore the legal and ethical issues raised by these new fields including confidentiality, insurance implications, DNA forensics, informed consent, the future of the Human Genome Project, and genetic screening. In addition, questions about paternity and family law problems involved with fertility engineering and surrogate motherhood will be examined. Finally, we will consider what new roles may emerge for attorneys involved in genetic cases.

**This course has been approved by the Biology department to count toward Natural Sciences distribution credit.**

*Ronnee Yashon holds degrees in Biology, Chemistry, Computer Education, and Law. She has taught human genetics and general biology, bioethics and the law for more than twenty years. She is also the author of a series, Case Studies in Bioethics, and a book, Landmark Legal Cases for Scientists.*

**EXP-0083-S. Ethical Leadership in Business**

**One Course Credit, Letter-graded, Call #03119.**

**Monday, 6:50-9:30 PM, Eaton 202 (this is a new location).**

Do you need to sell your soul to be successful in business? Can a company be profitable and not do business with "sweat shops" or polluting factories? What are the key trends that are impacting business and how can leaders effectively deal with them? In this course, we will explore changing roles in leadership and collaboration as well as business ethics and tradeoffs. It is through effective leadership and business processes that sustainable results are achieved. Through the use of selected readings, case studies, open discussion, and other facilitation approaches we will examine key business dilemmas. In addition, we will determine what we look for in our leaders and each other. Finally, we will explore the similarities of ethical issues that business people face with those in other walks of life.

**This course has been awarded the 2004 Distler Family Endowment Prize for providing a bridge to the world of work.**

*Steve Frigand (A '71) is a business process consultant, and an executive coach with over twenty years of leadership and change management experience. He has experience with organizations in many different industries including high-tech, transportation, environment, insurance, and non-profits. He has also worked in virtually all business functions and with employees that range from CEOs to entry positions. He holds a M.S. in Management from the Sloan School at the Massachusetts Institute of Technology.*

**EXP-0086-S. Branding or Brainwashing? The Influence of Brand Marketing**

**One Course Credit, Letter-graded, Call #03120.**

**Monday, 6:50-9:30 PM, Eaton 206.**

What role do brands like Nike, MTV, Pepsi, and Volkswagen play in our culture and our lives? How do brands appeal to different age groups, gender and race? Have brands created an over-advertised world? This course will help you gain insight into how brands are launched, positioned and differentiated from each other via advertising and promotion. Topics to be explored include America's love affair with brands, brands as cultural icons, the globalization of brands, targeted markets, branding for social change, strategies for marketing and advertising brands, and, finally, spectacular failures in branding. Special attention will be paid throughout the course to understanding the power of the brand as well as the power that consumers can exert over brands in the marketplace.

**This course will count toward Mass Communications and Media Studies credit as a Social Sciences elective.**

*Barry Silverstein is Chief Strategy Officer for Arnold One, the direct and interactive arm of Arnold Worldwide, a leading advertising agency with such clients as Volkswagen, Citizens Bank, Fidelity Investments, Coors, and Truth. Silverstein has thirty years of experience in marketing and advertising and is the author of two Internet marketing books.*

**EXP-0090-S Methods for Peer Teaching**  
**Two Course Credits, Pass/Fail, Call #03161**  
**Monday, 12:00-1:00 PM, Miner 110.**

This seminar is designed to guide the teaching done by undergraduates in the Experimental College. Weekly group meetings explore questions of pedagogy, topic-related problems, educational goals, and concerns unique to first-time teachers.

**This course is open only to undergraduates teaching elective courses this semester.**

*Robyn Gittleman is Director of the Experimental College and Associate Dean of the Colleges.*

**EXP-0091-AS. Inquiry Teaching Group**  
**One Course Credit (continuation from F '03), Pass/Fail, Call #03121.**  
**Day, Time, and Place to be arranged.**

Inquiry is a global-issues simulation for high school students from across the country and internationally. It forms an integral part of the year's activities for EPIIC (Education for Public Inquiry and International Citizenship), a program of the Institute for Global Leadership at Tufts. This year's topic is America's Role in the World. Students in this course will help design and plan a culminating simulation to be held during the Spring 2004 semester. They will mentor (in person, via email, and through an ongoing discussion group) a high school delegation -- helping them understand the materials and issues, as well as preparing them for the simulation. In addition, they will assist in the research and preparation of materials and Internet resources.

Students in Inquiry will receive one course credit for the full academic year.

*Steve Cohen is a member of faculty in the Education department at Tufts.*

*Heather Barry is the Associate Director of the Institute for Global Leadership at Tufts.*

**EXP-0091-S. EPIIC: America's Role in the World**

**Variable Credit (continuation from F '03). Letter-graded, Call #03122.  
Tuesday and Thursday, 4:00-6:30 PM, Location TBA.**

Against the backdrop of the enduring American search for security and other grand strategies, such as the promotion of democracy and free markets, this yearlong colloquium will explore whether or not this is the era of American Empire. We will probe the challenges, benefits and consequences of U.S. primacy in the context of globalization. Extreme visions of the United States might place it as either a hegemonic hyperpower or an indispensable, altruistic nation. Where does it fall on the continuum? How do the international views of the U.S. differ from those of its own self-image? Will the traditional dynamic of balance of power and the emergence of counter coalitions rise to challenge American preeminence? Where will the future challenges to American power come from? An integrating Europe? Islamic fundamentalism? An emerging China? Do all empires face inevitable decline, diminishment or defeat? With U.S. power allegedly at its zenith, will the U.S. instinctively resort to unilateralism, force, and coercion at the expense of multilateralism, internationalism, and cooperative politics? Has 9/11 instigated a fundamental break in American diplomatic traditions? Is the U.S. a rogue state or a responsible actor? From the Cold War policies of containment to the current National Security Strategy document stressing pre-emption, we will probe America's strategic doctrine.

***Sherman Teichman** is Director of the Institute for Global Leadership at Tufts and the founding director of EPIIC (Education for Public Inquiry and International Citizenship). He holds a M.A. from the Hebrew University in Jerusalem.*

**EXP-0096-S. Auditing for Breadth  
Variable Credit, Pass/Fail, Call #03123.**

This program is intended to provide students with an opportunity to broaden their education by attending courses in which they might not otherwise enroll. Students may elect to audit any three full-credit university courses (or the equivalent) during their tenure as undergraduates at Tufts. Students select their own courses to audit but must have the approval of course instructors. One course credit is awarded upon completion of the three audits.

**NOTE: Graduating seniors may audit two courses and receive one-half credit.**

For more information about this program and an application, contact Robyn Gittleman at the Experimental College office, Miner Hall, x73384.

**EXP-0099-CS. CMS Internships  
One Course Credit, Pass/Fail, Call #03124.**

The Communications and Media Studies program provides academic credit for media-related internships. Students can arrange to work at newspapers, magazines, film companies, advertising and PR firms, or TV and radio stations. Interns are required to work 150 hours during the semester, keep a journal, and meet biweekly with the Associate Director. They receive one course credit on a Pass/Fail basis.

**By consent only. For information on eligibility and registration, contact Susan Eisenhauer, Associate Director of Communications and Media Studies, Miner 13, x72007.**

**This course has been approved as a Media Practice elective for the Mass Communications minor and as a Film Practice elective for the Film Studies minor.**

**EXP-0192-S. Independent Study**

**Variable Credit, Letter-graded, Call #03125.**

All independent studies that come through the Experimental College must be arranged in advance with faculty and professional staff associated with the college.

**EXP-0194-CS. CMS Senior Project**

**Variable Credit, Letter-graded, Call #03126.**

All CMS minors completing their Senior Projects this semester must register for this class. **In addition to signing up online with the Ex College, students should contact CMS Director Julie Dobrow ([julie.dobrow@tufts.edu](mailto:julie.dobrow@tufts.edu)) to have their ADD form signed.**

*Julie Dobrow is Director of Communications and Media Studies. She holds a Ph.D. in Communications from the Annenberg School at the University of Pennsylvania.*