

## Experimental College Courses – Fall 2005

### **EXP-0003-F: The Writer's Craft: Practical and Theoretical Approaches**

*One Course Credit. Pass/Fail. Call # 03749.*

*Tuesday and Thursday, 5:30-6:45 PM. Eaton 202.*

This course explores current research in the field of composition. It is designed to provide theoretical grounding to the practice of peer tutoring and the teaching of writing. Students will study writing theory and consider its practical application in the classroom and the writing center. Topics will include: the role of peer tutors; conferencing techniques; writing in the disciplines; English as a Second Language; and discourse communities. Always, as we explore research on issues pertaining to writing, we will be looking for meaning on a practical as well as theoretical level. Discussions of student papers will be a standard means of applying knowledge acquired through reading to the reality of peer tutoring.

**NOTE: This is a mandatory course for Writing Fellows and Writing Tutors and enrollment is limited to these groups.**

*Carmen Lowe is Director of the Academic Resource Center at Tufts University.*

### **EXP-0006-F: Funny Business: The Art of Comedy Writing**

*One Course Credit. Letter-graded. Call # 03752.*

*Wednesday, 7:00-9:45 PM. Eaton 201.*

So you think you're funny? So you think you can write material that other people will laugh at, too? This is a course for students who are serious about comedy. During the first half of the semester, we will begin with full-participation improv workshops to break the ice, encourage teamwork, stretch the imagination, build confidence and generate material for eventual writing assignments. Then, in the second half of the class, students will write two drafts of a sitcom "spec" script, create and perform sketches for a comedy video (with an emphasis on character development). We will also spend time discussing the day-to-day realities of a career in comedy.

***This course has been approved to count toward Mass Communications and Media Studies minor credit.***

*Andrew Osborne graduated from Harvard University, where he wrote for the notorious Lamoon college humor magazine. Since then, he's sold an original comedy to Warner Brothers, written funny stuff for MTV, The National Lampoon, Bart Simpson's Fun Pages, and Cracked. He is also the co-writer of On\_Line, an independent film which premiered at the Sundance Film Festival and studied improv at the Groundlings Theater with Lisa Kudrow (Friends) and Patrick Bristow (Curb Your Enthusiasm).*

### **EXP-0010-F: Art, Activism, and Community: Social Change through the Visual Arts**

*One Course Credit. Letter-graded. Call # 03753.*

*Tuesday, 7:00-9:45 PM. Anderson 208.*

Can art transform lives? How can art serve as a force for creating public dialogue? Are there different aesthetics for art with a social or political message? In this course students will explore visual art created for positive social change. Through slide lectures and guest artists, students will learn about contemporary artists that are addressing

issues of the environment, racial and cultural identity, human rights, healthcare, and social justice. Innovative community-based art organizations will also be studied, with guest lecturers from local Boston organizations who have developed nationally recognized models. Working individually or in collaboration, students will choose between completing an art work that addresses an issue, an event that uses art for public dialogue, or a proposal for a community art organization or project.

**Mindy Nierenberg** is the Student Program Manager for the University College of Citizenship and Public Service. Prior to joining the Tufts staff, she served as an associate dean at Massachusetts College of Art, where she founded the Office of Community Service Learning. Mindy is an exhibiting artist whose work focuses on social issues.

### **EXP-0011-F: American Experimental Music: Study and Performance**

*One Course Credit. Letter-graded. Call # 03754.*

*Tuesday & Thursday, 7:00-8:15 PM. Aidekman 22.*

Are you ready to expand your creativity through an immersive engagement with music at the cutting edge? Students in this class will develop an understanding of creative expression through making music in a found-object percussion ensemble. At the same time, readings in American philosophy, experimental composition, and the psychology of creativity will help them develop a self-awareness of their intuition and creative process and contextualize class projects. The course will provide an opportunity to do spontaneous, creative work for people who do not ordinarily participate in such projects. In addition, it will expose the interested but untrained to the world of ideas found in contemporary classical and experimental music. And, finally, it will open avenues of appreciation for twentieth-century classical music in general and American experimental composers in particular.

***This course has been approved by the Music department to count toward the Arts distribution requirement.***

**Jeff Roberts** founded and directed the Walden Percussion Orchestra Project, a found-object, free-improvisatory ensemble which creates an opportunity for people from all walks of life to participate in a creative process where intuition and instinct are explored simply for themselves. He is currently completing a Ph.D. in music composition at Brandeis University and is active both in the fields of composition and improvisation.

### **EXP-0012-F: Introduction to Web Design**

*One Course Credit. Letter-graded. Call # 03785.*

*Monday, 5:30-8:15 PM. Eaton 208.*

The Internet and the Web continue to expand in ways we could have never predicted even five years ago. What began as a network tool for government agencies and educational institutions is now truly a world-wide communication consortium, one with immeasurable possibilities for creative expression. What better time, then, to build your own web site? This hands-on introductory course will enable students to design and create web pages using HTML, Dreamweaver, and Photoshop. We will also discuss media theory as it relates to the Web and explore cutting edge Web technology. Required work includes weekly assignments and readings, as well as one in-class

presentation, and two simple (with increasing difficulty), or one more complex fully articulated web site.

***This course has been approved to count toward the Multimedia Arts minor as a Multimedia Practice course.***

***Leah Gauthier*** is a multimedia designer and artist, (Internet, video, graphics, print and broadcast) and has created media for all types of organizations including non-profit, government, and commercial. She has taught web design and faculty media seminars at the School of the Museum of Fine Arts, Boston and was Lead Designer in the Education Technology Department of Bowdoin College. She is a M.F.A. Candidate at the School of the Museum of Fine Arts, Boston, and her work has been exhibited at museums throughout New England, including the Portland Museum of Art and Bowdoin College.

### **EXP-0013-F: The Analysis of Baseball: Statistics and Sabermetrics**

*One Course Credit. Letter-graded. Call # 03786.*

*Thursday, 7:00-9:45 PM. Tisch 314.*

The Red Sox won the World Series! Was it because of Curt Schilling's heart, Johnny Damon's hair, or General Manager Theo Epstein's belief in statistics? This course will offer students the fundamentals of sabermetrics, the study of baseball analysis and research. We will cover the important concepts in statistics needed to perform sabermetric research and analysis. And then students will design and implement their own sabermetric research study. We will discuss baseball not through conventional wisdom and consensus, but by searching for the truth of baseball performance using statistics. Hitting performance, pitching performance, defensive performance will all be analyzed and better understood by looking at current and historical baseball data.

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

***David Tybor*** (M.S., N '03, M.P.H., M '03) is a Doctoral Candidate in Nutritional Epidemiology at the Friedman School of Nutrition Science and Policy at Tufts University. He is an expert in statistics and statistical analysis and teaches MPH259 Fundamentals of Biostatistics. Surprisingly, he is a Chicago White Sox fan. ***Andy Andres*** (Ph.D., N' 99) is currently an Assistant Professor of Natural Science at Boston University, a Biology Tutor at Harvard College, a Data Analyst at BaseballHQ.com, and the sometimes third baseman for Jumbo's Peanut Surprise of the Tufts Summer Softball League. He is a die-hard Red Sox fan.

### **EXP-0018-F: Chinese Medicine**

*One Course Credit. Letter-graded. Call # 03787.*

*Thursday, 5:30-8:15 PM. Braker 222.*

Not only is China becoming an increasingly important global power economically, but its approach to health and healing has had, and will continue to have, significant impact on the practice of medicine around the world. This class will provide a historical overview of Chinese medicine and related health practices in order to help students gain comprehension and practical experience of the major concepts and methodologies employed in this field as its status grows in the United States. The worldview of traditional China, with its many concepts such as qi, yin, yang, and the mind/heart, will be introduced to better understand the practices - such as acupuncture, dietetics, and

fengshui - that will be discussed. Additionally, the development of Chinese medicine and its relationship to Daoist ideological concepts such as immortality and inner transformation will be explored.

**Shawn Arthur** is currently a Ph.D. candidate in the Division of Religious and Theological Studies at Boston University. As he crafts his dissertation on Chinese Daoist immortality diets, he is dealing with issues of Chinese medicine, the meaning of health, and the ideological connections of religion and the body.

### **EXP-0020-F: Forensic Science: Criminal Investigation and Mock Trial**

*One Course Credit. Letter-graded. Call # 03788.*

*Thursday, 7:00-9:45 PM. Anderson 312.*

Scott Peterson is found guilty of murdering his pregnant wife. The body of a missing Harvard biochemist is found floating in the Mississippi. DNA tests thirty-five years after the fact suggest that Albert DeSalvo was not the Boston Strangler. Two Dartmouth professors are murdered in their home. 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, the practice of criminalistics, and crime-scene processing. This will be done by focusing on the steps involved in dealing with the aftermath of a criminal act, including discovery and police response, processing of the crime scene for physical evidence, forensic analysis, arrest, court presentation, and pursuit of conviction. Finally special emphasis will be given to the presentation of evidence in a "mock trial" exercise.

**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-F: The American Food Industry: From the Soil to the Dinner Plate**

*One Course Credit. Letter-graded. Call # 03789.*

*Wednesday, 5:30-8:15 PM. Anderson 306.*

How do we get our food? We go to the market, pick up groceries, cook what we want and store the rest. Or we go to a restaurant, order, eat, pay and leave. In this course, we will consider the complete path from soil to plate and back again that our food travels and the consequences of the many intermediary steps along the way. Students will explore the various health, economic, environmental, political, and cultural aspects of the food system in America. The instructors will convey - and hope to receive - lessons through lectures, discussions, field trips, role-playing, and a weekly "snack analysis" designed to give us all a new outlook on our vital energy source.

**Jonathan Snow** is a post-doctoral research fellow in the Hematology/Oncology Department of Children's Hospital Boston where he studies molecular mechanisms of hematopoietic development. He has recently developed a keen interest in the role food and nutrition play in health and the environment, especially choices made in food production in the US. He holds a Ph.D. in Biomedical Sciences from the University of California at San Francisco. **David Long** is a Research Assistant at the Silent Spring Institute investigating the links between the environment and women's health. His

*interest in food production and the environment began in the yard of his childhood home where his father set up a small plot for him to tend. David's graduate thesis investigated the biological control of a crop pest using a naturally occurring fungus that poses no threat to humans or the environment. He holds a M.S. in Entomology from the University of Maine.*

### **EXP-0024-F: Practical Creativity**

*One Course Credit. Letter-graded. Call # 03790.*

*Monday & Wednesday, 7:00-8:15 PM. Olin 107.*

What do Leonardo DaVinci, Tibetan Buddhist monks, today's top advertising executives, your baby cousin, and the cast of Saturday Night Live have in common? They all have something profound to teach us about creativity, including techniques and practices that can help our minds access previously untapped creative potentials. This class is geared towards students who feel that they have latent creative abilities but aren't sure how to access them in a happy, healthy way. Our work is grounded in the premise that everyone has natural creative talent. We will explore this concept while, at the same time, considering the impact of the corollary idea that many of people lose touch with their creativity through habitual thinking -- repeated attempts to come up with the "one right answer" that teachers and standardized tests are looking for. By learning about the psychology behind creativity and applying techniques such as stream-of-consciousness writing, right-brain-stimulating puzzles, group-thinking challenges, mandala-painting, improvisational acting, and meditation, we will help each other overcome resistances to the creative process, developing our creative potential.

***Alison Keehn** is a former children's book editor and art director who has been in the creativity business over eight years. Though she left the publishing industry in 2003, she started a manuscript consulting business, helping budding writers to express their visions and hone their craft. She has spoken around the country, at writers and illustrators conferences, about how to cultivate creativity in one's work and one's life. She has also written and collaborated on several book projects.*

### **EXP-0026-F: Black Intellectuals: Past, Present and Future**

*One Course Credit. Letter-graded. Call # 03791.*

*Thursday, 5:30-8:15 PM. Miner 221.*

What is a "black intellectual"? Why is this an important category, especially within the context of race relations both in the United States and around the world? This course will offer students a comprehensive survey of the thought, politics, philosophy, economics, and spirituality of both contemporary and historical black intellectuals. A range of issues relevant to both the African American community and global trends will be explored through the writings and activism of such key figures as Frederick Douglass, W.E.B. DuBois, Malcolm X, Angela Davis, bell hooks, Cornel West, and Henry Louis Gates. Building on this work, a critique of the "black intellectual" will then provide students with a rounded perspective and will lead us, as well, into a discussion of contemporary African-American culture and the influence of hip hop on black intellectualism. Finally, we will engage in a comparative study of black intellectuals against those from the dominant culture and will consider the future of black intellectualism.

*Clifford Shelton is a M.A.L.D. candidate at Tufts' Fletcher School of Law and Diplomacy and is a Teaching Assistant in the Sociology Department at Tufts as well. He is currently studying development economics and international political economy and brings a wealth of work experience in education, trade and media in the United States, China, and Egypt to his teaching.*

**EXP-0028-F: The Worlds of Men: Cross-cultural Perspectives on Masculinity**

*One Course Credit. Letter-graded. Call # 03792.*

*Wednesday, 5:30-8:15 PM. Crane Room, Paige Hall.*

Ever wonder why classes on gender rarely address men or issues surrounding masculinity? Have you been curious about how culture influences the experience of being a man in contemporary societies? This course will attempt to address these needs by approaching the dimensions of what it means to be a man and the varieties of masculinity as a field of study in its own right. The first half of the course focuses on ethnographic accounts of men's lives in areas of the world as far apart as Mexico, Mozambique, India and Japan. The second half of the course centers on masculinities in the United States. Topics to be considered include boys growing up to be men, men's bodies, and men and war. Using a range of participatory exercises, including a masculinity autobiography, a collage inspired on male images in the media, and critical readings of films portraying men's experiences, the course will be rewarding for both men and women!

*Julia Kirst holds a M.S. in Human Development and Psychology from Harvard University and is currently completing a Ph.D. in Anthropology at Brandeis University. Julia's interest in the cultural aspects of masculinities arose from her experience living and traveling through countries in South and Central America, Europe and the United States. In addition, her many years of experience as a theatre teacher make for a learning environment that is alive and engaging.*

**EXP-0031-F: Hindi/Urdu 3**

*One Course Credit. Letter-graded. Call # 03851.*

*Monday and Wednesday, 5:30-6:45 PM. Olin 218.*

This course offers a continuation of the study of Urdu/Hindi, the lingua franca of the subcontinent, in its "Hindustani" form. As the final offering in a sequence of courses spread over three semesters, this class is designed to improve proficiency in speaking, listening, reading, and writing. There will be emphasis on written expression and texts in both Perso-Arabic and Devanagari script systems. Students will be introduced to Urdu/Hindi fables, short stories, and various other genres of literature, including poetry. Conventional teaching materials will be supplemented by popular songs and clips from contemporary Indian cinema. *Students who have not taken Urdu/Hindi before at Tufts and wish to sign up for this course are encouraged to contact the instructor as soon as possible.*

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

*Lata Parwani is a graduate student in the Center for South Asian and Indian Ocean Studies in the Department of History at Tufts. She taught Hindi/Urdu for three years at Harvard University.*

### **EXP-0032-F: Leading Edge: Theory and Practice of Leadership**

*Half Course Credit. Letter-graded. Call # 03852.*

*Tuesday, 4:00-6:30 PM. 218 Campus Center.*

What does it take to be an effective leader? In this course, student leaders will analyze their perspectives on leadership, and their experiences, successes and failures in leading others. After analyzing and defining one's personal leadership model, the course will explore various models of leadership including the Social Change Model of Leadership. Students will then learn to incorporate and apply various leadership practices and theories in their current organizations while providing a foundational skill set to utilize in the future. Participants will have the opportunity to engage in reflection through journal entries and an analysis of a film demonstrating leadership.

*Ed Cabellon is Associate Director of Student Activities at Tufts University. He holds a M.A. from Central Connecticut State University in Educational Leadership with a concentration in College Student Development. Lynne Stewart is Assistant Director of Student Activities at Tufts University. She holds a M.A. from Boston College in Higher Education Administration with a focus on leadership.*

### **EXP-0035-F: Rape Aggression Defense**

*Half Course Credit. Pass/Fail. Call # 03793.*

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

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

### **EXP-0038-F: Perspectives on Psychopathology: Personalizing Mental Illness**

*One Course Credit. Letter-graded. Call # 03794.*

*Monday & Wednesday, 7:00-8:15 PM. Eaton 206.*

How are we to understand the experience of mental illness in its full complexity and individual nature? Students in this course will explore how we, as a society, have always struggled with this issue, with no satisfactory conclusion. The course will consider the why [a] stigmas and stereotypes plague the general public's understanding of the experience of psychiatric disorders, [b] the current state of health care requires a revolving door approach to treatment, and [c] students of psychiatry often come away

with an overly analytical and depersonalized understanding of psychopathology. Building on these contexts, and in order to develop a more nuanced and deep understanding of the experience of mental illness, we will then examine together a variety of disorders and treatment issues from multiple frameworks. These avenues of approach will include works of autobiography, literature, scientific journal articles, and film and television portrayals. We will consider what each of these avenues offer us in terms of accuracy, intricacy, and depth.

**Sarah Cavanagh** is a Ph.D. candidate in Experimental Psychology at Tufts. Her research interests include the cognitive and psychophysiological mechanisms in the regulation of emotion, the role of emotion in dissociation, and post-traumatic stress.

**Jennifer DiCorcia** is a Ph.D. candidate in Experimental Psychology at Tufts. She studies emotional development in infancy and childhood. Both instructors have co-taught summer courses through the Summer Institute on College Teaching at Tufts University and taught an Ex College course called *Portrayals of Mental Illness in Popular Film*.

### **EXP-0042-F: Inside the U.S. Prison System**

*One Course Credit. Letter-graded. Call # 03795.*

*Thursday, 5:30-8:15 PM. Lane 100.*

Why are some former inmates able to successfully re-enter mainstream society while others are not? Why did Malcolm X become the great figure in US politics that he did? Why are other men seemingly consigned to a revolving door experience with prison? This course will explore these questions from the perspective of those who have been incarcerated. Using memoirs and novels to examine the experience of these men "behind the wall" and what happens to them upon release, students in this course will consider the personal, social, and policy implications of such issues as who populates our prisons, how many inmates are there, what kinds of experiences do they have, is rehabilitation possible, and how successful is ex-offender re-entry into society. Key texts for our work in this course include *The Autobiography of Malcolm X*, Nathan McCall's *Make Me Wanna Holler*, and Claude Brown's *Manchild in the Promised Land*, among others that explore these issues in depth.

**André Norman** served for several years as the lead field organizer at the Ella J. Baker House, a Dorchester-based non-profit organization that does state-of-the-art work with high-risk youth and ex-offenders. In addition to assisting with inter-agency collaboration for the purpose of developing crime-reduction strategies, he has extensive program design experience and has been involved in direct outreach to gang members and drug dealers. He has lectured at MIT, Harvard Divinity School, Harvard's John F. Kennedy School of Government, University of Massachusetts-Boston, and the Massachusetts Department of Corrections.

### **EXP-0044-F: Science Elementary Education Partners**

*One Course Credit. Pass/Fail. Call # 03784.*

*Wednesday, 5:30-6:45 PM. Braker 225.*

Do you enjoy 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. This course 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-0048-F: The Prescription Controversy: Pharmaceuticals in Contemporary Society**

*One Course Credit. Letter-graded. Call # 03783.*

*Wednesday, 5:30-8:15 PM. Miner 112.*

Should prescription medications be advertised to the general public? Should the sale of such potentially misused drugs as pseudoephedrine be regulated? Should Americans be able to buy prescription drugs from Canada? On the Web? The purpose of this course is to provide students with a broad understanding of prescription and non-prescription medications, their production, marketing, regulation, and usage patterns. Through research, discussion, and debate, students will be encouraged to explore such issues as generic versus brand-name drugs, de-regulation of popular prescription drugs, the ethics of the pharmaceutical industry, and the abuse of addictive drugs. In addition, the implications for public policy and individual rights relative to all these issues will form the larger contexts for our explorations.

**Michelle Kalis** just finished her tenure as an associate dean at the Massachusetts College of Pharmacy and Health Sciences where she still holds the rank of Associate Professor of Pharmaceutical Sciences. She has worked in both the pharmaceutical industry and academic pharmacy and holds a Ph.D. in Pharmacology from Emory University.

### **EXP-0050-CF: Media Law and Ethics**

*One Course Credit. Letter-graded. Call # 03782.*

*Thursday, 5:30-8:15 PM. Cabot 206.*

Legal and ethical issues have always faced the press. They are as rooted in American history as the trial of John Peter Zenger and published rumors about Thomas Jefferson and as current as contempt charges now facing reporters and controversy over whether a blogger is a journalist. This course will examine issues of law and ethics that affect journalists and, more importantly, the public that the press is supposed to inform. After reviewing the political, historic and philosophical roots of the First Amendment, the course will present an overview of key issues in press law, including libel, privacy and the free press/fair trial dilemma. Building on that legal foundation, the course will examine a range of ethical issues, including conflicts of interest, the public's right to

know versus an individual's right to privacy, the implications of new technology, and use of anonymous sources. Classroom discussions and exercises will center on actual cases and current events, especially those that show the interrelationship between law and ethics.

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

*Phil Primack (A '70) is a longtime journalist who has covered politics, the economy and a range of other public policy topics. His work has appeared in The New York Times, The Boston Globe, CommonWealth, Boston, and Columbia Journalism Review. He has also been a policy adviser to elected officials, including former congressman, Joseph P. Kennedy, II, and has taught journalism at a number of area universities.*

### **EXP-0053-CF: Producing Films for Social Change**

*One Course Credit. Letter-graded. Call # 03781.*

*Tuesday and Thursday, 10:30 AM-12:50 PM plus lab. Rabb Room, Lincoln Filene Center/Braker 02 .*

Are you ready for an intensive, hands-on course in which students will produce their own 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 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 perceptions of policy and society. Students will learn the principles and techniques of documentary and TV news magazine journalism including directing, camera work, and editing. Special emphasis will be given to the role of media ethics, First Amendment principles, and current news events. The course will also emphasize the citizenship, active community leadership, and creative approaches to civic engagement. Class enrollment will be limited to sixteen students.

This course represents a partnership between the University College of Citizenship and Public Service and the Communications and Media Studies program.

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

*Roberta Oster Sachs is an Emmy Award winning network news producer who has worked at NBC's Dateline, CBS' Street Stories with Ed Bradley, and in the ABC News documentary unit. She directs the Media and Public Service Program for CMS and the University College at Tufts.*

### **EXP-0054-CF: TV News Reporting: On-Air and Behind the Scenes**

*One Course Credit. Letter-graded. Call # 03780.*

*Monday and Wednesday, 1:30-2:45 PM. Rabb Room, Lincoln Filene Center.*

Like it or not, the large majority of Americans learn about news by watching it on TV. What is the appeal? How are news programs put together? What are the creative and ethical decisions that go into a news broadcast? This course provides answers to these questions through a hands-on, learn-by-doing model. It offers students an opportunity to

develop the basic reporting, producing, and writing skills required to create a quality news broadcast for Tufts University TV (TUTV). Students will generate story ideas, conduct research and interviews, and work on their on-camera presentation, as well as their off-camera production skills. Students will then use these skills to produce weekly news shows that will be broadcast on TUTV. Class enrollment will be limited to twelve students.

***This course will count toward Mass Communications and Media Studies minor credit as a Media Practice elective. It also has been approved to count toward American Studies major credit.***

***Margie Reedy*** was the host of *NewsNight with Margie Reedy*, an in-depth nightly news program on New England Cable News, and ranks as one of the region's most skilled interviewers. Before joining NECN, she spent five years at WHDH-TV in Boston, six years at WDIV-TV in Detroit and five years at KVUE-TV in Austin, Texas. Ms. Reedy was a fellow at The Joan Shorenstein Center on the Press, Politics and Public Policy at Harvard University in 2003, where she studied the impact of cable on television news.

### **EXP-0056-F: Journalism for the Future: Writing about Science**

*One Course Credit. Letter-graded. Call # 03779.*

*Tuesday, 5:30-8:15 PM. Barnum 114.*

How does the average citizen get the information he or she needs to understand crucially important issues which have scientific dimensions? To whom do we listen and how do we know we're being told the truth when it comes to such contentious areas as energy, medicine, natural resources, weather patterns? This course will explore the challenges involved in communicating stories about these concerns to the general public. Students will pay special attention to what makes this type of reporting unique and why it plays such a critical role in the contemporary world. At the same time, students will be given the opportunity to practice this specialized kind of journalism themselves. In an effort to help students hone their reporting and writing skills, particular attention will be paid to the key journalistic elements in science and environmental reporting, not the least of which are ethical and legal considerations, as well as how to present material for expert audiences and for the public at large.

***This course has been approved to count toward Mass Communications and Media Studies minor credit as a Humanities elective.***

***Cynthia Graber*** is an award-winning freelance radio and print journalist who specializes in science and the environment. She spent five years with NPR's *Living on Earth* and has published stories in such venues as *The Boston Globe*, *Scientific American Explorations*, *Wildlife Conservation Magazine*, and *Duke Magazine*.

### **EXP-0060-F: Encounters with the Middle East: Multidisciplinary Inquiry into US-Middle East Relations**

*One Course Credit. Pass/fail. Call # 03908.*

*Tuesday and Thursday, 7:00-8:15 PM. Braker 113.*

This course is an innovative cross-cultural education program that will enable Tufts students and students in Middle Eastern and American universities to explore collaboratively relationship between the US and the Middle East, with the aim of improving awareness and understanding. Students will delve into themes and questions

within an interdisciplinary framework that combines international relations, conflict resolution, and media studies. These range from the role of religion in society to an investigation of the part media plays in our understanding of the conflict. The course combines a more traditional in-class approach with an on-line discussion forum that utilizes the newest web-camera and videoconferencing technologies.

**Matan Chorev and Negar Razavi** will lead this course.

### **EXP-0065-F: Israeli Foreign Policy and National Security**

*One Course Credit. Letter-graded. Call # 03778.*

*Tuesday & Thursday, 5:30-6:45 PM. Miner 112.*

How is foreign policy formulated in Israel? What are Israel's national security interests? What is the Oslo Peace Process and how does it correspond with Israel's interests? Why did Al-Aqsa Intifada erupt? What is the difference between Al Aqsa Intifada and the first Intifada (as it pertains to Israel's policies)? The purpose of this course is to familiarize students with both the historical and political background of Israel's foreign policies since its independence in 1948 through the Oslo peace process in the 1990s leading to the current developments in the Israeli-Palestinian negotiations. Through the examination of the political events which served to shape Israel's current policies, the course will explore the processes through which foreign policy is developed in Israel and how national security interests are prioritized. Particular emphasis will be placed on the development of policies which resulted in the peace agreement with Egypt (Camp David I), the Oslo peace process and subsequent interim agreements, the peace agreement with Jordan, Camp David II (2000) and the reasons for its failure, and finally the current revival in Israeli-Palestinian negotiations.

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

**Ronnie Olesker** is currently a lecturer in the Political Science department at Tufts, where she teaches courses in Israeli Domestic Politics. She is a Ph.D. candidate at Tufts' Fletcher School of Law and Diplomacy where she is completing a dissertation titled "The Value of Security vs. the Security of Values - The Relationship Between the Rights of the Minority and the Security of the Majority."

### **EXP-0066-F: Why Do They Hate Us? International Perceptions of the U.S.**

*One Course Credit. Letter-graded. Call # 03777.*

*Monday & Wednesday, 5:30-6:45 PM. Bromfield-Pearson 101.*

How do audiences overseas form their understanding of the United States? Why is their understanding important to us as a nation? This course will examine the roles that U.S. public diplomacy plays in the world today. In order to better understand the current context, we will take a look at public diplomacy over the last half century and its rapid evolution in the face of new technologies and capabilities. With this grounding, we will then turn our attention to the complex range of perceptions of the U.S. held by people with whom our international policies and interests sometimes coincide, and sometimes not. As we study perceptions that publics around the world have of the U.S. and how these are formed, we necessarily will confront realities of U.S. policy and our society. Ultimately, we will think about what the U.S. does and should represent to our fellow human beings around the globe and how that representation is achieved.

**Thomas Delaney** was a United States foreign service officer for over twenty-five years, serving as press and cultural attaché in a variety of African and European nations.

*Currently, he is a writer embarking on a second novel as he seeks a publisher for his first.*

### **EXP-0069-F: International Law: Force or Farce?**

*One Course Credit. Letter-graded. Call # 03776.*

*Monday, 7:00-9:45 PM. Anderson 206.*

How does international law impact the most salient issues of our day? How can states and individuals maximize their ability to avail themselves of the rights and protections promised, but not always delivered, by international law? This course will provide students with an opportunity to explore the place and relative value of international law in our increasingly complex world. We will begin our consideration with a look at the nature of international law: from where does it come? Is it indeed "law?" We will then move to some of the most pressing concerns in contemporary international law. Among these will be an analysis of the legal regulation of armed conflict, a survey of international criminal law, the debate over international human rights, and the perception and reality of international law in the United States.

**Aadeesh Aggarwal** is a Fletcher Endowed Scholar at Tufts' Fletcher School of Law and Diplomacy and is completing a M.A.L.D. with a concentration on International Law and Foreign Policy. He is currently working on a project involving policy dilemmas in international law for the US State department. He holds degrees from the University of Oxford and the University of Delhi. **Michael Lieberman** is a joint-degree J.D./M.A.L.D. student with the Boalt Hall School of Law at the University of California at Berkeley and the Fletcher School, where his fields of study are international security, international law and good governance promotion. He is author of recent articles on international criminal justice in *International Affairs Review* and *Military Law Review* (forthcoming).

### **EXP-0070-F: Connecting Literature and the Law**

*One Course Credit. Letter-graded. Call # 03775.*

*Tuesday, 5:30-8:15 PM. Robinson 152.*

Why have breaking the law, law enforcement and adjudication been so central to our literary heritage? Why do so many books, films, and plays continue to focus on trials, to name only one key example of this phenomenon? This course will explore the ways in which writers throughout history and from around the world have imagined and responded to the impact of law on society. It will also examine how narrative forms the basis of our understanding of law, and how it continues to shape the legal world today. Through the course, students will also have the opportunity to examine specific fields in the law, from the law of war, to capital punishment, to women's reproductive rights. Special attention will be paid to such key areas as how literature uses law as a source of structure and theme; how literature views law and legal institutions; what literature and literary imagination bring to the performance of the law; the ways in which the literature of marginalized groups deal with the law; and, finally, identifying the critical lenses through which we can view both literature and the law.

**Adam Day** is a joint-degree J.D./M.A.L.D. student with the Boalt Hall School of Law at the University of California at Berkeley and the Fletcher School. He holds an M.A. in Comparative Literature from Brown University, where he focused on post-colonial literature and critical race theory. He previously taught seminars at Brown University on

*Faulkner, Palestinian Literature, and Japanese Poetry. He also was a teaching assistant in legal writing at Berkeley.*

### **EXP-0074-F: Genetics, Ethics, and the Law**

*One Course Credit. Letter-graded. Call # 03774.*

*Monday, 5:30-8:15 PM. Cabot 206.*

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 the Natural Sciences distribution requirement.***

***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-0079-F: Intellectual Property in Business and Society**

*One Course Credit. Letter-graded. Call # 03773.*

*Wednesday, 7:00-9:45 PM. Bromfield-Pearson 05.*

Who owns an idea? Does a song, a photograph, or a line of software code belong to its creator, to the company who publishes it, or to its audience? Does it really matter to anyone what files are on your personal hard drive or mp3 player? Why do companies charge so much more for brand-name sneakers, drugs, and soda when identical generic versions are readily available? And why do consumers continue to buy them? This course will explore these and other current issues central to intellectual property law. We will review the basic legal rights, and their limitations, in this area, and then examine how these rights are used and challenged in practice. We will look at current lawsuits, legislation, and consumer and artist advocacy groups seeking to expand artistic independence, as well as industry proposals intended to protect intangible assets. Brand development and marketing will be explored, as will the social and economic impact of "brand loyalty," "luxurification," and other ramifications of high-technology consumer capitalism. Students with an interest in science and technology, journalism, music and fine arts, communications, or sociology, as well as the law, are encouraged to attend.

***Emily Durand*** (J '96) is an attorney at Hologic, Inc., a medical instrument company in Bedford, MA, where she handles intellectual property matters for the in-house law department. She has worked previously at several Boston-area biomedical and technology firms, after graduating from Northeastern University School of Law in 2000.

*She is a member of the Massachusetts and American Bar Associations, the Future of Music Coalition, and the Electronic Frontier Foundation.*

### **EXP-0084-F: The Business of Sports: A Study of the NBA**

*One Course Credit. Letter-graded. Call # 03772.*

*Monday, 5:30-8:15 PM. Crane Room, Paige Hall.*

Professional sports have evolved from the “mom and pop” environment of thirty years ago to that of a sophisticated, high risk, high profile “big business.” This course provides an overview of pro sports as a business. Our main focus will be the development of the National Basketball Association from the late 1960s through the present, with primary source materials coming from original NBA operational documents. These will provide a fundamental understanding of the concepts, theories, and terms related to sports business/legal issues in general, and the NBA in particular. Finally, guest speakers from the world of sport will provide “real world” examples.

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

***Jan Volk*** currently serves as a consultant to a number of NBA teams. After earning a law degree from Columbia in 1971, he went to work for the Boston Celtics and, in 1984, was named General Manager, which is the position he held until May 1997. As GM, he was responsible for the acquisition, contractual negotiation, renegotiation, and ultimate signing of all Celtics players.

### **EXP-0085-F: Innovative Nonprofits: Nurturing Social and Civic Good**

*One Course Credit. Letter-graded. Call # 03862.*

*Monday and Wednesday, 4:00-5:15 PM. Rabb Room, Lincoln Filene Center.*

The world today needs well-trained social entrepreneurs - people who can bring innovative yet practical solutions to solve public problems. Imagine if we could reduce homelessness, address environmental degradation, develop more effective schools, revitalize the economies of our urban centers and reduce isolation in rural areas. Imagine if we could involve teens and senior citizens in solving public problems and increase trust in and participation in democratic institutions. Social entrepreneurship holds that promise. Entrepreneurs are opportunity oriented, resourceful, value-creating change agents. Social entrepreneurs are all of the above with one addition: they bring creativity combined with solid business skills to address public problems. In recent years, there has been tremendous growth in the nonprofit or independent sector. Both in the United States and around the world there is a context that has allowed new and innovative nonprofit organizations to proliferate. The challenge for social entrepreneurs is to create and manage these new organizations to accomplish specific, measurable and meaningful objectives. In this course you will learn how to be a social entrepreneur: assessing social opportunities, utilizing creative thinking skills, building an effective team and developing a business plan to address the social opportunity you have identified.

***This course is cross-listed with AMER 141 and counts toward American Studies credit.***

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

### **EXP-0090-AF: Teaching an Explorations Seminar**

*1.5 credits. Pass/Fail. Call # 03771.*

*Monday, 12:00-1:15 PM / Thursday, 9:00-10:15 AM. Miner 110.*

This course is designed to facilitate the team-teaching done by undergraduates leading first-semester seminars for entering students. Weekly group meetings are held in which student teachers are exposed to a range of teaching techniques and learning theories, asked to articulate their course goals, and given a forum for discussing the unique problems that inexperienced teachers often encounter. Students will be required to keep journals as an aid to reflection concerning their teaching. NOTE: 90AF is a mandatory course for students leading Explorations seminars and enrollment is limited to these student-teachers.

**Robyn Gittleman**, *Director of the Experimental College and Associate Dean of Undergraduate Education, coordinates the Exploration program.*

### **EXP-0090-BF: Teaching a Perspectives Seminar**

*1.5 credits. Pass/Fail. Call # 03770.*

*Monday, 12:00-1:15 PM / Wednesday, 12:00-1:15 PM. Miner 225.*

Similar to the Explorations Seminar, this course supports the students teaching in the Perspectives program, who all work under the umbrella topic: movies as art and industry. Extensive use of web-based teaching tools will be employed. NOTE: 90BF is a mandatory course for students leading Perspectives seminars and enrollment is limited to these student-teachers.

**Howard Woolf**, *Associate Director of the Experimental College* and **Cindy Stewart**, *Assistant Director of the Experimental College* coordinate the Perspectives program.

### **EXP-0091-AF: Inquiry Teaching Group**

*1.0 continuing credit. Pass/Fail. Call # 03769.*

*ARR. 96 Packard Avenue.*

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 (see page 44). Students in this course will help design and plan a culminating simulation to be held during the Spring 2006 semester. They will mentor a high school delegation - helping them understand the materials and issues, as well as preparing them for the simulation. Students in Inquiry will receive one credit for the full academic year.

**Steve Cohen** is a faculty member in the Education department at Tufts. **Heather Barry** is the Associate Director of the Institute for Global Leadership at Tufts.

### **EXP-0091-F: EPIIC: The Politics of Fear**

*One Course Credit. Letter-graded. Call # 03768.*

*Tuesday and Thursday, 3:00-5:45 PM. Tisch 316.*

Fear, a core human emotion, perhaps the first emotion mentioned in the Bible, is both a source of human industry and human misery. Political fear is ubiquitous...Argentina, Bosnia, Burma, Chile, China, Iran, Iraq, Russia, Rwanda, the U.S. It lurks in contemporary competing ideas and ideologies: traditional values in opposition to modernity, religion in opposition to secularism, freedom in relation to security, globalization in relation to nationalism. Political fear is palpable, pervasive...Latin

American military juntas; Mao's Cultural Revolution; Cambodian autogenocide; the scourge of ethnic cleansing, ironically perhaps the dark side of democracy. How to enhance security in an uncertain world...pandemics, weapons proliferation...avoid paranoia, conspiracy culture; recognize media manipulation, or evaluate risk? How to counter political fear; transition from repressive to accountable government? Or regress. What are intended, and unintended, societal consequences in confronting terrorism; what is effective; self-defeating...Abu Ghraib, the Algerian Casbah, Diplock Courts, Gitmo. Critically, what strategies mitigate the consequences of trauma, reinforce resilience? For more information, go to [www.epiic.com](http://www.epiic.com).

**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-0095-F: TILIP**

*One Course Credit. Letter-graded. Call # 03767.*

*Time TBA. 96 Packard Avenue.*

This is a full-credit, letter-graded course designed primarily as a seminar for students returning from the Tufts Institute for Leadership and International Perspective in Beijing and Hong Kong. As such, it provides a forum for systematic reflection on that experience. It is open upon petition for other Tufts students seriously interested in the thematic concerns of the program's February symposium "China's Future Challenges." This year's seminar will consider China-U.S. relations; emerging capitalism and its consequences; inequalities; energy and environmental concerns; public health and pandemics; security implications for the region; the future of Taiwan; the prospects for political reform in China; and the impact of the handover on Hong Kong.

**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-F: Auditing for Breadth**

*Variable Credit. Pass/Fail. Call # 03766.*

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-CF: Media Internships**

*One Course Credit. Pass/Fail. Call # 03765.*

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.

***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.***

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

### **EXP-0101-CF: Advanced Filmmaking**

*One Course Credit. Letter-graded. Call # 03764.*

Based on a directed study model, this course is a way for students who have completed EXP-0056-S Making Movies — or who can demonstrate equivalent competence — to continue their training as filmmakers. Students who initially qualify will present a “business plan” for their project and, if accepted, will receive credit, access to the TuftsMediaLab’s production and editing equipment, and a supervised context within which to work. In return, they agree to watch a negotiated number of “source” films, keep an analytical journal, and write a final assessment of their work. Note: Enrollment in Advance Filmmaking is by consent only.

For information on eligibility and registration, contact Howard Woolf, howard.woolf@tufts.edu, 7-3384.

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

*Howard Woolf is the Associate Director of the Experimental College, as well as its Director of Media Technology. He is the founder of TuftsMediaLab (the Ex College’s filmmaking center), co-chairs the Multimedia Arts interdisciplinary minor, and is the advisor to TUTV.*

### **EXP-0190-BF/CF: CMS Senior Colloquium**

*Half course credit. Pass/fail grading. Call # 03762 (BF) and # 03761 (CF)*

All CMS seniors thinking about doing the Senior Project must register for one of the two sections of the CMS Senior Colloquium. The colloquium aids seniors in developing their ideas, provides them with a forum for sharing resources and work strategies, and trains them in the scheduling and time management procedures necessary for successful completion of projects.

***EXP-0190-BF will meet Wednesdays, 12:00-12:50pm in Miner 112. EXP-0190-CF will meet Thursdays, 9:30-10:20am in Olin 002.***

***Register for one of these sections in person with CMS Director Julie Dobrow on Tuesday, Sept. 6, 9:00-2:00 in Eaton 105.***

*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.*

*Leslie Goldberg (J '84) is the founder of Blue Sun Communications, a corporate communications consulting firm. Among her clients are the Tufts University College of Engineering. She holds a M.S. in Mass Communication from Boston University.*