

## Spring 2005 ExCollege Course Listing

### **EXP-0001-S: Language and Ideology: Policy, Practice, and Power**

1.0 credit. Letter-graded. Call #03817.

Monday and Wednesday, 7:00-8:15 PM. Eaton 333 except 1/31 and 2/24 when class will meet in Braker 226.

"Sticks and stones will break my bones, but names will never harm me." Oh, really? In this course, students will explore the politics of language. We will begin with a consideration of how ideas about language all too often reflect divisive (even violent) social myths about races, class, and gender. From Anglo-Spanish in the Southwest to New York Jewish speech to the way young men talk to each other, we will then look at the uses of language in cross-cultural perspective, as we learn about multilingualism, language death, linguistic conflict, and political rhetoric.

As the course progresses, students will apply what they've learned to their own projects, as part of which they will collect, analyze, and interpret linguistic data. Finally, we will each create an "ethnography of speech" in which we explore the dynamics of language in its everyday use, as observed around the greater Boston area.

***This course has been approved to count toward the International Letters and Visual Studies major.***

***Marcy Brink-Danan*** recently returned from a year in Istanbul where she conducted research on multilingualism as a Fulbright-Hays Doctoral Fellow. In the final stages of a PhD in Anthropology at Stanford University, Marcy taught Introduction to Semiotics at the Experimental College in 2004. She also speaks five languages.

### **EXP-0002-S: Art/Politics: An Insider's View of the Czech "Velvet Revolution"**

1.0 credit. Letter-graded. Call #03862.

Wednesday, 7:00-9:45 PM. Braker 225.

Czechoslovakia. 1989. Artists, writers, and filmmakers lead the non-violent overthrow of a Soviet-puppet, totalitarian regime. How in the world did they do it?

This course provides students with a very special opportunity to work with someone who was part of this movement. And it introduces them to the underground performance, film and video art of the Czechoslovakian "Second Culture."

Students will be challenged to transfer the Czech model to their own solo and collaborative public performances. These new works will explore techniques for the empowerment of people without access to mainstream media, will address specific social or political issues in the American present, and will be documented on video. For students without extensive experience in video, the course will introduce the basic tools and principles of video production.

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

***Milan Kohout*** is originally from the Czech Republic, where he earned his M.S. in Electrical Engineering. He was an independent artist and became a signatory member and activist of the dissident human rights organization Charter 77. He was forced by Czech security police to leave his country in 1986 due to his political art activism and was granted asylum in the U.S. He is a member of the Mobius Artists Group, where he

*has created many full-scale performances, both collaborative and solo. His work concentrates on the subject of human rights and politics.*

### **EXP-0003-S: Perspectives on the Harlem Renaissance**

*1.0 credit. Letter-graded. Call #03861.*

*Wednesday, 5:30-8:15 PM. Anderson 212.*

During the 1920s, Harlem emerged as the center for African-American art, literature, and politics.

This course will explore the aesthetic, psychological, and sociocultural perspectives of what has come to be known in critical circles as "the Harlem Renaissance." We will pay special attention to the writing of Zora Neale Hurston, Langston Hughes and Paul Dunbar, as well as scholarly essays by Alain Locke and E. Franklin Frazier, as we navigate the complex formulations of race, class and gender that characterize this special moment.

Students will also be asked to think about the stance that the artists and thinkers associated with the Harlem Renaissance had toward the dominant culture of their time.

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

***Tamara Hollins*** holds a Phd in English from the Claremont Graduate University in California. She has taught composition, literature, and creative writing courses centering on various themes, such as the Harlem Renaissance; the construction and the production of identity; and fantasy, truth, and reality. Her creative work has been published in journals, and she has presented papers on the Harlem Renaissance at various conferences.

### **EXP-0004-S: Legends and Symbolism in Indian Art and Architecture**

*1.0 credit. Letter-graded. Call #03860.*

*Tuesday, 7:00-9:45 PM. Miner 112.*

This course offers an introduction to the art and architecture of India. We will focus on both its content and its historical chronology, placing an emphasis on myth, legend, and symbolism. Key questions to be considered include: What are the philosophical and cultural moorings of the art and architecture in India? How do myths and legends serve as antecedents to artistic inspirations? What have been the narrative traditions behind different art forms in India? How do elements from nature and environment manifest in creative expressions? What is its significance in the contemporary context? What is the significance of symbolism in Indian art?

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

***Sudarshan Belsare*** is a museum educator at the Peabody Essex Museum in Salem, Massachusetts and at the Museum of Fine Arts, Boston. He holds a MS in Art Education from the Massachusetts College of Art and has studied art, aesthetics, music and dance extensively in India.

### **EXP-0010-S: The Power of Storytelling: Folklore, Culture and Performance**

*1.0 credit. Letter-graded. Call #03859.*

*Wednesday, 5:30-8:15 PM. Bromfield-Pearson 101 .*

Have you always wanted to be able to tell a good story? To bring laughter, and tears, to an audience? To see the look on the faces of a roomful of five-year-olds as they listen to you?

In this course, we will study the practice of storytelling both in traditional cultures and in terms of the burgeoning revival happening today. Among the forms to be explored are folk tales from many cultures, stories for children and for adults, "personal experience" stories, historical re-enactments, and oral history. Most importantly, students will be assured of a supportive atmosphere in which to begin telling stories on their own.

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

**Sharon Kennedy** is a professional storyteller and recording artist, performing at a wide variety of venues. She teaches storytelling for graduate students at Lesley University and Salem State College.

### **EXP-0012-S: Talking to Computers: Designing Your Own Speech Recognition System**

*1.0 credit. Letter-graded. Call #03858.*

*Thursday, 7:00-9:45 PM. Eaton 208.*

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. You'll learn how speech-recognition technology works, learn what goes into the designs of systems for United Airlines, Sony, Bank of America, and make your own system. You'll learn 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. (Last year, students made a working TiVo you could call up to program, a fan-club line for The O.C., a dictionary, a guitar tuner/chord finder, a trivia game/joke line and much more.)

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.

Prerequisites: Having some computer-science or some human factors courses is good, but not required.

**Blade Kotelly** (A '95) is Director of Interface Design, Worldwide at Edify Corporation. 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.

**Joe Lemay** 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. Currently, he is a graduate student at MIT Sloan School of Management.

### **EXP-0013-S: The Analysis of Baseball: Statistics and Sabremetrics**

*1.0 credit. Letter-graded. Call #03857.*

*Thursday, 5:30-8:15 PM. Classroom is changing. Please check back.*

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 sabremetrics, 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 the American Studies major.***

**Andy Andres** (PhD, 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-0014-S: Ottoman/Turkish Music Performance**

*1.0 credit. Letter-graded. Call #03856.*

*Monday, 5:30-8:15 PM. Aidekman 20.*

Ottoman/Turkish music has a rich and long history behind it.

Through performance of basic makams (modes) and usuls (rhythmic cycles) the students of this course will find themselves dealing with and understanding the cultural and musical issues and trends of Ottoman/Turkish folk, art and religious musical styles. No instrumental experience will be required from the students, however contribution with voice is essential. At times drums will be supplied by the instructor, and the course material will include CDs, videotapes, and DVDs, which will put emphasis on the cultural background that the students will need in order to better understand what they will be performing.

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

**Mehmet Sanlikol** is currently teaching for the Music History Department at the New England Conservatory. He is the director of the "Three Hundred Years of Turkish Music" concert series. Along with his careers as a composer and a Jazz pianist, he is a well-known Turkish music singer and an active performer of such instruments as the duduk/mey, zurna, and ud in the New England area. He holds a Bachelor's Degree in Jazz Composition and Film Scoring from Berklee College of Music as well as a Master's Degree in Jazz Composition from New England Conservatory, where he is completing a doctorate in Composition.

### **EXP-0015-S: Israeli Dance**

*Half Course Credit. Pass/Fail. Call #03855.*

*Tuesday and Thursday, 7:00-8:15 PM. Hillel Center Lounge.*

Israeli dance is not your average bar mitzvah hora!

In this class, you'll be learning about Israeli dance by doing it...by dancing, not by sitting behind a desk. It doesn't matter if you're an expert or you have two left feet; by the end of the course you'll have a huge repertoire, ranging from the hottest new hip-hop line dances to the greatest long-standing classics. We'll begin by going over the basic steps, but soon you'll be learning both line and circle dances, all the while gaining an

appreciation for Israeli culture through one of its hottest facets – not to mention getting some exercise!

**Melissa Marver** is a Junior at Tufts majoring in Engineering Psychology. She has been Israeli dancing for as long as she can remember and probably knows somewhere between 200 and 300 dances. Besides attending workshops with choreographers and sessions across the country, she spends her spare time trying to convince her friends that Israeli dancing really is cool.

### **EXP-0016-S: Yoga: Past, Present, and Future**

*Half Course Credit. Pass/Fail. Call #03854.*

*Monday and Thursday, 5:30-6:45 PM. Lane 100.*

This course will explore the roots of the Yogic tradition, starting from the most ancient Hindu practices and tracing the evolution of yoga through Hinduism and Buddhism, as well as its more recent incarnation as a predominantly physical exercise. Emphasis will be placed on understanding modern developments and perceptions of "yoga," particularly from a western point of view. In addition, the class will incorporate some asana postures and give the theoretical basis to yoga and its changing meaning today.

**Cynthia Abulafia** is a Senior majoring in English at Tufts University. She has been practicing yoga for eight years and is familiar with the teachings of Astanga, Hatha, Vinyasa, and Iyengar yoga. She is also interested in Asian religions and devotes study to the Buddhist and Hindu teaching behind yogic practices.

**Ariela Summit** is a Senior majoring in Environmental Studies and History at Tufts University. She has been studying Iyengar yoga for six years under instructor, Peentz Dubble, nationally certified in the Iyengar tradition. While at first her practice was primarily physical, she gradually became interested in the roots of the yogic tradition, which she explored further through a history major in South Asia. Ariela took off her junior year at Tufts to study and work in a spiritual eco-village in Southern India, where she studied yoga further in the Sri Lankan and Ashtangan traditions. Ariela is certified as a first-level Tai Yoga Massage practitioner, and also has a first-level Reiki certification.

### **EXP-0017-S: Security, Privacy, and Politics in the Computer Age**

*1.0 credit. Letter-graded. Call #03853.*

*Tuesday and Thursday, 5:30-6:45 PM. Eaton 206.*

Computer viruses, worms, Trojan Horses, spyware, inadequate technology laws, and terrorism...all these issues have a profound affect on our daily computing operations and habits. As well, new technological innovations also have major political and social implications.

This course will consider how such concerns affect us on a daily basis. We will pay particular attention to the impact of electronic voting, Radio Frequency Identification tags, location-based tracking technologies, and the Digital Millennium Copyright Act. We will also delve into reverse engineering software, and how to protect yourself from malicious computer activities. Finally, we will put these issues into a global context to answer the following question: we have dug ourselves into a deep hole; how do we dig out of it?

For more information, check out the course web site at <http://www.cs.tufts.edu/~mchow/excollege/>

**Ming Chow** (E '02) is currently an application developer and webmaster in Boston, Massachusetts. Ming frequently educates and trains users on the fundamentals of Computer Security, Software Engineering, and emerging technologies. Ming is a frequent contributor of technical articles and weblogs to the O'Reilly Network, one of the world's foremost technical publishers. Ming is also a member of the Association for Computing Machinery (ACM) and USENIX, the advanced computing systems association. He holds a MS in Computer Science from Tufts.

### **EXP-0018-S: Cryptography**

*1.0 credit. Letter-graded. Call #03852.  
Monday, 5:30-8:15 PM. Braker 223.*

Do you enjoy solving puzzles? Are you fascinated by codes?

In this course students will explore the history, the logic, and the contemporary applications of codebuilding and codebreaking. Special attention will be paid to the role that cryptography and its enemy, cryptanalysis, played in World War II, specifically to the Enigma code machine used by the Germans in the Second World War -- and its deciphering by a team led by Alan Turing in England.

We will then chart the evolution of cryptography as it takes on a central role in the age of global computing, looking in detail at the RSA system in current use for the most secure transmissions.

**William Rogers** is an adjunct professor of Mathematics at Quincy College and an experienced computer programmer who consults widely for Boston area companies.

### **EXP-0020-S: Forensic Science Investigation**

*1.0 credit. Letter-graded. Call #03851.  
Thursday, 7:00-9:45 PM. Anderson 306.*

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.

**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: Vernacular Photography: Images from Everyday Life**

*1.0 credit. Letter-graded. Call #03850.*

*Wednesday, 7:00-9:45 PM. Miner 221.*

Photographs are everywhere. Without them, how different would art be? Would advertising be? Would your own memories be?

This course will take an in-depth look at the photograph as a ubiquitous document of personal and social history. We will consider the hypothesis that the distinctions between the realms of art, advertising and amateur photography are actually in constant flux, even though they are largely considered autonomous spheres within critical debate. Special attention will be paid to the role that the everyday image has played in the grander conception of photography and to why it has been excluded from the official histories of the medium.

At the same time, we will explore the technical development of the camera and photographic processes from the inception of the medium through the present as it pertains to the accessibility of image making to the masses. As well, we will discuss the implications of these traditions in other culture realms such as fine art, advertising and journalism. Finally, we will critically examine the "snapshot" as a cultural document from Kodak's, "you take the picture, we do the rest", to the potential implications of today's "digital revolution."

*Please Note: Adam strongly encourages any prospective students to visit the exhibitions, "In the Vernacular" at the Boston University Art Gallery and "Contemporary Vernacular" at the Photographic Resource Center (on B.U.'s campus) which both close before the first day of class.*

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

***Adam Lampton is a professional photographer who holds a MFA in Photography from the Massachusetts College of Art. His latest work is informed by "everyday" photographic practices.***

## **EXP-0026-S: 1968 in America (2 sections)**

*1.0 credit. Letter-graded.*

*Monday, 5:30-8:15 PM. Terrace Room, Paige Hall. Call #03867.*

*Wednesday, 5:30-8:15 PM. Miner 112. Call #03935.*

It's hard to think of a year in American history that was as dysfunctional as 1968. Even the number-one song reflected the strangeness: "Hello I Love You, Won't You Tell Me Your Name." At the same time, it's hard to think of a year that had a more profound impact on American life.

In this course, students will explore a year which saw a sitting president, Lyndon Johnson, decide not to run for re-election because of pressure from within his own party; the assassinations of Martin Luther King and Robert Kennedy; anti-war protests turning into police riots at the Democratic Convention in Chicago; the opening of the musical, Hair; and the election of Richard M. Nixon.

Topics to be studied include the phenomenon of the "baby boomer" generation, the rise of the "counterculture," the antiwar movement, the "silent majority," race relations, and the manifest, conflicting visions of America.

Finally we will attempt to determine the ways in which 1968 still affects us today.

***This course will count toward the American Studies major and toward the Communications and Media Studies minor as a Social Science elective.***

**Michael Goldman** is president of Goldman Associates, a communication consulting firm located in Boston which specializes in public relations, government liaison, and campaign consulting for both the private sector and public-sector candidates. He also teaches in the Political Science department at Tufts.

### **EXP-0030-S: Hindi/Urdu 2**

*1.0 credit. Letter-graded. Call #03849.*

*Tuesday and Thursday, 5:30-6:45 PM. Olin 103.*

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-0035-S: Rape Aggression Defense**

*0.5 credit. Pass/Fail. Call #03868.*

*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 and Jessica Bruno are members of the Tufts University Police Department and certified R.A.D. instructors.*

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

*0.5 credit. Pass/Fail. Call #03884..*

*Thursday, 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.

*Darren Weisse and Kerri Dervishian are members of the Tufts University Police Department and certified R.A.D. instructors.*

### **EXP-0037-S: Sex, Drugs, and Personal Rights: The Frontiers of Law, Medicine, and Society**

*1.0 credit. Letter-graded. Call #03848.*

*Wednesday, 5:30-8:15 PM. Olin 107.*

A series of grass-roots movements to expand personal rights during the latter half of the 20th century dramatically reshaped the way medicine was practiced -- and the social expectations that the law codified for it.

This course will explore the interrelationship among law, medicine, and ethics by examining original medico-legal cases, within their socio-historic contexts, from which new legal protections and freedoms emerged, ones which were radically different from past presumptions. Initially, we will examine precedent setting cases dealing with medical testimony, malpractice, and drug regulation. We will then move to a consideration of the changing role of individual patient's rights in the areas of abortion, reproductive freedom, sexual and sexual expression, the right to die, and the right to bodily control and ownership.

Finally we will focus on the how the law reacts relative to large cultural shifts.

***This course will count toward the American Studies major.***

***Alissa Spielberg*** holds a JD from Boston College Law School and an MPH from the Harvard School of Public Health. She has been a Fellow in Medical Ethics at Harvard Medical School and has worked with such organizations such as the Tobacco Products Liability Project, The American Society of Law, Medicine and Ethics, and the Massachusetts Board of Registration in Medicine. She has taught a wide range of courses at Harvard College.

### **EXP-0038-S: Preschool Across Cultures**

*1.0 credit. Letter-graded. Call #03846.*

*Tuesday, 5:30-8:15 PM. Eaton 203.*

Why has preschool become so prevalent a part of child rearing in many, otherwise disparate countries? Why has it become the setting in which most children first spend substantial amounts of time outside the home? How can we understand the impact that this institution has on children's lives around the world?

This course will examine the preschool experience in such different cultures as China, Italy, Japan, United Kingdom, Taiwan and the United States. We will explore the role of preschool as an early and powerful instrument of socialization, looking carefully at how children learn norms and rules by which a given society abides. We will also consider the implications of the shift away from family and kin-centered child rearing toward

institutionalized group care of young children in cultures. Finally, we will examine such key questions as: What does developmentally appropriate really mean? What is good teaching practice? What can we learn about early education from other cultures?

***This class may be used as a "related fields" course by Child Development majors, subject to the approval of the department on a case-by-case basis.***

***Iris Ponte*** has worked for Sesame Street Research at the Children's Television Workshop in New York and has been an early childhood educator for the Department of Child Development's Laboratory School at Tufts University. She is a graduate of Holy Cross College, a former Watson Scholar, and currently a PhD candidate in the Tufts Department of Child Development. She has conducted research on preschools in the United Kingdom, Taiwan, China, and Newfoundland. Recently Ponte also published a textbook entitled *Children's Play*.

### **EXP-0040-S: Policy, Advocacy and Action: Improving Children's Lives**

*1.0 credit. Letter-graded. Call #03845.*

*Monday, 4:00-6:45 PM. Tisch 314.*

This interdisciplinary course will look closely at who pleads for the needs of children in the United States, how they do so, and the role they play in the process. The course will take an evidence based advocacy approach that will help students understand how theory, research, policy, and practice work together to promote systemic social change. The course will also provide practical information, examples, skills in children's advocacy, and opportunities to learn from seasoned children's advocates. In an effort to convey the various layers of influence on the advocacy process, the syllabus is organized in four modules. The first part, Setting the Stage, discusses the contextual elements in which advocacy occurs. The second module, The Cast of Characters, offers a profile of the various participants in the advocacy process. The third module, Acting Methods, provides an in-depth look at the numerous approaches, venues, tools, and pitfalls in advocacy. The fourth module, The Reviews, discusses the impact of the advocacy effort, lessons learned, and next steps.

The first half of the class will generally feature an advocacy practitioner and the second half will use actual case examples to illustrate issues and theories. Due to the breadth of the course material, this class will concentrate on American legislative policies and issues. However, other types of advocacy will be discussed. In addition, during the final class, some attention will be placed on looking at the future of child advocacy from a more global perspective.

This course is strongly recommended for anyone who has an interest in children and social justice.

***Gary McKissick*** is a member of the Political Science department and the Community Health program at Tufts.

### **EXP-0041-S: Education for Active Citizenship**

*1.0 credit. Pass/Fail. Call #03844.*

*Friday, 10:30-1:15 PM. Rabb Room, Lincoln Filene.*

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.**

**Mindy Nierenberg** is the Program Manager at the University College of Citizenship and Public Service at Tufts.

### **EXP-0042-S: Black Power and the Student Civil Rights Movement**

*1.0 credit. Letter-graded. Call #03843.*

*Thursday, 7:00-9:45 PM. Miner 112.*

Why was Malcolm X in Selma, Alabama in 1965, meeting with Martin Luther King, Jr., and how did it happen? What do the Selma March, the SNCC, the Black Panther Party, and the Antiwar Movement all have in common?

This course will explore the answers to these questions and the involvement of students from the late fifties to the early seventies in the struggle for equality and social justice on the part of African Americans. Emphasis will be placed on the roles that student movements played in transforming the Civil Rights movement. Initially our work will be concentrated geographically on the southern states and politically on the civil rights activities and organizations at work in the South. We will examine how students attempted and, in some cases, succeeded in making major changes in established Civil Rights organizations. In addition, we will study what took place when their attempts were less than successful, and they began to form their own, alternative organizations. Finally, while we will focus on the southern states, we will also pay attention to how the influence of such groups took on national and even international dimensions.

***This count will count toward the American Studies major.***

**George Davis** holds a MA from Tuskegee University. He has taught Afro-American History at the University of Vermont and has worked for the Student Non-Violent Coordinating Committee in Alabama and Mississippi, the Black Student Union at U.C.L.A., and the Black Panther Party.

### **EXP-0043-S: What's My Vote? Ethical Dilemmas Legislators Face**

*1.0 credit. Letter-graded. Call #03842.*

*Monday and Wednesday, 7:00-8:15 PM. East 15.*

Was Bismarck correct when he suggested that to appreciate either sausage or legislation, one should see neither being made?

This course, taught by a former legislator, will examine what goes into the decision making that all legislators -- whether at the local, state or federal level -- must deal with on a regular basis. We will consider the subtleties of satisfying many interested parties

as well as the conundrum surrounding trying to do the right thing (especially when one often has problems figuring out just exactly what the right thing is).

With the help of guest speakers reflecting various points of view, students in this class will have the chance to be cast in the positions of legislators needing to resolve these difficult dilemmas.

***This count will count toward the American Studies major.***

**Larry Alexander** served for almost twelve years as a Massachusetts State Representative and was House Chairman of the Joint Committee on Energy. He is the author of a law that prohibits politicians from pocketing leftover campaign contributions and was the first recipient of Massachusetts Common Cause's Public Service Award. He also led the victorious effort in the Massachusetts House to enact the Massachusetts Bottle Law, under which millions of bottles and cans have been recycled.

He holds a JD from Boston University School of Law.

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

*1.0 credit. Pass/Fail. Call #03841.*

*Wednesday, 5:30-6:45 PM. Rabb Room, Lincoln Filene.*

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.

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-0045-S: Greening the Tufts Campus**

*1.0 credit. Letter-graded. Call #03840.*

*Mon & Wed 1:30-2:45 plus additional lab time. Braker 222.*

Using a flat roof as our garden, ExCollege students in collaboration with the Sustainability Landscape Initiative will grow special plants, use proprietary synthetic soils, and help build a "green" roof on campus. Green roofs are new to the U.S. but they have been around for quite a while in Europe and Asia. On our campus we will learn the science of native plant and soil selection, and install a model roof to study the impact of plants on storm water runoff and pollutants. Between labs at the University and Sudbury, MA, you will have many opportunities to help start an exciting new program which will benefit Tufts, surrounding communities, and the nearby watershed. This is a

unique opportunity for interesting service-learning in a growing ExCollege tradition. This course represents a partnership between the University College of Citizenship and Public Service, the College of Engineering, and the Experimental College.

***This course has been approved to count toward the Environmental Studies major in Track III, Environment and Society.***

**Jeff Licht** is an environmental advocate and a pioneer in sustainable landscape design and implementation. He holds a EdD from Boston University and is currently writing a guidebook on adaptable plants for the northeastern United States.

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

*1.0 credit. Letter-graded. Call #03839.*

*Thursday, 5:30-8:45 PM. Anderson 212.*

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, students 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 with count toward the Mass Communications and Media Studies minor 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-0053-CS: Producing Films for Social Change**

*1.0 credit. Letter-graded. Call #03838.*

*Tues and Thurs 10:30-12:50 PM, Lab some Wed evenings. Rabb Room, Lincoln Filene.*

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 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, camera work, and editing. In doing so, special emphasis will be given to the role of media ethics, First Amendment principles, and current news events. The course will also emphasize the values of citizenship, the importance of active community leadership, and creative approaches to inspire 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 the Mass Communications and Media Studies minor as a Media Practice elective and toward the Film Studies minor as a Film Practice elective. It also has been approved to count toward the American Studies major.***

***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.

### **EXP-0056-CS: Making Movies**

*1.0 credit. Letter-graded. Call #03837.*

*Monday, 3:00-5:15 PM and Wednesday, 7:00-10:00 PM. Mon-Braker 01; Wed-Crane Room.*

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, involving not only learning a variety of crafts but becoming a student of film as well. Can you make the commitment?

If you can, then welcome to your initiation as a filmmaker. This course will immerse students in the practice and logic associated with the camera, lighting, audio, and editing -- all in the service of learning how to tell a story cinematically. At the same time, in order to have any idea what it means to tell a story cinematically, students will undertake a study of recent film history, specifically what has been dubbed the "New American Cinema" -- moviemaking in the age of such influential directors as Robert Altman, Francis Ford Coppola, Milos Forman, Sidney Lumet, and Martin Scorsese. To these paired ends, students will complete a series of small, experimental projects aimed at developing their technical and stylistic facility, while engaging in analyses of how contemporary masters do very similar things in their films. Then, coming together in teams, students will produce an original, five-to-seven minute "short." All this work will culminate in the public exhibition of each team's film and in the completion of a written assessment based on journal notes kept throughout the process by each member of the class.

Please Note: This class acts as the base course for an Advanced Filmmaking sequence in which selected students may participate (see Howard Woolf for more information).

***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 Practice 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, 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-0058-CS: Marketing for Social Change**

*1.0 credit. Letter-graded. Call #03836.*

*Wednesday, 5:30-8:15 PM. Pearson 106.*

Want to learn how to use the tools of marketing in order to connect with broad segments of society for the purpose of bringing about positive change?

In this course, students will not be creating a new advertising campaign or public relations initiative. Instead, the focus will be on gaining the fundamental knowledge base, skills and tools to understand who an audience is, what their perceptions are, and what the internal and external obstacles are to success when it comes to creating an affinity with that audience. Using such information, students will then be able to develop effective goals and strategies that will lead to a successful implementation plan, especially in the arena of social change. As part of our work, we'll review many cases studies, both domestically and internationally, looking at social marketing campaigns in areas ranging from environmental programs to health initiatives, human rights issues to women's rights.

***This course has been approved to count toward the Mass Communications and Media Studies minor as a Social Science elective.***

***Sandy Schultz Hessler*** spent seven years working in Brand Management/Marketing at Proctor & Gamble, then co-founded Imagitas, a successful company which provides public service through private enterprise and, for the last five years, has consulted to non-profits in the areas of strategy and development.

### **EXP-0060-S: The U.S. and the Middle East**

*1.0 credit. Pass/Fail. Call #03835.*

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

What is the nature of the relationship between the United States and predominantly Muslim countries in the Middle East?

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 this relationship, 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. Students in the class will work collaboratively with students in the Middle east on multimedia projects, written assignments, and more. Participating schools include: Tufts, Harvard, Clark, Virginia Commonwealth, Birzeit, Qatar, American University of Cairo, American University of Beirut, Philadelphia University (Jordan).

***Matan Chorev*** is currently a fourth-year undergraduate in the Tufts/New England Conservatory Dual Degree Program. He is a UCCPS scholar and founder of both the New Initiative for Middle East Peace (NIMEP) and the Middle Eastern Student Society (MESS).

### **EXP-0064-S: Latin America: Race, Social Justice, and Environment**

*1.0 credit. Letter-graded. Call #03834.*

*Tuesday, 7:00-9:45 PM. Miner 221.*

How bad is the state of the environment in Latin America? Is there a relationship between democracy and the environment? Is it possible to talk about an environmental justice movement in Latin America?

Students in this course will explore the current state of the environment in Latin America, with its multitude of crises, destruction, and grim projections. Special attention will be paid to the concept of "inefficient democracy" and how such structures impact the environment in particular countries. In a related vein, we will also look for answers to the question of how political views in developing countries affect sustainability. Finally, our exploration of the region will be focused by looking through the lenses of environmental injustice, racism and poverty, and exclusion.

***This course will count toward the Latin American Studies minor, the Environmental Studies major in Track III, Environment and Society, and the Peace and Justice Studies major as an elective.***

*Carlos Ponce is a social-policy and environmental lawyer with experience in sustainable development, human rights, education, and judicial reform*

### **EXP-0074-S: Genetics, Ethics, and Law**

*1.0 credit. Letter-graded. Call #03833.*

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

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-0074-AS: Genetics, Ethics, and Law Online**

*1.0 credit. Letter-graded. Call #03869.*

Covering the same topics and materials as the traditional class-based course (see previous description), this section of Genetics, Ethics, and the Law will take place online.

This course will use Tufts' Blackboard software to build on a combination of Web based tools: posted course materials, a class "bulletin board," scheduled online chats, and e-mail. The bulk of the work can be completed according to each student's schedule, so long as due dates are met.

***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-0080-S: Discoveries, Drugs and Money: 100 Years of Pharmaceuticals**

1.0 credit. Letter-graded. Call #03832.

Tuesday, 7:00-9:45 PM. Eaton 206.

The last century has seen the birth of an industry that has had a tremendous impact on our daily lives. Penicillin, Taxol, Prozac, Viagra, and birth control pills ... these drugs are commonplace in everyday American society, and yet we rarely think about the events surrounding their discovery. This course will look at a hundred years of drug development, the scientists and stories behind their discoveries, and how they contributed to the formation of today's drug companies and the government agencies that regulate them. Key aspects of these discoveries and their impact on our modern day society will be discussed in light of current events.

Some knowledge of biology and chemistry is recommended, but not necessary.

**Keith Wilcoxon** is a Senior Research Investigator at Eisai Research Institute in Andover, Massachusetts and has been involved with drug discovery at several leading institutions for nearly ten years. He has participated in several drug programs that have reached clinical trials, including the soon to be launched Indiplon. He holds a Ph.D. in Chemistry from the Scripps Research Institute.

### **EXP-0083-S: Ethical Leadership in Business**

1.0 credit. Letter-graded. Call #03831.

Monday, 7:00-9:45 PM. Eaton 201 (except for 1/31 & 2/24 when class will meet in Eaton 333).

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 2005 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-0087-S: World Financial Markets and Portfolio Management: Myths and Truths**

*1.0 credit. Letter-graded. Call #03870.*

*Tuesday and Thursday, 7:00-8:15 PM. Anderson 206.*

Are the world financial markets simply a mega, multinational gambling casino? Or are they a crucial element in global stability?

This course explores the fundamental concepts on which the various world financial markets rely. It will provide students with an a broad overview of the "big picture" while, at the same time, introducing them to the key instruments, theories and practices of the different markets. Special attention will be paid to the traditional bond and securities markets, as well as the more recent interest in currency trading and the rise of mutual funds.

Finally, we will look toward the future of global markets, in particular the impact of hedge funds and the threat represented by terrorism.

**Paul Cramés** was, until recently, a portfolio-manager of an equity funds-of-funds and is qualified as a CIIA (Certified International Investment Analyst) and CEFA (Certified European Financial Analyst). He is currently a graduate student at the Fletcher School of Law and Diplomacy.

### **EXP-0090-S: Methods for Peer Teaching**

*1.0 credit. Pass/Fail. Call #03826.*

*By arrangement.*

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-0096-S: Auditing for Breadth**

*1.0 credit. Pass/Fail. Call #03823.*

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: Media Internships**

*1.0 credit. Pass/Fail. Call #03822.*

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

***Please Note: Enrollment is by consent only. For information on eligibility and registration, contact Susan Eisenhauer, Associate Director of Communications and Media Studies, Miner 13, x72007.***