

**TUFTS UNIVERSITY
EXPERIMENTAL COLLEGE**

FALL 2016 COURSES

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EXP-0002-GF Lies: From Plato to Politics

*1.0 credit, Letter-graded
Mondays, 6:30-9:00 pm*

Who's a bigger liar, Donald Trump or Hillary Clinton? If you can answer that question and still vote for either of them, you may be ready to accept that lies and accusations of lies play a prominent and accepted role in national political culture. Liars would have been expelled from Plato's republic, and Socrates argued that even poets should be expelled from an ideal state because their representations are false copies of ideal forms. How are passions, lies, and creative language connected? Do lies facilitate political engagement for subordinated groups (*e.g.*, minorities of race, gender, and sexual orientation)? How is literary language differentiated from other forms of public speech such as political campaigning, "BS," and play-acting? This course will explore these questions through the colorful history of explanations, condemnations, glorifications, obfuscations, and qualifications of lying. We will examine texts in literature, philosophy, and other fields, mapping out the ethical and conceptual gray areas of lying. Understanding what lies are, how they work, and whom they harm will allow us to perform nuanced critiques of language use in public life.

Luke Mueller has a long relationship with lying, from his Catholic childhood fraught with guilt for lying, to his work at a financial regulator following the 2008 recession, where he learned much about the ubiquity of deceptions. He is a PhD candidate in the English department at Tufts, where he is writing his dissertation on lying in modernist literature and philosophy.

Luke was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for 2016-2017.

EXP-0004-F Art and the Nazis

*1.0 credit, Letter-graded
Mondays, 6:00-8:30 pm*

This is a course about the power of the visual image. Students will grapple with questions like, what was it about modern art that threatened National Socialism? Why were people willing to risk their lives to save or protect a piece of art that they had previously been oblivious to? How did the Nazis portray their own cultural ideas visually and why were they so drawn to certain styles of centuries-old art?

The class will use books and visual slides to explore the following topics: The Nazi suppression of modern art and artists after 1933; the methodical acquisition of classical, medieval and Renaissance art by high-level Nazis; the organized looting of art from European countries; the Nazi attempt to shape public opinion through art; the Allied efforts to hide and protect art from looting and destruction; and the efforts to retrieve, repair, and repatriate looted art.

Lauren Fogle came to this subject through her love of late medieval (Northern Renaissance) painting, which was a key target area for Nazi art looters. She is particularly interested in how Hitler and the Nazi party viewed art and culture and organized massive looting operations during the war. She published a historical novel on this subject in 2013 with Lucky Bat Books (before the *The Monuments Men* movie came out), and has lectured to university and private groups ever since. She presently teaches in the History department at UMass Lowell. She holds a PhD in History from the University of London.

EXP-0005-GF The Little Prince: The Book and Beyond

1.0 credit, Letter-graded
Thursdays, 6:00-8:30 pm

In a bookstore, one has the best chance of locating *The Little Prince* in the children's section. But is it really just a children's book? And if not, how does one unpack the hidden messages of this mesmerizing fable?

The Little Prince by Antoine de Saint-Exupery is one of the most famous books in the world. It has been translated into more than 200 languages, and has been adapted into various art forms: film, visual and fine arts, music, theatre, dance, opera, and animation. This course will explore the original text under a microscope of creative and critical thinking. Throughout the semester, students will research and discuss various interdisciplinary and multicultural adaptations of this book (movies, performances, art pieces), as well as discover their own connections with the messages and symbols veiled wisely in this beautiful text.

Irina Yakubovskaya is a PhD candidate in the Tufts Drama department whose research and interests include theatre pedagogy, stage performance, directing, archival research and dramaturgy, as well as multicultural translation and adaptation.

Irina was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for 2016-2017.

EXP-0007-XF Writing Fellowship Seminar

1.0 credit, Pass/Fail
Wednesdays, 6:00-8:30 pm

In this course, new Writing Fellows explore theoretical frameworks and practice foundational skills as they learn how to become good peer tutors and develop their own tutoring philosophies. The class is held during rather than before the first semester of tutoring in order to reinforce the importance of self-reflection as a necessary part of any teaching practice. The course also emphasizes the "fellowship" that is an essential and unique aspect of the Tufts Writing Fellows program by creating a community of writers and developing educators: peers supporting peers as writers and novice writing tutors.

This course is open to only students who have already been accepted into the Writing Fellows Program.

Kristina Aikens is Associate Director of the Academic Resource Center at Tufts. She holds a PhD in English from Tufts and has tutored and taught writing since 2001.

EXP-0008-C Instagram Famous, YouTube Famous, or Just Famous: Exploring the Connections Between Fame & Social Media

1.0 credit, Pass/Fail
Mondays, 6:00-8:30 pm

This course is a Perspectives seminar that is open to first-year students only.

Over the course of the semester, this course explores different modes of social media and their connection to fame. We will take a deeper look into what being "Instagram famous" means: How many followers constitutes famous? What types of posts do the Instagram famous have on their feeds? How does "YouTube famous" differ? From there we will delve into how actors, models, and other celebrities use social media tools to further promote their personal brands -- and promote their sponsors. Ultimately we will look into how these social media posts influence fans in an array of clothing, make-up, and consumer choices.

Hannah Landsberger is a senior majoring in International Relations.

Alyssa Fusillois a senior majoring in Computer Science.

EXP-0008-D TheWire: Classic TV & the Drug Trade

1.0 credit, Pass/Fail
Wednesdays, 6:30-9:00 pm

This course is a Perspectives seminar that is open to first-year students only.

How can the drug trade affect a neighborhood? What about an entire city? This course will delve deeper into the popular TV series, *The Wire*, to learn about the widespread consequences of the heroin trade in Baltimore. We will discuss themes such as addiction, homelessness, police brutality, corruption, race, gang violence, sexuality and more, analyzing these themes and their relevance to current events, cinematography, and the show itself.

Blake Coolidge is a senior majoring in Film and Media Studies and Political Science.

Rory Ziomek is a senior majoring in International Relations.

EXP-0008-E The Role of the Athlete in Sports Films

1.0 credit, Pass/Fail
Wednesdays, 6:30-9:00 pm

This course is a Perspectives seminar that is open to first-year students only.

How do you define the role of the athlete within our society? This course will dive into the various ways in which the typical athlete is portrayed on the big screen in order to better understand the multifaceted view of athletes in this day and age. Through the screening of classic sports films, readings and responses, and active in-class discussions, students will address how the athlete persona can be used to address racial, gender, and cultural issues, as well as how sports films can facilitate social change.

Casey Briody is a Senior majoring in Sociology and Film and Media Studies.

Sean Kavanagh is a Senior majoring in Economics.

EXP-0008-F The New SuperHERoes: Women in Adventure & Science Fiction Media

1.0 credit, Pass/Fail
Wednesdays, 6:30-9:00 pm

This course is a Perspectives seminar that is open to first-year students only.

What do films like *Suicide Squad*, *Star Wars*, and *The Hunger Games*—as well as television shows like *Jessica Jones* and *Agent Carter*—have in common? They break the mold when it comes to who can be a hero.

In this course, students will analyze the science fiction, fantasy and action-adventure genres using a gendered lens, and identify how female representation on screen has changed over time. How can current societal values be reflected or distorted in science fiction movies and television shows? Can characters transcend the limitations of their situation, or will they conform to concepts of gender, race, and sexual identity? Students will learn how to develop critical thinking skills while evaluating media within a societal context.

Marie Ee is a senior majoring in Middle Eastern Studies and English.

Grace Segers is a senior majoring in Political Science.

EXP-0008-G Redefining Content for an Always-On World

1.0 credit, Pass/Fail
Wednesdays, 6:30-9:00 pm

This course is a Perspectives seminar that is open to first-year students only.

As the first generation of digital natives, millennials have been exposed to a variety of online content that is now seamlessly integrated into our daily lives -- news articles, blogs, publications, videos, social media -- the list goes on. Even the generators of this content have completely changed over the past couple decades, from media company domination to increased user participation. This course will explore the evolution of consumer content and examine the historical, cultural, technological, economic and sociological factors at play.

Claire Hard is a Senior majoring in Economics.

Lauren Medwid is a Senior majoring in Sociology.

EXP-0008-H: The "Procedural": Television and Crime

1.0 credit, Pass/Fail
Wednesdays, 6:30-9:00 pm

This course is a Perspectives seminar that is open to first-year students only.

How do procedural police dramas shape real-life crime and legal proceedings? From *Dragnet* to *Miami Vice* to *Elementary*, we'll look at how TV shows about crime and punishment have changed the way the United States investigates and prosecutes crime on the small screen.

Ray Bernoff is a Junior majoring in Film and Media Studies.

Rebecca Xu is a Junior majoring in History, International Relations, and Russian and Eastern European Studies.

EXP-0009-C The Borgias Legacy: Power and Politics on Showtime

1.0 credit, Pass/Fail
Tuesdays, 6:30-9:00 pm

This course is an Explorations seminar that is open to first-year students only.

The *Showtime* series, *The Borgias*, portrays the notorious and infamous Italian Renaissance family. Plagued by rumors that darkened their name, the family was a prominent religious and political influence on their time, inspiring a wide variety of works such as Machiavelli's *The Prince*. The goal of this class is to combine the accessibility of pop culture with the importance of historical and political texts contextualizing the era. What constitutes the Borgia legacy, and why does it continue to this very day? These are some of the broad questions that will be addressed through viewings of the television show, readings both recent and contemporaneous with the family, and discussion that fosters critical thinking among all students.

Sabrina Chishti is a senior majoring in Biology.

Elizabeth Roche is a junior majoring in History.

EXP-0009-F Life, Liberty, and the Pursuit of Play

1.0 credit, Pass/Fail
Wednesdays, 6:00-8:30 pm

This course is an Explorations seminar that is open to first-year students only.

Should play be considered a human right, as the United Nations asserted in its *Universal Declaration of Human Rights*? In this course we will be looking at the act of playing and how it shapes the human condition from many perspectives. We will be assessing whether play is as necessary to our development as food, water or air. Students will have an opportunity to observe play, interact with professionals, and bring their personal experiences to the classroom. Paired with current scientific and professional dialogue surrounding play, we will be able to create a unique frame through which to discuss and understand play as a universal human right.

Rachel Kornetsky is a senior majoring in Child Study and Human Development.

Max Leonhardt is a senior majoring in Biology.

EXP-0009-J Iranian Culture: Music, Food, Poetry and More

1.0 credit, Pass/Fail
Tuesdays, 6:00-8:30 pm

This course is an Explorations seminar that is open to first-year students only.

Who are Iranians? And why do they keep calling themselves Persian? As a class we will dabble in Iranian music and attempt to throw our own Iranian dance party, we will eat some of the most famous Iranian dishes and learn how to cook the irresistible *tadig*, and we will learn to read some of the most well-known Iranian poets like Rumi, Saadi, and Hafez. Guest lectures will include Iranian faculty at Tufts, as well as Iranian students on campus, and even Skype calls with our families in Iran.

Lilly Tahmasebi is a Senior majoring in International Relations.

Leili Ghaemi is a Senior majoring in Civil Engineering and Architectural Studies.

EXP-0013-F Improv Beyond the Stage

This course is no longer being offered in the Fall semester.

EXP-0015-F Fashion as Art

1.0 credit, Letter-graded
Thursdays, 6:30-9:00 pm

Can you imagine paintings and photographs morphed into garments? Or couture presentations set as conceptual performance art? Does fashion become art when contemporary photographers, like Bill Cunningham, capture sartorial streetscapes?

Fashion as art is often ignored academically because it is difficult to define or separate from mere commodity. This course explores the nexus between fashion and art, while discovering its potential to construct, affirm, and even change cultural values and norms. Students will examine how fashion functioning as art is creating new avenues for expressing and emphasizing the changing values and visual culture trends in society.

Max Avi Kaplan is a visual artist and fashion arts scholar with a studio practice specializing in Polaroid photography, sculpture and design. He holds a BA with a concentration in Material Culture Studies and Costume History from New York University's Gallatin School of Individualized Study, and an MA in Visual Culture: Costume Studies from New York University's Steinhardt School of Education. He also earned an MFA from Tufts University and the School of the Museum of Fine Arts, Boston (SMFA), where he received the

Boit Award. He has exhibited work internationally with commissions featured in private and public collections, as well as in numerous publications.

EXP-0016-UF Exposed: Exploring Alternative Photography

*1.0 credit, Pass/Fail
Wednesdays, 7:00-10:00*

Building upon previous knowledge of darkroom techniques and photo processes, this course will focus on manipulating prints using tools such as glass, tin, bleach, iron compounds, and more. Some of the techniques that we will explore include cyanotypes, photograms, and tintypes. Student projects will expand on the techniques explored throughout the semester. This course will give students an opportunity to venture into more advanced photo processing techniques, and to unleash their creativity.

Sara Newman ('18) and **Daria Thomas** ('17) have both been students of photography for several years. They share a love of the art, and a love of the Tufts darkroom and its community. Their passion for the subject and their desire to foster a continuing culture of creativity at Tufts have led them to the Experimental College to explore different forms of photography and expression of light.

EXP-0018-F Guerilla Performance Art & Politics

This course is no longer being offered in the Fall semester.

EXP-0020-F Universal Design: Accessibility and the User Experience

*1.0 credit, Letter-graded
Wednesdays, 6:00-8:30 pm*

What is universal design, and how do designers integrate accessibility and enhance the user experience?

This course will cover these concepts as well as how to integrate inclusive design thinking in everyday products, services and environments for everyone, including seniors and people with disabilities. Students from all disciplines will think critically and analyze accessibility needs in this interdisciplinary, hands-on learning course.

Sunish Gupta is an accessibility and user experience professional with more than twenty years of experience in the industry. He has worked in engineering with such semiconductor and electronics companies as Texas Instruments and Applied Materials, as well as in R&D and marketing in Silicon Valley. He has an MS in Electrical Engineering from the University of Central Florida, and completed MIT's System Design and Management program in 2012.

EXP-0021-F Brain Sciences of the Future

*1.0 credit, Letter-graded
Tuesdays, 6:30-9:00 pm*

How will findings from cognitive science and neuroscience enter into everyday life in the 21st century?

From neuroimaging results introduced as evidence in the criminal justice system, to brain-training and cognitive enhancement games available on iPhones, research on the human mind and brain will have a drastic impact in the next few decades. This course will give an overview of the current state of cognitive and brain sciences as it relates to real-world issues in the future. Specific questions will include: Can neuroscientists tell if you are lying? Are cognitive enhancement drugs in your future? What's in store for neural prosthetics and brain-computer interfaces?

This course counts for Part IIIA of the Cognitive Brain Science (CBS) major in the Psychology Dept.

Michael Cohen (A'07) is a postdoctoral fellow at the Massachusetts Institute of Technology working in the department of Brain and Cognitive Sciences. His research includes topics including perception, memory, and consciousness, using a wide variety of methods and tools such as psychophysics, functional neuroimaging, computational modeling. He received a PhD in Psychology from Harvard University and a BA in Philosophy from Tufts University.

EXP-0022-GF Decoding Science

*1.0 credit, Letter-graded
Mondays, 6:00-8:30 pm*

Scientists spend years learning how to design, run, and analyze complex experiments that advance our understanding of diseases, climate change, or how the brain works. Ultimately, they need to communicate their findings to both the scientific community and the public at large. Although this is one of their most important jobs, they often fail, leaving you—the non-scientist—in the dark.

How can you meet them halfway, learning how to read scientific papers to better understand the important studies that affect your life, environment, and health? The job of this course is to give you—and other non-scientists—the tools and techniques to breakdown complex science writing, deconstruct figures, and read with a critical eye. By using selected reading strategies and skillful Googling, you will not only be exposed to cutting edge science, but learn how to decode it for yourself.

Laura Darnieder has been involved in science education in several settings the greater Boston area, working closely with area college students as they undertake Organic Chemistry I and II, helping as a lab instructor in a joint Pathways to PhD program with UMass Boston and Tufts University, and assisting local IB Biology students at Josiah Quincy Upper School. She is currently a fourth year graduate student in the Neuroscience Department of the Sackler School of Graduate Biomedical Sciences at Tufts, and previously taught a course in the Experimental College on *Biased Bodies: The Exclusion of "the Female" in Science and Research*.

Laura was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for 2016-2017.

EXP-0023-F Pharmacology and Therapeutics

*1.0 credit, Letter-graded
Wednesdays, 6:00-8:30 pm*

Can you image getting a headache without being able to take a pain reliever? Or suffering from depression, breast cancer, pneumonia, or diabetes without medication?

Drugs are often the most effective way to treat disease and alleviate distress. This course introduces students to the study of the use of drugs in the prevention and treatment of disease. We will apply the principles of problem-based learning to real and contrived patient scenarios to explore the relationships between physiology and pharmacology. The course is well suited for students who aspire to pursue a career in the medical sciences.

Frank Massaro is Director of Pharmacy at Tufts Medical Center where he manages clinical programs for the Department of Pharmacy, and is responsible for the professional development of the pharmacist staff. He serves on the faculty at the Tufts University School of Medicine and at Northeastern University's Bouvé College of Health Sciences. He received his PhD in Pharmacy from Philadelphia College of Pharmacy and Science in 1985. This course was taught in the ExCollege in the Fall of 2015.

EXP-0024-GF Creation, Fabrication, and Problem Solving

*1.0 credit, Letter-graded
Thursdays, 6:30-9:00 pm*

Have you ever had an idea but didn't have the resources or knowledge to bring it into reality? Do you want the self-confidence and skills to address everyday problems with technical solutions instead of just having to accept how things are?

Similar to the Maker movement, this course will embrace creation, fabrication and problem solving. Using a project-based approach, students will engage in studying the maker movement and immerse themselves in the experience of making and designing. Using tools such as 3D printers, laser cutters, woodworking tools, ceramics, or needle and thread in the maker spaces of the Tufts campus, you will develop solutions and manufacture prototypes while improving and honing the critical thinking and problem solving skills that help in both personal and professional life. Take this opportunity to work in interdisciplinary teams, exercise creativity in new challenges, invent new creations, try new technologies, and use some old ones in interesting ways.

Brian O'Connell owns and operates PaperBots®, a product line dedicated to enabling K-12 students to create paper and craft material engineering projects. Prior to returning to grad school, O'Connell worked as a Mechanical Engineer and Project Lead at Kollmorgen Electro-Optical designing periscopes and optical masts for submarines. He is currently a PhD student at Tufts University, a research assistant at the Center for Engineering Education and Outreach, and manager of Jumbo's Maker Studio. This course was successfully taught in the Fall of 2015.

Brian was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for 2016-2017.

EXP-0025-F Water at Risk: Flint and Beyond

*1.0 credit, Letter-graded
Wednesdays, 6:00-8:30 pm*

Here in the U.S., safe drinking water has always been a hallmark of our place in the world. Yet last year in Flint, Michigan, we saw an entire community's drinking water contaminated with lead. How did this happen? Does Flint represent an isolated incident, or could we soon face a future where safe drinking water can no longer be taken for granted in America?

This course will explore the tragedy of Flint, as well as other communities facing threats to their drinking water – from Toledo to Des Moines to Dimock, Pennsylvania – and will learn about a wide range of threats to drinking water sources in the U.S. The course will also examine how we interact with water locally – on the Tufts campus and the Mystic River watershed – as well as what we can learn from other nations' water practices. And critically, the class will consider solutions that are currently being explored here in the U.S. to help secure clean water for all.

This course counts toward the Environmental Studies major.

John Rumpler (A'88) serves as the Clean Water Program Director and Senior Attorney for Environment America. He also mentors and trains recent college graduates enrolled in Environment America's Fellows Program. Throughout his career he has played a critical role in numerous initiatives to protect clean water across the country – including a multi-year campaign to protect drinking water sources for 117 million Americans. His passion for environmental issues began as a Tufts undergrad in the 1980s, where he was a student leader of MASSPIRG. Previously he taught a course about fracking for the ExCollege.

EXP-0026-F Energy: Technology, Consumption, and Climate Change

This course is no longer being offered in the Fall semester.

EXP-0032-XF Personal Career Development

*0.5 credit, Pass/Fail
Wednesdays, 4:30-6:00 pm*

Based on an examination of several major career development theories, student will apply key concepts to their own career development process, focusing on thoughtful self-reflection, major and career exploration, and the value of internships as a tool in the exploration and decision-making process. Through reading assignments, analysis, and writing, students will discover more about themselves and the world of work. This course is ideally suited to sophomores who are beginning the career planning and decision-making process.

Donna Esposito is the Senior Associate Director of the Tufts Career Center, overseeing all career counseling and programming for undergraduate and graduate students in the School of Arts and Sciences and the School of Engineering. With more than 25 years of experience in career development, she has worked for Tufts for 18 years and previously held positions at Harvard and Stonehill Colleges. She has an MA in Counseling Psychology, with a specialization in College Student Personnel Services/College Student Development from the University of California at Santa Barbara.

Nicole Anderson is the Assistant Director of the Tufts Career Center, specializing in programming for first years, sophomores, and international students, as well as provides career advising across all class years, majors, and degrees. She is a highly skilled career advisor, teacher, and student development professional with more than 20 years of experience in higher education. Nicole has worked at Tufts for the past 15 years, and at Boston College prior to that. She has an MA in Higher Education Administration from Boston College.

EXP-0033-XF Tufts Community Emergency Response Training

This course is no longer being offered in the Fall semester.

EXP-0035-XAF Basic R.A.D.

*0.5 credit, Pass/Fail
Tuesdays, 4:30-6:30 pm*

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 person 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 that will 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.

Instructors are members of the Tufts University Police Department and certified R.A.D. instructors.

EXP-0035-XBF Basic R.A.D.

*0.5 credit, Pass/Fail
Thursdays, 4:30-6:30 pm*

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 person 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.

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Instructors are members of the Tufts University Police Department and certified R.A.D. instructors.

EXP-0040-GF Race in Human Development

*1.0 credit, Letter-graded
Tuesdays, 6:00-8:30 pm*

The idea that America is a "post-racial society," or that racial preference, discrimination, and prejudice ended decades ago is demonstrably false. The reality is that race influences human development in America in a myriad of ways. Drawing on recent research from the fields of medicine, education, sociology, and psychology, we will examine how race influences human development in the U.S. In particular, this course takes a critical approach to understanding the effects of race on human development through American contexts and cultures.

This course is cross-listed with Child Study and Human Development as CD-0143.

Elana McDermott is a PhD candidate in the Department of Child Study and Human Development at Tufts University, and a Doctoral Research Assistant at the Center for Promise at Boston University.

Elana was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for 2016-2017.

EXP-0041-F Sex Ed: From Pre-K to Grade 12

*1.0 credit, Letter-graded
Wednesdays, 6:00-8:30 pm*

Why is sexuality education needed? What makes this topic so controversial?

This course is an introduction to sexuality education. Emphasis is placed on comprehensive sexuality education, health education vs. sexuality education state standards, age-appropriate curriculum, teaching techniques, and effectiveness of the sexuality educator. We will analyze sexuality development in childhood and adolescence and how sexuality is shaped by culture. Attention will be given to the relationship between sexuality and gender and various cultural perspectives of sexuality education. Students will draw on personal experiences and analyze the history of the topic while applying new perspectives to national and global debates.

Beth Williams-Breault teaches in the area of Child and Adolescent Health, Pre-K-12 Sexuality Education, and Children's Literature. Her research interests also include sexuality education policies in areas of the industrialized world with low adolescent pregnancy and HIV/STI rates. She is a PhD student in Educational Studies at Lesley University in Cambridge, MA.

EXP-0042-F Re-Thinking Disability: From Public Policy to Social Movements

*1.0 credit, Letter-graded
Mondays, 6:30-9:00 pm*

What is disability? Who counts as disabled? How do we – or should we or can we – think about disability and bodily/mental difference in society? Whose bodies or brains are considered "healthy" or "normal" and whose are considered "sick," "disordered," or "abnormal"?

In this course, we will explore the concept of different types of disability – cognitive, physical, mental, sensory, and otherwise. The course will track the specter of disability throughout history from "unsightly beggars" and "mental defectives" to "sideshow freaks" and "telethon cripples," and all the way to today's radical disability justice activism and calls for crip culture. This course will draw from the powerful critiques of the special education system, the disability law paradigm, and the medical and psychiatric industrial complexes articulated by neurodiversity, mad pride/psychiatric survivors, independent living, deaf culture, and self-advocacy movements.

Lydia Brown is a disabled social justice educator, writer, and public speaker who is currently a JD student and Public Interest Law Scholar at Northeastern University School of Law. Lydia Brown also serves as Chairperson of the Massachusetts Developmental Disabilities Council, and as a Georgetown University student, co-founded the Washington Metro Disabled Students Collective.

EXP-0044-F Reproductive Health: Gender, Race, and Inequality

1.0 credit, Letter-graded
Thursdays, 6:00-8:30 pm

This multidisciplinary course will explore the politics of reproductive health care delivery in the United States, with a particular focus on how clinical care is shaped by and in turn shapes social inequality along axes of race and gender. Each week, we will explore a reproductive health issue from multiple perspectives, drawing on readings from the fields of history, anthropology, sociology, medicine, epidemiology, and law.

The course will cover major conceptual issues regarding the politics of reproduction, focusing on preventing pregnancy, terminating pregnancy, sustaining pregnancy, and giving birth. For each of these sessions, we will begin with a brief lecture regarding the technology, procedure, or health outcome under consideration (e.g., What is long-acting reversible contraception? How are abortions performed? What are health consequences of being born very small?). The course will conclude with a session on social movements explicitly organized around reproductive health.

Elizabeth Janiak is an incoming Research Fellow at Harvard Medical School and the newly appointed Director of Social Science Research at Planned Parenthood League of Massachusetts. She previously served as the manager of the statewide sexual health hotline based at Planned Parenthood, and as a case manager facilitating abortion access for women with complex medical and social needs. She has worked as an education and research consultant on a variety of sexual and reproductive health projects for local and national organizations, including the Boston Public Health Commission, Provide, and Physicians for Reproductive Health.

She holds a BA in the Comparative Study of Religion from Harvard College, an MA from the doctoral program in American Studies at New York University, and an M.Sc. in Society, Human Development, and Health, and ScD in Social and Behavioral Sciences, both from the Harvard T.H. Chan School of Public Health.

EXP-0045-F Love and Blood: Perspectives on Adoption

1.0 credit, Letter-graded
Mondays, 6:00-8:30 pm

What do Harry Potter, Batman, Marilyn Monroe, Babe Ruth, Malcolm X, and Steve Jobs have in common?

They were all members of an adoption story. While each person (fictional or otherwise) has a different experience -- being orphaned, being fostered, and being adopted -- they share a common experience of being part of a family (or families) that was disrupted.

In this course, we will touch on just about everything adoption-related from the wide range of adoption

stories both well known and oft neglected. We will also consider such questions as: How much do you know about adoption? What is an orphan? What is it like to be adopted? Why does any of it matter? In addition, we will focus on the importance of diversity within family formation and identity development.

This course is cross-listed with Child Study and Human Development as CD-0143.

Jessica Matthews has been studying adoption and unparented children for the last decade in different sites around the world. She is currently an advanced PhD candidate in the Eliot-Pearson Department of Child Study and Human Development at Tufts University. She taught this course for the Experimental College in the Spring of 2015.

EXP-0046-F Philanthropy, Nonprofits and Community

1.0 credit, Letter-graded
Wednesdays, 6:00-8:30 pm

Want to be an agent for community change? Wish you had money to give away to your favorite organization?

Philanthropy plays many roles in our communities, from alleviating crisis situations to encouraging strategic, systemic change. Nonprofit organizations are the intermediaries connecting donors to community needs. Students have the opportunity to practice philanthropy by serving as a young adult grant-making board to award \$25,000 to local nonprofits in the cities of Medford, Somerville, Cambridge, and Boston.

Students will learn about different styles of philanthropy and effective nonprofit management; how to think about and evaluate impact as a philanthropist; how to run a community project; how to read nonprofit financials and assess nonprofit organizational health and potential; sources of philanthropic news, and thinking; and trends in philanthropy and nonprofit management. Students will design their own process for requesting grant proposals and evaluating applications. The process of selecting grant recipients will bring students very close to the local community. A number of community philanthropists and nonprofit leaders will join our class discussions, offering the opportunity to learn directly from those in the field.

This course is supported by a generous gift from Alice and Nathan Gantcher.

Nancy Lippe is the Associate Director of Civic Schools, a local Boston effort to reconnect schools with their civic mission, and she has led youth programs in schools and communities for the last fifteen years. Prior to moving to Boston, she worked as a program officer for a small community foundation in the San Francisco Bay Area, promoting youth programs, local philanthropy and connecting donors with local programs. Her work has involved being both a grant seeker and a grant maker, resulting in a great appreciation for the opportunities and challenges of both sides. She holds an EdD from the Fielding Graduate University. She has taught this course previously in the Experimental College.

EXP-0048-F Women and Water: Fighting for Environmental Justice

1.0 credit, Letter-graded
Tuesdays, 6:00-8:30 pm

When is the last time you really thought about what it means to have access to water? But just because water is essential, doesn't mean it's always valued. There are many stories of the fights to protect access and quality of drinking water, conserve wetlands and coastal areas, and understand and protect other living things that rely on water.

This course will explore environmental studies concepts through the lens of the role women have played in conservation and environmental justice with a focus on water.

Lindsey Williams worked for the National Oceanic and Atmospheric Administration (NOAA) with a focus on coastal management and science policy issues for over ten years. She then began an interdisciplinary PhD program in Natural Resources and Environmental Studies at the University of New Hampshire, where her

current research interests include environmental decision-making and organizational behavior, community interactions with the environment, and the role of science in policy and management. She holds a BA in Biology with a minor in Environmental Studies from Colby College, and a Master of Marine Policy from the University of Delaware.

EXP-0049-F Power, Policy, and the Digital Age

*1.0 credit, Letter-graded
Thursdays, 6:30-9:00 pm*

What does it mean to shape a better world in the digital age? Are we in the midst of a profound generational shift in how social movements are organized thanks to the ever-increasing digital connectivity in our lives? As digital movements rise up, how will they face the challenge of engaging in ways that have an impact on policy and power?

This course will examine how organizers in such movements as Black Lives Matter, cross the divide between online and offline. We'll look at how older movements, like climate activism, are growing and changing with new digital tools. We'll watch how the presidential campaigns engage online, as well as their grassroots efforts, and will evaluate the effectiveness of these tactics. Finally, the course will analyze the shortcomings of our digital tools.

Nathan Proctor (A '05) is the State Director of Grassroots Organizing for the non-profit Massachusetts Fair Share, as well as the National Campaign Director for the Fair Share's work on corporate tax and accountability. Prior to his role at Fair Share, he managed the Public Interest Network's Online Organizing Lab, where he developed technology and strategies to leverage the online community toward social change. Much of his eleven-year organizing and advocacy career has involved trying to bridge the world of online organizing with grassroots efforts to win policy changes around issues of social justice, environmentalism and consumer protection. He is a 2005 graduate of Tufts University with a BA in English.

EXP-0051-XF PNPD On Assignment: Wonderland

*1.0 credit, Letter-graded
Fridays, 9:30am-12:00pm (with optional technical workshop Fridays 2:00-4:00pm)*

550 Boston Avenue

A semester long series of photo-based assignments designed for students of all skill levels to push the limits of their photography, while exploring the experience of life in an often overlooked region of Boston.

All course work will be completed in Wonderland: a swath of territory centered around the storied final T-stop on the Blue line, but for our purposes, will also include Everett, Lynn, Malden, Revere, Saugus, the Mystic Avenue section of Somerville, and as far up the North Shore as you are willing to venture. Collectively, through weekly assignments, the class will work to create a unique photographic documentation of Wonderland at this time in history, to be archived at the Program for Narrative & Documentary Practice. Class will culminate with a student-curated public exhibition of the work.

NOTE: This course is High Demand. You must attend the first class meeting to be considered for enrollment.

This class is a prelude to the Spring Semester Advanced Narrative Practice course with Gary Knight. Focused on practice, both classes offer the possibility of media internships both in the US and abroad.

Samuel James (A '10) teaches at the Program for Narrative and Documentary Practice, housed in the Tufts University Institute for Global Leadership. He is the 2014 recipient of the International Center of Photography's Infinity Award for Young Photographer of the Year. His photos were recently featured in the May 2016 issue of *Harper's Magazine*.

EXP-0052-XF PR & Marketing: Unraveling the Spin

1.0 credit, Letter-graded
Mondays, 6:00-8:30 pm

What is the formula for mind control? Take a little psychology, a pinch of sociology, a smidge of anthropology, some cognitive analysis, and add a healthy dash of strategic media manipulation. Give a good stir. It's all the ingredients you need to decide a Presidential election, repair the reputation of BP after the Gulf oil spill, make more people buy Hondas than Kias, or choose Coke over Pepsi.

Primarily using case studies, this course will look at the history of public relations and marketing in the US and how it evolved in parallel with our media environment. We will explore how the mechanics of this global mega-industry create strategies that influence complex world affairs or simply the toothpaste we use.

Guest speakers from the industry will share their thoughts. Students will work in teams on a final project to solve a PR/marketing challenge by creating their own ads, messages, and strategic plan.

This course is cross-listed with Film and Media Studies as FMS 0194-03.

Gail Bambrick is a former Senior Marketing Communications Writer at Tufts, where she focused on strategic planning around Tufts' identity and messaging in online, print, and web communications. She has also been Director of Publications and Associate Director of Communications and Public Relations for the university, as well as the News Media and Public Relations Manager for the Fletcher School of Law and Diplomacy. She holds a PhD from Tufts in American Literature.

EXP-0054-F The Aesthetics of Commercial Culture

1.0 credit, Letter-graded
Thursdays, 6:00-8:30 pm

What are the aesthetic choices within such pop culture phenomena as Beyoncé's "Formation," that captivate and challenge us? How does the choice in medium, *e.g.*, video, music, or text, affect the reception and creation of contemporary culture? This course delves into the aesthetic practices that constitute production and distribution practices in late capitalist society, with a focus on pop music and advertising. This is a theoretical and experiential course: our primary goal is both to theorize capitalist culture and to experience its workings on ourselves with a critical eye. We will be connecting our everyday and in-class experiences of consumer goods to theories about them, and we will interrogate those theories based on our experiences.

Daniella Gáti is originally from Hungary, was educated in Switzerland, and is now completing a PhD in English at Brandeis University. In addition to these geographic borders, she has also traversed linguistic, cultural and disciplinary boundaries. She holds an MA in English Languages and Literatures, as well as an MA in Economics from the University of Bern, Switzerland.

EXP-0055-XF Film Criticism: Art and Practice

1.0 credit, Letter Grading
Friday, 10:00 am – 1:00 pm

This class will examine movie reviewing as both a practice and an art, and it will use the form to springboard to a larger engagement with cultural analysis as a whole. What does it mean to think critically about the media and popular culture through which we swim every day? What tools are needed to decode its messages? The course will function partly as a historical survey largely (but not wholly) focusing on American writers such as James Agee, Manny Farber, Andrew Sarris, and Pauline Kael. As we move into the modern day, topics will include the rise of genre-based criticism, the schisms and fragmentation of specialist critics and agendas, and how the form and substance of cultural criticism can change with the container (tweet, blog post, episode recap) in which it appears. A second, parallel track will focus on students learning

to write professional film and cultural criticism for themselves. Through weekly screenings of classic films and current theatrical releases, and through regular writing and in-class peer editing of reviews, students will receive a grounding in formulating opinions for public consumption in ways that combine journalistic integrity, contextual knowledge, and an individualistic voice that makes for a "good read."

This course counts toward the Film and Media Studies Major and Minor as an Elective; toward the Mass Communications and Media Studies Minor as a Humanities Elective; and toward the Film Studies Minor as an Elective.

Ty Burr is a film critic for The Boston Globe and the author of *Gods Like Us: On Movie Stardom and Modern Fame*.

EXP-0056-XF Fiction into Film: Adaption, Transmigration, or Recreation

1.0 credit, letter-graded
Tuesdays, 3:00-5:30 pm

Literature and cinema have two different communication systems, or simply put two different languages. We recognize words as the essence of literature and pictures as the essence of cinema. Both of these elements have their own aesthetic laws. When literature is adapted to film, some are masterpieces, but often we feel that something is missing.

In this course we will try to find out what happened in the process of making movies from words, from the techniques of the screenwriter to the strategies of the director. We will read, discuss and analyze ten great works of literature and the movies that were based on them. Using these excerpts as technical and thematic windows will open the door to creating a way of viewing and talking about cinema and its relationship to words.

Shahriar Mandanipour (Mondanipour), one of the most accomplished writers of contemporary Iranian literature, is the author of nine volumes of fiction, one volume on creative writing, and more than one hundred essays on literary theory, literature and art criticism, censorship, and social commentary. From 1999 until 2007, he was Editor-in-Chief of a monthly literary journal published in Iran that was banned for many years. His first novel to appear in English, *Censoring an Iranian Love Story* (2009), has been published in thirteen countries and eleven languages. He has taught courses on Persian literature and Iranian cinema at Brown University and has led creative writing workshops in Iran, Europe, and America. Currently, he teaches Creative Writing in the English department at Tufts.

EXP-0057-F Making Time: Temporality in Cinema

1.0 credit, Letter-graded
Thursdays, 6:00-8:30 pm

How is time and temporality an element of cinema?

This media art production course will explore the nature of time in screen-based works. Grounded with an emphasis on experimental film, the course draws on philosophy, sociology, history, popular culture, and literature to interrogate the uses, treatments, explorations, and meanings of temporality. In response to screenings, readings, and discussions, students create media art projects based on prompts outlining specific concepts of time, including stasis, duration, repetition, instantaneousness, chronology, and nostalgia.

Billy Palumbo is an experimental filmmaker and Artist-in-Residence at Emerson College, where he has taught video production and experimental film history courses. His films explore authorial control in the filmmaking process, and the limits that language places on political and self-expression, all while displaying an irreverent sense of humor. He received a BA in Film Production, strongly focusing on experimental film production, and an MFA in Media Art from Emerson College. He recently taught *Thinking Through Color* for the Experimental College.

EXP-0058-GF History of Mental Illness on Stage and Screen

1.0 credit, Letter-graded
Wednesdays, 6:00-8:30 pm

Humanity has long been fascinated with the mind. In particular, those who suffer from mental illness have captivated society not only because of the mysteries of treatment and diagnosis, but also by the ways in which these diseases have been embodied in the cultural imagination.

This interdisciplinary course links plays, texts, films, performance theory, and medical writing. It seeks to better understand how the subjective experience of mental illness has permeated our cultural experience by examining texts ranging from Sophocles' *Ajax* (c. 450 BC) to *Girl, Interrupted* (1999). These depictions, while wrestling with societal perceptions, have also contributed toward stigmatization, misdiagnosis, and mistreatment.

Katherine Swimm is a PhD Candidate in the Department of Drama and Dance at Tufts. Her dissertation examines performances of madness in the broader context of nineteenth-century medical discourse. Katherine has served as Assistant Director for the Department of Drama and Dance's production of *Rent*, and as Director for Torn Ticket II's production of *Into the Woods*. She works as a Graduate Writing and Public Speaking consultant for the Academic Resource Center, and has taught courses in Acting at Tufts and Public Speaking at Dean College. She was also a fellow at the Tufts Graduate Institute for Teaching in the summer and fall of 2015. She earned her MA in Literature from Northwestern University, and a BFA in Theatre Performance/BA in English from Niagara University.

Katherine was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for 2016-2017.

EXP-0059-F Persuasive Politics

1.0 credit, Letter-graded
Tuesdays, 6:30-9:00 pm

This course introduces students to the art, science, and logic of running political persuasion campaigns, and then develops the skills necessary to design and conduct such a campaign themselves.

The course is divided into three parts. In the first part, students examine the concepts of persuasion from multiple academic and professional worlds, including political science, psychology, business and marketing, and activism. In the second part, students practice and apply these skills to contemporary political issues, ranging from abortion and LGBT rights to gun control and climate change. In the final part of the course, groups of students give formal presentations on topics of their choice in an attempt to persuade their peers and local community members in the audience. This course develops concrete skills such as public speaking, visual presentation of complex information, and communication in politicized environments.

Logan Casey has considerable experience in political consulting, policymaking, and issue advocacy. He is completing a PhD in Political Science at the University of Michigan, where he studies American Politics with a focus on political psychology and public opinion, particularly in the context of critical social issues such as racism and LGBT rights.

EXP-0061-GF Circus and Society

1.0 credit, Letter-graded
Tuesdays, 6:00-8:30 pm

What do you think of when you think of the circus? Elephants and tigers? Aerialists dressed in sparkling costumes? An exhibition of freaks?

This course is an exploration of the Western Circus as a performance form that has the power to construct, affirm, and even change cultural values and norms. Beginning with a foundation in Western circus history, we will look at circus acts from the eighteenth century to the modern day as spectacles that have the power to resist the status quo. Considerations of gender, race, sexuality, and nationality, will guide readings, viewings, and discussions of freak shows, animal acts, aerial and acrobatic performance in theatre, film, popular culture, and on the national stage. Through the lens of the circus, this course seeks to explore the larger impact of popular, performing arts on society.

Amy Meyer has performed professionally in Boston with numerous small companies and is an artistic associate with the physical theatre troupe, Imaginary Beasts. Amy is also an aspiring acrobat, and for the past five years has been training in various circus arts, including aerial silks, static trapeze, flying trapeze, and partner acrobatics. She is currently a PhD Candidate in Drama at Tufts University and has presented work for the American Society for Theatre Research, the American Theatre and Drama Society, the Graduate Consortium in Women's Studies, and the Mid-America Theatre Conference.

Amy was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for 2016-2017.

EXP-0062-GF American Witches

*1.0 credit, Letter-graded
Thursdays, 6:00-8:30 pm*

When you imagine a witch, is she green and wearing stockings like the Wicked Witch of the West? Or is she surprised by her own power, like lovable nerd Willow Rosenberg from *Buffy the Vampire Slayer*? Have you wondered if boredom, vengeance, or rye tainted with hallucinogens motivated the accusers of the 1692 Salem witch trials?

This course uses texts from American history, literature, popular culture, and law to explore the many ways in which witchcraft is depicted and understood in the United States from the 17th century to today. This interdisciplinary approach examines how different representations of witches engage issues of sexuality, race, and gender at specific points in American history. Through texts from Maryse Conde's *I, Tituba*, *Black Witch of Salem* and Arthur Miller's *The Crucible*, to 1964's *Bewitched!* and the recent television show *American Horror Story*, we will explore how images and ideas of witches shape American culture.

Christine Payson is a PhD student in English and American Literature at Tufts. Her doctoral dissertation focuses on representations of 17th century America in fiction and drama. She has co-taught with Prof. Heather Curtis of the Tufts Religion Department, and has independently taught First Year Writing courses at Tufts since 2012.

Christine was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for 2016-2017.

EXP-0064-XF/EXP-0164-XF Research Ethics and Methodology

*0.5 credit, Pass/Fail
Mondays, 6:00-8:30 pm*

This course will start September 19 and run for 10 weeks.

This course is being offered to undergraduate and graduate students who plan to conduct independent research studies with human subjects. The objective of the course is to prepare students for the challenges faced in domestic and international research, and to provide a framework for how to deal with these individual challenges in their own research. The class will be case study and project based in order to reinforce the importance of conducting research with integrity and in an objective way while recognizing the unique characteristics of various methodological approaches.

The course will guide students through ethics in research and case studies on research misconduct. Students

will learn how to design a methodologically sound project that supports research concepts using both quantitative and qualitative methodologies; the difference between anonymity and confidentiality; and how these concepts apply to the protection of their data and the human subjects from whom the data were derived. Using each of these topics, they will construct a research prospectus that will adhere to IRB regulations.

Lara Sloboda is the Institutional Review Board Operations Manager for Tufts' Social, Behavioral, and Educational IRB. In addition to her role in the Office for the Vice Provost for Research, she is a lecturer in the department of Psychology at Tufts and has taught both Introduction to Psychology and Statistics for the Behavioral Sciences. She holds a PhD in Psychology from Tufts.

EXP-0065-F Food, Culture, and Society

1.0 credit, Letter-graded
Tuesdays, 6:00-8:30 pm

"Tell me what you eat and I will tell you who you are."
— Anthelme Brillat-Savarin (1755-1826)

Where does our food come from? How does the study of food help us understand what we call "society," "culture" and "identity"?

This course explores connections between what we eat and who we are through the study of how personal identities and social groups are formed via food production, preparation, and consumption. We will discuss the cultural meanings attached to food, the institutional and industrial creation of food, its preparation, and rituals of eating. We will work towards a better understanding of how food is related to identity, ethnicity, religion, politics, economics, nationalism, gender, health, and environment. We will survey some of the major debates, controversies and issues in food studies, and relate these to contemporary debates on environmental sustainability, globalization, social class, and social justice.

[View working copy of course syllabus >](#)

Rafi Grosplik is currently a post-doc visiting scholar in the Department of Sociology at Brandeis University. His research interests include sociology of food, cultural globalization, consumption, environmental sociology, and Israeli culture, with a particular focus on organic food in Israel. He is also the founder and chair of Consumption and Culture, a research network of the Israeli Sociological Association. He earned a PhD from Ben-Gurion University of the Negev, Israel.

EXP-0068-F Fight/Flight: African American History Through a Fugitive Lens

1.0 credit, Letter-graded
Mondays, 6:00-8:30 pm

How does the figure of the fugitive slave serve as an organizing trope for understanding the long history of black freedom struggles from the eighteenth century until the present? In what ways have African Americans conceived of and engaged in fugitive tactics as a means of social and political critique?

This course considers African American history through the conceptual lens of fugitivity, which refers to modes of flight, escape, and transience practiced in the African diaspora. Scholars in black studies have drawn on the history of these practices to develop a tradition of radical thinking about race. The course draws on a wide set of texts and interdisciplinary methods of analysis to explore the concept of fugitivity, its relationship to the history of slavery, and the ways it has informed black radical politics up to our present moment.

This course is cross-listed with Africana Studies as AFR-0047-06.

Bradley Craig is a PhD candidate in African and African American Studies at Harvard University, with a

focus in both in History and in Studies of Women, Gender and Sexuality. He also holds an MA in History and a BA in Studies of Women, Gender and Sexuality, both from Harvard.

EXP-0070-F Accused: The Gap Between Law and Justice

*1.0 credit, Letter-graded
Wednesdays, 6:00-8:30 pm*

The law is all around us, but what about justice? What is justice? What kind of justice are we entitled to?

Together we will explore the concepts, framework, systems and practices which comprise what justice is, with an emphasis on the perspective of the wrongfully accused. Through the use of drama, film, case studies, media analysis, and other sources, we will consider the factors which shape our personal views of what justice is, decide how much these views really matter, and examine the many factors that determine how systems of justice impact society on various levels.

Sonja Spears (J '86) is a retired elected judge with twelve years of service in the New Orleans judiciary. Despite her unblemished legal career, she endured two years of intense scrutiny as the target of a federal criminal investigation. She was ultimately cleared without any charges being filed, and the office in charge of her prosecution has faced questions of prosecutorial misconduct. She earned her law degree from Tulane Law School.

EXP-0080-F The Future of the Music Industry

This course is no longer being offered in the Fall semester.

EXP-0090-AF Leading an Explorations Seminar

*1.5-credit, Pass/Fail
Mondays, 12:00-1:15 pm*

This course is designed to facilitate undergraduate team-teaching for those leading first-semester seminars for incoming first-year students. Weekly group meetings will be held, in which student teachers will be exposed to a range of teaching techniques and theories, asked to articulate their course goals, and given a forum for discussing the unique problems that new teachers often encounter. Students will be required to keep journals, and reflect upon the concerns and questions that arise over the course of the semester.

Robyn Gittleman is the Director Emeritus of the Experimental College.

Amy Goldstein is the Assistant Director of the Experimental College.

EXP-0090-BF Leading a Perspectives Seminar

*1.5-credit, Pass/Fail
Mondays, 12:00-1:15 pm*

Similar to the Explorations Seminar, this course supports students teaching a Perspectives course, all of whom will work under the umbrella topic of understanding media – from movies and TV to the internet, video games, and what the future may hold.

Howard Woolf is the Director of the Experimental College and an Associate Dean of Undergraduate Education.

EXP-0090-F Teaching a Seminar

2.0 credits, Pass/Fail
ARR

This course is designed to assist the undergraduates who are teaching courses this semester in the Experimental College.

Howard Woolf is the Director of the Experimental College and an Associate Dean of Undergraduate Education.

EXP-0090-TF Teaching Assistants Workshop

1.0 credit, Letter-graded
ARR

This course is designed to assist the undergraduates who are teaching assistants for courses in the Experimental College.

Howard Woolf is the Director of the Experimental College and an Associate Dean of Undergraduate Education.

EXP-0091-XAF Inquiry Teaching Group: Mentor High School Students and Design a Role-Playing Simulation

0.5 credit, Letter-graded
ARR

There will be an introductory meeting on Wednesday, September 7th, 12 noon, at 96 Packard Avenue.

The Inquiry Teaching Group is an opportunity to introduce important global issues to high school students through online or in-person discussions and a role-playing simulation on the Tufts campus in April.

Inquiry is an intensive, academic global issues simulation program for secondary school students that was developed in 1991 by the Education for Public Inquiry and International Citizenship (EPIIC) program of the Institute for Global Leadership at Tufts University. The goal of the program is to raise students' awareness about global issues and their complexities, as well as to develop their analytical and critical thinking skills and their public speaking and negotiation skills.

Tufts students act as mentors to the high school students from October through March, working through readings, and then the program culminates in a role-playing simulation on the Tufts Medford campus in April. The simulation is designed, enacted and facilitated by students in the course. The roles often go beyond state actors to include intergovernmental and non-governmental organizations, human rights groups, corporations, etc., as it applies to the focus of the simulation. The high school students are not competing against each other but being asked to think about creative solutions to current challenges in the real world, looking at areas of collaboration and win-win scenarios.

Inquiry has more than 250 high school students participate from six states. The schools are a mix of public and private schools, urban and suburban.

The overarching theme is drawn from the EPIIC topic: Order and Chaos: Diplomacy and Force in a Changing World, and the simulation will focus on Syria.

For more information: heather.barry@tufts.edu

Heather Barry is the Associate Director of the Institute for Global Leadership and has run the Inquiry program since 1991.

EXP-0091-XF EPIIC - Order and Chaos: Diplomacy and Force in a Changing World

*1.0 credit, Letter-graded
Tuesdays & Thursdays, 3:00-5:30 pm*

The failed putsch in Turkey, Russia's annexation of Crimea and Eastern Ukraine, the terrorist threat of the Islamic State (ISIS), the cross-border impacts of climate change, and ongoing repercussions of Iran's nuclear deal illustrate that the old certainties of international politics and diplomacy have faded away.

How are the current tectonic power shifts leading to fundamental changes in the distribution of power: economically, politically, militarily and socially? How are the tools of power changing, and how is that power being wielded? In an uncertain world, how is strength defined? Are global leaders prepared to engage these complex, trans-border challenges and shifting dynamics? Is there order to be made from the chaos?

The aim of the class is to analyze the political and technological framework of a changing world, promote the understanding of diplomacy and statecraft, and redefine the role of diplomacy and the military as indispensable instruments to secure peace and prosperity in the world of tomorrow. Exchanges with leading practitioners and academics, innovative project approaches in crisis management and conflict prevention, and evaluations of diplomacy in practice will be the basis for lively exchange using current case studies.

The class will be divided into three parts: the first will focus on general trends and major power shifts, the second on recent changes in diplomatic practice and the relationship between force and diplomacy as well as intelligence and diplomacy, the last part will concentrate on six case studies in diplomacy. External and internal views will be examined and analyzed against the background of a comparative approach, in particular from leading EU member states such as France, the United Kingdom and Germany.

NOTE: This course is High Demand. You must attend the first class meeting to be considered for enrollment.

EPIIC (Education for Public Inquiry and International Citizenship), a program of the Institute for Global Leadership at Tufts.

For more information, visit tuftsgloballeadership.org

Ulrich Schlie is leading the Institute for Global Leadership at Tufts this year. He is a historian and Professor of the Practice who taught in the International Relations Program at Tufts in the 2015-16 academic year. He joined the German Foreign Service in 1993, and served from 2005-2014 as Director of Policy Planning and Director-General for International Security and Defence Policy in the German Ministry of Defence.

EXP-0096-F Auditing for Breadth

*0.5-1.0 credit, Pass/Fail
ARR*

This program is intended to provide students with an opportunity to broaden their education by attending courses in which they might not otherwise enroll. With the approval of the instructors in question, students may elect to audit any three full-credit university courses (or the equivalent) during their four years as an undergraduate. (One course credit is awarded upon completion of the three audits.) Please note: graduating seniors may audit two courses and receive one-half credit.

For more information, contact the Experimental College office at 617-627-3384.

Howard Woolf is the Director of the Experimental College and an Associate Dean of Undergraduate Education.

EXP-0102-F Advanced Digital Media

1.0 credit, Letter-graded
ARR

This course is designed for students engaged in advanced photographic and multi-media projects, in particular students who have completed the Program for Narrative Documentary Practice (PNDP) sequence.

Gary Knight is a renowned photojournalist whose work – from Southeast Asia to Yugoslavia to Iraq and Afghanistan – has been published, exhibited and honored around the world. He is a founding member of the VII Photo Agency, *dispatches* magazine, and the Angkor Photo Festival. He is currently the Tufts Institute for Global Leadership's Exposure INSPIRE Fellow.

EXP-0192-F Independent Study

0.5-1.0 credit, Letter-graded
ARR

By arrangement only.

Topics must fall within the range of courses taught by the Experimental College. For more information, contact the Experimental College office at 617-627-3384.

Howard Woolf is the Director of the Experimental College and an Associate Dean of Undergraduate Education.

EXP-0192-PF Independent Study

0.5-1.0 credit, Pass/Fail
ARR

By arrangement only.

Topics must fall within the range of courses taught by the Experimental College. For more information, contact the Experimental College office at 617-627-3384.

Howard Woolf is the Director of the Experimental College and an Associate Dean of Undergraduate Education.

EXP-0194-FF CMS Senior Project

1.0 credit, Letter-graded
ARR

NOTE: THIS SECTION IS FOR THOSE CMS MINORS WHO ARE DOING FULL-CREDIT SENIOR PROJECTS.

For CMS Minors only. All CMS minors completing their Senior Projects this semester must register for this class.

Julie Dobrow is Director of the Communications & Media Studies Program, and Director of the Center for Interdisciplinary Studies. She holds a PhD in Communications from the Annenberg School at the University of Pennsylvania.

EXP-0194-HF CMS Senior Project

0.5 credit, Letter-graded
ARR

NOTE: THIS SECTION IS FOR THOSE CMS MINORS WHO ARE DOING HALF-CREDIT SENIOR PROJECTS.

For CMS Minors only. All CMS minors completing their Senior Projects this semester must register for this class.

Julie Dobrow is Director of the Communications & Media Studies Program, and Director of the Center for Interdisciplinary Studies. She holds a PhD in Communications from the Annenberg School at the University of Pennsylvania.