

**TUFTS UNIVERSITY
EXPERIMENTAL COLLEGE**

SPRING 2016 COURSES

ExCollege Signature Courses: Taught by Visiting Lecturers

***Unless otherwise noted, for distribution credit, go to Student Services and request a petition form.**

EXP-0001-S. American Superheroes: Power, Politics, and Morality

*1.0 credit, Letter Grading
Wednesday, 6:00–8:30 PM*

The superhero has been a part of American culture since 1938, but in recent years its prominence has grown tremendously thanks to the genre's proliferation in film, on television, and even in traditional fiction.

What does the new-found popularity of superhero narratives tell us about American society at the beginning of the 21st century? What can the evolution of the genre tell us about the ways in which American ideas about power, politics, morality, and heroism have changed over the last seventy-seven years? This course will offer students a hands-on approach to the genre through in-depth analysis of prominent graphic novels, films, and traditional fiction. Through a research project, students will use a specific example or element of the genre to come to a greater understanding of how the superhero story reflects and perhaps even shapes the broader American culture.

Matthew Pustz is the author of *Comic Book Culture: Fanboys and True Believers* and the editor of *Comic Books and American Cultural History*. He received his Ph.D. in American Studies from the University of Iowa and successfully taught this course previously in the Experimental College.

EXP-0002-S. Lies: From Plato to Politics

*1.0 credit, Letter Grading
Monday, 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 (poiesis) 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.

EXP-0003-S. A Life Well Lived: Developing Your Personal Strategy While Learning from the Great Thinkers

1.0 credit, Letter Grading
Tuesday, 6:30–9:00 PM

How ought I to live? This is both a philosophical and practical question most thinking people have struggled with at some point in their lives, and some believe this ancient question has gained a modern urgency with increasing secularization, globalization, and technological advances of our society. Traditionally people have looked to religion, philosophy, and literature for some insights into how to pursue the art of living, but recently psychologists, self-help gurus, new age spiritual thinkers - and even management professors - have jumped into the fray. This course will critically evaluate all perspectives and will discuss the practical implications to our own lives. If you are willing to range wide intellectually, go deep ethically, and come out with a personal leadership strategy for a meaningful and fulfilling life, this course may be for you.

Nasswan Dossabhoy has been a Professor of Business at Endicott College for 15 years where he has taught courses in Marketing, Organizational Behavior, and Leadership. He has written case studies as a Visiting Scholar at Harvard Business School and earned a Doctorate in Management and Philosophy at Boston University's School of Management. He brings a passion for crossing disciplinary borders and integrating theory with practice.

EXP-0004-S. When Men Wore Heels: A Gendered Exploration of the History of Fashion

1.0 credit, Letter Grading
Wednesday, 6:00–8:30 PM

Today, the height of fashion for women includes long, curly hair and shapely legs enhanced by high heels. In 1680, this account would have perfectly described men's fashion at the court of Louis XIV. Definitions of "male" and "female" dress have changed dramatically throughout history. What we wear is one of the ultimate expressions of our identity; how we demarcate the preps from the hipsters, punks from hippies, children from adults. This course will focus specifically on the gendered aspect of fashion. We will use the histories of individual garments - the skirt, the veil, jeans, shoes - as a lens to probe the many, often bizarre, ways fashion has been tied up with gender and sexuality. We will consider the socio-cultural forces and design innovations behind the shifting conceptions of gendered attire. Why did women shun high heels during the Victorian era? How have expressions of masculinity, femininity, and androgyny in dress changed over time? Why have certain garments or body parts been contentious at different points in time? What does this tell us about the social construction of gender? From the court of Elizabeth II to the catwalks of Alexander McQueen, this course will show how our twenty-first century gendered attire looks radically different from a historical perspective.

Katie Sabo possesses a near-encyclopedic knowledge of European textile and costume history from the fourteenth century onwards. She has extensive experience working as a professional textile and costume conservator and has worked with institutions ranging from the Metropolitan Opera and the Metropolitan Museum of Art to the Brooklyn Museum and the Nantucket Historical Association. She is the principal at Northeast Costume Mounting, a museum services firm specializing in the conservation and mounting of

historic costume and teaches courses in textile and fashion history at several colleges and universities. She holds an MA in Fashion and Textile Studies from the Fashion Institute of Technology.

EXP-0006-XS. Medical Spanish

1.0 credit, Letter Grading

Monday and Wednesday, 6:00–7:15 PM

This course provides an overview of the practice of Spanish-language medical interpretation. Students will build their skills in communication, ethics, and medical vocabulary, including psychology and psychiatry, while exploring questions of culture and advocacy.

Students will have an opportunity to practice interpretation in a simulated medical setting by emphasizing the following areas: bilingual fluency for social and medical conversation; interpreting skills and techniques; the code of ethics for medical interpreters (in relation to that of doctors); health beliefs and practices in a range of Spanish-speaking cultures; and cross-cultural communications challenges in the medical setting. Instruction is geared toward students with intermediate to advanced language skills and will reinforce students' prior knowledge of Spanish grammar. This course will be taught in Spanish.

Josep Vicente is currently a medical interpreter with Medical Interpreters of the North Shore. Born and raised in Spain, he holds a degree in Romance Languages and Linguistics from the *Universitat de Barcelona* and has successfully taught this course a number of times in the Experimental College.

EXP-0007-US. Growing Up at Hogwarts: Young Adult Literature and Adolescent Identity

1.0 credit, Pass/Fail Grading

Monday and Wednesday, 6:00–7:15 PM

What do we learn from Harry's fight against Voldemort and Katniss's resistance against the Capitol? What does dystopia teach us about who we could be, given the chance? How does young adult literature affect adolescent development and sense of identity? This class will attempt to find the answers through close reading of YA literature, particularly novels targeted at the millennial generation between the ages of 13 and 21. With the help of psychological literature and popular media, the class will consider how these books speak to us at different stages of development, and will encompass a wide range of genres and styles within YA fiction - from JK Rowling to Stephen Chbosky to Suzanne Collins.

Nivedhitha Ramesh, or Nive, is a junior majoring in Biopsychology. She is involved in research at the Avian Visual Cognition lab, is one of the captains of Tufts Pulse, and is a mentor for the Tufts chapter of Strong Women Strong Girls. She is interested in a variety of genres within YA, especially dystopian literature and fantasy.

Priyanka Dharampuriya A'15, who is currently a graduate student at University and who helped create this course last year, will be contributing to the course again this year.

EXP-0010-S/FMS-0031. Filmmaking 2

1.0 credit, Letter Grading

Tuesday and Thursday, 6:00–8:30 PM

YouTube is fine. But how would you like to make real movies?

This course is designed for students interested in learning the filmmaking crafts: directing, camera, lighting, sound, and editing.

Emphasis will be placed on a deeper understanding of story and on immersion in the collaborative process that characterizes contemporary production. Students will team up to produce original work. Technical workshops led by established professionals in the filmmaking crafts will augment the regular work of the class, which also includes the analysis of key films and writings.

This course counts as a Media Practice elective toward the Film and Media Studies major.

Don Schechter (A '01, M '03) is the founder of Charles River Media Group, a Boston-based production company. Since 2003 he has worked with clients including ESPN, The New York Times, NBC, and Major League Soccer. As a director and producer his work has appeared in both film and television. He recently launched Pizza Baby Films Inc., an agency dedicated to fostering independent and local film initiatives. He is currently the writer and director of the *Ascendants* film series.

EXP-0013-US. The Art of Astonishment: Magic & Movies

1.0 credit, Pass/Fail Grading
Monday, 6:00–8:30 PM

How do magic and media overlap to produce astonishment? Topics covered include the influence of photography, movies, and TV on the development of magic; how new technology from radio to nano-plastics created and/or exposed certain magic tricks; how the realism of magic is furthered or fractured by film; and how perspectives on magic have unfolded over time. By the end of this course, students will have a firm grasp on many elements of performing magic and will know how to produce astonishing movies.

Sofia Augustine-Adams is a Utahn majoring in International Literary and Visual Studies with a focus in Film, Spanish, and Chinese. When she is not making films Sofia is criticizing them, dreaming about them, and watching them. She is extremely excited to teach for the fourth semester in a row.

Max Ribbons is a juggling and magic coach at Circus Smirkus. At Tufts, he is a junior studying film and media studies and child study and human development.

EXP-0014-S. Music for Social Change

1.0 credit, Letter Grading
Thursday, 6:00–8:30 PM

How can music serve as a vehicle for social change? This course provides an overview of the ways that music and other arts can promote education, alleviation of poverty, conflict resolution, peacebuilding, post-trauma recovery, mental health and social justice, drawing on scholarship from all of these fields. We'll look at orchestras in poor barrios of Venezuela and inner-city schools in the US, Afro-Reggae groups in Brazil's most violent favelas, peacebuilding programs in Ireland and the Middle East, healing and resilience among former child soldiers and refugees, songs in the civil rights, anti-apartheid and environmental justice movements, music and the Arab spring, prison choirs, and more. The goal is to foster robust conversations on the many ways that music can serve as a significant social resource and mobilizer, drawing on case studies, presentations, guest speakers, readings, videos, musical activities, and the personal experiences of participants. Students are not expected to have a background in music or any of the other course subject areas.

Elke Jahns-Harms received her PhD in International Development from the Fletcher School in 2014, hold a Master's in Music, a Master's in Public Affairs, and performs professionally on classical and Native American flutes. She has worked in Central and South America, East Africa, and Antarctica, on projects related to alleviation of poverty, environmental protection, HIV/AIDS, gender equality, and music education.

EXP-0016-S. Thinking Through Color

*1.0 credit, Letter Grading
Wednesday, 6:00–8:30 PM*

Are you ready to see color in a new way? This interdisciplinary course uses video/media production as the impetus for investigating the social, historical, artistic, and philosophical meanings of color. Using the rainbow to structure the semester's exploration of color, this course encourages the interplay between philosophy and aesthetics; media production provides an outlet for deeper analysis of and engagement with theory, and theory provides a unique backbone and inspiration for media projects.

Billy Palumbo is an experimental filmmaker, writer, and adjunct faculty member at Emerson College, where he has taught film production and experimental film history. He received a BA in Film Production, strongly focusing on experimental film production, and an MFA in Media Art from Emerson College.

EXP-0018-S. Personal Career Development

*0.5 credits, Pass/Fail Grading
Wednesday, 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 and writing assignments, self-analysis, and classroom activities, 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.

Nicole Anderson is the Assistant Director of the Tufts Career Center, specializing in programming for first years, sophomores, and international students, and providing 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 a Master of Arts in Higher Education Administration from Boston College.

EXP-0020-S. The Lives of Scientists: Biology and the Art of Memoir

*1.0 credit, Letter Grading
Tuesday, 6:00–8:30 PM*

What is it about living things that drives people to devote their lives to the study of biology? How are the questions scientists ask inspired by their experiences or bounded by their prejudices? Who is included and excluded from the scientific community? What are the struggles, failures, and triumphs behind the facts that

wind up in textbooks? Biology is the science of life on planet earth, and by closely reading biologists' memoirs we will address such questions. Although science is the pursuit of objective truths, all great discoveries are made by people who ultimately perceive the world through their own subjective lenses. The course will use personal narrative to explore both biological truths and the human minds that discovered them.

Clare Parker Fischer has a passion for all areas of biology. She is a voracious reader and loves thoughtful science writing. Her current research involves the stress response in wild birds.

She is PhD candidate in the Tufts biology department.

EXP-0021-US. Understanding Code, Software, and Computation

1.0 credit, Pass/Fail Grading

Monday and Wednesday, 6:00–7:15 PM

How can computer science and programming skills be applied to any field, from humanities and social sciences to language? The course will explore the nature of software, from Alan Turing (the subject of *The Imitation Game*), to Linus Torvalds and beyond. Examples from politics, finance, medicine, forensics, international relations, and other domains in the real world will be used to explore programming, computation theory, computer security, web development, and scripting. This course will be a fast-paced opportunity to build fundamental technical skills and literacy in the digital world.

Arthur Berman is a senior majoring in Computer Science. He is preparing for a full-time career as a Software Engineer with Microsoft and has worked at Microsoft as an intern. At Tufts, he has been a teaching assistant for Comp40 and Comp105, and he developed the curriculum for Game Development.

EXP-0022-US. Applied Entrepreneurship

1.0 credit, Pass/Fail Grading

Tuesday, 6:30–9:00 PM

Entrepreneur (noun): a person who organizes and operates a business or businesses, taking on greater than normal risk in order to do so. This class will examine the experience of entrepreneurship and the variety of challenges that burgeoning entrepreneurs will experience as they shape, test, and execute ideas. The course will examine foundational questions like: What separates viable ideas from poor ideas? What are realistic expectations? How do products go to market? Ultimately, students will learn what entrepreneurship means for them.

Ian Leaman and **Ethan Kopit** are two of the three co-founders of the Tufts student tech company, Mimir Insights. Over the course of two years, the co-founders have built a company designed to help biomedical laboratory supply companies provide equipment and services to scientific researchers. In this time, they have conducted hundreds of interviews, written over 100,000 lines of code, and currently employ six other Tufts students.

EXP-0028-US. Baseball Analytics

1.0 credit, Pass/Fail Grading

Thursday, 6:00–8:30 PM

Ever wonder how Fenway Park affects hitters and pitchers, how many runs or wins we should expect Bryce Harper to add to a team, or why Clayton Kershaw's curveball is so good? This course will be an introduction and immersion into baseball analytics, or sabermetrics, for people of varying levels of familiarity. We will explore current metrics used in the public sphere to analyze and evaluate players, strategies and teams, as well as teach basic statistical modeling and data science skills that will allow students to carry out their own research in baseball or in other fields. The course is designed to be relaxing, informative and fun for students regardless of their familiarity with baseball or mathematical modeling.

Matthew Yaspan and **Morris Greenberg** are both seniors at Tufts who took this course as freshmen. This past summer, Matthew and Morris both worked as statistical analytics interns for the New York Yankees and the Washington Nationals, respectively, and have in the past worked for websites FanGraphs and Baseball Prospectus. They are passionate to share their love of baseball and knowledge of statistical analysis with the Tufts community, where they both serve on the executive board of the Baseball Analysis at Tufts (BAT) Club.

EXP-0029-US. Ropes, Rocks, and Avalanches: An Introduction to Technical Rescue

*1.0 credit, Pass/Fail Grading
Tuesday and Thursday, 6:30–7:45*

This course is an introduction to mountain rescue in both dry weather and winter settings. An emphasis will be placed on both decision-making in dangerous mountain terrain to optimize safety as well as the actual practice of mountain rescue techniques. Class time will be split between seminar-style in-class workshops and hands-on fieldwork practice. By the course's end, students will become proficient in rope rescue techniques, avalanche rescue, and survival practices. In addition, students will develop decision-making skills required to help avoid danger while traveling in mountain and wilderness terrains.

Ari Schneider has spent over eight years heavily involved in the ski industry with four years of outdoor trip leadership and coaching experience in backcountry/freestyle skiing and wilderness backpacking. His outdoor education interests are geared towards optimizing safe travel in backcountry and avalanche terrain in order to minimize accident risk. Ari is currently a junior Political Science major and is the director of the backcountry ski program for the Tufts Mountain Club.

Zephyr Feryok is an avid climber, hiker, and mountaineer from Southeast Alaska. He has over nine years of experience in rock, ice, and alpine environments and outdoor education, and has spent several years working for Sitka Mountain Rescue as a technical rescuer. Zephyr has presented at national and international search and rescue conventions and has worked in the gear industry designing new products for rope rescue. Zephyr is a senior Mechanical Engineering major and is the Operations Director for the Tufts Mountain Club.

EXP-0030-XS. Writing Fellows Scholarship and Practicum

*0.5 credits, Letter Grading
Thursday, 4:30–5:45 PM*

This course is for Writing Fellows who have already completed the Writing Fellowship Seminar. The course will allow us to deepen our knowledge and understanding of writing center scholarship and writing tutoring pedagogy, as well as consider how these relate to our own writing and tutoring practice. Writing Fellows will be given the opportunity to determine readings and focus for the class and will develop independent research or conference proposals.

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-0033-S. Community Emergency Response Training

0.5 credits, Pass/Fail Grading

Wednesday, 4:30–5:45 PM

The Community Emergency Response Team (CERT) Program educates people about disaster preparedness for hazards that may impact their area and trains them in disaster response skills, such as medical operations, fire suppression, disaster psychology, and light search and rescue. Using the training learned in the classroom and during exercises, CERT members assist others in their community following an event when professional responders are not immediately available to help. CERT members also support emergency response agencies by taking a more active role in emergency preparedness projects.

The Campus Community Emergency Response Team Program is a branch of the CERT program, tailored for institutions of higher education. The course consists of eight units and culminates in a hands-on disaster simulation that allows participants to experience an emergency as an on-scene responder. Upon completion of the program, participants receive a certificate that identifies them as an emergency response team member during disaster response. This training will provide you with the skills you will need to assist the Tufts Community and the Department of Public & Environmental Safety in responding to a real-world emergency or disaster.

Matthew Hart is a Continuity Planning Specialist in the Department of Public & Environmental Safety. In this role he assists departments across the university in developing their own plans to cope with emergencies and disasters. He received a B.S. in emergency management from Massachusetts Maritime Academy and has earned the Associate Emergency Manager credential through the International Association of Emergency Managers.

EXP-0035-AS. Basic RAD

0.5 credits, Pass/Fail Grading

Monday, 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-BS. Basic RAD

*0.5 credits, Pass/Fail Grading
Tuesday, 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-0036-S. Advanced RAD

*0.5 credits, Pass/Fail Grading
Thursday, 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.

Students are required to have taken Basic RAD.

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

EXP-0037-S. Dope Fiends, Addicts and Junkies: Marginalized Identities and Lived Experiences

*1.0 credit, Letter Grading
Tuesday, 6:30–9:00 PM*

Who becomes addicted to heroin and why?

Taking the position that languages helps shape reality and that addiction is not only a physical, but also a social and emotional experience, this class hopes to assist students in developing their own sense of what it means to view identities as ongoing social accomplishments.

Integrating research methods from sociology, anthropology, and applied linguistics, this class will introduce students to various approaches with which to investigate the lived experience of marginalization. With a focus on heroin and substance abuse, this class will present various ways to study the discursive construction of marginalized identities. This class seeks to call attention to the human dimension of addiction

and illustrate how the social sciences can be beneficially applied to social and public health issues.

Kristen Lindblom is a teacher and researcher focusing on identity, marginalization, and masculinity. She also works with recovering heroin and opiate addicts in Massachusetts. She received a Ph.D in Applied Linguistics from the University of California, Los Angeles.

EXP-0040-S. Storytelling and Social Justice

1.0 credit, Letter Grading
Wednesday, 6:00–8:30 PM

Toni Morrison said, "Narrative is radical, creating us at the very moment it is being created." Narrative is powerful as well. In this course we will examine the narrative of current movements for social justice. Often, when we think of climate change, poverty, hunger, racism, and institutionalized sexism we are overwhelmed. Yet throughout the world a different story is lived and told; people grapple with these issues and achieve nonviolent social change. As Ursula LeGuin said, "Power can be resisted and changed by human beings; resistance and change often begin in art, and very often in our art—the art of words...."

As we listen to the stories that surround social justice issues, the class will examine through readings, video and discussion and practice how story functions. We will engage with stories of the status quo, stories of resistance, and stories that transform the teller and the situation. The instructor's wide experience in training storytellers and her connections to leaders of local struggles, readings from journals and the popular press, digital media, oral storytelling and the art form will inform our understanding. Students will learn to tell their own personal story and a story about an issue or struggle that they are interested or directly involved in.

Norah Dooley (A '76) is a master teacher and children's author. Norah has been a featured storyteller at conferences, festivals, elementary schools, and libraries throughout the country. She is the co-founder of massmouth.org and the Greater Boston story slam series, now in its fourth year. Her *Stories Live* curriculum developed from her 20 years as a performing artist and educator has been embraced by a dozen high schools in the past 3 years. Norah has successfully adapted her engaging, interactive lessons for business, therapeutic uses, and entertainment purposes for storytellers of all ages.

EXP-0041-S. Aisles of Uncertainty: Re-Imagining Supermarkets for a Sustainable Future

1.0 credit, Letter Grading
Tuesday, 6:00–8:30 PM

Will the rising number of local, organic, cage-free, fair trade, and sustainable foods address the failings of the industrial food system? Can new technologies, business models, reporting methods, and management strategies turn food retailers into champions of healthy, safe, ethical, secure and sustainable food? This course discusses the challenges to progress and explores the most ambitious and innovative efforts to create a sustainable food system by redesigning how food is bought and sold. To deepen our understanding, the class visits food retail stores and hears from industry leaders, entrepreneurs, nonprofit organizations, and government professionals.

Robert Guillemain is the Grocery Sector Lead for the Environmental Protection Agency's Sustainability and Innovations Unit in New England. He works with state environmental programs, trade associations, and not-for-profit organizations to promote sustainable business practices within the food retail sector.

Peter Cooke is the Program Development Manager for the Sustainable Economies

Program at the [Manomet Center for Conservation Sciences](#) in Plymouth, MA, where he launched the Grocery Stewardship Certification program, the world's first comprehensive grocery sustainability certification programs with over 300 member stores.

EXP-0042-S. Right to Privacy in Modern America

1.0 credit, Letter Grading
Tuesday, 6:30–9:00 PM

Warrantless wiretapping? No-knock raids? E-mail and credit hacks?

Each and every one of these issues, and far more, have arisen before the United States Supreme Court in recent years, expanding and contracting the breadth and scope of our right to privacy. Even in a new era of government, the scope of the right to privacy remains at the forefront of the collective American conscience.

This course will explore how Constitutional law has shaped the nature of the right to privacy and how the right may be evolving in modern America. We will concentrate on three particular areas: (1) privacy rights specifically enumerated in the Constitution, (2) privacy rights that have been read into the constitution, and (3) emerging ideas that may necessitate the extension or expansion of historically-established concepts of privacy.

Douglas Martland is an Assistant Attorney General for the Commonwealth of Massachusetts. He previously clerked for the Honorable Justice Gary Katzmann of the Massachusetts Appeals Court and for the judges of the Superior Court of Massachusetts.

Steven Sharobem is an Assistant Attorney General for the Commonwealth of Massachusetts. He previously clerked for the Honorable Justice William Cowin of the Massachusetts Appeals Court and for the judges of the Superior Court of Massachusetts.

This course has been successfully taught a number of times in the Experimental College.

EXP-0043-S. Leadership, Justice, Service, and Change

1.0 credit, Letter Grading
Tuesday, 6:00–8:30 PM

Note: the meeting time has changed to Tuesday only.

Why lead? Students will be introduced to a number of theoretical frameworks in the fields of leadership, service, and social justice. In LJSC the notions of leadership, identity, oppression, activism, advocacy, and imagery will be explored. Attention will be given to specific issues related to leadership styles, types, and the connection to social justice and identity through exploring leadership through the lens of social justice. This lens includes the key elements of identity: gender, sexual orientation, race, religion, ability, age, culture, and class. This course is for anyone, whether you've taken on leadership roles before or not.

Denise A. Phillips is the Program Administrator for the Africana Center and a longtime member of the Tufts community.

Jerome Holland, Jr. is the Associate Director of Residential Life and Learning. He received his Masters of Science in Education & Allied Professions from the University of Dayton.

EXP-0044-S. Fatness: Body Politics in Modern America

1.0 credit, Letter Grading
Monday, 6:00–8:30 PM

What does it mean to be fat in the United States? And how do these meanings shape opportunity, life chances, privilege and oppression? Using theoretical lenses such as feminism, queer studies, and ethnicity studies, this course will explore social, cultural, and political considerations and constructions of fat bodies, and how lived experiences are mediated and informed by body size. We will look at intersections of body size/fatness and gender, race, class, sexuality, ability, and other social constructs, and think critically about how representations of fatness in the media, medicine and health discourse, as well as in the fashion and beauty industries, inform how we think about and approach fatness.

Katherine Phelps's research interests in gender and body politics, as well as her own corporeal experiences, have guided her scholarship and knowledge within Fat Studies, cultural and social theories of fatness, and the lived realities of fat people. She is a doctoral student in the Sociology department at the University of Massachusetts, Boston.

EXP-0047-XS. The Business of Documentary Filmmaking

0.5 credits, Letter Grading
Wednesday, 6:00–8:30 PM

This is a half semester course

You may have a wonderful story to tell, but if you cannot convince funders that you also know how to realize that story - with a compelling narrative, budget, timeline and distribution plan that are in perfect harmony - then you will not get the funds you need. An independent producer is also the CEO of his/her own project, and needs expertise in the business of filmmaking as well as in creative storytelling. In this intensive half-credit course we will look at what a producer has to know during development, production and distribution. Students will create a production management plan for a (fictitious) commissioned program for PBS, using tools that will be applicable to any project developed later for film or television. The class will end with short pitches by each student.

Kathryn Dietz is currently Visiting Artist at the Eliot Pearson Department of Child Study and Human Development at Tufts, where she is creating a new digital film series about neurodiversity, "Stories from the Spectrum." She is an award-winning producer and co-founder of [Ambrica Productions](#), a New York-based company through which she produced several prime-time PBS documentaries that have been seen internationally and won numerous awards and honors. She has also produced, written and directed local and online films, and is currently executive producing a film for PBS. Most recently she was executive director of [Filmmakers Collaborative](#), an organization that supports independent filmmakers.

EXP-0048-S. The Crisis Game: Public Safety, National Security and Accuracy in Journalism

1.0 credit, Letter Grading
Thursday, 6:00–8:30 PM

How can communicators steer both their leadership and press while a crisis is unfolding unexpectedly,

abruptly and in real time? This course will explore crisis management through government press and communications operations, and will consider what constitutes good journalism: how is it still possible for news organizations to provide serious, informative reporting in an age of a thousand news outlets? The majority of classes will have a crisis game: a role-playing exercise where students will be presented with an unfolding situation with the potential to develop in either crisis or scandal. Students will also learn about serving clients and constituencies and how to balance competing interests. Finally, students will learn best practices and lessons learned in public crisis communication.

Nanda Chitre (J '85) has served in the Clinton and Obama Administrations as an on-the-record spokesperson. She was Deputy Assistant to the President and Deputy Press Secretary to President Clinton. Nanda has also worked on the NBC series *The West Wing*. Most recently, Nanda served as Acting Director for Public Affairs at the U.S. Department of Justice and as a Senior Advisor at the U.S. State Department.

EXP-0049-US. From Sampling to Blurred Lines: Conflicts of Ownership in the Era of Recorded Music

1.0 credit, Pass/Fail Grading
Tuesday, 6:00–8:30 PM

Since the advent of audio recording technology, the music industry has been in a state of crisis over defining ownership and authorship to pieces of music. Recent legal cases involving copyright law, like that of *Blurred Lines* and Marvin Gaye's estate, have spotlighted this crisis. How do we, as consumers of music, understand what it means to author a piece of music, and how do we deconstruct the narrative of the solitary musical genius? This course will be an interdisciplinary study of the intersection of music, society, and philosophy through several key conflicts in music ownership. Class discussions will focus on reading and listening examples ranging from Taylor Swift and J-Dilla to Nirvana, John Cage and Radiohead.

Erik Broess is a senior studying Music and Biology. He is interested in musicology and listens to a wide range of music.

EXP-0051-CS. Advanced Narrative and Documentary Practice

1.0 credit, Letter Grading
Wednesday, 4:30–7:00 PM
Friday, 9:30 AM - 12:00 PM

This course is a continuation of *Introduction to Narrative and Documentary Practice* taught last fall in the Experimental College.

Each student will produce his or her proposed story under the individual guidance of the instructor. Student projects can employ a wide range of storytelling styles, including but not limited to investigative, historical, biographical, and autobiographical. They can address significant social, economic, political, and environmental issues, as well as capture and convey contemporary memory, life, and culture. The students will work closely with the instructor and other practitioners, constantly crafting and editing their projects and developing their own unique voice. Each project will be scrutinized for thorough and accurate research, original and ethically grounded reporting, and engaging storytelling. At the end of the semester, the stories will be published on the web. In addition, students will have regular opportunities to meet collectively, engage in peer review, and share stylistic and workflow strategies.

This course counts toward the Film and Media Studies Major and Minor as a Practice Elective; toward the Mass Communications and Media Studies Minor as a Media Practice elective; and

toward the Film Studies Minor as a Film Practice elective.

Please Note: While this course is designed as the logical next step for students who've completed the introductory level class in the fall, individuals who did not participate in the fall class may contact the instructor to determine whether or not they have the necessary preparation for joining this semester.

This course is High Demand. Interested students MUST attend the first class meeting.

Gary Knight is a renowned photojournalist whose work – from South East 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-0052-US. Dark Topics in American TV Comedy

1.0 credit, Pass/Fail Grading

Monday and Wednesday, 6:00–7:15 PM

Death, racism, terminal illness, and the Holocaust don't seem like issues to be tackled by American sit-coms and animated features, but these topics and more are an integral part of American TV comedies. The course will examine specific instances of contemporary television where such humor is found. We will consider the philosophy of why we joke about these topics, why these and not others, and what makes the humor successful or unsuccessful.

Jacob Barr is a senior at Tufts majoring in English and minoring in Communications and Media Studies. He is an active member in Tufts Stand Up Comedy Collective and The Institute Sketch Comedy.

Sam Gordon is a junior at Tufts majoring in English and minoring in Communications and Media Studies. He is an active member in Tufts Stand Up Comedy Collective, The Institute Sketch Comedy, and is the current artistic director of the sketch group Major: Undecided.

EXP-0053-US. Horror Film: Why We Make and Consume It

1.0 credit, Pass/Fail Grading

Tuesday and Thursday, 6:00–7:15 PM

Why do we have such a fascination with horror films? This course will use a selection of twelve films to discuss 1) why horror films are made, and 2) why we view horror media. Attention will be paid to the historical context and sociopolitical subtext of the films, as well as the interplay between creative auteurs and profit-driven studios. Students will gain an appreciation of horror as a complex and multi-faceted medium, while garnering a respect for the different aesthetics and styles that make it unique for production and consumption.

Samuel Kitchens is a junior majoring in Clinical Psychology. A first generation college student from Tennessee, he plans to become a Clinical Social Worker. He has also been described as a rejected Flannery O'Connor antagonist.

EXP-0055-S. 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-CS. From 'Why Not' to Wi-Fi: A History of American Broadcasting

1.0 credit, Letter Grading
Wednesday, 6:00–8:30 PM

A mere century ago, the word 'broadcasting' was a farming term for the method casting seed widely. Today, no one associates 'broadcasting' with agriculture. This course will explore the amazing evolution of American electronic media, from its embryonic beginnings in the garages of a few thousand enthusiasts to its current state as a multi-trillion dollar industry that connects people in ways that could not have been imagined just three decades ago. Beginning with radio—the first mass medium and the one that lay the foundation upon which all subsequent media was built—this course will trace the growth of electronic media and will explore how programming (content) changed and adapted with each new technology. Of equal importance, media is at once an influencer of society and a reflector of it, and so we will examine the ways in which broadcast, and in turn the internet, has dealt with and radically affected cornerstones of society, including music, religion, sports, and politics.

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.

Anthony Rudel is the Station Manager at WCRB-FM at WGBH. He has worked as the on-air host for New York's classical radio station WOXR and later served as the station's vice president for programming. After leaving WOXR, Rudel held positions in the arts world, including stints at the New York International Festival, Lincoln Center, and the Kennedy Center. He then worked for Hearst Magazines before launching *Classic CD Magazine*. Rudel has written four books on classical music and radio, including *Classical Music Top 40*, *Tales from the Opera* and *Hello Everybody! The Dawn of American Radio* and is a frequent lecturer on music and broadcasting.

EXP-0057-S. Radio Journalism and Audio Storytelling

*1.0 credit, Letter Grading
Thursday, 6:30–9:00 PM*

We've all heard captivating stories on National Public Radio, but how are they created? This course will cover the narrative and technical elements of producing compelling radio and audio stories. Each class will focus on a different element of the process, including interviewing, broadcast writing, story structure, voicing, and mixing sound-rich stories in multi-track editing programs. This is a workshop class, in which students will produce three NPR-style feature stories.

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

Craig LeMoult (A '88) is a reporter for WGBH Public Radio in Boston and is a graduate of the Columbia University Graduate School of Journalism. His stories have received a number of national and regional awards, including two national Edward R. Murrow Awards, and an award from the Society of Professional Journalists.

EXP-0058-CS. Social Marketing

*1.0 credit, Letter Grading
Monday, 6:00–8:30 PM*

Do we sell ideas the same way we hawk iPads? Are identical emotional strings pulling us to choose a president as to purchase an Impreza over a Prius? Are memes really the genes of our moral, social and cultural constructs? In our media saturated environment, the same tactics that create consumer lust, can also make us care about and invest in social causes, belief systems and political ideologies.

We will explore why this is so through the theories that underlie the art of mass persuasion. But we will also learn by working for six local non-profit organizations. Students will form teams that will each operate as a real-world marketing consultant to its non-profit "client." They will analyze their clients' communications and marketing goals and produce a customized marketing communications plan that includes both strategies and tactics such as logos, web pages, print materials, digital media, or event and outreach concepts. Each class will include analyses of websites, advertisements and various campaigns. Guest speakers from the industry will add their perspective.

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

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-0059-US. To Millennials and Beyond: The Future of Advertising

*1.0 credit, Pass/Fail Grading
Tuesday, 6:00–8:30 PM*

"Millennial Mania" is transforming today's marketers. This highly sought-after demographic has become the target for brands seeking to firmly establish themselves in the lives of young people. The next generation, Gen Z, will necessitate equally groundbreaking shifts to accommodate new social, cultural, and communication trends. This course will examine how brands integrate themselves into the lives of digital natives, and how brands have shifted their missions, messaging, and structure to speak to shared generational belief systems. Some of the themes we will explore throughout the semester include corporate social responsibility, the new celebrities of Vine and YouTube, music marketing, and online shopping. As millennials ourselves, the course will enable us to unpack our own relationships with brands.

Jahna Silberberg is a senior majoring in English and minoring in Mass Communications and Media Studies. She has experience in project management, account management, and brand strategy at advertising agencies in both New York and Boston. She closely follows consumer trends, loves perusing food and design blogs, and writes fiction stories.

Alexis O'Connell is a senior majoring in English and minoring in Communications and Media Studies. Having worked at several Boston-based startups and an advertising agency, she has engaged with a range of digitally-focused marketing challenges. She loves words, brainstorming, and spicy food.

EXP-0062-S. Natural Resource Conflicts: The Struggle for Earth's Diminishing Wealth

1.0 credit, Letter Grading
Monday, 6:00–8:30 PM

What are the implications of an ever-diminishing supply of natural resources on the presence of conflict around the world? Are we, living in the United States, connected to and somewhat culpable for distant disputes over oil reserves, coal and copper mining deposits, and even the timber used to make furniture? Does our wasting of energy, use of cell phones, and construction of supersize houses make us somewhat culpable when clashes take place? The course covers these and related questions about the role of natural resource scarcity in national and international conflict. Students will learn about conflict theory as well as technical aspects of global environmental change. This course is interdisciplinary in nature, combining approaches from both political science and environmental studies.

David Sussman (F '15) recently taught the ExCollege course, *The Refugee Journey*. He has studied and researched abroad, focusing on the intersection of development, the environment, and migration. He has also worked with CARE Nicaragua to examine how communities prepare for potential natural disasters. He recently completed his PhD in International Relations at the Fletcher School.

EXP-0064-S. Research Ethics and Methodology

0.5 Credit, Pass/Fail Grading
Monday, 6:00–8:30 PM

This course begins February 1, 2016 and runs for ten 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 Administrator 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-0066-S. Women in the Islamic Middle East

1.0 credit, Letter Grading
Wednesday, 6:00–8:30 PM

What factors determine the changing roles of women in the Islamic Middle East? This course offers an introduction to the status and roles of Muslim women of the Middle East, including the Arab World, North Africa, Turkey, and Iran, from the pre-Islamic era to the modern period. Given the complexities of the relationship between men and women, the readings explore key ideas about women that were developed by major male scholars, including Ulama (clergymen) and intellectuals. By focusing on women's activist movements throughout history, this course examines the social changes brought about by Muslim and non-Muslim women who claim their rights within the family and in society and politics. We will apply an interdisciplinary approach using concepts from history, literature, art, and other fields.

Maryam Kamali is an Iranian scholar, writer and translator whose research focuses on the social history and historiography of the Middle East and Central Asia. She has a PhD in history from Tehran University, and is presently a visiting postdoctoral Fellow at the Center for Middle Eastern Studies at Harvard University. She is also the director and chief editor of the Iranian Medieval History website, www.Iranianmedievalhistory.com.

EXP-0068-S. Sufism in Islam: Mysticism, Ritual and Society

1.0 credit, Letter Grading
Monday, 6:30–9:00 PM

How did mysticism and mystics influence medieval society and ritual in the Middle East? What was Sufism's relationship with what modern scholars call "orthodox Islam"? Are Sufis and their particular brand of piety indigenous to the Islamic tradition? Why were Sufis so successful in spreading their traditions across the Muslim world? Is Sufism still relevant to the modern Muslim? This interdisciplinary course will examine various aspects of religion and the religious experience in Islam through the lens of Sufism, using methods and approaches from history, religious studies, anthropology and social studies. Beginning with the development of Sufi thought in mid-ninth century Iraq, the focus of this course is on the social and cultural effects of Sufism across time.

Rubina Salikuddin is an advanced PhD candidate in the Department of History and at the Center for Middle Eastern Studies at Harvard University. Her research focuses on the intellectual and social history of medieval

Iran and Central Asia, particularly with regard to religion and piety. She has also led courses on major topics such as gender and sexuality in the medieval Middle East.

EXP-0072-S. Conflict! New Ways of Thinking About Life's Challenges

1.0 credit, Letter Grading

Thursday, 6:00–8:30 PM

Would you like to reduce stress and conflict in your life? This class will help students develop their own personal method to transform the adversity of conflict into strength and productive advantage. Students will begin by learning the fundamental building blocks and root causes of conflict, along with the dynamics of conflict-driven anger, disappointment, paralysis, and falsehoods. By deciphering conflict, students will learn to re-engineer the typical pathways to conflict in order to harvest its positive energy with a re-purposed perspective. The course work will include consideration of epic legal battles and the essence of the Rule of Law, advances in psychology and study of brain function, and historical, spiritual and religious events and teachings related to anger and conflict. With engrained reminders and tools to help curb habitual reactions to conflict, engage others in productive dialogue, dissect and diffuse issues, and identify positive energy, students will learn to adapt and transform conflict with gusto.

Neil Chayet (A'60) is best known for his daily nationally syndicated CBS radio program, "Looking at the Law." In 40 years of continuous daily broadcasts, he has reported on nearly 10,000 epic legal battles. He has also appeared on the Oprah Winfrey Show, Ted Koppel's Nightline, and the Montel Williams Show. As a lawyer and consultant Neil has specialized in the formation of "deep coalitions" which have addressed and resolved major conflicts in the field of law and medicine. He holds a J.D. from Harvard Law School, and is a member of the faculty of the Harvard Medical School, Department of Psychiatry, at McLean Hospital. He also holds a faculty appointment at the Cummings School of Veterinary Medicine at Tufts, serves on the Tisch College Board of Advisors, and is a former Tufts trustee.

EXP-0074-S. Racial and Ethnic Disparities in the Juvenile Justice System

1.0 credit, Letter Grading

Wednesday, 6:30–9:00 PM

Why are youth of color detained more often, punished more harshly, and experience worse outcomes than white youth in juvenile court? How do we move from *recognizing* that this occurs to *changing* the system? This course will be an exploration of the impact of race and ethnicity on a young person's journey through the juvenile justice system. By tracking this journey, the course will explore the current juvenile delinquency system in Massachusetts with a focus on the impact of race and ethnicity on outcomes. The goal is to think about how to achieve fairness, justice and equity for youth of color.

Mona Igram is the Attorney-in-Charge of the Youth Advocacy Division of the public defender agency, the Committee for Public Counsel Services (CPCS), for the Lowell and Lawrence office. She supervises attorneys and staff, as well as handles a caseload of young people charged with juvenile delinquency and youthful offender charges. She also serves as co-chair of the Essex County Juvenile Detention Alternatives Initiative Committee to Reduce Ethnic and Racial Disparities in Detention. She earned a *Juris Doctor* from the State University of New York, Buffalo, School of Law, and has worked as a public defender and in private practice.

EXP-0076-S. Crime and Punishment: Contemporary Issues in Criminal Justice

1.0 credit, Letter Grading

Monday, 6:00–8:30 PM

Do we as a society truly care about convicting the innocent? Does the law guarantee fairness? The course will begin with an historical overview of the development of criminal law, using common law and statutory-based case reviews. A brief review of the functional components of the system will be followed by a focus on the interdisciplinary aspects of criminal law and its relationship to our social experience. Issues such as recidivism, solitary confinement, the collateral consequences of conviction, racial profiling and the death penalty are examples of the topics that will be covered. The main objective will be to arrive at an understanding of the evolutionary nature of crime and the criminal process and to critically evaluate our differing conclusions about major justice issues.

George Muksian has served as chief legal counsel for the Rhode Island Department of Elementary and Secondary Education since 2010. Prior to his current position, he practiced law for over 20 years in the Rhode Island courts as a state public defender and city prosecutor.

EXP-0082-S. Innovation, Entrepreneurship and Startups

1.0 credit, Letter Grading

Monday, 6:30–9:00 PM

You can't walk down the streets of Boston without hearing the buzz about innovation.

But what is an innovation ecosystem? And how does an entrepreneurial cluster actually get built? In this course, students will study public and private mechanisms for promoting entrepreneurship in urban areas, using Boston's cluster as a case study. It will build upon lessons learned about growing entrepreneurial ecosystems by having students draft a proposal and business plan for a startup.

Sandra Kreis (F'09) was named one of BostInno's "50 on Fire" innovators in December 2015, and was a 2014 winner of the Entrepreneur's Data Jam, held annually at Google's New York City headquarters. She is currently the Chief Commercial Officer and founding member of Drafted, a mobile app in the hiring space that is backed by \$2.5M in venture funding. Prior to joining Drafted in April 2015, she was the Entrepreneur in Residence at Blade, a \$20M startup foundry that focuses on finding the next and greatest consumer-based applications in both hardware and software in Boston. She has also served as the Senior Business Development Manager for the Massachusetts Clean Energy Center, a quasi-public agency charged with supporting the clean energy ecosystem across Massachusetts. She holds a M.A.L.D. from the Fletcher School at Tufts University, where she co-founded the Fletcher Energy Consortium. A version of this course was taught in Spring 2015.

EXP-0084-S. Leadership in Philanthropy

0.5-1.0 credits, Letter Grading

Monday, 6:00–8:30 PM

Suggested background for this course: completion of EXP-0046, OR experience working in or with foundations, OR experience applying for or evaluating grant proposals.

A continuation class of *Experimenting with Philanthropy* and *Philanthropy, Nonprofits, and Community*, allowing for deeper exploration of giving through the lens of leadership. Working with grants from the Gantcher Family and the Highland Street Foundation, students will have \$35,000 to award to local nonprofit organizations through both an RFP process and a direct giving approach. Students will read classic thinkers in leadership, recent journal articles, and explore leadership in contemporary social media. Students will work in pairs and small groups to learn from local philanthropic leaders, exploring strategies and characteristics of effective social change leadership. The class will also be responsible for hosting a service project or learning event (e.g. speaker panel) on leadership for the Tufts community. This highly experiential, reflective learning experience will foster discussion and learning together, and opportunities to practice their own leadership through a variety of activities and projects. The goal is that students in this class will be the founding members of a proposed year-round Tufts philanthropy program, and will have the opportunity to shape the nature and scope of this proposed initiative.

This course is supported by a generous gift from Alice and Nathan Gantcher, and by the Highland Street Foundation.

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 a doctorate in education from the Fielding Graduate University. She has taught previously in the Experimental College.

EXP-0086-US. How to Sell Drugs: The Economics of Big Pharma

1.0 credit, Pass/Fail Grading

Monday and Wednesday, 6:00–7:15 PM

How can something the size of a Tic-Tac cost \$5,000? Have you ever wondered if Lipitor™ is right for you? Don't ask your doctor - ask us! This course will bring to light the hidden side of the pharmaceutical industry in America by lifting the veil on the behind-the-scenes research, production, clinical trials, advertising, and distribution processes. Through topical examples combined with academic case studies, students will become both empowered and critical consumers.

Charles Wiebe is a senior at Tufts double-majoring in Economics and Community Health. He has focused his efforts outside of the classroom on conducting community-based research in and around Boston. As a sophomore he was the co-coordinator of Tufts' Peer Health Exchange, and he is currently working at Children's HealthWatch Boston as a policy and research intern. He plans to pursue a master's degree in Public Health and Policy after graduation.

Alexandra Erath is a senior at Tufts double majoring in Economics and Biopsychology and following a pre-med course of study. Her interest in pharmaceuticals was sparked by a class project on pharmaceutical advertising and by extreme media coverage of the evils of the industry. On campus she has served as an executive officer for both Kappa Alpha Theta and TEMS, and she also writes for the Admissions office. After graduation she will be working in pharmaceutical consulting, with the ultimate goal of pursuing a combined MD/MBA degree.

EXP-0087-S. Microfinance

*1.0 credit, Letter Grading
Wednesday, 6:30–9:00 PM*

What if you could give \$25 to a business owner in an underdeveloped nation and the impact would be that they could feed, educate, and clothe their children for the next 10 months? Would you believe this is possible?

In the world of microfinance anything is possible and extraordinary results can be achieved.

In this course, we'll address how these achievements can be made and we'll take a comprehensive look at microfinance and its impact on people and societies. After forming a solid understanding of the various products offered under the microfinance umbrella (i.e., microcredit, microsavings, microinsurance), we'll collaborate to examine opportunities for domestic and international microfinance initiatives. Students will actively participate in the microfinance market by lending to an actual business owner of their choice, analyzing real-time case studies from around the globe and interacting with Boston-area microloan recipients.

This course is supported by the Experimental College's Distler Family Endowment, the aim of which is to provide students with courses that bridge the academy and the world of work.

Adam Grenier is a former Fellow with Kiva.org, a leading online microfinance lending community whose mission is to connect people through lending for the sake of alleviating poverty. As a Kiva Fellow, Adam worked with Salone Microfinance Trust (SMT) in Sierra Leone, a non-governmental organization that serves the financial needs of over 6,000 microfinance clients. In 2011, Adam traveled to Colombia to document the impact of microfinance in underdeveloped areas of Barranquilla and Cartagena. Most recently, Adam traveled to Mongolia on behalf of Kiva to research and author a case study on loans distributed to offset air pollution in the capitol city of Ulaanbaatar. He has successfully taught this course a number of times in the Experimental College.

EXP-0091-AS. Inquiry: The Future of Europe

*0.5 credits, Letter Grading
Wednesday, 12:00–1:00 PM*

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. Students in the course will mentor a high school delegation, both in learning about the annual issue and in preparing for the program's culminating simulation on the Tufts campus. They will also conceptualize and facilitate the simulation. The broad topic for 2015-16 is "The Future of Europe."

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

EXP-0091-S. EPIIC: The Future of Europe

*1.0 credit, Letter Grading
Tuesday and Thursday, 3:00–5:30 PM*

"A united Europe is not a modern expedient, be it political or economic, but an ideal which has been accepted since thousands of years by the best spirits of Europe, namely those who can see into the future.

Already Homer described Zeus as 'europos' – an adjective meaning 'one who sees very far.'" — Denis de Rougemont, *Vingt-huit siècles d'Europe*(1961)

For much of the last three centuries, European order was the world order – a product of the interests, ambitions and rivalries of the continent's empires. It is the birthplace of the Enlightenment and codified human rights, as well as fascism, "scientific" racism and the colonial "civilizing" mission.

What are the challenges that Europe faces – literally and conceptually – in the 21st century? How will it define itself? And be defined? Is it on the cusp of a new threshold that challenges its core sense of citizenship, identities and philosophical concepts?

This course will consider the future of Europe through multiple prisms: from the antecedents of Church-State relations to contemporary tensions over secularism; the collapse of Communism and Russia's seizure of Crimea; from Hobbe's theories of social contract and the fundamentals of liberal thought to Arendt's "perplexities" regarding citizenship and statelessness and the migration crises; from the Treaty of Westphalia and the future of the state to the Treaty of Maastricht and the future of the eurozone; from the ascendance of neo-liberal economics and debates over austerity to the Copenhagen Accord on climate change; from the borderless Schengen Agreement to the future of collective security and NATO; from the Declaration of Human Rights and individual rights to the tensions that arose over *Charlie Hebdo* and freedom of expression/hate speech and the Dublin Regulation on asylum seekers.

Please Note: This course is a continuation of the EPIIC class from last semester.

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

EXP-0096-S Auditing for Breadth

0.5-1.0 credits, Pass/Fail Grading
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.

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

EXP-0101-CS: Advanced Filmmaking

0.5-1.0 credits, Letter Grading
ARR

Based on a directed study model, this course is for students who can demonstrate -- through coursework or personal experience -- that they are ready to go to the next level in their training as filmmakers. Students who initially qualify will present a business plan for their project and, if accepted, will receive credit, access to production and editing equipment, and a supervised context within which to work. Students will watch a negotiated number of source films, keep a Producer's Log, and write a final assessment, taking into account

both the process they went through to produce their film and their reaction to the film once it is done.

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.

Please note: Enrollment is by consent only. For information on eligibility and registration, contact Howard Woolf, howard.woolf@tufts.edu, x73384.

Howard Woolf is Director of the Experimental College and Associate Dean of Undergraduate Education. He is the founder of *TuftsFilmWorks*, formerly the ExCollege's filmmaking center and now part of the new Film and Media Studies program. He also co-chairs the Multimedia Arts interdisciplinary minor and is the faculty advisor to TUTV.

EXP-0102-CS: Advanced Digital Media

*0.5-1.0 credits, Letter Grading
ARR*

Based on a directed study model, this course provides the means by which students who are able to demonstrate an appropriate degree of competence can continue their training in the multimedia arts.

Please note: Enrollment is by consent only. For information on eligibility and registration, contact Howard Woolf, howard.woolf@tufts.edu, x73384.

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.

Howard Woolf is Director of the Experimental College and Associate Dean of Undergraduate Education. He is the founder of *TuftsFilmWorks*, formerly the ExCollege's filmmaking center and now part of the new Film and Media Studies program. He also co-chairs the Multimedia Arts interdisciplinary minor and is the faculty advisor to TUTV.

EXP-0110-S: Communicating Change: The Tufts 1+4 Bridge Year Experience

*1.0 credit, Pass/Fail Grading, Yearlong
ARR*

Students will explore their Bridge Year service experience through related readings, investigative data collection, guided exploration of social issues, service placements and host communities, and reflections. Through a variety of communication exercises, faculty guidance and peer interaction, this course will enhance the Bridge Year experience by creating a framework for students to make connections between the work they and their peers are doing both at the local and global level. Participants will learn specific communication skills for translating social change experiences to a broader public. They will consider how their Bridge Year experience connects to their future academic interests and possible impact on campus life once they return.

This course is only open to Tufts 1+4 Bridge Year participants.

Felicia Sullivan is Senior Researcher with Tisch College's Center for Information and Research on Civic Learning and Engagement (CIRCLE).

EXP-0150-S. The Future of Magazines

0.5 credit, Letter Grading

Tuesday, 6:00-8:30 PM

This is a six week course that runs from March 29 through April 26, 2016.

Register in person beginning March 7, 2016 at the ExCollege during office hours.

Today, with the advent of the internet and social media, the purpose of print magazines has been thrown into question. Indeed, with digital media often able to deliver on the premise of print magazines faster and more comprehensively, the following questions arise: in the digital age, what should the role of the print magazine be? What should the relationship between digital and analogue media evolve into? And finally, given the above, what does the future of magazines look like? These issues will be addressed in this five-session course.

Gina Sanders is a Tufts alumna and a twenty-eight year Condé Nast veteran. She currently serves as Managing Director of Advance Publications Inc.; as Executive in Residence at independent venture capital firm Advance Vixeid Partners; and as Senior Advisor to Condé Nast.

From 2010-2014, Ms. Sanders was President and Chief Executive Officer of Fairchild Fashion Media, a diversified trade and consumer media company. Prior to that, Ms. Sanders served as Vice President and Publisher of Lucky, as the founding Vice President and Publisher of Teen Vogue, and as Vice President and Publisher of Gourmet and Details. She received numerous accolades during her tenure in these posts, including multiple placements on AdWeek's Hot List and AdAge's A-List, as well as the prestigious Matrix Award from New York Women in Communications. Ms. Sanders serves on the Board of Directors of Katherine Cosmetics. She is a Board Observer to Joor, the global, wholesale online marketplace, and an Advisor to New Story, a Y Combinator-backed, non-profit startup building crowd-funded houses in areas of need around the world.

EXP-0192-S Independent Study

0.5-1.0 credits, Letter Grading

ARR

By arrangement only.

Topics must fall within the range of courses taught by the Experimental College. For more information, come by the Experimental College office, 95 Talbot Avenue, or call 617-627-3384.

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

EXP-0192-PS: Independent Study

0.5-1.0 credits, Pass/Fail Grading

ARR

By arrangement only.

Topics must fall within the range of courses taught by the Experimental College. For more information, come by the Experimental College office, 95 Talbot Avenue, or call 617-627-3384.

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

EXP-0194-FS. CMS Senior Project

1.0 credits, Letter Grading
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 Co-Director of the Film & 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-HS. CMS Senior Project

0.5 credits, Letter Grading
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 Co-Director of the Film & 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.