

**TUFTS UNIVERSITY
EXPERIMENTAL COLLEGE**

FALL 2017 COURSES

ExCollege Signature Courses: Taught by Visiting Lecturers

EXP-0001-F Human Development in the Digital Age

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

Networked technologies are changing the way we play, learn, and grow. In this course we will focus on the experiences that new technologies and digital media provide children and adolescents and how these experiences might influence development. We will draw on theories of development as a conceptual framework for understanding how computing technologies interact with the life of a child and how children actively use technologies to meet their own goals. Our course is organized around the life of the child (infancy, early childhood, middle childhood, and adolescence) and we will play with (and design our own!) technologies and media for each stage of development. We will critically evaluate commercially available forms of technology, apps, and games for children, and discuss trends in the rising educational technology movement. Students will experience educational technology in museum and lab settings, meet with tech industry professionals, psychologists, and teachers, and enjoy the "hard fun" of playing and learning with technology.

This is an interdisciplinary course, and students from all majors and backgrounds with a curiosity about EdTech and child development are welcome to enroll.

Amanda Strawhacker (G '13) currently works with the DevTech Research Group where she has collaborated and coordinated for various National Science Foundation-funded projects. She is a research analyst focusing on designing, implementing, and evaluating developmentally appropriate technology for young children. Amanda earned her MA in Child Development at Tufts, concentrating in Children and New Technologies.

EXP-0002-F Rethinking Disability: From Public Policy to Social Movements

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

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. The 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 Chair of the Massachusetts Developmental Disabilities Council, and as a Georgetown University student, co-founded the Washington Metro Disabled Students Collective.

EXP-0003-F Storytelling: Narrative and the Oral Tradition

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

Just as the slam scene infused life into poetry, such new forms as the widely heard *Moth Radio Hour*, the proliferation of podcasts, and the emergence of story slams have moved the timeless art of storytelling from a cultural backwater into the strong currents of the 21st century.

This course will engage students in various genres of the art of storytelling. We will examine and learn to tell stories while exploring our memory's life experience for material. Short readings on the neurology and social significance of oral narrative support our understanding of our innate human trait. We will focus on the skills, process, and practice of oral story. Students will learn to create and tell their own personal stories as well as their original versions of a fable, tall tales, myths or legends as they engage in the living art of storytelling. This course offers an enjoyable way to improve public speaking skills, learn powerful prewriting strategies, and begin to practice the art of live performance.

This course has been approved by the Academic Review Board to count toward Arts distribution credit.

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. Her *Stories Live* curriculum, developed from her years as a performing artist and educator, has been embraced by a dozen high schools in the past several years. Norah has successfully adapted her engaging, interactive lessons for business, therapeutic uses, and entertainment purposes for storytellers of all ages.

EXP-0004-F The Right to Privacy in Modern America

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

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

Each of these issues, and many 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 United States Attorney for the District of Massachusetts. He formerly worked as an Assistant Attorney General for the Commonwealth of Massachusetts, and clerked for the Honorable Justice William Cowin of the Massachusetts Appeals Court and for the judges of the Superior Court of Massachusetts.

EXP-0005-F Ads, Fads and Pop Hits: How Commercial Culture Speaks

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

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.

This course counts toward the Film and Media Studies Major and Minor as an Elective.

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-0006-F Accused: The Gap Between Law and Justice

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

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 the Chief Equity and Inclusion Officer at Boston Health Care for the Homeless,

and 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-0007-F Body Capital: Sex Work and the Global Economy

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

What do we mean by sex work, trafficking, and exploited labor? This class will examine critical debates around representations of sex work in the global economy as they relate to recent world literature, contemporary media, and film. Topical intersections include technology, travel, urbanization and displacement, ethics and the law, and the economization of intimacy, race, gender, and class. Discussions, bi-weekly reading responses, "in the news" archival blog contributions, and student presentations will culminate in the crafting, workshopping, and conference-style delivery of original student papers.

David Francis holds a PhD from Harvard University in Romance Languages and Literatures with a Secondary Field in Studies of Women, Gender, and Sexuality. His book manuscript concerns representations of sex work, exploited labor, and trafficking on border zones in Latin American literature and film.

EXP-0009-F Pharmacology and Therapeutics

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

Can you imagine 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.

EXP-0010-F Team Software: What it Takes to Build a Product

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

What do companies like Facebook and AirBnB have in common when it comes to building their platforms? Who works on a product team of a software company and what do they do? What makes a product successful?

This course deals with how software products and software product teams are built today. Students will answer these questions by immersing themselves in building their own software product in the format of a clickable prototype, experiencing its various perspectives, and developing an eye for the digital tools we use every day.

Magdalena Georgieva is a Senior Product Manager at HubSpot, a sales and marketing software company, where she has been working on growing their products and teams through hiring and mentoring new product leaders. She regularly speaks at tech events about building software products, and about expanding the footprint of women in tech, and is a mentor at Boston's leading accelerator, MassChallenge. She is a graduate of Mount Holyoke College with a focus on International Media and Communications, and a minor in Russian and Eurasian Studies.

EXP-0011-F The Human Project: Science Fiction Film, Society, and Identity

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

How does science fiction film reflect the anxieties, hopes, and fears about the individual and society in American culture?

Science fiction film and literature have provided the popular imagination with some of the most compelling visions of the possibilities and perils of a future increasingly dominated by advanced technologies, globalization, and shifting ideals. Such films and literary texts have also provided serious and thoughtful explorations of contemporary social, cultural, and political issues, from xenophobia, race, gender and sexuality, and class issues, to corporate capitalism, colonialism, environmental degradation, nuclear disaster, and the nature of humanity itself.

This course will explore the ways science fiction film has embodied and reflected cultural attitudes and beliefs around identity and the relationship between the self and society, mirroring some of the most profound hopes, fears, and anxieties to be found in American culture in the late twentieth and early twenty-first centuries.

This course counts toward the Film and Media Studies Major and Minor as an Elective.

Kara McCormack has taught a number of classes examining America through the lens of cultural production, including topics in science fiction, utopia/dystopia, and disaster film. She received her PhD in American Studies at the University of New Mexico, specializing in popular culture and cultural studies, with a focus on the American West, heritage and public memory, science fiction, and disaster film. She is currently a postdoctoral fellow in the Thinking Matters program at Stanford University.

EXP-0012-F The Sound of Nature: Ecomusicology in Practice

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

How can music be a vehicle to connect people to nature? Can nature teach us to play, perform, compose, and improvise music?

The course will cover the study of works by artists inspired by the sounds of nature. We will explore the sounds made by birds, insects, whales and other species, and "visit" the outdoors to listen to and record sound. Students will improve their musical ear and the connections among their musical imagination, aural perception, and artistic and ecological sensitivity. Most importantly, we will use different approaches to write and create music based on the sounds we analyze in class, and learn how to use music as a tool to connect people to nature. No experience with music composition or performance is required.

This course has been approved by the Academic Review Board to count toward the Arts distribution credit.

Rodrigo Ponce is a singer-songwriter, composer, music and guitar teacher, and freelance bass player, whose family runs an animal sanctuary for rescued wildlife in South America. He holds an undergraduate degree in professional music with an emphasis on jazz composition and performance from Berklee College of Music, as well as a master's degree in Contemporary Performance.

EXP-0014-F Bad Parents, Troubled Children: Child Abuse and the Law

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

What should we, as a community, do about bad parents and troubled children? What are the legal options? How well are our legal and governmental systems addressing these challenges?

This course presents students with the opportunity to explore the legal and substantive issues involved in societal response to child abuse and neglect. This remains a vexing problem that tends to evoke strong individual emotions and opinions, as well as questionable legal and governmental decision-making in response. The field of child abuse and neglect presents a context for students to apply legal precedent, personal experience, and substantive knowledge from disciplines ranging from child development, psychology, and sociology, to history, religion, and politics, to actual case studies. Taught from a legal perspective, this course will encourage students to approach issues objectively, refine their rhetorical skills, and maintain an open mind as they seek solutions to difficult situations with enormous consequences for some of our most vulnerable children and families.

Andrew Hoffman is currently an attorney in private practice where he represents children, parents, and family members in a range of legal matters, including child abuse and neglect cases in the Juvenile and Probate Courts in Boston and Cambridge. He is the former Managing Attorney for the Boston office of the Children and Family Law Division of the Committee for Public Counsel Services, which is the state public defender agency.

EXP-0015-F Digital Marketing

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

What does it take for a business to succeed in today's digital world?

This course will analyze what's involved in creating a strong digital footprint, including Content Management Systems (Wordpress), Search Engine Optimization (SEO), Search Engine Marketing (SEM) (e.g., Google AdWords), Google Analytics, Social Media Marketing, email marketing, and Customer Relationship Management (CRM) platforms. Students will have hands-on opportunities to use these tools, as well as complete projects to assess a company's digital marketing presence and make recommendations for implementing and improving its digital marketing strategy.

Joao Pedro Quintino has more than 25 years of experience in Marketing and Digital Marketing in particular. He currently works in the Department of Communication at The Fletcher School at Tufts, where he manages all Fletcher School marketing and digital media channels, including website, microsites, newsletters, social media, SEO and SEM. He has a master's degree in Marketing from the University of Lisboa-ISEG, Portugal, and has completed an additional degree program in Advertising Art & Design.

EXP-0016-F Art and Surveillance: Watching and Being Watched

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

How is art changing in a climate where many in the Western world have access to technology and social platforms to surveil one another? How does the ubiquity of media surveillance influence artists practicing today? How is the spectatorship of art changing in a society under constant surveillance?

This course will investigate the impact of surveillance on art history, current art discourse, and current socio-political issues. Through class exercises, readings, assignments, and field trips, students will consider strategies for witnessing, observing, and contending with being on display. Students will journal/sketch ideas, and create art projects generated from course content. Although art is the primary lens that we use to engage the theme, no art practice experience is required.

This course has been approved by the Academic Review Board to count toward the Arts distribution credit.

Sandrine Schaefer has exhibited her artwork internationally in performance art festivals, galleries, museums, and public spaces. In addition to her career as an artist, she has developed a practice as a collector and independent curator of time-based artworks, and is a co-founder of The Present Tense Live Art Initiative and Archive Project and is part of the Mobius artist group. Sandrine has been awarded fellowships through the Museum of Fine Arts Boston, The Tanne Foundation, the ICA James and Audrey Foster Prize, the Boston Foundation's Brother Thomas Fund, and she is a 2016 Edes Award Semi-Finalist. She earned an MFA from The School of the Art Institute of Chicago, and a BFA at The School of the Museum of Fine Arts at Tufts.

EXP-0017-F A Life Well Lived: Developing Your Personal Strategy While Learning from the Great Thinkers

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

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 Dossabhoj has been a Professor of Business at Endicott College for over fifteen 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-0018-F Investing, Psychology, and Human Behavior

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

How do investors like billionaire Warren Buffett consistently beat the stock market? How did some investors anticipate the 2008 financial crisis? Can a good financier and investor also be considered a social scientist?

A stock is not just a ticker on a tape or a quote in a newspaper. A stock represents an actual business, and the ability to value the assets of a particular business is crucial to forecasting the direction of its stock price. Companies are managed by people; understanding the role psychology and human behavior play is instrumental when formulating an opinion on a company's share price.

This course will highlight the methodology of successful investors like Warren Buffett, Charlie Munger, Peter Lynch and John Maynard Keynes. Students will learn basic financial metrics and valuation tools to aid their understanding of the investment process. Students will also study behavioral analysis and learn how psychology plays an important role in one's investment success. The goal of this course is to expose students to basic investment tenets and help them develop a foundation that will guide them to become better educated investors in the future. The course will also include the role financial markets have in society. Students will explore how access to financial capital serves as a multiplier effect to human capital, social capital, and real assets, and will explore the ways financial innovation meets the needs of society.

Douglas A. Rachlin is the Senior Portfolio Manager and founder of the Rachlin Group within the Neuberger Berman Private Asset Management group. The Rachlin Group manages over four billion dollars in assets. Prior to joining the firm, he served as the president of Rachlin Investment Management, and had previously worked as a securities analyst for Standard & Poor's Corporation. Doug has been quoted or featured in several publications and news media including *The Financial Times*, *The Wall Street Journal*, *Barron's*, *CNBC*, and *Forbes* magazine. He earned a BA from Tufts and an MBA from New York University's Leonard N. Stern School of Business.

EXP-0019-F Who's in the Driver's Seat: Self-Driving Cars, Technology, and Change

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

Are you ready to hop into a self-driving car? Autonomous driving vehicles will have significant implications for society, touching almost every facet of our lives, including technological, psychological, financial, geographical – perhaps aspects that we cannot even envision at this time. This interdisciplinary course will begin with a look at the current state of the technology and will hear from area companies and municipalities directly involved in the development. Students will be challenged to go beyond the issues that have traditionally been addressed only by engineers, scientists, and developers: What are the legal and ethical implications? How will cities and infrastructure change? What will be the passenger's experience?

James Intriligator is a Professor of the Practice in the Mechanical Engineering department at Tufts School of Engineering. His research interests include human factors, design thinking, marketing, perception, and entrepreneurial education. He earned his PhD in cognitive neuroscience from Harvard University in 1997. After a postdoc in neurology at Beth Israel Deaconess Medical Center, he left academia for five years and worked in venture capital and high-tech consulting firms as an offerings designer and innovation catalyst. In 2003, he merged his business experience with his scientific expertise and went to Bangor University in Wales, UK as a pioneer in the field of consumer psychology. At Bangor, he created Europe's leading consumer psychology master's programs and co-developed several multidisciplinary design programs.

Harold Miller-Jacobs is a Lecturer in Industrial and Organizational Psychology and Human Factors in the Tufts Psychology department. As a usability practitioner with over thirty years experience, Hal loves to transmit this knowledge to developers and user interface specialists, helping them to enhance the user experience of their sites, applications or products. He has developed high-level architectures for major graphical user interfaces in such verticals as: financial systems, commerce, call centers, and health systems. He also designed the prototype for the National Cancer Institute's award-winning CancerNet site. Hal is a frequently-requested speaker at both commercial organizations, such as Capital One, and professional organizations, such as the Human Factors Society, Informatics, and the National Institutes of Health.

EXP-0020-F Memory & Performance: Exploring Memories Through Media, Monologues, and Memento

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

What is a memory narrative? How do artists construct the past? What does that constructed past tell us about the present? What does it mean to perform a memory? How do we perform memories for ourselves and others?

Memory and performance may seem like simple concepts, but each word evokes multiple definitions. In the film *Memento*, memory is used as part of the narrative, making it impossible to separate Christopher Nolan's use of memory and performance. In this course we will discuss memory narratives such as Toni Morrison's *Beloved*, Woody Allen's *Midnight in Paris*, Broadway's *Hamilton*, and Salvador

Dali's *The Persistence of Memory* to identify the relationship between memory and performance. Through discussions of these works, we can discover ways of better understanding and verbalizing memory narratives, using concepts adapted from the field of memory studies. These discussions will build a framework for students to create their own memory narratives in order to question the constructed nature of memory, identity, and performance.

This course has been approved by the Academic Review Board to count toward the Arts distribution credit.

Daniel Ciba is a PhD candidate in the department of Drama and Dance at Tufts. His dissertation focuses on adapting concepts from memory studies to rethink the plays of Tennessee Williams. Daniel has taught courses in Acting, Directing, Tennessee Williams, Shakespeare, and Greek Drama. He is the Director of Theater Arts Curriculum for the Boston Shakespeare Project. He has also has been a Time Management Tutor with the Tufts Academic Resource Center for the past three years.

Daniel was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for Fall 2017.

EXP-0021-F From Bees to Beetles: Insect Pollinators and Real-World Science

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

What does the crisis in bee populations mean for our food system? Animal pollination directly affects the yield and quality of 75% of globally important crops. Recently however, animal pollinator populations—specifically insect pollinators—are declining. What is the current state of our insect pollinators? How do insect pollinators contribute to food security? What factors contribute to the recent population decline? What can we, and the public, do to help?

The course will aim to answer these questions through the study of diverse insect pollinators and nutritional ecology, with students learning how to digest research articles and use basic science to create applied solutions.

This course has been approved by the Academic Review Board to count toward Natural Sciences distribution credit.

Rachael Bonoan is a PhD candidate in the Biology department at Tufts. She studies nutritional ecology in honey bees and keeps bees both on the Medford/Somerville campus, and the Grafton campus. She is also President of the Boston Area Beekeepers Association, and a public speaker on the topic.

Rachael was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for Fall 2017.

EXP-0022-F Novel Songs: Music and Literature in American Culture

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

What happens to prose when music is introduced? How does music shape the forms and themes of literary narratives? How do music and musicians reflect the concerns of literature?

This course explores the relationship between music and literature and its impact on American culture. We will engage with novels and short stories, narratives and memoirs, and music ranging from folk songs and jazz to rock and hip hop. Through the variety of texts we examine, we will consider how we might "hear" literature and "read" music. Music/readings include Beyoncé, Bob Dylan, Bruce Springsteen, Billie Holiday, Toni Morrison, Sherman Alexie, F. Scott Fitzgerald, and Louise Erdrich.

Genevieve Hay is a fourth-year PhD candidate in the Tufts English Department, where she is writing her dissertation on protest music in American literature. She teaches courses in the First Year Writing Program at Tufts, and has also served as a teaching assistant for an American literature survey, and for an interdisciplinary course on literature and photography.

Genevieve was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for Fall 2017.

EXP-0023-F Explorations in Experimental Cinema: An International Perspective

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

What is experimental cinema? How does it differ from the mainstream movies with which we all grew up?

In this class, we will expand our horizons through an exploration of experimental cinema across the globe. We will look carefully at its history, classics, and unique genres. We will compare and contrast experimental and mainstream cinemas. And we will pay particular attention to a genre of experimental film known as "devotional cinema."

Filmmakers to be explored include Chantal Akerman, Nathaniel Dorsky, and Yasujiro Ozu.

This course counts toward the Film and Media Studies Major and Minor as an Elective.

Harsha Menon holds degrees from New York University, Harvard University, and is pursuing an MFA at the School of the Museum of Fine Arts at Tufts. She is an artist, filmmaker, and writer whose work blends art and anthropology. She is currently a Harvard Film Study Fellow, and her work has screened internationally, including at the Sundance Film Festival.

Harsha was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for Fall 2017.

EXP-0024-F Comics and Graphic Novels: Theory and Practice

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

How do comics work? What kinds of stories can comics tell?

In this course, we'll explore comics from the bottom up, discovering how comics work by discussing established cartoonists' strips and then drawing our own comics. After learning about the form of comics through single-panel cartoon and style exercises, we'll transition into thinking about content by addressing the genre of many famous graphic novels: autobiography. Why do authors like Marjane Satrapi (*Persepolis*), Alison Bechdel (*Fun Home*) or Art Spiegelman (*Maus*), use comics to tell their stories? We'll begin to formulate an answer to that question by drawing diary strips and writing about graphic novels. In the final section of this course, we'll turn to distribution and collaboration, exploring the comics community in Boston and beyond. Students will gain a fresh perspective on comics, whether you're an avid graphic novel reader or an incurable doodler. No artistic talent or experience is necessary; all you need is, as the Center for Cartoon Studies puts it, "a fearless commitment to putting images on paper" and a dogged determination to figure out how comics work. To the drawing board!

This course counts toward the Film and Media Studies Major and Minor as an Elective.

Anna Christine has been drawing and thinking about comics for almost 20 years. Currently a doctoral student in the English department at Tufts, she has published comics online and in *Resist!*, guest edited by Françoise Mouly and Nadja Spiegelman and distributed during the Women's March on Washington. She has also presented academic papers on graphic novels such as Charles Burns's *Black Hole*.

Anna was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for Fall 2017.

EXP-0025-F The Business of Sports: A Study of the NBA

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

Professional sports has evolved from the "mom and pop" environment of 30 years ago, to that of a sophisticated, high risk, high profile, "big business." Current events in pro-sports are documented almost instantly in virtually every major newspaper and media outlet in the country. In our daily lives it's hard to avoid exposure to sports in some form or another, yet many off-field issues are confusing to the casual (and maybe not so casual) fan.

This course is intended to make sense out of the confusion by providing an overview of the pro-sports industry as a business. Subjects for inquiry will include the development of the National Basketball Association from the late 1960s through the present. Assigned readings will be principally from original N.B.A. operational documents, and will provide a fundamental understanding of the concepts, theories, and terms related to general sports business and legal issues, with a focus on the N.B.A. in particular.

This course is designated in SIS as HIGH DEMAND, which means that students will not be able to register on SIS until they attend the first class in September AND receive permission from the instructor. The instructor will determine the final enrollment based on attendance at the first class.

Jan Volk began working for the Boston Celtics after earning a Juris Doctor degree from Columbia Law School. In 1984, he was named General Manager of the Celtics, a position he held until 1997. As GM he was responsible for the acquisition, contractual negotiation, re-negotiation, and ultimate signing of

all Celtics players. During his tenure the team won five N.B.A. World Championships. In recent years Volk has served as a consultant to several N.B.A. teams.

Sponsored Courses:

The ExCollege collaborates with other Tufts programs to offer courses and independent learning opportunities

EXP-0093-ZF Elementary Hindi-Urdu 1

1.0 credit, Letter-graded

Monday & Wednesday 10:30–11:45am; Friday 10:30–11:20am

Introduction to Modern Standard Hindi. Communicative approach through development of four language skills: reading, writing, listening, and speaking. No previous knowledge of Hindi language or script required.

The Hindi-Urdu 1, 2, 3 sequence has been approved to meet Part 1 or Part 2 of the Language Requirement.

Saudamini Deshmukh has developed and taught intensive Hindi courses through the Defense Language Institute, and has taught college-level courses in the Washington, D.C. area. She earned a PhD from Harvard University in Sanskrit and Indian Studies, followed by a research fellowship at the Indian Institute of Advanced Study.

EXP-0070-XBF Basic Rad

0.5 credit, Pass/Fail Grading

Thursdays, 4:30–6:30pm

This course includes lectures, discussion, and self-defense techniques suitable for women of all ages and abilities. The Rape Aggression Defense System (R.A.D.) is based on the philosophy of choices: "to develop and enhance the OPTIONS of self-defense, so that they become more viable considerations for the woman who is attacked." While it is completely natural to resist, unless a woman is trained to do so the resistance she attempts may be futile.

This course will try to strengthen innate survival techniques by making more options available. Preparation through education and training is usually the best way to survive an assault situation. Issues 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 an optional realistic simulation training.

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

EXP-0069-XF Personal Career Development

0.5 credit, Pass/Fail

Tuesdays, 6:00-7:30 pm

Based on an examination of several major career development theories, students 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.

Malakia Silcott is an Assistant Director/Career Advisor in the Tufts Career Center and focuses on programming for first and second year students. She also provides career advising across all class years and majors, and is a highly skilled student development professional with more than 15 years of experience in higher education. Malakia holds a Master of Science degree in College Student Development and Counseling from Northeastern University and a Bachelor of Arts in Psychology and African American Studies from Oberlin College.

EXP-0072-XF Philanthropy, Nonprofits, and Community

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

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.

EXP-0073-XF PNDP On Assignment: Wonderland

1.0 credit, Letter-graded
Fridays, 1:30-4:00pm

This class meets at 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-0075-XF 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-0076-XF PR & Marketing

1.0 credit, Letter-graded

Mondays, 6:00–8:30pm

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 counts toward the Film and Media Studies Major and Minor as a Practice Elective.

This course is cross-listed with Film and Media Studies as FMS 94-06.

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-0078-XF Film Criticism: Art and Practice

1.0 credit, Letter-graded

Thursdays, 1:30-4:00pm

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 a Practice Elective.

This course is cross-listed with Film and Media Studies as FMS 94-05.

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

EXP-0079-XF EPIIC: Is the Liberal World Order Ending?

1.0 credit, Letter-graded

Tuesdays and Thursdays, 3:00-5:30pm

The question of liberal world order, and its current challenges and deficiencies, is one that the 2017-18 Education for Public Inquiry and International Citizenship (EPIIC) colloquium will explore and grapple with over the course of two semesters. It is at the heart of the Institute for Global Leadership's (IGL) mission to prepare new generations of critical thinkers, and effective ethical global leaders who can comprehend the world's most challenging global issues. As world events confound traditional tools and institutions, it is also a question which demands urgent answers.

We can see the faltering of global order in the realm of international security, where the international community has stood by – largely impotent – as a devastating civil war has ripped apart Syria, unleashing the worst humanitarian crisis in the young 21st century. The conflict in Ukraine has challenged international norms of territorial integrity and raised the specter of great power conflict in Europe for the first time since the end of the Cold War.

In other domains, too, the lack of global order has troubling consequences for wider human security aims, including development, sustainability and political freedom.

Looking across a range of issues, from the international trade regime to intervention in humanitarian crises, major states seem to be bypassing the United Nations and other international institutions more than ever. Does this fragmentation of the global order spell the end of the liberal international system that emerged after the end of World War II?

Some of the other questions this year's EPIIC course will address include:

- What are the core principles and values of liberalism (as distinguished from liberal-left politics)?
- What are the tensions and contradictions inherent in a liberal vision of world order?
- Do attempts to implement liberal principles simultaneously generate illiberal forces?
- What are the forces, such as populism, challenging the liberal world order?
- Can, and should, the United States continue to uphold world order?
- What are the perspectives and approaches of China and of Russia to world order?
- What should be the roles of international institutions, such as the the United Nations on peacekeeping and human rights?
- Can/should multilateral institutions established to provide governance over security, trade and finance be reformed?

Dr. Abi Williams assumed his new role as the Director of the Institute for Global Leadership (IGL) and Professor of Practice of International Politics at the Fletcher School of Law and Diplomacy on July 1st. Dr. Williams brings to both positions 30 years of outstanding experience in leadership roles in the varied worlds of think tanks, the United Nations, and academia. Dr. Williams has longstanding ties with Tufts, having received his M.A.L.D. in 1986 and his Ph.D. in International Relations in 1987 from the Fletcher School. He is an alumnus of IGL's flagship program, Education for Public Inquiry and International Citizenship (EPIIC) and in 2001 received the EPIIC Alumnus Award. In 2012, he was recognized for his global service and received the Dr. Jean Mayer Global Citizenship Award.

He joins Tufts after a four-year tenure as the first President of The Hague Institute for Global Justice. Prior to leading The Hague Institute, Dr. Williams served at the United States Institute of Peace as Senior Vice President of the Center for Conflict Management and as the Director of Strategic Planning for United Nations Secretaries-General Ban Ki-Moon and Kofi Annan in New York.

EXP-0079-XAF Inquiry Teaching Group: Mentor High School Students and Design a Role-Playing Simulation

0.5 credit, Letter-graded
ARR

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 EPIIC (Education for Public Inquiry and International Citizenship) 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.

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-0080-XF Writing Fellowship Seminar

1.0 credit, Pass/Fail Grading
Thursdays, 4:30-7:00pm

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-0081-XF Research Ethics and Methodology

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

This course will start September 18 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-0100-ZEF Leading a First-Year Seminar

1.0 credit, Pass/Fail Grading
ARR

Upper-level students selected and trained for this program will design and teach a semester-long Explorations course for first-year students. Explorations is one of the ExCollege's signature "Advising Plus" programs for entering students. In addition to planning and conducting weekly classes, Explorations seminar leaders serve as peer advisors to the students in the class. Ongoing support and supervision for Explorations leaders is provided through the required half-credit seminar, EXP-0102-ZEF Teaching Practicum.

Amy Goldstein is the Assistant Director of the Experimental College and oversees Explorations, the ExCollege's signature advising program.

EXP-0100-ZPF Leading a First-Year Seminar

1.0 credit, Pass/Fail Grading

ARR

Upper-level students selected and trained for this program will design and teach a semester-long Perspectives course for first-year students. Perspectives is one of the ExCollege's signature "Advising Plus" programs for entering students. Courses all fall under the umbrella topic of understanding visual media – from movies and TV to the internet, video games – and what the future may hold. In addition to planning and conducting weekly classes, Perspectives seminar leaders serve as peer advisors to the students in the class. Ongoing support and supervision for Perspectives leaders is provided through the required half-credit seminar, EXP-0102-ZPF Teaching Practicum.

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

EXP-0102-ZEF Teaching Practicum

0.5 credit, Pass/Fail Grading

ARR

This weekly seminar is designed to facilitate undergraduate team-teaching for those leading first-semester Explorations 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, and given a forum for discussing the unique problems that new teachers often encounter.

Amy Goldstein is the Assistant Director of the Experimental College and oversees Explorations, the ExCollege's signature advising program.

EXP-0102-ZPF Teaching Practicum

0.5 credit, Pass/Fail Grading

ARR

This weekly seminar is designed to facilitate undergraduate team-teaching for those leading first-semester Perspectives 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, and given a forum for discussing the unique problems that new teachers often encounter.

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

EXP-0104-ZF 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-0105-ZFF 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-0105-ZPF Independent Study

0.5-1.0 credit, Pass/Fail Grading

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-0106-ZF Auditing for Breadth

0.5-1.0 credit, 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.

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.