

**TUFTS UNIVERSITY
EXPERIMENTAL COLLEGE**

SPRING 2018 COURSES

ExCollege Signature Courses: Taught by Visiting Lecturers

EXP-0001-VS What Can Schools Teach Us? Social Justice and Leadership at the School Level

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

What are ways to lead and fight for social justice from within schools?

Today's school leaders have a very different job than they did just a couple of decades ago. Now more than ever, principals and other leaders must navigate the dilemmas of poverty, inequality, and discrimination in their work of education, if they are to be effective. Using the school as an exploration site, and as a microcosm of society more broadly, how do individuals come into themselves as leaders, and work to change conditions of inequality for kids? How can these lessons, skills, and experiences inform your leadership in other areas of life? This course is for anyone interested in social justice, education, or developing the leader within.

This course counts toward the Education major and minor as an elective.

This course is cross-listed with Child Study and Human Development as CSHD-0143-10.

Jamel Adkins-Sharif has more than twenty-five years of experience as a K-12 teacher and administrator in public, private, and charter urban settings. He is also a doctoral candidate at the University of Massachusetts-Boston focused on social justice leadership and equity in schools.

EXP-0002-VS The Bomb: From Hiroshima to Today

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

Are nuclear weapons a necessary evil, a force for peace, or an abhorrent weapon of mass destruction that must be banned?

In 1945 nuclear weapons were introduced into the world, giving humans, for the first time in history, the technological capacity to destroy themselves and the civilization they created. How has this unprecedented development been understood and interpreted over the past seven decades? This course surveys the different meanings, concepts, contradictions, and social and political responses that nuclear weapons have evoked since their creation. It introduces key texts that shape our thinking on nuclear matters across different disciplines: nuclear history, strategic studies, international relations, and philosophy. Students will consider the rationale for the creation and use of nuclear weapons, the emergence of anti-nuclear activism and deterrence, nuclear proliferation and efforts to curb it, as well as the nagging political and ethical questions that continue to confront us in the nuclear age.

Mariana Budjeryn is a research fellow with the International Security and Managing the Atom programs, and a former Stanton Nuclear Security Fellow, at the Harvard Kennedy School's Belfer Center for Science

and International Affairs. She earned an MA and PhD in Political Science and International Relations from Central European University in Budapest, Hungary and her BA in Political Science from Kyiv-Mohyla Academy in Ukraine. Her academic interests include the history of all things nuclear, and her current research examines the role of the international nuclear nonproliferation regime in the nuclear disarmament of Ukraine, Belarus, and Kazakhstan following the collapse of the Soviet Union.

EXP-0003-VS The Universe: Illuminated By Women

1.0 credit, Letter-graded

Tuesdays, 6:00-8:30pm

We often think of both astronomy and space exploration as the domain of (white) men. In this seminar, we will explore some of the many seminal contributions by women who have shaped our understanding of space. Astronomers, engineers, mathematicians, and astronauts, their intellectual ambitions often clashed with contemporary expectations of womanhood, and their contributions to science often dismissed or credited to male supervisors. Set against the backdrop of women's evolving role in society, the course will provide astrophysical background necessary to understanding these women's innovations, how important astrophysical discoveries were made, and most importantly, what these discoveries mean.

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

This course is cross-listed with Women, Gender and Sexuality Studies as WGSS-085-04.

Lynn Carlson is an astrophysicist who has worked as a postdoctoral researcher in the Netherlands, France, and the U.S., and is interested in alternative and interdisciplinary approaches to astronomy education. She completed her PhD in Physics and Astronomy at Johns Hopkins University with research through the Space Telescope Science Institute.

EXP-0004-VS Fighting Discrimination: Defending Legal Rights in the 21st Century

1.0 credit, Letter-graded

Wednesdays, 6:00-8:30pm

How do federal laws protect housing, employment rights, education, voting, and disability accommodation? What does civil rights enforcement look like in the 21st century?

Today's news and social media are filled with accounts of recurring harm to individuals and groups that relates to their race, gender, religion, national origin, disability, or sexual orientation. The prominent issues in civil rights today are not the same issues we saw in the Jim Crow era, but are evolutions from our past, including: police shootings and Black Lives Matter, post 9/11 discrimination against Arabs and Muslims, LGBT rights, bullying in schools, campus sexual assault, affirmative action, and redistricting of voting boundaries. In response, we see legal actions that push the envelope or rewind the course of history, and new grassroots efforts that are having a significant impact on the discourse. This course will explore these themes from a uniquely current perspective, with all of the readings from 2000 to the present. We will also leave time to include new issues that arise in the media, legislature, or courts during the semester.

Torey B. Cummings is an Assistant United States Attorney in the Civil Rights Unit of the U.S. Attorney's Office for the District of Massachusetts. She investigates and prosecutes violations of federal civil rights. In addition, she conducts outreach and training on civil rights to educators, law enforcement, attorneys,

advocates, parents, students, and community members. She has a JD and an MSW from Washington University.

EXP-0005-VS Podcasting For Change

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

How do we amplify our voices and tell our stories? What is the role of independent media in the current political climate? How can podcasting be a tool for social change?

We'll explore all these questions and more in this comprehensive podcast seminar. The course will begin with in-depth analysis of various types of popular (and student-favorite) podcasts: from *Serial* to *Fresh Air* to *2 Dope Queens*. We'll read academic essays on podcasting (and other relevant topics) to contextualize our responses to the various programs we listen to, specifically as it relates to independent media and social justice digital storytelling. After getting a sense of the various types of podcasts that exist, students will start working on producing their own podcasts. Students will learn everything from digital recording and editing software, interviewing skills, promotions and marketing, hosting audio files, and creating a supplemental blog. By the end of the class students will have the pilot episode and foundation to continue to record their very own podcast.

This course is cross-listed with Women, Gender and Sexuality Studies as WGSS-085-03.

Raechel Tiffe is a feminist media-maker and web-based journalist, activist, and co-host and producer of a popular weekly podcast, *Feminist Killjoys*, *PhD*. She holds a PhD in Critical Media Studies, with a minor in Feminist and Critical Sexuality Studies, from the University of Minnesota.

EXP-0006-VS Medicinal Plants: From the Sacred to the Scientific

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

How can we discern medicinal plant facts from fiction while also honoring the human foundations of drug discovery?

This survey course is built on four essential pillars: anthropology, botany, chemistry, and pharmacology. Non-experts will discover connections between the anthropological foundations and scientific principles underlying plant-derived drugs by looking at representative individual species. Through guest speakers and student-led presentations, plant walks, and simple experiments, students will be introduced to the broad fields of ethnobotany, phytochemistry, and plant biotechnology.

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

John de la Parra is an ethnobotanist and biotechnologist who has brought innovation to both medicinal plant research and women's health in academia and as an active advisor to the biotechnology industry. He is currently finishing his PhD in Chemistry at Northeastern University.

EXP-0007-VS Gross National Happiness: Confronting Assumptions About the Good Life

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

What determines happiness? In what ways do societies play an active role in promoting (or discouraging) happiness? And does it make a difference?

Happiness is considered by many to be the ultimate goal in life; indeed, virtually everyone wants to be happy. The Declaration of Independence takes it as a self-evident truth that the "pursuit of happiness" is an "inalienable right" comparable to life and liberty. In the late 1980's, the fourth king of Bhutan, Jigme Singye Wangchuck, proclaimed "Gross National Happiness" the principle guiding force in his country.

All at once, happiness is an individual experience and a societal aspiration. However, there is a paradox at the heart of our lives. Most people want to be materially prosperous and orient their lives around striving for it. This goal permeates every stage of one's personal and professional choices. The desire for income security drives students to outperform their peers in school. The assumed benefits of a prosperous society inspire policies aimed at creating wealth. And yet scientific research has shown that as Western societies have become richer, their people are no happier for it. Are we missing something?

Robert Kelley holds a PhD in International Relations from the London School of Economics, and is an Assistant Professor at American University, School of International Service (SIS). He offers this disclaimer: "I am not a moral philosopher or a behavioral economist, nor am I positive psychologist. But if you're curious about what it means to be happy and understanding the happiness of others, then we will learn a lot together."

EXP-0008-VS Waste: The Global Systems that Support Our Consumption

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

What is our role in waste? Whose responsibility is it to manage waste? What are the public health and environmental justice implications?

This interdisciplinary course focuses on introducing some of the multiple dimensions of the global waste system at multiple scales. Students will engage in hands-on exercises, case studies, field visits (when possible), civic engagement, and research. Topics explored in class include the history of waste management; global and local material markets; the nature of waste management systems, policies and technologies employed in different contexts; exploration of materials and their qualities; and the social justice implications of waste management. We will utilize design principles to explore and evaluate existing waste management systems, and also work to understand and develop ways to improve our waste systems.

This course counts toward the Environmental Studies major and minor as an elective for the Sustainability, Policy and Equity track.

Kate Mytty directs MIT CREATE, an applied research lab that develops new processes and tools for researching and developing inclusive spaces and economies. She leads courses at MIT D-Lab on identity in economic development, inclusive economies, and waste management. She is on the board of two social innovation organizations, Global Minimum and MIT IDEAS Global Challenge, and is also an installation and fabric artist, often using recycled materials. Kate holds a Master's degree in Urban Planning from MIT.

EXP-0009-VS The Working Class: From the Industrial Revolution to Trump's America

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

In the wake of Donald Trump's election, an entire cottage industry has emerged on writing about the American working class – are they rebels, or conformists? Do they feel neglected? Do they live in a bubble? Are educated, coastal America and its working-class heartland two entirely separate cultures, and how can they speak to each other?

Instead of trying to answer these questions directly, we will explore the deeper history behind these issues by studying how the working class came to be, from its pre-Industrial roots among "hewers of wood and drawers of water" in the 17th century transatlantic world, through its emergence as a self-aware class identity in the Industrial Revolution, to modern cultural productions addressing that class as their audience. We will draw on a number of distinct disciplines, especially history and literature, in our effort to achieve a holistic understanding.

Eric Pencek is a PhD candidate in the Department of English at Boston College, where he specializes in politics and working-class culture in Romantic-era Britain. He is currently a Graduate Fellow at the interdisciplinary Clough Center for the Study of Constitutional Democracy at Boston College.

EXP-0010-VS The Internet We Deserve? Questioning Our Lives Online

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

We use it every day. It surrounds us. But what do we really know about the Internet? What is the Dark Web? Who or what controls our personal data? How can we be more thoughtful about something we tend to take for granted?

In this course, we'll unpack the contemporary online experience by slowing down and thinking critically about this fast-paced phenomenon. We will reflect on how the Internet impacts our own lives; discuss the roles of corporations, governments, and everyday citizens in shaping the online environment; and engage with the journalists, artists, scholars, and others who critically assess techno-utopian ideals. We will attempt to discover: How does the Internet influence us? How do we influence the Internet? Who are the winners and losers in today's online experience, and which are you? Is the Internet broken? Can we tear it down and start again?

Ashley Peterson and **Dianne Brown** are Research & Instruction librarians at Tufts University. An essential part of their work is teaching information literacy concepts to students, which encompasses everything from learning how to navigate print and digital library collections to developing critical thinking and research skills. Because most research starts (and frequently ends) on the internet, they believe that understanding what the internet is, how it works, and its real-life social implications are essential to being savvy and ethical consumers, as well as creators, of information. Both hold Master's degrees in Library and Information Science. Dianne also has a M.Ed. in online teaching and learning, and focuses on social science research at Tisch Library; Ashley has a background in Art History and Women's Studies and is a librarian at the School of the Museum of Fine Arts at Tufts.

EXP-0011-VS The Jumbo Imperative: On Elephants and Elephant Conservation

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

Tufts is the only major university in the world to honor an elephant as its totemic symbol or mascot. The real Jumbo was raised in a zoo, then sold to the famous American showman P. T. Barnum and shipped in 1882 to the United States to perform in the circus. As a circus performer, Jumbo lived in a completely alien environment under very stressful conditions. Perhaps we as present day Tufts Jumbos owe a certain loyalty to the remarkable animal group represented by Jumbo: the elephant, one of the last surviving giants of the Pleistocene and currently threatened with an ignominious extinction during our lifetime largely as a result of the global trade in elephants' teeth.

This team-taught course will ask and work to answer the following thematic questions:

- Anatomy, behavior, and cognition: Who or what are elephants?
- Evolution: Where do they come from?
- Ecology: How do they affect global ecosystems?
- Cultural history: How have we used them?
- Conservation: Why are they seriously endangered?
- Technology: What can we do to save them?
- Public policy: What can we do to save them?

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

Dale Peterson, the lead instructor for this course, is a lecturer in English at Tufts and the author, co-author, or editor of twenty-one books on subjects ranging from computers to anthropology to psychiatry to conservation. He has also written about primates, giraffes, and elephants. He holds a PhD in English Literature from Stanford University.

Guest lecturers in this course will include **Dr. Karen Panetta** from the Tufts Department of Electrical and Computer Engineering, who brings expertise on use of technology to promote the conservation and health of wild elephants; **Dr. Allen Rutberg**, Director of Center for Animals and Public Policy at the Cummings School of Veterinary Medicine at Tufts, who will contribute three classes on the subjects of population management in the wild, elephants in zoos, and policy tools for U. S. engagement in elephant conservation; and **Dr. Felicia Nutter** of the Cummings School of Veterinary Medicine, who will teach classes on elephant evolution, ecology, and practical conservation on the ground.

EXP-0012-VS StorySlam! The Structure and Performance of Live Storytelling

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

Can we change the culture of an institution or society by telling stories? Could changing one individual's perspective mean changing the world?

This course will cover these topics and more: the structure of an effective story (emotion + data, and a touch on the classical, proven formula of "pity, fear, and catharsis"); the elements of live storytelling (action, hook, tension, stakes, and change); and sharing vulnerabilities as a powerful bonding tool; and delivery (passion, authority, emotion, and public speaking secrets). In addition, the we will have four in-class story slams, two of which will be finals.

Javed Rezayee (A'10) is the founder of StorySlam! He has coached, organized, and emceed live storytelling events in New York, Nepal, Morocco, Turkey, and Sri Lanka for community building and promoting values of diversity and inclusion.

EXP-0013-VS From Koufax to Kaepernick: Exploring Sports, Identity, and Protest

1.0 credit, Letter-graded

Tuesdays, 6:00-8:30pm

How are sports reflective of the society in which they are played? How have athletes used their platform to challenge prevailing norms and politics in their communities and around the globe?

While sports are usually seen as an "escape from the real world," athletes have a unique position in society to advocate for social change, either within the athletic organizations in which they play (for integration or equal pay), in society at large (against racism or discrimination), or for a range of international political issues (against apartheid, Cold War). Using primary sources, films, and historical texts, this course reflects on a range of contemporary social, political, and cultural issues that explain how sports cannot be separated from the societal context in which they are embedded. Through discussion and case studies, students will use sports as a lens to understand international history, the sociology of advocacy movements, and the evolution of political protest around the globe.

Debbie Sharnak is a lecturer at Harvard University in the History and Literature Department. She has worked at many nonprofits such as the New Media Advocacy Project and the International Center for Transitional Justice, and has remained involved in connecting her research to public policy and NGO work. She received her MA and PhD from the University of Wisconsin-Madison.

EXP-0014-VS Immigration Law and How We Got Here: A Practitioner's View

1.0 credit, Letter-graded

Tuesdays, 6:00-8:30pm

Immigration is once again a hot-button issue. What does the future hold, and can we fix our broken system?

Immigration is a subject that crosses a number subject areas such as law, sociology, business, government, politics, current affairs, race, and gender, just to name a few. This course will begin with a look at how we came to this point in U.S. immigration history. Through a brief overview of our immigration history, the course will highlight some inherent racism in our immigration laws; the shift from quantity of immigrants to the "quality" of immigrants; and the reactions of Congress to world conditions that shaped our immigration laws. The course will then introduce the current functions of immigration laws and how they are executed. Topics include asylum, refugees, deportation, and citizenship. Students will gain the necessary tools to understand the broader immigration questions, and the vocabulary to communicate with others in discussions about these questions.

Gerald Pearlstein is an attorney exclusively engaged in the practice of U.S. immigration and nationality law, one of the most complex bodies of law in the nation, second only to the Internal Revenue Code. He is very passionate about immigration, and enjoys guiding and assisting companies and individuals, both domestic and international, in addressing questions regarding U.S. immigration law.

EXP-0015-VS Hollywood and the Courtroom: The Anatomy of a Trial

1.0 credit, Letter-graded

Thursdays, 6:00-8:30pm

Why are Americans mesmerized by courtroom drama? Do reel juries differ from real juries? How does the public perceive the judicial system through the lens of film?

Every day, at least 28 daily courtroom reality television programs can be viewed. These programs offer insight into the human condition and in all its frailties: greed, anger, love, lust, hate, indifference, cruelty, envy, ambition, jealousy, loneliness and intra-familial and domestic strife. This course intends to quicken students' exposure to these human emotions and, hopefully, learn from these foibles writ large on the movie screen. In addition, students will learn the "nuts and bolts" of a trial: the opening statement; direct examination; how to cross-examine a witness; the closing argument; how to try a case in a hostile environment, including dealing with a difficult jury or judge; and the professionalism that flows (or should) from being a member of the bar. The class will have an opportunity to visit a courthouse to observe a trial and/or motion session, and meet with the judge and other court staff.

Dennis Curran has served as a Justice of the Massachusetts Superior Court for almost fifteen years, during which time he presided over 450 civil and criminal trials and received numerous prestigious judicial awards. Prior to serving on the bench, he practiced as a trial attorney for over twenty years. He received his law degree from the University of Virginia School of Law, and a Master's in Political Science from the University of Pennsylvania.

EXP-0016-XS Microfinance

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

What if you could give \$25 to an unbankable small business owner and the impact would be that they could feed, educate, and clothe their children for the next ten months? What if having access to informal financial services in your community greatly improved your ability to generate a more livable income?

Microfinance is a powerful tool in the anti-poverty toolkit to help people in challenging economic conditions have a more prosperous life. In this course, we address how small improvements can be made and take a comprehensive look at microfinance and its impact on people and societies. After forming a solid understanding of the various solutions offered under the microfinance umbrella (credit, savings, insurance), we examine opportunities for domestic and international microfinance initiatives. Students actively participate in the microfinance experience by lending to an actual business owner of their choice, analyzing real-time case studies from around the globe, and interacting with Boston-area microfinance professionals and beneficiaries. Additionally, in partnership with the nonprofit Human Connections, the instructor leads an optional experiential learning trip to Latin America to complement the classroom curriculum and bring you closer to the realities of microfinance.

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

Adam Grenier lived and worked in Sierra Leone in 2008 as a Fellow with Kiva.org. Over the past nine years, he has traveled to Colombia, Mongolia, Mexico, and Ecuador – the latter two with Tufts students as part of the Global Engagement Trip program - to continue his research in microfinance in an effort to bridge the academic with real world lessons. Grenier is also a Certified Financial Planner with Fidelity Investments. He has successfully taught this course a number of times in the Experimental College.

EXP-0017-VS Crowds, Signs, and Standing in Line: Human Factors in Space Design

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

People spend a large portion of time waiting in lines: in fast-casual restaurants, in doctor's offices, at amusement parks, and more. Why do we wait in line for so long, and how can we make these wait times shorter?

In this class, students will learn about human factors concepts in the context of effective system and space design. What elements make these well-designed, and how can existing systems and spaces be improved? We will look at places including fast food restaurants and gift shops, and how they work together in a system, such as an amusement park. We will visit nearby spaces relevant to the course, as well as take an optional trip to Six Flags at the end of the semester.

Alexandra Benbadis and **Erica Massaro** are master's students in the combined B.S./M.S. degree program in Human Factors at Tufts School of Engineering. Alexandra currently works as a Human Factors Assistant at UL-Wiklund in Concord, MA, a human factors consulting firm specializing in medical technology. Erica currently works as a Human Factors Consultant at Health Helm Inc., a healthcare technology company in Boston.

EXP-0018-VS Hamilton: In Context

1.0 credit, Letter-graded

Wednesdays and Fridays, 1:30-2:45pm

This course is cross-listed with Tisch College of Civic Life as TCS-0094-03

"The World Turned Upside Down"

Hamilton: In Context will analyze the life story of Alexander Hamilton - immigrant, scholar, soldier, founding father, economist, scoundrel. Hamilton's unique position among the Founding Fathers rose to recent national prominence through Lin-Manuel Miranda's *Hamilton: An American Musical* in 2015. While the play pioneers new territory in musical theater genre, Hamilton's biography has captured the imagination of millions, reignited interest in the American Revolution and the humanity behind many familiar names represented in dusty textbooks. This course seeks to answer these questions: Why care about a person who lived 260 years ago? What can his struggles and accomplishments show us about modern American politics and society? What do we learn from this particular founding father's history and life? How does Lin-Manuel Miranda's medium influence our sense of Hamilton's relevance? Why him? Why now?

Mary Pat McMahon is the Dean of Student Affairs. She came to Tufts in 2014 from Bowdoin College, where she held various roles with responsibility for building an inclusive learning community and supporting individual students for nearly twelve years. Prior to Bowdoin, she was Associate Director of the doctoral program at New York University Stern School of Business, and earlier was the Assistant Director of Undergraduate Admissions at Yale. At Tufts, Dean McMahon oversees the Division of Student Affairs, including the Career Center, Group of Six, Student Accessibility Services, Office for Student Success and Advising, Campus Life, Residential Life and Learning, and Health and Wellness. In this supervisory role, she is responsible for fostering meaningful growth and connection in both the undergraduate and graduate student co-curricular experience.

Miguel Rodriguez Santos is a senior majoring in Biopsychology. He and Dean McMahon are huge Hamilton fans and have been plotting to offer this course for some time.

Peer-Taught Courses:
Tufts undergraduates teach full-credit, pass/fail courses

EXP-0051-PS Disrupting Education: The Future of K-12

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

What could education look like in the future?

This course will dive into the question by exploring what education is today, and the growing movement toward "un-schooling" education. Using an interdisciplinary approach to understanding the world of learning, students will study education policy, philosophy, cognitive science, and hear from local educators on their work changing the field. The course will culminate in a final project of each student's choosing, engaging thoughtfully and critically with the material and the learner-centered movement.

Sara Newman is a senior studying English and Education. She has attended public schools in the suburbs of Chicago and in Portland, OR, written curriculum for adult education, worked in early education, in high schools, and in arts education. She also formerly worked for the non-profit Education Reimagined, a group dedicated to furthering learner-centered education by connecting educators and education leaders across the country.

EXP-0052-PS Getting *Wicked*: Discovering the Literary Roots of Musicals

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

Where do hit musicals come from?

This course will compare major musicals to their original literary sources, including fairy tales, novels, plays, children's stories, and religious texts. Each original source material discusses significant themes, such as sexuality, gender roles, racism, class hierarchies, religion, and government, and we will explore how their musical counterparts manage to carry these motifs in balance with their time constraints, music, lyrics, and whimsicality. We will examine why and how writers express their ideas on the page, and why and how lyricists, screenwriters, set designers, and choreographers transfer these ideas to the stage. This course is open to all students who enjoy stories, theatre, and the creative process, or those who wish to navigate the transition between art forms and the unique potential of each. While the course will begin with analyses of texts, music, and full stage productions, we will also encourage students to channel their creativity through projects, engaging discussions, games, and activities.

Nicole Cohen is a junior majoring in English and minoring in Film & Media Studies. Growing up in Connecticut, her parents exposed her to theatre productions of all calibers, including high schools, local theatres, and Broadway. Her favorite musicals are *Spring Awakening*, *Cabaret*, *A Chorus Line*, and *American Idiot*.

Jeremy Caldwell is a junior studying Anthropology and Film & Media Studies. He has loved musicals since he first saw *Wicked* on tour as a child, and reading the original text by Gregory Maguire (who received his doctorate in English from Tufts!). Since then, he has seen several Broadway shows, including *Book of Mormon*, *Pippin*, and *Newsies*.

EXP-0053-PS Food Chemistry: Exploring Cooking Through the Lens of Science

1.0 credit, Pass/Fail

Tuesdays & Thursdays, 6:00-7:15pm

Why do some cheeses melt faster than others? Why does bread dough rise? Why are some recipes packed with flavor and others turn out tasting like sawdust?

This course will explore the chemical forces behind the food that we cook and eat. Students will explore chemistry topics from acids and bases to fermentation through the lens of food, promoting overall scientific literacy as well as confidence in the kitchen. From chemical structures to hands-on and edible activities, this course will allow students to both experience and communicate the intricacies of food chemistry. It is open to students with all different backgrounds of chemistry who are passionate about the interdisciplinary intersections of food and science.

Kinsey Drake is a senior majoring in Biochemistry, with a focus on studying the intersections between food, chemistry, and biology. Outside of Tufts, she has worked in professional restaurant kitchens and as a cooking school instructor.

EXP-0054-PS Pop Idol Culture in East Asia

1.0 credit, Pass/Fail

Thursdays, 6:30-9:00pm

How do untalented boys and girls become household names? How are they packaged and marketed, and turned into teenage role models?

Although many aspects of East Asian popular culture such as anime, kung-fu movies, and *Gangnam Style* have entered the global horizon, most of East Asia's popular culture remains little known to the rest of the world. The course will introduce and analyze different aspects of East Asian popular culture, but especially focusing on a cultural phenomenon peculiar to the region: the *idol*. We will examine how one-fifth of the world's population interacts with the media and popular entertainment everyday through a kaleidoscope of modes of communication: music, videos, photography, and text.

Xuanrui Qi, who also goes by Ray, is a senior studying Computer Science and international Relations. In his free time, he likes to follow popular culture from his native East Asia. While at Tufts he has studied technology, media, and culture through an interdisciplinary and international perspective; the synergy of his two interests led him to share his passion by teaching this course.

EXP-0055-PS Persuasive Science: Writing for Skeptics

1.0 credit, Pass/Fail

Mondays, 6:00-8:30pm

How should narrative be used to communicate science appropriately?

The inability to communicate scientific concepts to the public has been a major criticism for the science community. While the credibility of science is still highly regarded, more skeptics have emerged in the past decade. One major example is in climate change issues, where a small, vocal minority refuses to believe it.

This course will investigate how narrative can be used to communicate science effectively, with classes alternating between lecture and writing workshops. Students will have the opportunity to learn the science behind controversial topics such as climate change, genetically modified foods, artificial intelligence, and

more, and incorporate these topics into their stories, which will be presented and discussed in class workshop-style. The goal of the course is for students to be able to use narrative effectively to tell a story about science or to question the credibility of certain narratives they may encounter. This is a writing intensive class, and both science and non-science majors alike are encouraged to take this course.

Thien Khuu is a senior double majoring in Chemistry and English, which in part inspired him to teach this course. With an interest in Green Chemistry, he has been conducting research and participated in Tufts Summer Scholars, which culminated in a publication. He realized that the technical nature of the paper meant that, regardless of the importance of the subject, his mother would never understand what he would be doing for a living after getting his degree. Thus, he seeks to use his background in chemistry and creative writing to reveal a discussion about science communication that has been long overdue.

EXP-0056-PS Activism in Authoritarian States: A Global Perspective

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

What comes to mind when you think of making social change? Voting? Protests? Provocative public art? Open community organizing? Sounds good, but what happens when you live in a country where these things are not possible?

In this course, we will explore the histories, methods, and possibilities of resistance under authoritarian and semi-authoritarian regimes. Drawing from current movements across the world that operate under strict government controls, we will broaden our understanding of what social movements can look like and begin exploring the methods and skills of an activism that fits our own contexts.

Ash Ng is a senior majoring in Political Science and American Studies, with a specialization in Power and Institutions. She has had experience working with civil society in Singapore as part of organizations such as The Association of Women for Action and Research (AWARE) and Beyond Social Services. She is currently the Civic Engagement Intern at the Asian Community Development Corporation in Boston's Chinatown.

EXP-0057-PS Tech Trends and Careers: Tufts and Beyond

1.0 credit, Pass/Fail
Mondays & Wednesdays, 6:30-7:45pm

Ever wonder what options you might have in tech? Already interested in tech but not sure how to start your job search? Already in the job search but need some help?

We will look at such computer science topics as machine learning and compiler development, as well as explore such practical knowledge as interviewing techniques and how to design a personal project. We will learn how to navigate the hiring process, communicate with recruiters, and collaborate with mutually passionate peers.

Guest speakers, peer review of projects, and interacting with industry professionals will expand your horizons about how the world of tech works.

Yuki Zaninovich and **Max Bernstein** are seniors majoring in Computer Science. When they are not studying, eating, sleeping, being TAs for their favorite classes, or socializing, they are searching for jobs. Yuki has interned twice at Amazon, and Max has interned for such companies as GitHub and Facebook.

EXP-0058-PS Health, Communication & Society

1.0 credit, Pass/Fail

Mondays & Wednesdays, 6:00-7:15pm

What myths and misconceptions surround healthcare and public health issues, from the use of caffeine and dietary supplements to vaccines and genetic modification?

This course aims to shed light on how views about our health and the health of others are swayed by the world around us. We will focus on the impact of media and politics on various healthcare topics, covering three broad themes: health in society, health ethics, and health issues on the college campus. Other topics include sleep, mental health, abortion, stem cells, and physician assisted suicide. We will use readings, TEDTalks, videos, and guest speakers as the basis for our discussions. The goal of this course is to cultivate meaningful conversations about these often controversial topics, and to explore how much they have an impact on other aspects of our lives.

Sarah Woodworth is a senior studying Community health and Dance. She is a part of the BA/MPH program, and has worked as an innovation intern at Children's Hospital Orange County and as a clinical research assistant at Boston Children's Hospital.

Sponsored Courses:

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

EXP-0068-XS Documentary: Theory and Practice

1.0 credit, Letter-graded

Wednesdays, 6:00-8:30pm

Documentaries, at their best, enhance our understanding of the world beyond ourselves.

This course will look at the theories at work behind documentary practice and help students gain an understanding of documentary history. By looking at documentary media, students will grasp how advancements in technology, the arts, and culture have come together to tell the stories of our world. We will focus on how each documentarian has found a distinct point of view and help students find inspiration for their own work.

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

This course is cross-listed with Film and Media Studies as FMS-0094-02.

Natalie Minik was the 2013-2014 Lewis Hine Documentary Fellow at the Center for Documentary Studies at Duke University. She graduated from Duke with an MFA in Experimental and Documentary Arts. She is also the cofounder of One, One Thousand | A Publication of Southern Photography.

EXP-0069-XS Personal Career Development

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

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 tools 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.

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 fifteen years of experience in higher education. She holds an MS in College Student Development and Counseling from Northeastern University.

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. 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 and more than twenty-five years of experience in career development.

EXP-0070-XAS Basic RAD

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

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-0070-XBS Basic RAD

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

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-0071-XS Advanced RAD

0.5 credit, Pass/Fail

Wednesdays, 4:30-6:00pm

SoGo Multipurpose Room

The Rape Aggression Defense System (RAD) 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 RAD instructors.

EXP-0074-XS Advanced Documentary Practice

1.0 credit, Letter-graded

Thursdays & Fridays, 10:00am-12:30pm

Prerequisite: EXP-0051-XF or EXP-0073-F (Narrative and Documentary Practice) or Permission of Instructor

This seminar teaches the language of photography through practice and the study of classic and contemporary photographic essays. Each student will be required to complete photographic essays during the course of the semester. Students will learn to create, select and sequence their photographs for discussion and presentation.

During the semester students will complete two assigned photographic essays supported by written texts or audio of at least 20 images each. Essays will be on themes or subjects researched and formally proposed by the student and approved by the course tutor. Students are expected to devote at least 10 hours per week to their essay. Projects will be edited, laid out and published in a collective document in digital or analogue form at the end of the spring semester.

The Program for Narrative and Documentary Practice, housed in the Tufts Institute for Global Leadership, thrives on the collaboration between students from a broad range of disciplines - including but not limited to - film studies, literature, philosophy, computer science, engineering, photography, film, new media, music, medicine and the sciences. Our class is typically comprised of juniors, seniors and graduate students but we

welcome inquiry from freshmen and sophomores.

The Program introduces students to a range of non-fiction voices, including the work of photographers, filmmakers, radio documentarians, and writers, and places high value on aesthetic, scholarly, and ethical considerations involved in representing other people and cultures.

This class offers the possibility of media internships both in the US and abroad. PNDP Students are eligible to apply to the PNDP/IGL workshop supported by the Open Society Foundation in the Summer recess of 2018.

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

Gary Knight is the founder of the Program for Narrative & Documentary Practice, founder of the VII Photo Agency, the co-founder of The GroundTruth Project at WGBH, a Nieman Fellow at Harvard University, an Ambassador for Canon Inc, twice Chair of The World Press Photo Award, and a Trustee of the Frontline Club in London. www.garyknight.org.

EXP-0079-XAS EPIIC Inquiry Teaching Group

*0.5 credit, Letter-graded
Mondays, 12:00-1:00pm*

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, critical thinking, 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 similarly relevant groups such as intergovernmental and non-governmental organizations, human rights groups, corporations, etc. Rather than competing against each other, the high school students will be asked to think about creative solutions to current challenges in the real world, looking at areas of collaboration and win-win scenarios.

More than 250 high school students from six states participate in Inquiry. 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-0079-XS EPIIC: Is the Liberal World Order Ending?

1.0 credit, Letter-graded

Tuesdays & 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-0083-XS Civic Identity, Reflection, & Action: Tisch Scholars Foundation Seminar**EXP-0084-XS Tisch Scholar Fieldwork Practicum**

1.0 credit, Letter-graded
Wednesdays, 12:00-1:15pm

This course is ONLY open to Tisch Scholars; Tisch can provide a list of students to enroll

In their first year of participation in the program—regardless of at what point in their academic career they joined—Tisch Scholars engage in a full-year experience that combines a practicum in a community site and rigorous academic coursework.

In the Fall, Scholars will perform 8 hours per week of fieldwork and take a full-length, for-credit course. The course will provide students with a framework to critically analyze the root causes of social issues, and will allow Scholars to develop skills to take action for positive social change in community settings.

In the Spring, Scholars will perform 8 hours per week of fieldwork and take a for-credit academic seminar. The seminar will allow students to critically reflect on the service-learning work they are engaged in at their partner sites, and share ideas on how to address social issues in the community.

Sara Allred manages the Tisch Scholars Program, facilitating community-building among Scholars, overseeing their annual community projects, and supporting their ongoing training and development. She also provides support for community partners working with Scholars. Before joining Tisch College, Sara was an elementary/middle school art teacher with the Baltimore City Public School System. She has a strong background in community-based art service work, and her teaching focused on addressing social issues through art. She also worked on arts education access and arts integration advocacy initiatives in Baltimore. Sara holds a Bachelor's degree in fine arts from the Massachusetts College of Art and a Master's degree in teaching from the Maryland Institute College of Art.

EXP-0095-S Hindi 2

1.0 credit, Letter-graded
Tuesdays & Thursdays, 1:30-3:30pm

Prerequisite: *EXP-0093 Hindi 1 or permission of instructor*

Communicative approach through development of four language skills: reading, writing, listening, and speaking.

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-0101-ZS Peer-Teaching

1.0 credit, Pass/Fail

ARR

Tufts undergraduates may apply to teach a course of their own design during the spring semester. Unlike first-year seminars, these courses are open to all Tufts undergraduates. The course is generally offered for one credit and is graded pass/fail. A Tufts faculty member will serve as a resource during both the development and teaching of the course.

Peer teachers apply during the Fall semester to teach in the Spring. They are required to take EXP-0101-ZS Peer Teaching and EXP-0103-ZS Theory and Practice of Participatory Education during the semester their class is taught.

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

EXP-0103-ZS Theory and Practice of Participatory Education

1.0 credit, Pass/Fail

Mondays, 12:00-1:15pm

The Theory and Practice of Participatory Education seminar meets once a week to talk about the problems and ideas that have come up during their teaching. Teachers share experiences, and may be asked to make brief reports on alternative teaching methods, educational philosophies, or other topics.

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

EXP-0104-ZS Teaching Assistant Workshop

0.5-1.0 credit (Variable Credit), Pass/Fail

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-ZFS Independent Study

0.5-1.0 credit (Variable Credit), Pass/Fail

ARR

By arrangement only.

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

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

EXP-00105-ZHS Independent Study

0.5-1.0 credit (Variable 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-0106-ZS Auditing for Breadth

0.5-1.0 credit (Variable Credit), Pass/Fail

ARR

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

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

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

EXP-0107-XS Tufts With Rwanda Fellowship

0.5 credit. Pass/Fail

ARR

Course Starts the Week of February 13, 2018.

The Tufts with Rwanda Fellowship is a yearlong program that is centered on genocide education, building interfaith and international relationships, and empowering participants to become global ambassadors for their community. The fellowship has several components including a highly subsidized trip to Rwanda and an event hosted on the Tufts campus.

Fellows will enroll in this course during the spring before they go on the trip in order to help establish group connections, cover background information on the 1994 Rwandan genocide, and undergo diversity training.

The trip to Rwanda provides an in-depth look at the Rwandan genocide that began in April of 1994. In Rwanda, fellows will have the opportunity to visit genocide memorials and learn about Rwanda's history. The group will stay at Agahozo-Shalom Youth Village where they will spend time with ASYV students. They will have discussions to deconstruct relevant topics and they will contribute to the village's functioning by participating in any tasks that would be helpful to ASYV.

Back on campus, fellows will bring what they have learned from pre-trip orientations and their experience in Rwanda to the Tufts community and beyond via programming in the Fall of 2018.

Our goal is to look for positive ways, beginning with self-education, to become global ambassadors representing our own community abroad. We will use what we learn abroad to ignite action within our own community in the hopes of decreasing and eventually ending mass atrocity.

Allison McGuirk is a junior majoring in Community Health and American Studies with a concentration in Education. She is one of the two Coordinators for the Tufts with Rwanda Fellowship.

Nina Kravetz is a junior majoring in Anthropology with a focus in Women's Gender and Sexuality Studies. She is the other Coordinator of the Tufts with Rwanda Fellowship.

Lauren Bloom is the Assistant Director at Tufts Hillel. Lauren holds a Master's Degree in Social Work. She oversees the program staff and is also staff support to the many large scale, social justice programs that are run through Hillel, including the Rwanda trip/experience.