

Fall 2019 Courses

Preliminary course list as of April 2, 2019 Check back for updates

ExCollege Signature Courses Taught by Visiting Lecturers

EXP-0001-F 9/11 in Words and Images

3 semester hours, Letter-graded
Thursdays, 6:00-8:30pm

How did creative responses attempt to make sense of the September 11th, 2001 terror attacks? 9/11 elicited a wide array of passionate and conflicting responses across politics, the media, and the arts – to name just a few areas in which discourse centered on the aftermath of this shocking event. The course explores the ways in which the visual arts and literature prove to be a key part of the process by which the West, particularly the United States, would attempt to develop an understanding of what took place. Through fiction, graphic novels, photography and other visual art, we will explore why artists and writers chose to join words and images together in order to comment on 9/11, as if to say that words or images alone could not do justice to the impact of terror. We will also look at ways in which these works intersect with ethical thought.

John Giordano is a Boston-area artist, independent scholar and affiliated college professor with twenty-five years of experience teaching a variety of arts and humanities disciplines. His scholarship makes interdisciplinary connections between the visual arts, aesthetics, ethics, and political thought. He has done extensive research into the artistic and literary response to 9/11, an event he was personally impacted by when a family medical emergency coincidentally brought him within miles of Ground Zero on 9/11. He holds a PhD in Interdisciplinary Studies: Humanities and Society, and an MFA in Painting.

EXP-0002-F #outfitoftheday: Clothing, Sustainability, and the Global Implications of Getting Dressed

3 semester hours, Letter-graded
Mondays, 6:00-8:30pm

What are the implications of our shopping choices, and how can we use our power as consumers, as community members, and as business leaders to bring about a more equitable and sustainable world? Through the lens of something we all buy and use — clothing — this course will examine the relationship between culture, consumerism, business, and sustainability. Specifically, what are the implications of the global fashion system in terms of the environment, poverty, and sustainable development, and how could we change this trajectory?

Ariel Kraten's career in textile sustainability grew out of her experience as a Peace Corps volunteer, where she learned first-hand how nuanced and complicated economic development really is, and where she, along with her community, faced erratic access to clean water. She now has over eight years of experience consulting on sustainability with major European and American apparel companies such as H&M, G-Star Raw, Esprit, Primark, and Inditex (Zara). She holds an MS in NGO Leadership/Leadership for Social Change.

EXP-0003-F Accused: The Gap Between Law and Justice

3 semester hours, 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-0004-F Global Health: A Practitioner's Approach to Real-World Problems

3 semester hours, Letter-graded
Tuesdays, 6:30-9:00pm

What does it mean to work on global health? Many students are committed to the delivery of global health, but few are exposed to the core elements of program development, funding, implementation, and assessment. Our course is a practical primer in each of these areas. Using fundamental texts, our own experiences, a case-based approach, concrete exercises to develop technical skills, and guest speakers from the field, we will provide skill-building, guidance, and structure. We will honestly reflect on successes and challenges in this work and best-practices and pitfalls in global health practice. Students' assignments will be discussed and critiqued as they would be in a work setting. This course will shed light on the complexity of global health delivery and key skills that can support success for students who envision pursuing work in global health domains or who want to better understand the field from the sideline.

Jennifer Goldsmith serves as Director of Global Health Equity Administration and Planning at Brigham and Women's Hospital. She is responsible for research, finance, human resources, and planning, and participates as a consultant on projects in Haiti, Russia, Navajo Nation, and Rwanda. She also serves as a Managing Director of EqualHealth. She has extensive experience working on strategy, funding and implementation of global health programs. She served as Chief Administrative Officer for Seed Global Health, a public-private partnership with the Peace Corps. She holds an MS from the Harvard School of Public Health and an MA in Education from Boston College.

Anatole Manzi is the Director of Clinical Practice and Quality Improvement at Partners In Health (PIH) with over fifteen years of clinical and public health experience in resource-limited settings. In his current role, Manzi works with PIH-supported countries to develop and implement safety and quality improvement strategies enhancing the integration of quality management into clinical practice. He has served as a lecturer at the University of Global Health Equity in Rwanda, and has been a member of Rwanda's National Maternal and Child Health and HIV mentorship technical working groups. He is a PhD candidate at the University of Rwanda College of Medicine and Health Sciences, focusing on maternal and child health services in rural Rwanda.

EXP-0005-F Universal Design: Accessibility, Inclusivity, and Equality

3 semester hours, Letter-graded
Thursdays, 6:30-9:00pm

Designers often develop products intended to be used by the "average" person: someone with no limitations, impairments, or major differences from the societal norm. But what happens when a prospective user who isn't "average" wants to use the product and can't? Students will learn about universal design, a concept in which products, spaces, and experiences are designed to be accessible and inclusive of users of all backgrounds, abilities, and identities. Each week, students will explore a new human attribute, limitation, or identity that impacts design, and will critique existing products that do or do not design with this user type in mind. We will also analyze each characteristic through an ethical lens, discussing the ethics of designing for inclusivity.

Alexandra Benbadis is a Human Factors Specialist at Emergo by UL. She earned a BS in Engineering Psychology in 2017 and an MS in Human Factors in 2018, both from Tufts University.

Matthew Marber is a Senior Human Factors Specialist at Emergo by UL. He earned a BS in Engineering Psychology in 2016 and an MS in Human Factors in 2017, both from Tufts University.

EXP-0006-F The Business of Sports: A Study of the NBA

3 semester hours, Letter-graded
Mondays, 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.

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.

EXP-0007-F Human Wrongs and Human Rights: The Case of Torture

3 semester hours, Letter-graded
Wednesdays, 6:00-8:30pm

This course will use the case of torture to explore the nature of human rights in depth. Experience in the US over the last nearly two decades has shown how fragile human rights can be. At the same time, the US experience is far from unique. The course will use interdisciplinary materials, including newly declassified documents, to explore the recent history of torture and as well as campaigns against it. While primary attention will be given to recent US practices, torture will be explored as an international phenomenon. Students will gain a sense of the resilience and fragility of national and international norms regarding human rights. We will also consider the appropriate roles of legal and health professionals when faced with demands to participate in problematic official actions. Finally, we will look at the psychological experiences of the participants in the torture ritual: perpetrators, victims, and bystanders.

Stephen Soldz is a clinical/research psychologist and social activist whose scholar/activist efforts over the past twelve years have focused on the role of psychologists and other health providers in the U.S. government's torture program. His work resulted in worldwide press coverage, including a report that was featured on the front page of the New York Times. His work and that of colleagues also resulted in major changes in American Psychological Association policies regarding psychologists' involvement in national security interrogations, resulting in the removal of psychologists from Guantanamo by the Defense Department.

EXP-0008-F From Board Games to Mind Games: What Does it Mean to Play?

3 semester hours, Letter-graded
Thursdays, 6:30-9:00pm

How does the changing landscape of games in our culture impact our understanding of work and play, productivity, relaxation and escapism, addiction, fantasy, professionalism and profit? And why does it matter – especially if we aren't "gamers"? In this course, we interrogate games both as actual objects and in their symbolic resonance as metaphors describing how we navigate life. We will question what it means to play games, their potential social value, and when a player becomes a gamer. We will consider why games are used as metaphors for risky, serious, even dangerous engagements such as war, business, economics, and relationships. What does it mean to "win" these games, and at what cost? We will study these queries by linking the "game of life" in our current moment with gaming culture in the past. Our course materials range broadly from actual games to economic game theory to literature, among others.

Alyssa Bellows recently earned a PhD in English Literature from Boston College. Her dissertation, *Thinking with Games in the British Novel*, brings together nineteenth-century gaming literatures and culture, novels, and modern cognitive science.

EXP-0009-F Pharmacology and Therapeutics

3 semester hours, 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 Seeking Refuge: Central American Asylum Seekers in the U.S.

3 semester hours, Letter-graded
Thursdays, 6:30-9:00pm

Media reports of Central Americans crossing the southern U.S. border often refer to them as "migrants" — but many are in fact asylum seekers, fleeing persecution in their homelands of Guatemala, Honduras, and El Salvador. They often encounter immigration judges and policymakers who resist recognizing their claims. This course will explore the topic of U.S. asylum law through a focus on Central American asylum seekers. Students will analyze case studies of Central American populations frequently seen in Boston-area immigration practices, including victims of domestic and gang-related violence, unaccompanied children, ethnic minorities, and LGBTQ individuals. Students will be encouraged to critically examine how traditional definitions and interpretations within asylum law may or may not disadvantage Central Americans seeking protection.

Maggie Morgan is an immigration attorney at Greater Boston Legal Services (GBLS) who represents asylum seekers and other immigrants at the trial and appellate levels. She also supervises law students on asylum cases at the Harvard Immigration and Refugee Clinic (HIRC). She holds a JD from Harvard Law School and an MA in International Relations from the University of Chicago.

EXP-0011-F Law and Technology: Intellectual Property for Innovators

3 semester hours, Letter-graded
Tuesdays, 6:30-9:00pm

You've got a great idea for an invention, now how do you protect it? Intellectual property (IP) now comprises over 35% of the total U.S. economy, and is the engine behind the biggest developments in science, business, arts, and technology. In this workshop, we take a hands-on approach to understanding IP — including patents, trademarks, copyrights and trade secrets — using students' own ideas. During the first part of the course, students will investigate problems faced by Tufts students and select one as the basis of an invention. Students will then prepare an invention disclosure, search the patentability of the invention, brainstorm and search possible trademarks, create a logo and design for the product, and explore issues that may arise in commercializing the inventions. Inspiration will be drawn from the IP portfolios of companies such as Apple and Adidas. The course will culminate with students pitching their IP and protection strategies. Guest speakers will share real world experiences and provide an opportunity for Q & A.

Melissa Beede Johannes is an intellectual property attorney and former shareholder at the law firm of Wolf Greenfield, where she collaborates with startups, Fortune 500 companies, universities and hospitals to help protect and launch their inventions. She holds a BS in Electrical Engineering from Tufts University and a JD from Suffolk University Law School.

EXP-0012-F Argentine Tango: Culture, Music, and the Dance

3 semester hours, Letter-graded
Wednesdays, 6:00-8:30pm

This course is an introduction to, and immersion in, the culture and history, music, and dance of one of Latin America's richest art forms, *tango argentino*. We will combine academic work with studio training and offer an interdisciplinary and comparative study of both theory and practice.

Throughout the semester, we will analyze tango music, films, and literature from the early twentieth century to the present day. In addition, weekly dance lessons will provide a progressive introduction to tango salon. Students will learn the dance by studying it and by doing it, as they engage regularly in critical and creative work drawing on both mind and body. Beginners are welcome; no previous dance experience or musical training required.

Thomas Wisniewski has taught literature, cultural studies, and Argentine tango at several area universities. He is a PhD candidate in Comparative Literature at Harvard University.

EXP-0013-F Hit Refresh: Critical Perspectives on Power, Data, and Technology

3 semester hours, Letter-graded
Wednesdays, 6:00-8:30pm

Who controls the power of technology? This survey course offers a critical perspective on whether data and technology create a more just society by exploring a range of subjects, including: big data, digital privacy, sousveillance, "smart" cities, peer production, hacking, piracy, and algorithmic bias. The course content draws from Hackers on Planet Earth, Chaos

Communications Congress, the Allied Media Conference, guest speakers, and more. With two in-class workshops — a power mapping hackathon and a cryptoparty — students will gain hands-on experience in how to uncover the ways data shapes our lives. Extra credit to students who can go 24 hours without checking their phones.

Andrew Seeder is currently a researcher at the Conservation Law Foundation, and has expertise in critical cartography, data analysis, and popular education, with a focus on the intersection of data, technology, and community organizing. He has presented publicly at two LibrePlanet conferences about how to use free software for community organizing. As a volunteer he is active in the Massachusetts mesh networking community, helping organize monthly cryptoparties, and is on the Code for Boston leadership team.

EXP-0014-F Behind the Reporter's Notebook: The Practice of Global Journalism in the 21st Century

3 semester hours, Letter-graded
Tuesdays, 6:00-8:30pm

What is it like to work as a foreign correspondent? How do journalists across the globe operate, what challenges do they face, and how does their work shape our understanding of today's world?

This course, taught by a veteran reporter, will use some of the best works of contemporary journalism to explore the craft of international reporting and the changing nature of the global media industry. We'll study the work of both Western and non-Western journalists, including print, radio, and television reporters, war correspondents, travel writers, photographers, videographers, and documentary filmmakers. We'll delve into the risks posed by hostile governments, examine how the internet and social media have upended old business models, and discuss how the global media's ongoing evolution impacts what we see and hear about the world around us. Along the way, we'll gain a knack for the reporting process by taking a critical eye to others' work and completing our own journalistic assignments.

Jonathan W. Rosen is an award-winning journalist who's been reporting overseas for the last decade, mainly from sub-Saharan Africa. His work has been published by National Geographic, The Atlantic, Foreign Policy, MIT Technology Review, The New York Times, The Boston Globe, Al Jazeera, and many other outlets in the U.S., Europe, and Africa. He has an MA from the Johns Hopkins University School of Advanced International Studies, and a BA from Tufts University.

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

3 semester hours, Letter-graded
Mondays, 6:00-8:30pm

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

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.

Rachael Bonoan earned her PhD in Biology at Tufts in 2018, where she studies nutritional ecology in honey bees and keeps bees both on the Medford/Somerville campus and the Grafton campus. She is pursuing a post-doc at Washington State University and Tufts to study the symbiotic relationship between ants and Puget blue butterflies.

Robyn Gittleman Graduate Teaching Fellowship Courses

EXP-0022-F The View From Putin's Window: Understanding Russia's National Security Strategy

3 semester hours, Letter-graded
Wednesdays, 6:00-8:30pm

What does the security landscape look like from the Kremlin's window? This class covers topics in Russia's national security that help answer this question. The goal of this course is to equip students with essential knowledge on how officials in Moscow view threats and opportunities, identify security priorities, and decide which means to employ for their achievement. Students will actively engage with the topics to ask well-informed questions and make educated arguments about Russia's national security. Class materials include background readings and original texts or video coverage from Russian sources.

Polina Beliakova is a PhD candidate in International Relations at the Fletcher School of Law and Diplomacy. Before coming to Tufts, she spent four years in Israel studying diplomacy and conflict for her MA in Government at the Interdisciplinary Center (IDC) Herzliya. She also holds a BA in Sociology from International Solomon University (Kyiv, Ukraine). Her area of expertise is in international security, intrastate conflicts, and civil-military relations.

EXP-0023-F Let's Talk About Sex: Consent in Literature, Culture, and Education

3 semester hours, Letter-graded
Mondays, 6:30-9:00pm

#MeToo. #TimesUp. #BelieveSurvivors. #PussyGrabsBack. What does it mean to be a feminist in 2019? This course provides a space to think critically about the meaning and purpose of feminism today, specifically in relation to issues of sexual consent and assault on college campuses. We will read widely: fiction (novels, short stories, and drama; Renaissance to contemporary) alongside feminist theory (second wave, third wave, and intersectional) and cultural criticism. Then we will focus specifically on sex education in higher education: How should universities approach educating students about consent? What are the most effective ways to protect students from assault on campus? This class places fiction, theory, and current events in conversation not only to open up new ways of discussing the difficult gray areas of sex, relationships, and consent, but also to propose solutions to one of the most urgent issues facing contemporary college campuses.

Alexandra Carter realized that Tufts students care deeply about discussing sex, feminism, and consent through teaching Love & Sexuality in the First Year Writing Program. She designed this class to make space for deeper conversations on those issues. She is a PhD candidate in the English Department at Tufts, and was a GIFT Fellow in the 2018-2019 academic year.

EXP-0024-F Scientific Illustration

3 semester hours, Letter-graded
Wednesdays, 6:00-8:30pm

How can art provide scientists with a powerful tool? Images are critical for explaining scientific concepts. They are used in primary literature, textbooks, websites, apps, infographics, and much more. Creative images help engage broad audiences by making complex information more accessible and compelling. This course is a survey of various techniques and media used to visually present scientific principles. Students will learn and use traditional scientific illustration techniques to communicate scientific ideas and principles. No previous drawing experience is necessary but a curiosity and desire to improve are required.

Michael Fath is a PhD candidate in the Biology department where he studies form and function in fishes, specifically how body morphology influences locomotor stability.

EXP-0025-F SEALs, Snake Eaters, and Air Commandos: The Secret History of U.S. Special Operations Forces

3 semester hours, Letter-graded
Tuesdays, 6:00-8:30pm

What do you really know about American Special Operations forces? Most Americans and arguably most of the world have heard of the U.S. Navy SEALs and other U.S. elite forces. Popular movies, books, and even exercise regimens mythologize these forces as larger than life and often imbue superhuman qualities on the elite operators. In a paradoxical way, these secretive forces have had troves of print and digital media written about them, but much of it is hagiographical or simply inaccurate. This interdisciplinary course aims to separate fact from fiction and to help explain the real capabilities, strengths and weaknesses of these forces. Students will explore the historical development and evolution of U.S. special operations forces and come to understand the current roles, missions, and aptitudes of these forces. Discussion will be guided by a combat veteran with two decades of military experience within U.S. Special Operations Command.

Frank Sobchak is a PhD candidate in International Relations at the Fletcher School of Law and Diplomacy and has taught classes in world history and peacekeeping at the U.S. Military Academy at West Point. During his twenty-six-year career in the U.S. Army, he served in various Special Forces assignments, including leading teams and companies in 5th Special Forces Group and representing U.S. Special Operations Command as a congressional liaison. In addition to many training exercises, he deployed on combat and operational missions to Iraq, Kuwait, Kosovo, Jordan, and as part of a counter-narcotics task force.

EXP-0026-F The Technology of Space Exploration: From Voyager to Mars 2020

3 semester hours, Letter-graded
Tuesdays, 6:00-8:30pm

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

Deep space probes such as Voyager I and II, orbiters such as Cassini and Juno, and planetary rovers such as Curiosity and the upcoming Mars 2020 all carry technology that helps us better understand our solar system. In order to support such scientific equipment, NASA must develop optimal power systems to run these electronics in what can be harsh operating environments. Considerations such as length of mission, distance from Sun, and environment temperature all must be taken into account to pick the best technology. Students will learn about the technologies behind such missions, with a

focus on power systems, including solar cells, radioisotope power systems, and battery technologies. An overview of past, present, and future NASA missions will be covered with an emphasis on the power generation mechanism chosen for such mission. Students will participate in a final design challenge, where they develop an appropriate power system suited for a theoretical NASA exploratory mission.

Margaret Stevens is a PhD candidate in Electrical Engineering at Tufts University. Her research focuses on synthesizing new materials to support advanced power generation for space missions. As a NASA Space Technology Research Fellow, Stevens worked with researchers at the Jet Propulsion Laboratory to develop photovoltaics, thermophotovoltaics, and thermoelectric devices.

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

EXP-0068 Designing Your Tufts: Get Career Ready Through Design Thinking

1 semester hour, Pass/Fail

Two sections available:

EXP-0068-AF Mondays 4:30-6:00pm

EXP-0068-BF Tuesdays 4:30-6:00pm

This course is designed for Tufts AS&E first-year students only.

This half-semester course runs for the first six weeks of class.

As a first-year student, you will find an abundance of amazing courses, co-curricular experiences and related opportunities awaiting you. You may be tempted to think that you need to "do it all" to get the most from your Tufts experience. However, we know from experience that this kind of thinking can often lead to undue stress and strain for many students...and often does not result in the intended goal! Why not learn some basics on how to navigate a process with many great options and outcomes, but no one "right" choice? This course will teach you -- early in your college career -- to apply design thinking strategies to explore college and life experiences that are more meaningful to you and build the core competencies and career readiness that employers value today. Through activities and field-based experiences, you'll learn how design thinking can help you explore options, and at the same time, help you wrestle with a "wicked" problem: How do I know if I'm on the right track if I don't know exactly what the destination is?

Robin Kahan (EXP-0068-AF Mondays for Engineering students) is the Associate Director, Engineering Career Services at Tufts University and a Tufts Alumna. She has worked at Tufts for thirteen years providing career advising and programming for all engineering and computer science undergraduate and graduate students. Prior to Tufts, Robin spent twenty-one years at Analog Devices in progressive Human Resources roles, the most recent being World-Wide Manager of College Relations. Robin has an MBA with a concentration in Human Resources from the Johnson School at Cornell University and a BA from Tufts University.

Donna Esposito (EXP-0068-BF Tuesdays for Liberal Arts students) is the Director of Career Development at the Tufts University Career Center. She oversees career education and advising, as well as programming for undergraduate students and has over twenty-five years of experience in career development and higher education. Prior to Tufts Donna held positions at Harvard University, Stonehill College and Bridgewater State College. Donna has an MA in Counseling Psychology, with a specialization in College Student Personnel Services from the University of California at Santa Barbara.

EXP-0069-AF Personal Career Development

2 semester hours, Pass/Fail

Mondays, 4:30-6:00pm- For Sophomores only

This course is designed for Tufts Sophomores.

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 activities, 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 and a BA in Psychology and African American Studies from Oberlin College.

EXP-0069-BF Personal Career Development for Athletes

2 semester hours, Pass/Fail

Mondays, 7:00 - 8:30pm

This course is designed for Tufts athletes in their Sophomore or Junior year.

Grounded in an examination of several major career development theories, students will apply key concepts to their own career readiness, focusing on thoughtful self-reflection, major and career exploration, and the value of internships as tools in the readiness and decision-making process. Through interactive activities, reading assignments, event attendance, analysis, and writing, students will discover more about themselves and the world of work.

Gregory J. (Greg) Victory joined Tufts University as the executive director of career services in July 2016. He previously served as executive director, continuing and executive education at the Rhode Island School of Design (RISD) where he developed innovative programming for executives, adult learners and youth. He has nearly twenty years of experience in higher education leadership including serving as an Adjunct Assistant Professor of Communications and Rhetorical Studies at Syracuse University.

EXP-0070-AF Basic RAD

2 semester hours, Pass/Fail

Tuesdays, 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-0070-BF Basic RAD

2 semester hours, Pass/Fail

Thursdays, 4:30-6:30pm

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

EXP-0077-F Microfinance and Financial Inclusion

3 Semester Hours, Letter-graded

Mondays, 6:30-9:00pm

In this course, we will review the global landscape of financial services available to unbanked and underbanked populations from around the world. We will focus our efforts on creating practical solutions for economically-active poor populations to access different financial services including, but not limited to, credit, savings and insurance. In addition, we will explore the importance of technology and digital platforms in breaking down geographical and cost barriers to access these critical services. Finally, we will look at ways to improve access to capital markets as a means of generating sustainable wealth in more developed countries. We will learn from visiting practitioners in the field and those who have directly benefited from

microfinance systems. The course will emphasize experiential learning and use timely, recent and relevant literature to drive dialogue and discussion in the classroom.

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-0079-F EPIIC: Preventing Genocide and Mass Atrocities

3 semester hours, Letter-graded
Tuesdays/Thursdays, 3:00 – 5:00pm

Over 100 million people were victims of genocide and mass killings in the 20th century. Since the Holocaust, we have often repeated “never again,” but too often the world has failed to prevent genocidal violence, making “never again” an empty slogan. The ongoing conflicts in Syria and Myanmar have ensured that genocide and mass atrocities are once again headline news. The EPIIC Course will critically examine the multidimensional aspects of genocide and mass atrocities. It analyzes the definitions and typologies of genocide and mass atrocities, and examines the historical, political, economic and social causes of genocide and mass killings. Two cases of settler genocide will be considered: of indigenous peoples in North America, and the Herero and Nama genocide from 1904 to 1908. The course compares and analyzes six empirical cases in the 20th century: the Armenian genocide from 1915 to 1923; the Holocaust perpetrated by the Nazis during World War II; the mass murder of Cambodians by the Khmer Rouge between 1975 and 1979; the Rwandan genocide of 1994; mass atrocities during the Bosnian war, 1992-1995, including the Srebrenica genocide in 1995; and mass atrocities in Kosovo from 1998 to 1999. In addition, four cases of mass atrocities in the 21st century will be considered: Darfur from 2003-5; Libya; Syria; and Myanmar. The course assesses how the international community can prevent genocide and mass atrocities by analyzing the role of international courts and ad hoc tribunals; the development of norms such as the Responsibility to Protect; the role of the United Nations; and the responses of regional institutions such as the European Union and the African Union.

Abi Williams (F’87) is the Director of the Institute for Global Leadership (IGL), and Professor of the Practice of International Politics at The Fletcher School of Law and Diplomacy. Dr. Williams brings to both positions thirty years of experience in leadership roles in the varied worlds of think tanks, the United Nations, and academia. He received his M.A.L.D. in 1986 and his PhD 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 joined Tufts in 2017 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-AF Inquiry Simulation: Migration

2 semester hours, Pass/Fail
Mondays 12:00- 2:00pm

Inquiry, the Institute for Global Leadership's global issues simulation for high school students, is entering its 27th year working with a broad range of schools in six states. More than 250 high school students participate annually in the program. Inquiry's goal is to facilitate the understanding of complex and compelling issues of global and domestic concern through investigative methods and role-playing techniques. An important emphasis of this program is preparing students for global citizenship and critical assessment of human and international security issues.

Tufts students in the Inquiry class will mentor the delegations from October through the culminating role-playing simulation in April (via Skype and, where possible, by visiting). Tufts students will also develop, enact and facilitate the role-playing simulation.

The issues Inquiry addresses are current and real and the high school students are encouraged to think outside of the box about solutions (while keeping their role's interest in mind), not compete against each other.

Heather Barry is the Associate Director of the Institute for Global Leadership.

EXP-0080-AF Writing Fellowship Seminar

3 semester hours, Pass/Fail
Thursdays, 4:30-7:00pm

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

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.

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

EXP-0081 Subject Tutoring Seminar

EXP-0081-F: 2 semester hours, Pass/Fail
EXP-0081-NC: No Credit, Pass/Fail
Thursdays, 4:00-5:30pm

This course is open only to subject tutors currently employed by the Academic Resource Center.

The Subject Tutoring Seminar is an opportunity for tutors currently employed by the Academic Resource Center to gain a wide variety of knowledge and skills related to teaching and learning. The course explores theoretical discussions and practical applications of best practices in peer tutoring and asks enrolled students to apply the work completed in seminar to their tutoring sessions and study groups. Over the course of the semester students will engage in discussion, fieldwork, and reflection in an effort to use their creativity and knowledge to better serve their tutees. Along with gaining an understanding of factors that impact student performance, tutors enrolled in the course will also develop more effective communication skills, organizational skills, intercultural competence, and learning and study strategies.

Katherine Swimm is Assistant Director, Peer Tutoring at the Academic Resource Center at Tufts. She holds a PhD in Theatre and Performance Studies from Tufts and worked as a writing and public speaking consultant at the ARC prior to heading the Subject Tutoring Program.

EXP-0083-XF Civic Identity, Reflection, & Action: Tisch Scholars Foundation Seminar

4 semester hours, Letter-graded

Fridays, 10:30 am - 1:15pm

This course is only open to Tisch Scholars.

This is a two-part course that is the foundation for the Tisch Scholars Program. The weekly fall semester class meeting is longer than the spring semester class meeting. Tisch Scholars will take this course while concurrently working 8 hours per week at a community-based placement.

Through this year-long course, Tisch Scholars will explore the connections between identity and systems of privilege, power, and oppression, and will apply their learning directly to their fieldwork. Students will learn to apply an asset-based approach to community work, and will gain skills in dialogue and deliberation. The coursework will allow students to critically reflect on the service learning work they are engaging with at their partner sites, and share ideas on how to address social issues in the community. Scholars learn about Tufts partner communities and forge meaningful, reciprocal partnerships with community members through service and collaboration.

Sara Allred is the Tisch Scholars Program Administrator at Tisch College of Civic Life. In this role, she co-facilitates the foundation course, assists in community-building within and across cohorts, matches students with community-based placements, and facilitates ongoing critical reflection through the seminar component. Sara is also a visual artist, and prior to working at Tufts was a public school art teacher and teaching artist in Baltimore.

Grace Talusan was born in the Philippines and raised in New England. A graduate of Tufts University and the MFA Program in Writing at UC Irvine, she is the recipient of a U.S. Fulbright Fellowship to the Philippines and an Artist Fellowship Award from the Massachusetts Cultural Council. Talusan teaches the Essay Incubator at GrubStreet and at the Jonathan M. Tisch College of Civic Life at Tufts. She is the Fannie Hurst Writer-in-Residence at Brandeis University for 2019–2021. *The Body Papers*, winner of the Restless Books Prize for New Immigrant Writing, is her first book.

EXP-0084-F Tisch Scholars Fieldwork Practicum

2 semester hours, Letter-graded
Wednesdays, 12:00-1:15pm

This course is only open to Tisch Scholars in the second or third year of the program.

Each semester that they participate in the program, Tisch Scholars will work 8 hours per week at a community-based placement. Scholars will continue learning about Tufts partner communities and forge meaningful, reciprocal partnerships with community members through service and collaboration. Scholars will meet several times per semester with their peers in the program to critically reflect on the work and learning they are engaging with at their partner sites, and share ideas on how to address social issues in the community.

Sara Allred is the Tisch Scholars Program Administrator at Tisch College of Civic Life. In this role, she co-facilitates the foundation course, assists in community-building within and across cohorts, matches students with community-based placements, and facilitates ongoing critical reflection through the seminar component. Sara is also a visual artist, and prior to working at Tufts was a public school art teacher and teaching artist in Baltimore.

EXP-0087-F Visions of Peace in Israel/Palestine

3 semester hours, Letter-graded
Tuesdays, 6:00-8:30pm

This course will study perspectives on the Israeli-Palestinian conflict, with a particular focus on the ongoing grassroots peace efforts at reconciliation and building shared society. To contextualize our study, we will read about and discuss a multiplicity of Israeli, Palestinian, and diaspora narratives around relevant historical events in the conflict. We will then delve into peace-building efforts by grassroots organizations and activists in the region. This exploration will be highlighted by guest lecturers and representatives from grassroots organizations from Israel/Palestine. This is a course for students interested in learning about grassroots organizing, conflict resolution, peace, and in exploring their own views and deepening their knowledge on these topics.

Rachel Eilbaum is the Program Associate at Tufts Hillel. She works with students to bring Israel-focused programming to campus and organizes the Taglit-Birthright trip. She recently graduated from The George Washington University where she earned her BA in International Affairs and Conflict Resolution.

EXP-0100-AF Leading a First-Year Seminar

3 semester hours, Pass/Fail
By arrangement only.

Upper-level students selected and trained for this program will design and teach a semester-long Explorations course for first-year students. Explorations is the ExCollege's signature advising program 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 1 semester hour seminar EXP-0102-AF Teaching Practicum.

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

EXP-0100-BF Leading a First-Year Seminar

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

EXP-0102-AF Teaching Practicum

1 semester hour, Pass/Fail
Mondays, 12:00-1:00pm

This weekly seminar is designed to facilitate undergraduate team-teaching for those leading fall 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.

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

EXP-0104-Teaching Assistantship

2-3 semester hours (variable), Pass/Fail

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This course is designed to assist the undergraduates who are teaching assistants for courses in 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-AF Independent Study

1-3 semester hours (variable), Letter-graded

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-BF Independent Study

1-3 semester hours (variable), Pass/Fail

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-F Auditing for Breadth

1-3 semester hours (variable), Pass/Fail

By arrangement only.

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 semester hour is awarded for each course audited.

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.