

# Spring 2019 ExCollege Courses

## ExCollege Signature Courses Taught by Visiting Lecturers

### **EXP-0001-S Resistance and Revolution: The Historical Movements That Led to #BlackLivesMatter #MeToo #NoDAPL**

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

How does resistance happen? What forms can resistance take? What structures of oppression do various movements seek to dismantle?

To consider these questions, we will turn to literary and other artistic works that address specific contexts of resistance and revolution. We will engage with a variety of genres, including non-fiction and autobiography, from a range of disciplinary perspectives. Works of literature and art will be considered not only as representations of resistance and revolution, but as potentially revolutionary modes of representation that have the capacity to change the way we perceive the world. We will analyze several 20th and 21st century moments of resistance and revolution in the U.S. by focusing on works from authors such as Assata Shakur, Maxine Hong Kingston, Leslie Marmon Silko, Jaime Cortez, Audre Lorde, and Martin Luther King, Jr. With many of the authors we study, we will consider both the role they played in their contemporary moment as well as their continued relevance for our own.

**Matthew Scully** is an affiliated faculty member at Emerson College, in both the Department of Writing, Literature, and Publishing, and in the Institute for Liberal Arts and Interdisciplinary Studies. He received his PhD in English from Tufts University in 2018.

### **EXP-0002-S The Contemporary Caribbean: Politics, Economics, and Global Impact**

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

The Caribbean is often monolithically viewed as the United States' third border, a region to which tourists flock in the winter; however, this gross oversimplification belies the social, cultural, and linguistic diversity of the region as well as its increasing importance on the international stage. Indeed, from the presence of ISIS in Trinidad and Tobago to Chinese investment in The Bahamas and the discovery of oil reserves off the coast of Guyana, Caribbean nations are confronting difficult issues of global concern with limited resources and a ticking clock. Drawing from readings in politics, economics, and international relations, among other disciplines, this seminar will provide an overview of the current policy issues facing Caribbean governments and relevant international organizations. Topics to be covered include the colonial history of the region, economic development efforts, the problem of radical extremism, climate change, and the relationship between the Caribbean and its hemispheric neighbors.

**Rami Blair** is a candidate for the Master of Arts in Law and Diplomacy (MALD) at The Fletcher School, a 2017 Charles B. Rangel Fellow, and will join the U.S. Foreign Service in summer 2019. His professional experience includes stints in the Political/Economic Section of the U.S. Embassy in Barbados, and in the Foreign Affairs, Defense, and Trade Division of the Congressional Research Service. As a 2016-2017 Fulbright Scholar at the University of the West Indies in Trinidad and Tobago, Rami researched gender issues in Caribbean literature and culture. Rami has also co-coordinated the International Conference on Caribbean Literature since 2013.

### **EXP-0003-S The Universe: Illuminated by Women**

*3 semester hours, 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.

**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-S Fighting Discrimination: Defending Legal Rights in the 21st Century**

*3 semester hours, Letter-graded*  
*Tuesdays, 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 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-S The New Automation: Artificial Intelligence and the Changing Workplace**

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

How can businesses responsibly use artificial intelligence and advanced analytics? What are the risks imposed by these intelligent systems? How can students today stay relevant in tomorrow's workforce?

Today's business systems, powered by intelligent technologies, are having a major impact on jobs and the way work gets done. Predictive analytics and artificial intelligence enable machines to perform more and more activities formerly done by employees. This new automation allows computers to perform even the most highly complex tasks such as diagnosing diseases and managing an investment portfolio.

Advocates claim that the introduction of these advanced systems yields great benefits. Automation makes the workplace more efficient, allows businesses to achieve better results, and improves the lives of workers and consumers. On the other hand, critics question these claims and emphasize that with the new technologies there are new problems. Plagued by a lack of transparency, the new technologies create potential bias and a risk of unintended consequences. With these issues in mind, business leaders must decide how and where intelligent technologies should be deployed.

This course examines the impact of this new automation and the need to manage its deployment. Through extensive use of examples and case studies, students will evaluate how human and computer resources should be allocated to achieve optimal results for businesses and consumers.

**Henry Morris** researches and writes on the subject of analytics - its application in business, and the need for ethical controls and governance of intelligent systems. The arc of his career has spanned teaching analytic philosophy, to writing on analytics and data analysis software in a global technology market research firm. He holds a PhD in Philosophy from the University of Pennsylvania.

## **EXP-0006-S The Cannabis Debate: The Intersection of Science, Culture, and the Law**

*3 semester hours, Letter-graded*

*Mondays, 6:30-9:00pm*

How can we discern fact from opinion in the current swirling and polarized cultural context that engulfs the cannabis debate?

This survey course will facilitate the discovery of essential connections between the anthropological foundations, scientific principles, and legal developments underlying the use of cannabis around the world. Knowledge will be built within the essential lenses of scientific rigor, cultural context, and legal developments throughout history. Through guest speakers, lively debate, and student-led presentations, students will be gently introduced to a critical debate at the intersection of science, culture, and the law.

**John de la Parra** is an ethnobotanist and biotechnologist who has brought innovation to medicinal plant research in academia. He has also brought expertise to the cannabis industry as a consultant across the country. He previously taught *Medicinal Plants: From the Sacred to the Scientific* in the ExCollege, and he currently teaches *Environmental Fieldwork* in the Tufts Environmental Studies program. He holds a PhD in Chemistry from Northeastern University.

**Ernest Anemone** is an attorney and active advisor to the cannabis industry, specializing in the law, history, and community relations issues surrounding medical cannabis. He holds a JD from Seton Hall Law School.

Both instructors are medicinal plant educators who consult with companies around the state and the country on ways to improve, integrate, and interpret cannabis science and cannabis laws.

## **EXP-0007-S Whose Diversity? Unpacking Issues of Inclusion and Transformational Justice**

*3 semester hours, Letter-graded*

*Mondays, 6:00-8:30pm*

What is meant by "diversity" and to whom? What do current discussions and practices of diversity signify in relation to identity, citizenship, and belonging? How can we begin to think of difference in positive ways?

This interdisciplinary seminar examines contemporary understanding of diversity. We begin by considering the influence of neoliberalism—a historical moment and epistemological structure of disavowal—that has largely depoliticized and romanticized issues of difference. We will examine the (im)possibilities and complexities of diversity for unpacking issues of identity, citizenship, belonging, exclusion, and injustice. Through interdisciplinary readings—from biopolitical thought, feminist studies, and critical ethnic studies, to educational studies—we will consider the work of critical scholars and activists. Throughout the course, we will emphasize and grapple with the enduring allure for diversity.

**Justin P. Jiménez** is a PhD candidate in Education and Feminist Studies at the University of Minnesota. His dissertation examines the distributions of whiteness and processes of depoliticization in institutionalized diversity

discourses and practices. His areas of specialization include teacher education, curriculum and pedagogy; feminist studies; and cultural studies.

## **EXP-0008-S Stories of Mental Illness: Psychiatry, Medicine, and Literature**

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

How are experiences of mental illness relayed in stories? How is narrative put to work in psychiatric and neurological case studies? How can we better grasp the experiential qualities of illness?

This course will analyze the communication of medical knowledge through narrative, and the expression of emotion and mental distress in literature and memoir in the history of the modern period. Readings include Edgar Allan Poe's short stories on mesmerism; civil war accounts of trauma and neurasthenia in the new specialization of neurology; Freudian case studies of hysteria; Virginia Woolf's *Mrs. Dalloway* and World War I poets on shell shock; schizophrenia in psychiatry and art; the mid-century diagnosis of autism; Oliver Sacks's popular neurological case studies; and narratives of bipolar disorder and Prozac.

**Susan Lanzoni** is an historian of psychology, psychiatry and neuroscience, and teaches at Harvard University's School of Continuing Education. She received her PhD in the history of science at Harvard University, focusing on the history of the mind sciences and modern intellectual history. She is a recipient of a two-year NSF Scholar's Award for her book, *Empathy: A History* that was published in September, 2018.

## **EXP-0009-S Great Trials That Changed History: A Judge's Perspective**

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

Some trials do not end simply with their verdict. They have a power that echoes throughout history. They have shaped and transformed the social, political and legal traditions we take for granted. These trials deserve the description "great" because they serve as enduring lessons for us all on such issues as social justice, race, abuse of power, and injustice. The course will examine trials at several points in history as well as in our media-saturated times. Films, historical accounts, primary sources, and possible field trips to the scenes of local historic trials will be the basis for our analysis.

**Dennis Curran** 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. He previously taught *Hollywood and the Courtroom: The Anatomy of a Trial* in the ExCollege.

## **EXP-0010-S Queerness and Jewish Identity**

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

How have queer Jews challenged traditional social, religious, and representational boundaries? What dialogues have emerged between the field of Jewish studies as a whole and the field of queer theory – a field largely pioneered by Jewish thinkers?

The focus of this interdisciplinary course is threefold: (1) We will examine historical, narrative, and social situations and creative contributions of Jews from antiquity to the present day who transgress normative gender categories and romantic/sexual practices and orientations; (2) We will interrogate Judaism's evolving approaches to queer subjects in scripture, exegesis, and communal practice and ritual; and (3) We will explore a body of critical theory and artistic

representations that view Jewishness as itself a form of queerness vis-à-vis wider majority cultures with whom Jews have coexisted. Through such themes as hybridity, “passing,” queer temporality, and the gendered Jewish body from the Torah to contemporary television, the course will conceptualize an emerging, collective queer Jewish genealogy.

**Golan Moskowitz** holds a PhD in Near Eastern and Judaic Studies from Brandeis University. His dissertation examined Maurice Sendak, queer American Jewishness, and the child. He came to academia somewhat indirectly, through earlier training in studio art. Painting and creating graphic narrative work propelled Golan to investigate the academic bodies of knowledge that inform what inspires him as an artist: the subjectivities and embodied experiences of queer, post-traumatic, developing, and other marginalized individuals as they relate to forces of history, religion, and wider social structures.

## **EXP-0011-S Political Songwriting**

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

Songwriting is a craft; political songwriting is an art! This class will help unpack the songwriting process by sharing craft fundamentals for both word-writers and music-writers, and explore the purpose of songwriting as a social art form. Students will work in teams, or as individuals, to write original songs in the style of their choice – be it pop or theater. Assignments will have two components: a craft lesson and a social imperative. Songs will be performed weekly in class. By the end of the semester, students will know the fundamentals of songwriting, understand the etiquette of criticism, be able to communicate a message in song form, and understand the different ways that songs can unite or divide people around a cause.

**Sara Nicholson** and **Ben Gammerman** are married songwriters and collaborators. They relocated to Boston from New York City last year, bringing their passion for creating theater with them. Sara and Ben care deeply about songwriting, musical theater, and performance as a social experience that can be both political and entertaining. They both have MFAs in musical theater writing from New York University, and years of experience in the theater community. Ben recently taught a songwriting workshop at the Shakespeare Academy at Stratford.

## **EXP-0012-S The City in Your Future: Growth, Opportunity, and the Impact on Your Life**

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

What makes a city great? Where will you go to find a high quality job in your field?

One of the most important decisions you will make in your life is where to live. It will likely be in a city. The world is increasingly diverging between those locations where there are multiple job opportunities for college graduates and a high quality of life, versus locations that are struggling. The social and political impact of this divide is increasingly evident.

This course takes a multi-disciplinary approach to understanding how cities thrive, why industries concentrate, and how companies decide where to locate. In the final third of the course, we will consider the best ways to make our own personal choices of where to build our lives and our careers – to find our future hometown. Our readings are a mash-up drawn from the fields of urban planning, economics, sociology, and human and career development. Classes are discussion based, and some will use business school style case studies. Videos provide summaries of the four cities we profile: Barcelona, Boston, Rome, and Singapore.

**Martha O'Mara** manages the Strategy and Innovation Consulting group at Colliers International, a global real estate services firm. The company purchased the consulting firm she co-founded and ran for over a decade, and she is considered one of the leading authorities on the integration of competitive strategy with the long-range planning of corporate real estate. She has taught at the Harvard Graduate School of Design, and holds PhD, MA and MBA degrees from Harvard.

## EXP-0013-S Cryptocurrency and Blockchain

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

What exactly is blockchain, and what effect is this technology having on cybersecurity, economics, and other fields?

This course is an introductory survey of the cryptocurrency, blockchain, and digital asset space. The class will work together to understand the technological, historical, political, and economic forces that led to and are enabled by these emerging networks. Regardless of what the future holds for cryptocurrency, many lessons can be learned by studying these technologies. Classes will feature activities, student presentations, and discussions which will foster critical thinking and understanding of the topics. Those with expertise in different areas are invited to share that knowledge with the rest of the class.

**Zach Zager** is a Product Manager at the cybersecurity firm Onapsis Inc. in Boston. He earned a BS in Engineering Psychology in 2017 and MS in Innovation & Management in 2018, both from Tufts University.

## EXP-0014-S War, Film, and Politics

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

One of Hollywood's staples for both summer blockbusters and the Academy Awards competition is the war film. While the films often rely on lavish special effects and unique stunts, there is more to war films than body counts and ever louder soundtracks. War films are reflections of the politics of the era in which they were produced, and in many cases the evolution of the content, themes, and messages of war films can be traced over time. This course will explore the linkages between culture, society, conflict, and politics by viewing a carefully selected series of war films and reading commentary on those films and the battles they represent.

**Frank Sobchak** served twenty-six-years in the U.S. Army, including in various Special Forces assignments (the "Green Berets"), 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. His final assignments included garrison command (akin to being a mayor or city manager of an Army base) and leading the Army effort to publish an official history of the Iraq War. He has taught classes in world history and peacekeeping at the U.S. Military Academy at West Point, and is presently a PhD candidate in international relations at the Fletcher School of Law and Diplomacy.

## EXP-0015-S Aging in the 21st Century: Opportunities Facing Your Generation

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

Population demographics are changing. In 2050, 83.7 million Americans will be over the age of 65, almost double from 2012. Older adults will touch all of our lives, from caring for a parent or grandparent, working with older adults as colleagues in the workforce, serving older adults at restaurants and service jobs, and marketing to older adults. No matter your major, learning about the role older adults play in our society is important.

This course begins by discussing our biases related to aging and older adults and considers the similarities between older adults and college age students. A framework is presented for understanding aging, focusing on positive aging and the challenges and facilitators that hinder or support positive aging. Finally, the class will consider how we, as a society, are dealing with the challenges of aging, how older adults are dealing with the challenges, and finally, how you, as a new generation, can help address these challenges.

**Sue Berger** is an occupational therapist, whose focus on supporting older adults began early in her career when working in rehabilitation hospitals and long term care facilities, and continued in her role as faculty in the department of occupational therapy at Boston University. She has presented nationally and internationally, and published widely on topics related to older adults, specifically older adults with low vision, Parkinson's disease, and stroke. She holds a PhD in Gerontology from the University of Massachusetts.

**Rita Kostiuk** became a caregiver at a young age, caring for her grandmother who lived with dementia. This experience motivated her to find ways to support those living with dementia. As a founding staff person of the national aging in community movement, Village to Village Network; a founding board member of Boston Bridge; and a current manager at LeadingAge MA, she is able to bring many perspectives to the discussion of aging in the 21st Century. She holds an MSW from Boston College Graduate School of Social Work with a concentration in macro social work, specifically working with older adults and their families.

In addition to these lead teachers, the course will feature a team of experts in the field of aging.

## Peer-Taught Courses:

### Tufts Undergraduates Teach Full-Credit, Pass/Fail Courses

#### EXP-0051-S What Is (Modern) Love?

*3 semester hours, Pass/Fail*  
*Mondays, 6:00-8:30pm*

As college students, the topics of love and relationships are constantly brought up on campus and at home. We seek to create a space for students to discuss the intricacies of love - modern love, specifically. We will explore the main components of romance in our generation, and critically analyze the experiences of authors -- and the students themselves -- as we move through a variety of readings and multimedia examples. Love is a universal concept, so the discussion of love will be broad and include how it affects diverse communities and identities. We welcome everyone's opinions, experiences, and perspectives. Topics include dating and dating apps, consent, sex, changing labels and expectations, and heartbreak. Students will come out of the course with a nuanced understanding of love in this generation and a new perspective on how they engage in relationships with their peers.

**Ailish Dougherty** is a senior majoring in Child Study and Human Development, with a background in teaching health education, consent, and skills-based workshops to high school students.

**Jessica Fan** is a senior majoring in Community Health, and is a sex health educator for Peer Health Exchange.

#### EXP-0052-S The History and Art of Soapmaking

*3 semester hours, Pass/Fail*  
*Wednesdays, 6:00-8:30pm*

This class will follow the history of soapmaking with an emphasis on its symbolism and societal influence through Biblical, Greco-Roman, Medieval, Victorian, and modern ages. Students will study various works including the Bible, Galen, Homer, Shakespeare, modern scientific journals, and soap operas to understand the social and political importance of soap. We will also study the chemistry behind soapmaking and will make our own soap at the end of the semester. The ultimate goal of this class is to connect the chemistry and symbolism of soap in order to demonstrate the intrinsic connection between the sciences and the humanities.

**Lauren Varanese** is a senior majoring in Biochemistry. She has always been fascinated by the mechanisms of everyday biochemical reactions. She loves the creativity of soapmaking as well. She plans to pursue graduate studies in microbiology.

**Stephanie Miller** is a senior majoring in English and Biology. She has always loved soap because it smells awesome and looks beautiful. She hopes to pursue a career in medicine.

### **EXP-0053-S Black Diaspora Literacy: From Negritude to Drake**

*3 semester hours, Pass/Fail*  
*Wednesdays, 6:00-8:30pm*

Art is consumed everywhere; in particular, music is a global force that influences our expression, our thought, and our perspectives. When we add culture and diaspora to the conversation, art and music become a much larger subject in the cultural production.

This class will explore diaspora studies through the lens of pop culture, with particular reference to Drake, Beyonce, Arthur Jafa, Cecile Emeke, and other artists who regularly engage with the diaspora. Through film, photography, and other visual art, we hope to foster critical conversations around race, gender, migration, and how blackness is constructed around the world. We will sit with questions of home, belonging, and relation through the words of writers such as Edouard Glissant, Rachel Ghansah, Amani Binh Sikhana and Christina Sharpe around black cultural production in the 21st century.

**Yaa Kankam-Nantwi** is a senior majoring in International Literary and Visual Studies. She and Muna are both active in Roots, a collective for creatives of color at Tufts.

**Muna Mohamed** is a senior with an interdisciplinary studies major. Her senior project explores Somali womanhood in the diaspora through multimedia narratives.

### **EXP-0055-S Introduction to Technical Rescue**

*3 semester hours, Pass/Fail*  
*Mondays/Wednesdays, 6:00-7:15pm*

This course will provide students with the skills to confidently and safely explore the backcountry in both the vertical and semi-vertical worlds. From basic climbing techniques to winter survival skills and vertical self-rescue, students will gain hands-on experience that will prepare them to reach the summit - and return unharmed.

**Ali Brodeur** is a senior Environmental Studies and Child Studies and Human Development major who spends as much time as she can outside in the White Mountains and around New England. She is an active climber, hiker, and kayaker, and is a trained Wilderness First Responder. She is also the president of the Tufts Mountain Club and was previously the climbing director.

**Shale Hunter** is a junior Biopsychology major from New Mexico. He is currently the Aqua Director for the Tufts Mountain Club, and spends most of his free time sharing his skills by leading whitewater kayaking and rock and ice climbing trips throughout New England. Shale recently planned and completed a 250 mile hike of the John Muir Trail in California, and has plans to return to the area in the spring for an ascent of one of the more technical climbing routes up Mount Whitney, the tallest peak in the lower 48.

### **EXP-0056-S Miss America: The MISSING Perspectives of Women of Color in 20th C. American History**

*3 semester hours, Pass/Fail*  
*Tuesdays, 6:30-9:00pm*

When we look back at 20th century America, what events come to mind? Maybe World War II or the Civil Rights Movements? What events in history classes have you learned about that focus on women's perspectives outside of the feminist waves? And yet, out of all of the events in this era, how much do we know about the experiences of women of color?

The main objective of this course is to reconstruct what we think we know about 20th century American history, using primary sources detailing the lived experiences of women of color. This course will focus on collaborative learning between students and instructor. It will rely on discussions and presentations based on the weekly literature/media. We will examine events like Native American boarding schools, Japanese internment camps, the Civil Rights Movements, the introduction of the pill, and more. At the end of the semester, students will be able to put together a body of work to present and possibly submit for future samples of writing.

**Alejandra Garcia** is a senior majoring in History and American Studies. Her studies have focused on the experiences of women both in the United States and abroad. She has 21 years of experience as an immigrant Latina.

### **EXP-0057-S Is it Always Sunny in Philadelphia? Social Discourse Through TV Comedy**

*3 semester hours, Pass/Fail*

*Tuesdays, 6:00-8:30pm*

What can Liz Lemon teach us about feminism? What does *Atlanta* say about police brutality? How does the *Always Sunny* gang bring up issues of mental illness? As media consumption increases, many shows use their voice to bring up important topics. This course provides a critical look at sociopolitical issues that are ever-present in our lives through the digestible medium of TV comedy. We will use some of these beloved shows as a jumping off point to discuss these complex social issues. Through the conversations, critiques, and commendations we have about these shows, we seek to make all of us more aware consumers of media and the messages they send.

**Reed Collins** is a senior studying International Relations and Arabic. His interests circle the topics of conflict resolution, conflict prevention, and mediation. He is excited about diving into a medium he enjoys, TV comedy, while tackling the important and complex topics they surface.

**Shaan Merchant** is a senior majoring in Spanish and completing an Interdisciplinary Studies major in Media and Politics. He is an avid TV watcher, and has spent time working for late night political comedy shows. He looks forward to using an interdisciplinary lense to examine the messages in some favorite shows.

### **EXP-0058-S What is Biomechatronics?**

*3 semester hours, Pass/Fail*

*Tuesdays, 6:30-9:00pm*

Biomechatronics can be defined as the interdisciplinary study of biology, mechanics, and electronics. This course will explore the field of biomechatronics through a variety of lenses, starting with a general overview of each study component and leading into the complex technologies and applications of neural prosthetics, exoskeletons, and biologically actuated devices. This course also aims to examine the role of biomechatronics, specifically prosthetics, in sports and media.

**Joelle Bosia** and **Annie Wu** are both juniors studying biomedical engineering. They have developed an interest for the more mechanical and electrical aspects of biomedical engineering, specifically in the field of prosthetics.

### **EXP-0059-S Crazy Rich Asians? An Introductory Spotlight on Singapore**

*3 semester hours, Pass/Fail*  
*Tuesdays/Thursdays, 6:30-7:45pm*

Two recent events have placed Singapore firmly in the spotlight. One was the historic meeting of North Korean leader Kim Jong Un and President Donald Trump. The other was a more light-hearted event, which inspires the name of this course, namely the ground-breaking film set in Singapore.

Both events reveal a very interesting side of Singapore. For instance, how is Singapore able to navigate relationships with diametrically-opposed states like North Korea and the United States? And with *Crazy Rich Asians*, just how much of the representation of Singapore in the movie is true? This course seeks to be a fun and exploratory, but by no means comprehensive, discussion about this small but important city-state.

Singapore's position in the world intrigues many. Political scientists and economists have often cited Singapore's rapid economic development as one of the four "Asian tigers." Harsher critics have pointed out problems with Singapore's authoritarian nature, namely its one-party rule system and its stifling of dissent. We will spend a good portion of the course exploring some of the prominent social issues in Singapore, before examining its applicability to our own individual societies.

**Yuan Jun (YJ) Chee** is a senior majoring in History and International Relations, both with an East Asian concentration. He grew up in Singapore and served his nation proudly for two years at the Headquarters of the 3rd Singapore Division. He has also served the Singaporean community here on campus in various capacities as Social Chair and Secretary, and loves any opportunity to discuss Singaporean politics and history with his peers.

## **EXP-0060-S Designing for Generation Z & Beyond: A UX Approach**

*3 semester hours, Pass/Fail*  
*Mondays, 6:00-8:30pm*

How do we, as designers, predict and adapt our practices to fit the needs of the future?

That's the problem designers are beginning to tackle - with so many new developments at our fingertips, how do we keep the human experience of design relevant? This course focuses on designing for Generation Z, both in the current year and in the next twenty years. We will explore emerging trends and technologies the user experience (UX), designing for non-traditional interfaces (audio, video, gestures, etc.), as well as how the current industry is transitioning. A portion of the course will also focus on professional development. Students will learn to use Sketch, InVision, and other industry tools, and will complete a UX Design portfolio piece.

**Jillian Howarth** and **Erin Hsu** are both seniors studying Engineering Psychology in the School of Arts & Sciences. Combined, they have held UX roles at Cimpres, Garmin, and Barclays South Africa. When they are not eating Italian at Semolina, you can find them nerding out over Instagram UI changes.

## **EXP-0061-S Gender and Sexual Minority Health**

*3 semester hours, Pass/Fail*  
*Mondays, 6:00-8:30pm*

How do we address the health needs of a growing and dynamic queer community? Led by two queer Community Health majors, this course will explore healthcare disparities and potential solutions, with a focus on how queer identity has an impact on health and outcomes. Other topics include racial disparities, school environments, mental health, and clinical settings. This course is open to anyone interested in health, patient care, social science, or the experience of LGBTQ people at Tufts.

**Jacob Abrahams** is a senior majoring in Biology and Community Health.

**Allison McGuirk** is a senior majoring in American Studies and Community Health.

Together they designed and taught a version of this course as a first-year Explorations seminar, and they are excited to bring it to a wider audience at Tufts.

## **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, course runs for 7 weeks*

*Two sections available:*

*EXP-0068-AS Wednesday, 4:30 - 6:00pm – for Engineering First-Year Students, Robin Kahan*

*EXP-0068-BS Wednesday, 4:30 - 6:00pm – for Liberal Arts First-Year Students, Donna Esposito and Shannon Seaver*

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-AS Mondays for Engineering students) is the Associate Director, Engineering Career Services at Tufts University and a Tufts alumna. She has worked at Tufts for 13 years providing career advising and programming for all engineering and computer science undergraduate and graduate students. Prior to Tufts, Robin spent 21 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 Bachelor of Arts in Economics from Tufts University.

**Donna Esposito** (EXP-0068-BS Wednesdays 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 25 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.

**Shannon Seaver** (EXP-0068-BS Wednesdays for Liberal Arts students) serves as Assistant Director for the Tufts Career Center. Her programming focus is on seniors, as well as running the Career Fellow Program. Prior to Tufts, she worked at the University of Massachusetts Boston where she received her Master's degree in Education.

### **EXP-0070-XAS Basic RAD**

*2 semester hours, 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 (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 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 RAD Instructors.

### **EXP-0070-XBS Basic RAD**

*2 semester hours, 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 (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 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.

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Instructors are members of the Tufts University Police Department and certified RAD Instructors.

### **EXP-0071-XS Advanced RAD**

*2 semester hours, Pass/Fail  
Wednesdays, 4:30-6:00pm*

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-0078-XS 21st Century Negotiation Skills for Global Leadership**

*3 semester hours, Letter-graded*

*Fridays, 8:30-11:30am*

As leaders in the twenty-first century, how can we most effectively exercise influence in a global, multi-cultural environment? Are we 'born' diplomats or can we learn and improve our negotiation skills? Should we pummel our opponent (and "win") or can we do well in a negotiation while preserving the relationship and laying the groundwork for future negotiations?

These questions (and more) will be addressed in a new course offered through the Institute for Global Leadership (IGL). This course will prepare students to be more effective global leaders and to engage successfully with others across borders and cultures – national, organizational, institutional – by improving their negotiation, communication, and conflict management skills.

Throughout the semester, students will confront negotiation challenges ranging from international peace processes to trade disputes; from community conflict to global public health crises. An integral part of the course is an emphasis on the ethical aspects of negotiation, mediation, and conflict resolution, especially as these apply to the exercise of leadership in an increasingly interconnected world.

The course is designed to build students' self-awareness about their own negotiation habits and behaviors; to help them learn how to put themselves in the shoes of their negotiation partner in order to better understand them and their strategies and motivations; experiment with collaborative approaches to problem-solving; and test a range of distributive and integrative negotiation approaches.

Using a flipped classroom model, instruction throughout the course will be interactive and experiential, with facilitated discussion, hands-on exercises, case study analyses, and negotiation simulations. A "Weekend Negotiation Workshop" will be scheduled for one weekend early in the semester to allow students a 'deep dive' into the core negotiation skills.

**Elizabeth McClintock** is a Founder and Partner with CMPartners, LLC, and has over 20 years of experience offering negotiation advice to parties in conflict, consulting on international mediation efforts, developing curricula, designing training, and implementing programming in negotiation, mediation, communication, conflict management, and leadership development worldwide. She teaches at both the Fletcher School and at the Paul H. Nitze School of Advanced International Studies at Johns Hopkins University. She is also a proud Returned Peace Corps Volunteer (Morocco 1988-1992).

## **EXP-0079-XAS EPIIC Inquiry Teaching Group**

*2 semester hours, Pass/Fail*

*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](mailto: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: Migration in a Turbulent World**

*3 semester hours, Letter-graded*

*Tuesdays/Thursdays, 3:00 – 5:00pm*

### **Instructor/Department Consent Required**

The 2018-2019 EPIIC Colloquium will critically examine the multidimensional aspects of migration. Migration has become a worldwide phenomenon and its importance today is clear. Concerns with the demographic, economic, social, security, legal and political consequences of international migration have also increased. Discussions on issues such as national security, xenophobia, racial discrimination, social integration, unemployment, brain-drain and brain-gain, human trafficking, and asylum claims have led to a reexamination of international migration policies and the potential benefits and disadvantages to sending and receiving countries. Some states are questioning whether migration can bring benefits and opportunities to all parties – migrants, states of origin, states of transit and receiving states. With the attention now paid to counter-terrorism and violent extremism, cooperative efforts to address national security concerns posed by the movement of people has become a pressing issue for both receiving countries and countries of origin. And while migration has long been a sensitive matter of national sovereignty, it now encompasses regional and global dimensions.

**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-0081-XS Subject Tutoring Seminar**

*2 Semester Hours, 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-XS Civic Identity, Reflection, & Action: Tisch Scholars Foundation Seminar**

*3 semester hours, Letter-graded*

*Fridays, 10:30 am - 11:45am*

**This course is ONLY open to Tisch Scholars**

This is the second half of a two-part course that is the foundation for the Tisch Scholars Program. New Tisch Scholars will take this course while concurrently working 8 hours per week at a community-based placement. Through this 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 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.

**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-0084-XS Tisch Scholars Fieldwork Practicum**

*2 semester hours, Letter-graded*

*Wednesdays, 12:00-1:15pm*

**This course is ONLY open to Tisch Scholars**

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. Through the seminar, 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-0085-XS Tisch Scholars Senior Capstone**

*2 semester hours, Letter-graded*

*Wednesdays, 12:00-1:15pm*

**This course is ONLY open to Seniors in the Tisch Scholars program**

During the spring of their senior year, Tisch Scholars will complete a capstone – a culminating experience during their final semester as Scholars at Tufts – through which they will be able to demonstrate their learning and growth over the past several years. The capstone is meant to be holistic, and will document and showcase the students’ learning through their experiences in the Tisch Scholars Program, as well as through their academics at Tufts, and any other co-curricular or professional experiences they may have. The capstone itself will be composed of a personal reflection as well as a public collaborative element.

**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-XS 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.

**Sara Legasey** is an educational programs consultant at Tufts Hillel. She and Lauren Bloom created this initiative and have worked together to develop this program over the past three years. They are excited for this next phase to come to fruition.

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

Tufts students Claire Trilling, Ariel Stern, Eitan Bloostein, and Ezgi Yazici are Visions of Peace fellows, and will be TAs for the class.

## **EXP-0101-ZS Peer-Teaching**

*3 semester hours, 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 semester hour, 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**

*2-3 semester hours (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**

*2-3 semester hours (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**

*2-3 semester hours (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**

*1-3 semester hours (Variable Credit), Pass/Fail*  
*ARR*

**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.

## **EXP-0107-XS Tufts With Rwanda Fellowship**

*2 semester hours, Pass/Fail*

*Tuesdays, 6:30-9:00pm*

Course starts on February 12, 2019.

**This course is only open to students going on trips as part of the Tufts with Rwanda Fellowship.**

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.

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

**Aly Moreno** is a member of the class of 2021 and is studying Middle Eastern Studies, Political Science, and Arabic though she has yet to declare a major. She is so excited to be coordinating this year's fellowship.

**Mikel Quintana** is a sophomore studying International Relations and Latino Studies. He was a member of the 1+4 Bridge Year Program in 2016-2017 and is a Leader for the Tufts Hillel with Rwanda Fellowship this year.