

Courses

Spring 2017 Courses

ExCollege Signature Courses: Taught By Visiting Lecturers and Teaching Fellows

[EXP-0002-VS Losing It: Tales From Girlhood](#)

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

Simone de Beauvoir famously wrote, "One is not born, but rather becomes, a woman." If so, what does this process of becoming entail? And how do societal expectations determine what it means to come "of age" for the young girl?

This course will examine works of literature, mythology, folklore, and film that depict the transition from girlhood into womanhood, paying particular attention to how differing backgrounds of race, class, sexuality, ability, and gender expression trouble a stable formula for becoming a woman. As we will find, female coming of age tales invoke a transformation that can be experienced as a loss or a death or an emergence—but one after which there is no return.

[View working copy of course syllabus >](#)

Natalie Adler is currently a visiting assistant professor at Brown University in the Department of Comparative Literature and with the Pembroke Center for Teaching and Research on Women. She received her PhD in January 2016 in Comparative Literature from Brown.

[EXP-0005-GS Horror, Abjection, and You](#)

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

What are you afraid of? What in our world is abject? After a year of creepy clowns, Zika, and rampant political fear-mongering, all of us have experienced horror on a number of levels. But how often do we think about horror's power to control us?

This course will pair literature, film, advertisements, political speeches, and more with theories put forth by philosophers, psychologists, biologists, theologians, and political scientists in order to question what frightens us about our world, about our bodies, and about what lurks in the recesses of our collective psyche. Understanding just what makes something abject will allow us to reevaluate our engagement with politics, medicine, and morality, as well as all those things that go bump in the night. Through this course, we will uncover the roots of our fears and hopefully thereby learn to mediate our responses to them.

[View working copy of course syllabus >](#)

James Rizzi is currently a PhD candidate in his fourth year in the English Department at Tufts University. His dissertation research has led him to questions regarding abjection and intersubjectivity in a socio-political context.

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

[EXP-0006-VS StorySlam! The Structure and Performance of Live Storytelling](#)

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

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

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

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

[EXP-0014-VS Kanye West & The Poetics of Excess](#)

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

Kanye West is a rapper, a producer, a designer, a son, a husband, a father, a curator, a mentor, a provocateur, a man, an American, a celebrity, a brand. From *The Blueprint* to *The Life of Pablo*, there is no shortage of content to which we might refer in a consideration of his cultural significance; West's voice is divisive, provocative, infuriating to some and inspirational to others.

How, as contemporary consumers of aesthetic material, can we critically engage the Westian project? At what point does the aspirational rhetoric of a young rapper-producer become the aphoristic self-evangelism of a pop-cultural antihero?

This course situates Kanye West as the inheritor of a masculinist American poetic history of ostentatious textual maximalism. Beginning with a review of his predecessors, from Walt Whitman to Nathaniel Mackey, we will examine West as a poet, studying his work in its various iterations - the Twitter feed, the public appearances, the Yeezy brand, the music - as text. We will consider how these critical evaluation of West's work reveal parallels with those of other prominent American poets of the last 175 years.

Carlee Travis teaches writing and liberal arts electives in gender studies, poetics, and cultural historiography at Boston Conservatory at Berklee. She completed graduate studies in the poetics program of the English department at the University at Buffalo, where her primary research focus was instinct-driven poetic maximalism in the work of Marianne Moore and Charles Olson.

[EXP-0015-VS Fashion: From Frivolous to Fundamental](#)

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

Does fashion make us human? Have fast fashion and blog journalism conspired to make fashion seem superficial and frivolous?

Clothing and fashion have always been essential elements of the human experience. Using clothing as a framework, this class will explore the challenges of reading, understanding, and communicating in a visual language that is constantly changing. Clothing both reacts from and contributes to social changes. Using clothing as a medium, we will discuss cultural values and shifting concepts of identity, the cost of consumerism, and how the shifting nature of fashion trends showcases the human traits of innovation and creativity.

Chloe Chapin is a costume-designer-turned-fashion-historian, working to make the field of fashion and textile studies a more prominent academic discipline. She has an MFA in Design from the Yale School of Drama; an MA in Fashion & Textile Studies: History, Theory & Museum Practice from the

Fashion Institute of Technology; and she is currently a PhD candidate in the American Studies program at Harvard University.

EXP-0017-VS Art According to the Five Senses

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

What do you feel when you stand in front of art? Where in your body do you feel it? In academia, we are so focused on the texts and objects of study that we often overlook our own role as perceiving subjects composed of complex sense organs.

The course will consider the history of modern art according to all five senses, and will challenge the modernist notion that vision is the primary mode of artistic perception. Through re-enactments, concerts, banquets, and the rigorous analysis of art, performance, and text, this course aims to show how each of the five senses is culturally and politically constructed. Prior exposure to art is not required.

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

[View working copy of course syllabus >](#)

Samuel Adams is currently a curatorial research fellow at the Institute of Contemporary Art/Boston and a contributor to ARTnews magazine. He completed his PhD in art history at the University of Southern California, with specializations in twenty and twenty-first century art, performance, theater, opera, and history. He has also held research positions at the Getty Museum and the Los Angeles County Museum of Art.

EXP-0018-VS Guerilla and Performance Art & Politics

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

Do art activists using Performance Art as their tool really need a lot of money to create a powerful impact on society?

This course introduces students to the history and philosophy of performance art as the most instinctive art form of dissent and free artistic expression, using the most basic and "cheapest" tool— namely, one's own body. We will find out that performance art is only the most recent name for an art form that has been with us ever since we defined ourselves as human beings; that it has no borders between cultures; and that it includes every moment of life.

We will discover the incredible (r)evolutionary power of this art form and its effect on social change. Students will be challenged to transform the knowledge they acquire into their own solo and collaborative public performances. These works will explore techniques for the empowerment of people without access to mainstream media and sources of money, will address specific current social or political issues, and will be documented on video.

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

Milan Kohout is a political art activist who has used performance art to fight for human rights for the last thirty years, starting with the Czech underground movement Charter 77. He was forcefully expelled by the security police from then-totalitarian Czechoslovakia due to his political art activism, spent two years in a refugee camp, and came to the U.S. in 1988. He graduated from the School of the Museum of Fine Arts (SMFA), became a member of the world-famous group Mobius, and has

taught political performance art in different colleges in the U.S. and Europe, most recently the University of West Bohemia.

[EXP-0025-VS The Jumbo Imperative: On Elephants and Elephant Conservation](#)

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

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

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

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

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

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

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

[EXP-0026-VS Doctors and Data: Inside Healthcare Data Analytics](#)

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

Can technology quantify the care doctors provide to patients, or how well we as patients are complying with doctors' prescriptions? Can one number accurately reflect the medical risk of a person or the likelihood of a person having another year of "quality life?" Should we create technology that automates care or diagnosis we have traditionally kept in the hands of MDs and PhDs?

Here's the truth: for better or worse this technology already exists and impacts our lives. With a focus on using data to improve the healthcare system, this course will explore existing healthcare technology solutions and examine both their effectiveness and ethics with an instructor who has

personally built them for the past five years.

Stephen Gershman (A'11) is a Principal Consultant at Arcadia Healthcare Solutions, LLC, where he builds technology for leading hospital networks to deliver better care, and produces medical record analytics for 20 million patient lives. Currently, he leads a team of implementation specialists and trains coworkers to develop and enhance healthcare analytics products. He has also served as a Board Member of Social Impact 360, where he has enabled more than 1000 student entrepreneurs to start their careers in college. Stephen has an Executive Certificate in Nonprofit Management from Georgetown University.

EXP-0027-VS Human-Animal Studies

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

How do humans and animals interact? How do we define and identify the ranges of complex human and animal relationships?

We will examine the consistent presence and use of animals by humans throughout history, the advantages and disadvantages that these connections provide for both humans and animals, and many of the ethical dilemmas surrounding these dynamics. A survey of these connections throughout history, literature, entertainment, medicine, and religion reveals that humans and animals have been interacting with each other for thousands of years. We hunt them, eat them, wear them, conduct tests on them, idolize them, work them, and study them. Some species appear as lovable characters in books, team mascots, cultural idols, and as children's toys while others we fear and even demonize. Included on the animal-human relationship spectrum is the presence of domesticated animals in our homes. Cats, dogs, and other species have joined our human families and are cared for with the same love and financial support that many people provide for their children.

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

Laura Cummings (A '00 and DVM '05) is an emergency veterinarian in a twenty-four-hour critical care hospital. Laura has been intrigued with the ethical issues in veterinary medicine and surrounding topics for over a decade, and she has researched the topic thoroughly. Laura has worked in a zoo, a primate research facility, a kill-shelter, and a wildlife refuge to make an effort to understand the ethical controversies in these widely diverse environments.

EXP-0040-GS Race in Human Development

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

The idea that America is a "post-racial society," or that racial preference, discrimination, and prejudice ended decades ago is demonstrably false. The reality is that race influences human development in America in a myriad of ways. Drawing on recent research from the fields of medicine, education, sociology, and psychology, we will examine how race influences human development in the U.S. In particular, this course takes a critical approach to understanding the effects of race on human development through American contexts and cultures.

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

Elana McDermott is a PhD candidate in the Department of Child Study and Human Development at Tufts, and a Doctoral Research Assistant at the Center for Promise at Boston University.

Elana was selected by the Experimental College to be a Robyn Gittleman Graduate Teaching Fellow for 2016-2017.

[EXP-0043-VS Women's Lives in Flight: Stories of Diaspora, Citizenship, and Belonging](#)

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

What does it mean to document women's lives in flight? How do political and economic parameters affect the ways in which women experience vulnerability and belonging?

This course examines contemporary questions of citizenship and precarity through both a historical and transnational lens, from the transatlantic slave trade to contemporary migrations and displacements in the Global South. The primary materials for this course, both textual and visual, aim to engage students in an intersectional study of women's lives in flight, and to address issues such as inequality, neoliberalism, human rights, forced migration, citizenship, and the effort to reclaim women's narratives in a media-saturated world.

Asimina Ino Nikolopoulou is a PhD candidate in English at Northeastern University. The intersection of race, gender, and sexuality informs the basis of her scholarship. During her studies at Northeastern she obtained a Certificate in Women's Gender and Sexuality Studies, and has been involved with the Graduate Consortium of Women Studies (GCWS) at MIT as a class participant, conference organizer, and dissertation writer. She also holds an MA in American Studies from Columbia University, and a BA in English from Aristotle University in Thessaloniki, Greece.

[EXP-0054-VS Star Wars: How Long Ago? How Far Away?](#)

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

How are we to interpret the *Star Wars* films? Are they merely products of their cultural and political background, or can more significant insights be inferred?

We will look at, among other things, how *Star Wars* relates to the Western canon of music and philosophy, and how musical and philosophical concerns resonate with one another. By the end of the semester, we hope to comprehend how these layers enrich *Star Wars'* meaning, and also consider the implications of such cultural sedimenting and of epic mythology in our daily lives. The process of interpreting *Star Wars* using musical and philosophical concepts will serve as an example for students of how to ask and answer questions in the humanities.

Chandler Hatch is a PhD student at Harvard, where he has been teaching philosophy for the last two years. He studies the moral and political philosophy of Kant and Hegel, and as a lifelong *Star Wars* fan, he has naturally gotten interested in the morals and politics of *Star Wars*.

Joseph Sowa is a PhD candidate in music composition and theory at Brandeis. One of his initial influences to become a composer was the music of John Williams. Joseph's research interests include gestalt theory, twentieth-century harmonic techniques, and the *fin-de-siècle* orchestral repertoire (including Wagner, Stravinsky, and Debussy) upon which *Star Wars* draws much of its musical inspiration.

[EXP-0057-VS War Stories: 'Grunt Lit,' Hollywood, and the Making of the U.S. Military](#)

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

G.I.s and grunts. "Lone survivors" and "lionesses." Vets and victims. Who are they? What are their stories? Where and how do we encounter their voices and what can we make of them?

In this interdisciplinary course, situated at the intersections of anthropology, literature and critical

media studies, we will seek to understand how the U.S. military, generally, and the American soldier, specifically, are constructed in and through a variety of genres. We'll read first-hand narratives alongside the journalistic accounts, documentaries, feature films, ethnographies and short theoretical pieces that together constitute the field of knowledge of the contemporary military. Highlighting questions of genre, authority, representation and power, we'll consider how both veterans and non-veterans frame and lay claim to a particular kind of military experience. We'll trace the alternative or even disruptive knowledge about American militarism offered by these "war stories," while remaining attentive to how they may also reproduce the ideologies they seek to challenge.

Bethany Anne Kibler was a member of the United States Army and served in Iraq where she completed a variety of assignments dealing with counterintelligence. She is currently a sixth-year PhD student in the joint Anthropology and Middle Eastern Studies program at Harvard University. Her dissertation project is an ethnography of three military training bases, and explores how U.S. soldiers generate, practice, and conceptualize cultural knowledge as an essential and necessary component of contemporary warfare.

[EXP-0060-VS Education Across Borders: Global Migration and Changing Schools](#)

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

How should schools adapt to the dramatic increase in migration and diversity?

This course examines the relationship between migration and education, with a focus on the impacts on schools, teaching, and language policy and practice in Europe and North America. In particular, we will explore the changing classroom landscape, emerging questions about the nature of schooling, and what the research tells us teachers should already know and be able to do within the classroom to support linguistically and culturally diverse learners. As a collaborative class of scholars, we will also work together to investigate new and emerging questions pertinent to teaching and learning within a diverse and global society. Our research and discussion will be based on international theories of multicultural education, global case studies, and published research findings.

[View working copy of course syllabus >](#)

Kristen Nielsen has been immersed in the field of education for over twenty years. She completed her EdD and joined the faculty of the University of Calgary, where she has worked to support the instruction of English language learners in Calgary's very diverse schools, focusing on teacher professional development and policy change for schools. Her work examines the ways in which linguistic, cultural, and ethnic diversity fit within global schooling systems. In 2016 she traveled to Germany to present her research as an invited lecturer and to teach a graduate course at the University of Regensburg.

[EXP-0061-GS Latin America: Development and Policy-Making](#)

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

Who makes policy? What is involved in development policy in particular? And what will the future of Latin America look like?

This course will provide an introduction to the most pertinent theoretical topics relevant for development policies and the policy-making process, while framing the theory in the particular context of Latin America. Students will apply these theories to real-world policy situations through weekly discussion and exercises. Topics will focus on the actors involved in the policy making process, agenda framing and setting, the political economy of the policy process, and the policy diffusion process in Latin America. The latter half of the course focuses on specific topics relevant to

the development processes in Latin America. During this second section we will focus on evaluation methods –since sound policies require understanding of what work and what does not– and then specific topics like Education, Health and Welfare, Agriculture, Public Goods Provision, Institutions and Conflict, and International Aid.

Juan Taborda is a third-year PhD candidate in International Relations at Tufts University's Fletcher School of Law and Diplomacy, and a Fulbright Scholar from Colombia concentrating in International Political Economy and Development Economics. His dissertation research examines the relationship between institutional reforms and economic development.

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

[EXP-0074-VS Famous Trials in U.S. History](#)

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

Famous trials act as a mirror held up to society, reflecting the social mores and cultural trends of the time. We can learn much about society, about the tacit assumptions and underlying realities that shaped and were reflected in the trials.

Trials provide us with invaluable unconscious testimony: we can glean what issues are in contention; what things are tacitly agreed upon and therefore not verbalized; what aspects of culture are in flux. Famous trials in particular are useful for the purposes of analyzing an array of historical forces: legal, literary, sociological, psychological, cultural, economic, political, and an almost-infinite number of other potential connections and dependencies. This course does not assume a background in history, law, or any related discipline—you need only have a sense of intellectual curiosity and interest.

[View working copy of course syllabus >](#)

Ian C. Pilarczyk is the founding Director of the Executive LL.M. in International Business Law at Boston University School of Law. Prior to that, he served as the founding Associate Director of the LL.M. in International Law at the Fletcher School. He received his J.D. from Boston University, and his LL.M. and Doctor of Civil Law degrees from McGill University.

[EXP-0082-VS Innovation, Entrepreneurship & Startups](#)

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

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

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

Sandra Kreis (F'09) is currently the Chief Commercial Officer and founding member of Drafted, a mobile app in the hiring space that is backed by \$2.5M in venture funding. Prior to joining Drafted in April 2015, she was the Entrepreneur in Residence at Blade, a \$20M startup foundry that focuses on finding the next and greatest consumer-based applications in both hardware and software in Boston. She has also served as the Senior Business Development Manager for the Massachusetts Clean Energy Center, a quasi-public agency charged with supporting the clean energy ecosystem across Massachusetts. She holds a M.A.L.D. from the Fletcher School at Tufts University, where she co-founded the Fletcher Energy Consortium.

[EXP-0087-XS Microfinance](#)

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

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

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

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

Adam Grenier lived and worked in Sierra Leone in 2008 as a Fellow with Kiva.org. Over the past seven 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, where he has worked full-time for thirteen years. He has successfully taught this course a number of times in the Experimental College.

[EXP-0150-VS The Future of Magazines](#)

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

This is a five week, half-credit course that runs from March 28 through April 25, 2017.

With the advent of the internet and social media, the purpose of print magazines has been thrown into question.

Indeed, with digital media often able to deliver on the premise of print magazines faster and more comprehensively, the following questions arise: in the digital age, what should the role of the print magazine be? What should the relationship between digital and analogue media evolve into? And finally, given the above, what does the future of magazines look like?

Gina Sanders is a 28-year Condé Nast veteran and currently serves as Managing Director of Advance Publications Incorporated; as Executive in Residence at independent venture capital firm Advance Vixeid Partners; and as both Advisor to Condé Nast and Y Combinator, the Silicon Valley-based business accelerator.

From 2010-2014, Ms. Sanders was President and Chief Executive Officer of Fairchild Fashion Media, a diversified trade and consumer media company. She led the company to high double-digit, bottom-line growth prior to its sale to Penske Media Corporation.

Previously, Ms. Sanders served as Vice President and Publisher of Lucky, as the founding Vice President and Publisher of Teen Vogue, and as Vice President and Publisher of Gourmet and Details.

She received numerous accolades during her tenure in these posts, including multiple placements on AdWeek's Hot List and AdAge's A-List, as well as the prestigious Matrix Award from New York Women in Communications.

Ms. Sanders serves on the Board of Directors of Katherine Cosmetics. She is a Board Observer to Joor, the global, wholesale online marketplace, and an Advisor to New Story, a Y Combinator-backed, non-profit startup building crowd-funded houses in areas of need around the world.

Ms. Sanders graduated *magna cum laude* from Tufts University.

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

[EXP-0007-PS Queering Childhood](#)

1.0 credit, Letter-graded

Mondays, 6:30-9:00pm

What is the experience of queer children? What does it mean to grow up, and do we? In what ways are children inherently queer? How are children used to villainize queerness? How does race inform the prescription of innocence on different bodies? How do children challenge our binaries of gender, age, sexuality, and innocence? How can we nurture loving, queer identity for the children in our lives?

Through picture books, music, TV shows, and other modes of cultural communication, we will analyze ways norms are indoctrinated, as well as ways to push back and resist. Over four units, we will explore narratives about and for children, unequal construction of innocence, adolescence and coming out stories, and queer families.

Elise Sommers is a sophomore majoring in American Studies and Child Development. Their favorite queer children's book is *Matilda*, and they strive to be more like Ms. Frizzle in every aspect of their life.

[EXP-0012-PS Exploring Broadway's *Hamilton*](#)

1.0 credit, Letter-graded

Tuesdays, 6:00-8:30pm

Who tells your story? In this course, we will celebrate and also critically question the role of the hugely popular Broadway musical, *Hamilton*, in the (re)production of history on stage. We will consider power structures at play, interrogating *Hamilton* as a work of art that both resists, but also largely re-tells and reproduces logics of colonialism, White supremacy, and racial oppression.

We hope to work through the following questions over the course of the semester by examining counter-narratives of the historical time period as well as contemporary criticisms: Who, really, is *Hamilton* for? What is the significance of marginalized identities and race-conscious casting in the creation, production, and performance of the show? What does it mean for non-White actors to play historical figures such as Alexander Hamilton, George Washington, and Thomas Jefferson? What story does *Hamilton* tell; what stories doesn't it tell? How can we put *The Hamilton Mixtape* in conversation with the original production? How is history produced, reproduced, and challenged through *Hamilton* specifically, and through performing arts and popular culture, more broadly?

Rosy Fitzgerald is a sophomore American Studies major, concentrating in the Representation and Performance within the Arts and Humanities interdisciplinary cluster. As a musician, she has a personal connection to this major and to performing arts. She also engages with issues of hegemony and oppression outside of academia through her work as a student activist on campus, and as a queer woman navigating the systems that directly impact her.

Nicholas Whitney is a Master's student in Educational Studies, having just graduated from Tufts in

May with a B.A. in Sociology. He focuses on studying educational contexts—from schools, to prisons, to performance spaces—as sites of institutional power. He also studies methods and praxes of resistance to institutional power. *Hamilton: An American Musical* offers an exemplary cultural product through which to talk about reproductions of and resistances to normative power through the act of performance, especially given its current popularity.

[EXP-0022-PS Starting a Tech Company](#)

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

What distinguishes strong technology companies from weak ones? How can you tell a bad idea from a good one? What does "engineering" or "marketing" actually mean in practice, especially in a collegiate environment?

This course explores the core elements required to build a strong tech company, from idea creation through execution and fundraising. Students will learn how to evaluate ideas and construct the systems (both technical and non-technical) required to bring products to market.

Jon Arbaugh and **Ethan Kopit** are both seniors who started Mimir Insights during their freshman year at Tufts. They have worked with their third cofounder, Ian Leaman, to grow the startup throughout their time at Tufts and plan to work on it full time after graduation. Jon has worked technical internships at Johns Hopkins University Applied Physics Lab and Jana Mobile. Ethan has worked Sales, Marketing and business development internships at Sqrri Data.

[EXP-0028-PS Baseball Analytics](#)

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

Ever wonder how Fenway park affects hitters and pitchers, how many runs or wins we should expect Bryce Harper to add to a team, or why Clayton Kershaw's curveball is so good?

This course will be an introduction and immersion into baseball analytics, or sabermetrics, for people of varying levels of familiarity. We will explore current metrics used in the public sphere to analyze and evaluation players, strategies and teams, as well as teach basic statistical modeling and data science skills that will allow students to carry out their own research in baseball or in other fields. This course is designed to be informative and fun for students regardless of their familiarity with baseball or mathematical modeling.

[View working copy of course syllabus >](#)

Ethan Bein is a senior at Tufts who took this course a sophomore. He spent last summer as a research and development intern for the Milwaukee Brewers and has published work at The Hardball Times.

Matthew Yasan is a Master's candidate in Computer Science at Tufts University and taught a version of this course through the ExCollege in Spring 2016.

[EXP-0029-PS Outdoor Leadership and Education](#)

1.0 credit, Pass/Fail
Mondays & Wednesdays, 6:00-7:15pm

Do you love the outdoors or want to learn skills to tackle new terrain? Outdoor education can be one of the most exciting ways to learn, and being a leader in the outdoors can be one of the most

rewarding ways to get outside with others. Whether bringing friends out for a short backpacking trip or guiding a month-long expedition in the Himalayas, good outdoor leaders need a solid foundation of expertise that can be broken down into three parts: hard skills, soft skills, and motivation.

This course will break down these three fundamental skillsets with a focus on decision-making in dangerous mountain terrain, training trip leaders, managing risk, planning trips, and actually practicing/learning outdoor skills. Class time will include seminar-style workshops and outdoor skill practice. By the course's end, students will gain a new quiver of outdoor skills and also develop essential decision-making abilities for leading trips in mountain and wilderness terrain.

[View working copy of course syllabus >](#)

Ari Schneider is a senior Political Science major at Tufts and is the former President of Tufts Mountain Club. He has five years of outdoor trip leadership and athletic coaching experience, and he successfully taught last spring's ExCollege course, "Ropes, Rocks, and Avalanches: An Introduction to Technical Rescue." Some of his notable outdoor adventures include solo wilderness trips in locations such as the Rocky Mountains, Norway, Iceland, Italy, and the French Alps, as well as thru hikes of the Tour Du Mont Blanc and the Long Trail. Most recently, Ari spent his summer climbing and mountaineering in Alberta, British Columbia, and Alaska. Ari's outdoor education interests are geared towards optimizing safe travel in backcountry and avalanche terrain in order to minimize accident risk.

Anna Bartlett is a junior Computer Science major at Tufts and is the rafting coordinator of Tufts Mountain Club. She has been a whitewater raft guide in northern New Mexico for four years. She has led several outdoor adventure trips for middle schoolers, and has a wide range of teaching experience, from language skill and music education to whitewater-related skills. Some of her favorite outdoor adventures have been multi-day whitewater rafting trips on the Grand Canyon and Cataract Canyon sections of the Colorado River, the Royal Gorge section of the Arkansas River, and the Taos Box. Anna loves helping people experiences places and adventures that are new to them.

[EXP-0041-PS Sport and Social Justice](#)

1.0 credit, Pass/Fail
Mondays & Wednesdays, 6:00-7:15pm

Sport, all over the world, is both universal and accessible—a game-winning goal can evoke the same happiness or despair no matter where you're from, what sport you're watching, or how invested you actually are in the sport. Sport often provides a common language and experience that can transcend language or cultural barriers. At the same time, sport reflects many of the injustices that exist in the world at large—racism, sexism, homophobia, and abuse of power.

Throughout the semester, students will be introduced to a number of theoretical frameworks in the field of social justice. By looking at difference case studies within the realm of sport and social justice, sport will be the subject matter through which students explore the key elements of identity: gender, sexual orientation, race, religion, culture, and class. By using the abstract experience of sport (and its controversies) as a starting point, students will grapple with the questions: What is social justice, and how is it relevant to my life?

Alison "Ali" Kuah is a senior studying Anthropology. As a Tufts women's rugby player, former Executive Sports Editor of the Tufts Daily, and former intern at the Women's Center, Ali found that sport offered the best way for her to explore and find her own entry point into discussions about social justice and social inequalities—an experience she hopes to share and recreate in this class.

[EXP-0042-PS Stories of Place: Science, Social Justice, and the Land](#)

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

How is land viewed through science and social justice lenses? When does science turn to social justice? When does social justice rely on science?

Land may be seen as a resource, as property, as something to be preserved or exploited, as crucial to sovereignty, as sentient, as a source of both connection and conflict. Science has been used to develop agriculture, public health, and conservation efforts, but it is also complicit in contribution to environmental racism. Social justice has worked to resist environmental racism, colonialism, and much more, but often discounts the potential of science to contribute to the movement. Through case studies and field trips, we will explore both our own definitions and relationships to land, as well as gaps and intersections between science and social justice. This class will culminate in a collaborate exhibition that will give students the opportunity to apply our discussions to a place they feel connected to through a medium of their choice.

Wren Lansky is a senior studying American Studies with a focus in education systems and institutions. They have experience in outdoor education through conservation projects and farming, and are interested in the potentials of land-, place-, and work-based social justice. Wren brings experience with critical race and education theories and queer and gender studies.

Erynne van Zee is a senior studying Environmental Engineering with a focus in water. She is passionate about combining science exploration, creativity, and place-based education to engage students in non-traditional learning environments. Erynne brings a background in water science, STEM education, and public health.

Sponsored Courses:

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

[EXP-0032-XS Personal Career Development](#)

*0.5 credit, Pass/Fail
Tuesdays, 6:00-7:30pm*

Based on an examination of several major career development theories, student will apply key concepts to their own career development process, focusing on thoughtful self-reflection, major and career exploration, and the value of internships as a tool in the exploration and decision-making process.

Through reading assignments, activities, and analysis, 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.

Ryan Smith is currently Assistant Director and Career Advisor for the Arts in the Tufts Career Center and works with students on the Medford campus and at the SMFA at Tufts. In addition to his background in the arts, Ryan also has over ten years of experience helping college students explore careers and find internships and jobs across all majors, including several years working with business students. Ryan holds an MA in Theater Education from Emerson.

[EXP-0051-XS Advanced Documentary Practice](#)

*1.0 credit, Letter-graded
Fridays, 10:00am–12:30pm*

Prerequisite: *EXP-0051-XF, Narrative and Documentary Practice, or permission of the instructor*

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

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

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

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

This class offers the possibility of media internships both in the US and abroad. PNDP Students are eligible to apply to the PNDP/IGL workshop supported by the Open Society Foundation in the Summer recess of 2017.

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

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

EXP-0053-XS Documentary: History, Theory, and New Directions

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

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

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

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

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

EXP-0056-XS History of American Broadcasting

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

This course will introduce you to the history and evolution of the world of electronic media and, by looking at cornerstones of American society, will show you how from the outset broadcasters changed the national conversation and culture. We will explore the fascinating ways that broadcasting influenced everything that touched Americans, regardless of the era. The strands of society that will be brought into focus include: Politics, Religion, Music and Entertainment, Sports, the American Family, and Race. Moreover, we will see how the DNA of the earliest programming

concepts in radio has been passed down through the generations and is abundantly evident in all media today, including the internet, podcasting, and social media. You'll meet some of the pioneers of the industry who, through their bizarre ideas, changed the way America listener, processed, and thought. We will focus also on some of the seminal moments of 20th century American history and see how broadcasting covered those indelible moments, including America's entry into World War II, the McCarthy "Communists in the government hearings," the Kennedy/Nixon debates, JFK's assassination, school desegregation, the moon landing, Nixon's impeachment, and the Challenger disaster. Further, we'll discuss how broadcasting shapes some of the major issues and debates of the 21st Century.

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

Anthony Rudel is Station Manager for 99.5 WCRB--Classical Radio Boston and is the author of Hello Everybody! The Dawn of American Radio. Mr. Rudel has spent his career in media and broadcasting, having started on-air at New York's WQXR. He has managed stations and networks and has been a consultant for radio stations around the country.

[EXP-0058-XS Social Marketing](#)

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

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

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

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

[View working copy of course syllabus >](#)

Gail Bambrick is a former Senior Marketing Communications Writer at Tufts, where she focused on strategic planning around Tufts' identity and messaging in online, print, and web communications. She has also been Director of Publications and Associate Director of Communications and Public Relations for the university, as well as the News Media and Public Relations Manager for the Fletcher School of Law and Diplomacy. She holds a PhD from Tufts in American Literature.

[EXP-0090-S Teaching a Seminar. Woolf](#)

*2.0 credits, Pass/Fail
ARR*

This course is designed to support and provide pedagogical contexts for the members of the Experimental College's Peer Teaching program.

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

[EXP-0096-S Auditing for Breadth. Woolf](#)

0.5-1.0 credit, Pass/Fail
ARR

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

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

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

[EXP-0091-XS EPIIC - Order and Chaos](#)

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

Prerequisite: *EXP-0091-XF, EPIIC - Order and Chaos, or permission of the instructor*

EPIIC will focus during the Spring term on the rise of populism and the threat it poses to the liberal order. Through keynotes and lectures, the course will explore the drivers of populist movements in Europe and the US, their impact on global affairs and ultimately on the liberal order built up since the end of the Second World War. Questions to be addressed in the course include: What is driving millions of voters in Europe and North America to vote for ever more radical political options? Why is this happening now? What are the common features and the differences between events like Brexit, the election of Donald J. Trump, or the rise of left wing populist parties like Podemos in Spain or Syriza in Greece? How will these developments impact regional dynamics in North America, Europe, the Middle East, and Asia? How will issues such as the fight against climate change or the forwarding of the human rights agenda be affected by the populist revolt?

NOTE: This course is High Demand. You must attend the first class meeting to be considered for enrollment.

EPIIC (Education for Public Inquiry and International Citizenship), a program of the Institute for Global Leadership at Tufts.

For more information, visit tuftsgloballeadership.org

Manuel Muñiz is leading the Institute for Global Leadership at Tufts this semester. He is the Director of the Program on Transatlantic Relations at the Weatherhead Center for International Affairs at Harvard University. He holds a Masters in Public Administration from the John F. Kennedy School of Government at Harvard University, and a PhD in International Relations from Oxford University.

[EXP-0192-PS Independent Study. Woolf](#)

0.5-1.0 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-0192-S Independent Study. Woolf](#)

0.5-1.0 credit, Letter-graded
ARR

By arrangement only.

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

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

[EXP-0194-FS CMS Senior Project. Dobrow](#)

1.0 credit, Letter-graded
ARR

NOTE: THIS SECTION IS FOR THOSE CMS MINORS WHO ARE DOING FULL-CREDIT SENIOR PROJECTS.

For CMS Minors only. All CMS minors completing their Senior Projects this semester must register for this class.

Julie Dobrow is Director of the Communications & Media Studies Program, and Director of the Center for Interdisciplinary Studies. She holds a PhD in Communications from the Annenberg School at the University of Pennsylvania.

[EXP-0194-HS CMS Senior Project.](#)

0.5 credit, Letter-graded
ARR

NOTE: THIS SECTION IS FOR THOSE CMS MINORS WHO ARE DOING HALF-CREDIT SENIOR PROJECTS.

For CMS Minors only. All CMS minors completing their Senior Projects this semester must register for this class.

Julie Dobrow is Director of the Communications & Media Studies Program, and Director of the Center for Interdisciplinary Studies. She holds a PhD in Communications from the Annenberg School at the University of Pennsylvania.