

TUFTS
UNIVERSITY

EXPERIMENTAL
COLLEGE
SPRING 1980

4 The Experimental College: An Overview
6
8
9 New Programs
10 Course Proposal Procedure
11 Enrollment, Credit, Grading, Workload
12 Requirements
13 Course Listings 1980
55

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TABLE
OF
CONTENTS

TUFTS UNIVERSITY/BULLETIN NUMBER 35/SPRING 1980

4	The Experimental College: An Overview
6	Freshman Explorations
8	Colloquia and Life Experience Programs
9	New Programs
10	Course Proposal Procedure
11	Enrollment, Credit, Grading, Workloads
12	Registration
13	Courses for Spring 1980
55	The Experimental College Board

**THE
EXPERIMENTAL
COLLEGE:
AN OVERVIEW**

**TABLE
OF
CONTENTS**

THE EXPERIMENTAL COLLEGE: AN OVERVIEW

The Experimental College has come a long way since its inception in 1964 when three courses, taught by Tufts faculty members, were offered to an enrollment of 19 students. Currently, it offers approximately 100 courses a year to nearly 1200 Tufts students for undergraduate elective credit, including Freshman Explorations, a program for entering freshmen. The non-credit colloquia enroll an additional 300.

In 1978, an outside Evaluation Committee reported on the College, supporting it "with extreme enthusiasm" and recommending an end to the system by which it was "on trial" and subject to review every five years. This was approved by the faculty and trustees, giving the College a permanent mandate.

The purpose of the Experimental College, as stated in its charter, is "to emphasize Tufts University's commitment to undergraduate education and to aid in maintaining the vitality of University programs." The College "serves to initiate and test new educational ideas and programs, and also to develop and house programs or courses which cross departmental lines or do not fit well within any of the Arts and Sciences departments."

The role of instructor has been extended to experts from the surrounding communities, graduate students, staff and undergraduates, in addition to Tufts faculty. Evaluation of programs and courses, a constantly changing process, is conducted jointly by students, staff and faculty.

Increased student participation in the Experimental College has included membership in its governing body, the Experimental College Board. Originally composed of five Tufts faculty members, the Board was expanded in 1966 and again in 1973 to its present make-up of five faculty, five students, the Administrative Director and the Department Assistant. Student members serve one-year terms. Faculty members are elected for staggered two-year terms and represent the four academic divisions of Arts and Sciences, plus a member-at-large. Students also participate in the course selection process by serving with faculty review committees.

Many Experimental College programs have been incorporated into the regular Tufts University curriculum, including courses in comparative literature, photography, Chinese, Hebrew, ethnomusicology, education, political science, independent study and scientific research. The Combined Degree Program is now a permanent part of the Graduate School. The Dance Program, which grew and flourished in the Experimental College, is now a part of the Physical Education Department.

The Experimental College provides not only a cooperative effort of students, faculty and staff at Tufts but also, in the words of its 1978 evaluation, "new, mutually beneficial relationships between Tufts, its alumni, and its surrounding communities." It is the goal of the Experimental College to bring together all these people to produce a richer and more varied educational experience for student and teacher alike.

FRESHMAN EXPLORATIONS

This program is designed to help entering freshmen achieve a synthesis between their personal lives, their academic work and their social integration at Tufts. Many entering students find that their introductory classes are too large to allow individual participation, that they have little contact with their professors outside of class, and that it is difficult to develop close relationships with other students at Tufts.

The Freshman Explorations Program brings together small groups of 10-12 freshmen with a team of faculty and upperclass students in a shared academic endeavor. The work of each seminar focuses around a common theme or problem which both students and faculty participants are encouraged to explore from an individual perspective, using the principles of humanistic education.

The faculty member serves as academic advisor to the freshmen in each group. The upperclass leaders also aid in advising. A sustained effort is made to help freshmen understand all the options the University offers and to make intelligent choices in structuring their undergraduate education. Students receive course credit for their academic work.

Though the seminars are less formal than regular classes, students are expected to do a major written project and to present their findings orally before their peers. Critical thinking and research techniques are stressed, as are attendance and class participation.

Our initial experiment consisted of nine Explorations offered for the Fall 1972 semester. Response was, and has been, very favorable; this fall, about half of all incoming freshmen participated in the 38 Explorations that were offered. This spring, for the first time, a small number of Explorations are being offered to second-semester freshmen.

Some of the Explorations offered last fall were: Einstein: His Life and His Work, Hunger and World Population, The Infallible Film Formula, Black Expansions, Literary Boston, and Roots of Modern Jazz. Correspondence with freshmen over summer (or winter) vacation helps to introduce group members and to define their themes. Many groups become more than just academic courses, getting together for pot-luck dinners, theater trips and other activities.

This year's evaluations of the Program by freshmen included comments like: "It is a very good way to get to know other freshmen. They become people you know, rather than just faces you see"; "A good way to meet students in an organized but relaxed atmosphere"; "It helps the student gear himself to Tufts' academic atmosphere by being an informative and good learning experience -- socially and academically"; "It helped me to adjust to Tufts, and gave valuable information about the area surrounding Tufts"; and "On the whole, it is a very positive experience -- I would strongly recommend it". Further details and information concerning the Freshman Exploration Program are available in the Experimental College office.

COLLOQUIA

Colloquia are non-credit offerings ranging in scope from a single lecture, demonstration or film showing to a full-semester class. They can be planned well in advance or they can be scheduled on short notice whenever a particular idea or event demands instant acknowledgement or discussion. Colloquia are open to any member of the Tufts community, and generally there is no need to register for them. Notices of coming events are posted around campus a week or so in advance of the Colloquium. Some Colloquia we have offered are: Hatha Yoga, CPR, Bartending, Big Band Jazz, Holistic Medicine, Vegetarianism, and International Cultures and Cuisines.

This past year, the Board voted to set aside money for a competition, to select special projects which would benefit the Tufts community. Three student groups were awarded funds, for a film series, a study of Appalachia resulting in a photo exhibit, and a multi-media event.

LIFE EXPERIENCES

The Life Experiences Program was initiated in 1977, with support from a Mellon Foundation grant, to help undergraduates make decisions about their future lifestyles and careers. A file has been set up with the names, job descriptions and special experiences of alumni/ae and Tufts parents who are willing to have students come to talk with them, and observe their daily lives. We now have over 250 names in our file, and both Tufts students and graduates are welcome to use the information at any time during the year.

NEW PROGRAMS

SENIOR SEMINAR The Seminar is an experiment in interdisciplinary study that emphasizes the integration of ideas that have been important in several fields of learning. As with Freshman Explorations, the Seminar is kept small, and we hope that students will gain a close community feeling, sharing common problems, academic expectations and future goals. Last year, Professor Tessman of the Physics Department and the Seminar students explored the impact of science and technology upon human development. Last fall, Professor Shepler of the Romance Languages Department led the Seminar, as the group explored attitudes toward sickness, care and health through literature, film and historical and sociological readings. For information about this year's Senior Seminar, see page 47.

SHORT-TERM STUDIES Courses in the Short-Term Studies Program offer $\frac{1}{4}$ credit, and may cover any topic which is not suitable for a full-semester course. The courses meet for about twelve contact hours; they may last for four weeks, or for a single weekend. All Short-Term Studies courses are graded Pass/Fail. When a student has two $\frac{1}{4}$ -passes, the Registrar will credit his or her transcript with a half-credit, and list the courses that were taken. For a description of some of the "mini-courses" offered this spring, see page 51.

QUIDNUNCS These groups are designed to allow students to study an interdisciplinary topic of their choice with their peers. Interested students should assemble their own group, acquire a faculty sponsor and structure an approach to the chosen topic. For more information, see page 53.

COURSE PROPOSAL PROCEDURE

Anyone may apply to lead a course in the Experimental College: regular Tufts faculty and staff, outside experts, graduate students and undergraduates. All those interested should contact the Experimental College office for further information, an interview, and application forms. Some courses are solicited specifically for the Experimental College by the Board, while others are submitted to the College by people who are interested in presenting a particular subject or way of learning. Course proposals are reviewed by student/faculty committees which make recommendations to the Board based on the validity of each course and the qualifications of the leader. A final review and selection of courses is then made by the Experimental College Board. Approximately 30% of all proposals submitted to the College are ultimately offered.

The deadline for visiting lecturer and graduate student course proposals for the Fall 1980 semester is March 7, 1980; for undergraduate proposals March 21; and for Tufts faculty and staff proposals March 31. No proposals received after those dates can be guaranteed consideration.

Classes are open to all Tufts undergraduates, graduate students, faculty and staff. Classes are limited to 20 students; some may have smaller maximum enrollments. There is no limit to the number of courses a student may take in the Experimental College, provided all other University requirements are met.

All courses offered by the Experimental College provide regular undergraduate credit which counts as an elective towards graduation requirements. Experimental College courses do not satisfy distribution, foundation or concentration requirements except by individual petition to the appropriate committee.

Courses are offered either on a letter grade or Pass/Fail basis at the discretion of the instructor. Courses led by undergraduates are offered on a Pass/Fail basis. Students should check with instructors before turning in class entry cards.

Workloads in the Experimental College are generally equivalent to those in regular University courses. It is particularly important that students in Experimental College courses attend class regularly and participate actively as well. Course structure and evaluation methods will vary considerably from class to class.

ENROLLMENT

CREDIT

GRADING

WORKLOADS

REGISTRATION

Registration for Experimental College courses will be on Friday, January 18, from 2:00-4:00 PM in Cousens Gymnasium for new students, and on Monday, January 21, from 9:30-4:30 at Brown House for returning students. We will allow students to register for our classes anytime during those two days. Books with sign-up sheets will be available and, though we limit our classes to a maximum of 20 students, we will permit anyone interested to sign the class lists. If a class list has more than the designated number of names, the instructor of the course will be given a personal information sheet for each student to fill out at the end of the first class. It is then up to the instructor to select those people who would benefit most from the class.

This course is a general introduction to science fiction, covering ten representative but widely different novels by ten authors as well as four science fiction films. The class will look at some of the themes central to this often underrated and misunderstood literature: the mythic, historical and political basis for science fiction, the science fiction hero, science fiction as satire and social reform, and conventions like time travel, galactic empires and inscrutable aliens. A major concern will be the "suspension of disbelief" -- how to convince the reader that all this is really very plausible. We will not focus on science fiction as predicting a possible future, but will examine it as literature, emphasizing such considerations as theme, plot, style and characterization. Readings will include works by Asimov, Clarke, Heinlein, Bradbury, Herbert, LeGuin, Farmer, McCaffrey, Haldeman, Niven and Pournelle.

Geoffrey Mandel is a Tufts senior who has spoken on similar topics at science fiction conventions; he is an English major who has been reading science fiction for 15 years.

EXP 02 S
SCIENCE FICTION
FROM DUNE
TO DRAGONRIDER

Geoffrey Mandel
Tufts Undergraduate

One Course
Graded Pass/Fail

Monday, Thursday
3:30-5:00 PM

EXP 03 S
HOLOCAUST
LITERATURE

Michael Rauchman
Ariane May
Tufts Undergraduates

The atrocities of the Holocaust are not accessible to the imagination in any coherent or familiar form; they cannot in any way be related to normal experience. Thus, it is important to examine how the literary mind has attempted to convey what the concentration camp experience has implied for contemporary man. In this course we intend to focus on tone, imagery and recurring themes in selected works of Holocaust literature. Works to be examined will include: Wiesel's Night and some of his short stories, Borowski's collected works about Auschwitz, Kosinski's The Painted Bird, The Last of the Just by Schwartz-Bart and some selected poetry.

Michael Rauchman, a Tufts senior, is working on a Plan of Study thesis in European literature and has done considerable independent work in the history and literature of the Jewish Holocaust.

Ariane May, also a Tufts senior, has taken several courses and two independent studies in modern literature, and has tutored students in French language and literature.

One Course
Graded Pass/Fail

Monday, Wednesday
6:30-8:00 PM

This course will concentrate initially on the literature of some important Eastern philosophies, particularly the teachings of Hinduism, Zen, Sufism and Tibetan Tantricism. The focus of the class will then shift to important Western philosophers whose teachings integrated Oriental and European philosophical doctrines. The writings of G. I. Gurdjieff, Andre Guenon and Wilhelm Reich will be studied closely. A number of themes will be raised for class discussion, including the impact of the literature on individual development and the similar and dissimilar trends in certain Eastern and Western philosophies.

Informal class discussion will be the general course structure; however, guest speakers and movies will be used to supplement the readings. Titles include: The Bhagvad-gita, Zen Flesh/Zen Bones, Beelzebub's Tales, and The Sexual Revolution. Among the films considered are "Woman of the Dunes", "El Topo", and "Meetings with Remarkable Men".

Students will be required to write two papers on topics of personal interest related to the course materials, and to keep a journal. Professor Seymour Simches will serve as the course sponsor and will be involved closely with the course and its students.

Peter Fuhrman is a Tufts senior with a Plan of Study major in East Asian Studies.

**EXP 04 S
EASTERN
PHILOSOPHICAL
LITERATURE
AND ITS
WESTERN
COUNTERPARTS**

**Peter Fuhrman
Tufts Undergraduate**

One Course
Graded Pass/Fail

Tuesday, Thursday
4:30-6:00 PM

**EXP 06 S
LAW,
ORDER,
AND
LITERATURE**

**Jane Ginsburg
Visiting Lecturer**

One Course

Tuesday
6:30-9:30 PM

The course offers a chronological survey of problems of legal and moral order from Greek Tragedy through 20th-century short stories, novels and plays. It will draw out concepts of justice: human, divine, individual, familial and societal. It will also examine styles of legal argument and interpretation.

Prerequisites: Background in literary, historical or rhetorical analysis preferable. Most preferable: completion of a general course in the history of western civilization. NOT a pre-law course.

Jane Ginsburg received an M.A. in cultural history from the University of Chicago, and is a third year student at Harvard Law School.

From Peruvian ceremonial sashes to African ritual masks, to Victorian shawls, the ancient art of weaving is witnessed. In this course intricate fiber structures will be made using coiling, netting, twining, braiding, fingerweaving, knotting and macrame. The student will learn how to create, design and plan soft sculpture, wall-hangings or functional objects (containers, bags and belts). Texture, color and design will be explored using fiber and yarn as the media. The student will be expected to finish one large project, several smaller projects and write a term paper. Activities will include viewing slides, researching anthropological influences on weaving and a trip to the Peabody Museum.

Limited to 15. Supplies fee \$5.00

Muriel Angelil has an M.A.E. from Rhode Island School of Design. She has taught at the DeCordova Museum and Mass. College of Art, and has exhibited extensively in the Boston area, New York and Switzerland. Ms. Angelil was born in Egypt and has studied weaving in Norway, Guatemala and on the West Coast.

EXP 07 S
OFF-LOOM
WEAVING

Muriel Angelil
Visiting Lecturer

One Course

Tuesday
2:30-5:30 PM

EXP 08 S
FACE TO FACE:
EXPRESSING
CHARACTER
THROUGH A
SCULPTURAL
PORTRAIT

Amy Summit Broder

One Half Course

Tuesday
7:00-9:30 PM

So what if machines can now make perfect 3-D likenesses of people? Believing that art is more than duplication of reality, this course will emphasize individual expression through the creation of a portrait in clay. Our goal will be to convey the personality and life of the subject as you perceive him/her. We will pay attention to texture, line, form and caricature in developing the piece. Building the armature, casting and applying the patina will be included in the class. Participants will be asked to provide several angles of photos or a live model by the third class. Familiarity with face structure drawing and minimal sculpting experience would be helpful.

Amy Summit Broder has a Master's Degree in Art from Peabody College of Vanderbilt University, where she also served as a Head Resident in a dormitory for four years. She has taught art classes in a variety of settings. Her present interest is in ceramic wall sculptures.

This course is designed to introduce students to the basic tools and techniques of calligraphy. Students will learn to write the Uncial and Chancery Italic hands and produce finished pieces in both hands, but the course will also promote individual creative expression and experimentation. This course will require practice time at home each week.

Materials fee: Approximately \$10.00

Hajar Gross has a Masters in Art Therapy from the Institute of Expressive Therapies, University of Louisville. She has taught calligraphy at the Cambridge Family "Y" and the Gallery School in Boston.

EXP 09 S
CALLIGRAPHY

Hajar Gross
Visiting Lecturer

One Half Course

Wednesday
3:00-5:30 PM

**EXP 10 S
EXPLORATIONS
IN
MUSICAL COMEDY**

**Mary Ann Naranjo
Visiting Lecturer**

This course is an extension of the course "Explorations in Singing: A Workshop in Musical Comedy", offered this past fall. The emphasis of the course will be performance. Students will be presenting three or four individual musical comedy songs before the class, as well as participating in dramatic scenes from musical comedy plays. The prerequisite for the course is: 1) to have taken the course in the fall, or 2) to sing for the instructor, to demonstrate that you have the skills in singing to keep up with the class. The new student must be able to learn and sing a simple musical comedy number.

Mary Ann Naranjo received her Master of Music degree from the University of Southern California in 1977. She has performed professionally for five seasons at Disneyland as a Dicken's Caroler, been seen on several national television specials including "The Red Skelton Hour", and has starred in numerous musical comedy productions in the Southern California area.

One Half Course

Thursday
6:30-9:30 PM

This course will consist of training traditional choral singers in the contemporary stylings of Vocal Jazz. The choir will study available newly published arrangements as well as traditional settings of jazz compositions, methods of articulating jazz inflections, identifying jazz notations and charts, body movements appropriate to the style of material used, vocal improvisations, plus methods of singing with a microphone. Many performances will be an outgrowth of this class.

Members in this class are admitted by consent of instructor only.

Gloria Maifeld holds a Master's Degree in Music from Boston University, School of Fine and Applied Arts. She has studied choral techniques at many colleges and universities. As a music specialist in the Public Schools she teaches several choral groups, and has continued her own training as a professional singer.

EXP 12 S
JAZZ AND SHOW
CHOIR

Gloria Maifeld
Visiting Lecturer

One Half Course

Monday
3:30-5:30 PM
Thursday
8:00-10:00 PM

EXP 17 S

MIME II

John Collins

Visiting Lecturer

This course is open to all students who have taken a basic mime course as well as students with a movement, dance or theatre background. Mime II will review basic illusionary technique, but more importantly it will work on developing presence in each student, as such a characteristic is necessary for those working in all the arts. Special projects and final pieces will be worked on for presentation to the class at the end of the semester. The course will be designed around the needs of the class, and each student will be graded on his or her personal development throughout the semester. Any interested student should come to the first class for complete information.

John Collins holds an M.A. in theatre from Emerson College and has performed in Boston and Charleston, S.C.

One Course

Monday, Wednesday

3:30-5:00 PM

The modern field of electronic music encompasses both musicians and composers whose musical tastes range from the abstract forms pioneered by those such as Varese, to the present day jazz, fusion and rock mediums. In numerous musical applications, the synthesizer allows the user a degree of control over musical elements that is not attainable with "conventional" instruments.

The purpose of this course will be to provide the student with a basic understanding of the principles and techniques that qualify the synthesizer as a unique instrument and compositional tool within any style of musical expression. Emphasis will be placed on a semi-technical knowledge of how any synthesizer generates and processes sound, rather than on musical composition. Students will be required to complete a minimum amount of lab time in order to gain hands-on experience with synthesizers and related equipment.

Prerequisite: Basic knowledge of the keyboard.

Robert DiCamillo is a Tufts graduate, currently working as an audio engineer and free-lance keyboardist/synthesist; he has studied electronic music composition with Robert Ceely at the New England Conservatory of Music, and ARP Instruments of Lexington.

EXP 22 S INTRODUCTION TO ELECTRONIC MUSIC SYNTHESIS

Robert DiCamillo
Visiting Lecturer

One Course

Tuesday, Thursday
6:30-8:00 PM

**EXP 25 S
SCIENTIFIC
PROGRAMMING
USING PASCAL**

**James Cooper
Tufts Faculty**

One Half Course

Tuesday,
Wednesday, Friday
9:30-10:30 AM

A great deal of attention has recently been directed at the Pascal programming language by computerniks, hobbyists, and other partisans, primarily because of the great facility with which structured programs can be written in Pascal. We will study programming in Pascal from the scientist's viewpoint rather than the hobbyist's, and learn how to write elegant, error-free programs as rapidly as possible for the solution of scientific problems, some of which will be posed by the students. We will also discuss Pascal's limitations compared to FORTRAN's and learn how to circumvent some of them. The course will meet for only about the first half of the semester. There will be some exposure to various mini-computer versions of Pascal as well as the DEC-10 version.

Knowledge of how to log into the DEC-10 would be helpful, as would a passing knowledge of FORTRAN, although neither are required.

James Cooper is an Assistant Professor of Chemistry at Tufts.

Evolutionary Astronomy deals with the evolution of the universe and man's perception of where he is in the vast emptiness of space and time. The course will not emphasize facts and names, but will concentrate on the theories and reasonings behind them. Man's place in the solar system, the discovery of our own galaxy, the Theory of Relativity, the expanding universe, and the origin of our universe are among the subjects that will be dealt with in depth. There will be one midterm and one final exam. The only prerequisite for the course is an enthusiastic interest in Astronomy.

Gordon Weinblatt, a Tufts senior, has been interested in astronomy for many years. He has taken courses in Astronomy and Astrophysics and has done independent and advanced work in the field.

EXP 28 S
EVOLUTIONARY
ASTRONOMY

Gordon Weinblatt
Tufts Undergraduate

One Course
Graded Pass/Fail

Tuesday, Thursday
7:30-9:00 PM

EXP 34 S
THE BLACK WOMAN
IN
AMERICA

Patricia Hill Collins
Tufts Staff

Race, sex and economic class are three key factors that define the role of the contemporary black woman. Each of these themes will be examined to determine how society perceives the black woman and the degree to which these public perceptions are internalized in forming the black female identity. Topics to be covered include black self-image, black female stereotypes, black male/female relationships, legal, political and economic issues affecting black women, and the relationship of black women to social movements such as the women's movement. Activities include reading autobiographies, poetry, autobiographical fiction, analytical essays, and quantitative data, viewing films, discussing course themes, interviewing guest speakers and collecting original data.

Patricia Hill Collins is the Director of the African American Center at Tufts.

One Course

Thursday
3:30-6:00 PM

Using clinical examples and other supplementary material, this course is designed to give students a fairly detailed look into the area of violence in the home. The teaching method utilized will be similar to that encountered in a psychiatric setting. The students will be expected to read material thoughtfully in order to examine the psychodynamic issues, with respect to analytical, ethical, societal and legal variables.

This course will begin by examining terminology such as child abuse (physical and emotional), neglect, sexual abuse and wife battering. Theoretical and clinical issues of both the child's and adult's positions will be discussed. Historical and current organizational and advocacy health programs will be analyzed, with an opportunity to explore alternative approaches. Therapeutic interventions, as well as legal and community liaisons will be examined, especially with respect to litigation procedures and a professional's responsibility to report suspected abuse.

Sandra Vallery is a psychiatric social worker who works as a consultant for family evaluations on an inpatient psychiatry service, and with adults in an outpatient setting. She has a small private practice and has taught coursework related to mental health issues.

**EXP 35 S
VIOLENCE
IN
THE HOME**

**Sandra Vallery
Visiting Lecturer**

One Course

Thursday
3:30-6:00 PM

**EXP 36 S
ISSUES IN
MODERN
AMERICAN
HEALTH CARE**

**Sara Mattes
Joan Stern
Visiting Lecturers**

This course is designed to acquaint students who are planning careers in health care with the American health care system, and to provide a forum for the debate of current health care issues (e.g. society's changing health needs and alternative types of care, quality of care vs. cost of care, accountability and responsibility in the patient-physician relationship, health care as a right). An overview of the historical development of the American health care system will serve as a framework for group discussion and analysis of the system.

The course will be divided between lecture and group discussion based on weekly reading assignments. In addition to class participation, students will be responsible for researching an issue of interest, conducting one class session, and writing a term paper.

Sara Mattes is getting a joint M.A. in Sociology of Health Care and in the health track of the Urban Social and Environmental Program. She has been a Teaching Assistant in the Community Health Program.

Joan Stern is a recent graduate of Tufts, with a B.S. in Biology and a Certificate from the Community Health Program. She has had a variety of experiences in the health field, including involvement with social work, health education and genetic-cancer research.

One Course
Tuesday
6:30-9:30 PM

This course is designed to give students interested in the education of gifted children a deeper understanding of the characteristics of gifted children and their needs as well as an acquaintance with the identification process and program development. The class will explore related issues and there will be an opportunity for independent research on a topic of special interest to each student. In addition to selected readings on the topics covered in class, students will read the biography or autobiography of a gifted person, such as Ex-prodigy by Norbert Weiner, or Genius in Residence by Audrey Grost, the mother of Michael Grost who graduated from Michigan State at age 15.

Constance Stolow has a degree in Education from Boston University and had taught in the Illinois Public Schools; she is currently working toward her M.Ed. here at Tufts. She is on the Board of Directors of the Massachusetts Association for the Advancement of Individual Potential and has been interested in the field of gifted education for many years. She has taken courses in gifted education and has visited programs and done independent work in the field. She is also a member of the Gifted and Talented Committee in Winchester, planning a program for that town.

EXP 38 S
THE EDUCATION
OF THE
GIFTED CHILD:
WHO, WHAT,
AND WHY?

Constance Stolow
Visiting Lecturer

One Course

Monday
3:30-6:00 PM

EXP 42 S
THE HIROSHIMA
AND NAGASAKI
EXPERIENCE

Tadatoshi Akiba
Tufts Faculty

In this course we will examine what happened in Hiroshima and Nagasaki thirty-four years ago. We will try to understand the human aspects of the suffering which still goes on today. For this purpose we will analyze the aftereffects of atomic bombings from various viewpoints: medical, psychological, artistic, historical, political, etc.

Our sources of information include a survivor of the bombings, experts in the relevant fields, films, photographs and written materials. Rather than dwelling on the past, we will emphasize the future with the hope that history which is understood and shared by many will not be repeated easily.

Tadatoshi Akiba, an Associate Professor in the Mathematics Department, is the founder of the Hibakusha Travel Grant Program for American journalists and is currently responsible for its operation.

One Course

Thursday
7:00-9:30 PM

Beginning with the history of the Gypsies in India more than 1,000 years ago, we will trace their dispersion through the Middle East and into Europe, and their most recent migrations to the United States. We will explore the culture of this almost unknown minority group, focusing on their techniques for survival in hostile societies, perceptions of Gypsies by non-Gypsies, and their unique traditions and present problems in the areas of education, economics, religion, law, health, art and family life. Comparable situations of other minority groups will be discussed, such as the experience of Jews in Europe and Blacks in the United States. Films, guest speakers (including Gypsies from Boston), academic studies and factual accounts of Gypsy life will be included in the course.

Leita Kaldi formerly worked at UNESCO and the United Nations, has lived in France, Italy and Hungary, and has travelled abroad extensively. She is now Program Officer for the Harvard Institute of International Development, and is completing a book on "Gypsy Children in the United States" for UNICEF's International Year of the Child, 1979.

**EXP 43 S
GYPSIES**

**Leita Kaldi
Visiting Lecturer**

One Course

Tuesday, Thursday
7:30-9:00 PM

EXP 44 S
IRAN:
A CASE STUDY

Shahriar Moin
Tufts Undergraduate

The course is intended to give students a better understanding on Iran. Those topics to be discussed include: history of the people, social systems and status of women, the "official" religion Islam, and political dynamics. Included are field trips to a Mosque in Quincy, a Persian restaurant, and slide presentations. Also visiting lecturers from Fletcher School of Law and Diplomacy, Harvard University, and Iranian students are expected to give talks.

Shahriar Moin was born and raised in Iran and has done independent academic work on Iran while in the United States. He is President of the International Club and is a Computer Sciences major in the Mechanical Engineering Department.

One Course
Graded Pass/Fail

Tuesday, Thursday
7:00-8:30 PM

"How can we reach for excellence without putting others down? If we respect life, we respect life within ourselves and within others. It is important to be all I can be to attempt to bring out the best in others; then they in turn can help others to do their best to strive for excellence. I am more interested in the quality of what I am doing than in winning or being the best." -- Marta Harrison, "A Search for Excellence"

This course is for anyone interested in exploring how "play", a part of one orientation to life, shapes human behavior. Play is universal. We will explore how play has developed historically, and how cooperative play can have great impact on resolving social problems. We will also participate in the "play" process, using New Games, ethnic games, and dances, songs and play parties.

Some of the readings will include Play and Games Theory in Group Work by Neva Leona Boyd, The Ultimate Athlete by George Leonard, A Study of the Play Element in Culture by Johan Huizinga, and of course the New Games book. Above all, we will have fun.

Carol Swann has been teaching game, folkdance and folk music workshops for ten years in the New England area. She has combined performing as a member of the Boston Community Folkdancers, managing the Harvard Square Dance Jamboree, leading numerous workshops and teaching folkdance and New Games to both children and adults.

EXP 45 S
COOPERATION –
A NECESSARY STEP

Carol Swann
Visiting Lecturer

One Course

Tuesday
2:30-5:00 PM

**EXP 46 S
VALUES
AND THE
CONTEMPORARY
PERSON**

**Guillemine de Lacoste
Visiting Lecturer**

The contemporary person's search for values in a rapidly changing world where traditional values are collapsing will be investigated. Evolving attitudes towards abortion, euthanasia, children in marriage, planning for the ideal city (or university), war or non-violence, and art as value (or other topics chosen by the class), will be examined in turn. This search will be implemented through the presentation of films in which persons are seen groping for values; through guest speakers who present to the student a cherished value; and through dialogues in which students learn by responding to each other. This concrete approach will be combined with lectures and readings which should guide the student in formulating values based on the person.

Guillemine de Lacoste is a philosopher one of whose specializations in the past eighteen years has been Ethics and the Person. She has taught a number of courses in that field.

One Course

Monday
7:00-9:30 PM

This course will attempt to explore the use of film as a tool in cross-cultural understanding and presentation. Through films ranging from ethnographic classics such as John Marshall's The Hunters and Robert Gardner's Dead Birds, to John Adair's Through Navajo Eyes, readings relating to theories and methods used, and discussions with filmmakers and scholars in the field, this class will explore the different uses of film in anthropology.

Barry Dornfeld is an anthropology major who has studied ethnographic filmmaking at the Anthropology Film Center in Santa Fe, New Mexico, and participated in filmmaking courses at Tufts.

Tom Rankin is a History major with a concentration in oral literature. He has extensive experience in photography and is currently undertaking the collection of oral histories of union organizers in Bell and Harlan Counties, Kentucky.

Jeanne Segal is an anthropology major with a concentration in film and music. She has studied film making at Tufts and at Bard College.

**EXP 48 S
ANTHROPOLOGY
AND FILM:
A VISUAL
APPROACH TO
ETHNOGRAPHIC
STUDIES**

**Barry Dornfeld
Tom Rankin
Jeanne Segal
Tufts Undergraduates**

One Course
Graded Pass/Fail

Thursday
6:30-9:30 PM

**EXP 50 S
INTRODUCTION
TO FILM**

**Carol Doyle
Van Valkenburgh
Visiting Lecturer**

One Course

Tuesday, Thursday
7:00-9:00 PM

This course will familiarize students with the unity of people, materials and principles from which film derives. We will analyze the technical and artistic aspects of film and the societal and psychological factors which condition the viewer's response. Concentrating on the individual work of the director, screenwriter, editor, sound technician and actress/actor and their points of collaboration, we will examine how each affects the final film. We will examine the work of Welles, Truffaut, Bunuel, Eisenstein, Renoir, Godard, Ford, Fellini, Hitchcock, Hawks, Antonioni, Cukor and Leacock. The creation of moods, such as suspense, comedy and romance, will be examined. We will discuss realism, expressionism, film genres, the auteur theory and film as a reflection of its social milieu.

Carol Doyle Van Valkenburgh is a film-maker and film teacher. She writes about film for the Boston Film/Video Foundation newsletter *Visions*, and teaches film at Northeastern University. She has a B.F.A. from Tufts and the Boston Museum School, did graduate work at the University of Illinois and has an M.S. from Cambridge-Goddard.

STUDENTS MAY ELECT TO REGISTER FOR THIS COURSE UNDER THE NUMBER DRAMA 193 AND RECEIVE DISTRIBUTION CREDIT IF DESIRED.

The course will develop the basic skills of animation and fundamental filmmaking skills. Also, inexpensive methods of animation and production will be demonstrated and discussed, bringing high quality personal animation within reach of the independent animator or student.

The basics of animation theory, motion, and technique will be learned through a series of simple demonstrations and exercises. Exercise problems in abstract and natural motions, perspective change, and metamorphosis will be solved with flipbooks, paper, clay and cutouts. Advanced techniques will be demonstrated and discussed.

Planning and completion of a simple short animated film will be required. Xeroxed handouts and The Animation Book by Kit Laybourne will supplement the demonstrations.

Flip Johnson is a freelance independent animator whose work has most recently been seen in the Boston Black & White Movie Show and on Channel 5's Screening Room. Flip is currently teaching animation at the Museum School. His films include "Wild Animals In The Zoo," "Frankenstein Cries Out!" and "Flip Book."

EXP 53 S
FILM ANIMATION:
ANYONE
CAN DO IT

Flip Johnson
Visiting Lecturer

One Course

Monday
6:30-9:30 PM

**EXP 59 S
TELEVISION
PRODUCTION**

**Mark Mastromatteo
Tufts Undergraduate**

Hey, TV production fans! How would you like to be a part of the most innovative TV class ever assembled? You will learn all the skills you need to launch that producers' career you have always wanted. You will film and produce sports events, late-breaking news and talk shows. And you will be a proud member of the crew of writers, actors, and producers of TUTV's first soap opera, "Uphill, Downhill." You will also learn about television's newest innovation, the cable system! And there's much, much more!

Mark Mastromatteo has been with TUTV for two years and is currently their general manager. He was an intern at WBZ-TV in the spring of 1979.

One Course
Graded Pass/Fail

Tuesday
6:00-9:00 PM

Words have a tremendous impact on our lives -- they can dictate our buying habits, political preferences and attitudes. The class is a survey of influential writing by local and national newspapers, television networks, commentators and dictators, as well as associated topics including libel and investigative journalism. The course examines elements of emotionalism, stereotype and propaganda disseminated through advertisements, the press and television. This semester we will also be examining Richard Nixon's Memoirs as a case study in influential writing. This is not a writing class; rather, students read and interpret the effectiveness of various writing techniques and survey new developments in mass media.

Larry Barton was a reporter with Century Publications for five years. He is a frequent contributor to the *New York Times*, the *Boston Globe* and other journals, and served as a reporter with WCVB-TV. He is a graduate student of public diplomacy at the Fletcher School.

**EXP 62 S
INFLUENTIAL
WRITING
IN THE
MASS MEDIA**

**Laurence Barton
Visiting Lecturer**

One Course

Tuesday
7:00-9:30 PM

EXP 63 S
UNDERSTANDING
INTERNATIONAL
NEWS

Henry Delfiner
Visiting Lecturer

One Course

Two Sections:

Monday, Wednesday
3:30-5:00 PM

Tuesday, Thursday
3:30-5:00 PM

This course will supply an in-depth study of some of the events of importance during the semester in which the course meets. The purpose is to acquaint the student thoroughly with the events in question and to teach him or her to apply this newly-acquired knowledge in analyzing and interpreting future events of interest and importance. The class will study news on a worldwide basis, using the *New York Times* as its main source of information. The course also will introduce the student to research in one area of particular importance during the semester. There will be a class project designed to stimulate the student's interest, as well as to acquaint him/her with the basic research tools available for the study of the area.

This course satisfies the IR requirement for one course of the "3 related courses".

Dr. Delfiner holds his Ph.D. from the Fletcher School and has taught extensively in the International Relations field.

This course is designed to give a different perspective on Nazi Germany. Instead of dealing specifically with the Holocaust, we will emphasize understanding the development of Nazi Germany from 1933-1939, and what it meant to Germans at that time. To do this, we intend to view historical events from the standpoint of the "average German." Lectures will cover such topics as youth, women, goals and successes of the Nazis and propaganda. Some of the materials to be used are William Sheridan Allen, The Nazi Seizure of Power, George Mosse, Nazi Culture, Milton Mayer, They Thought They Were Free, and articles on specific topics.

There are no formal pre-requisites for this course; however, a knowledge of German and German history could be helpful.

Sam Goodfellow, a recent Tufts graduate and Kelly Cameron, a Tufts senior, did oral history research on this topic in Tuebingen, West Germany. They are both History and German Studies majors.

EXP 65 S
DAILY LIFE
IN
NAZI GERMANY

Kelly Cameron
Tufts Undergraduate
Sam Goodfellow
Visiting Lecturer

One Course

Graded Pass/Fail

Tuesday, Thursday
8:00-9:30 PM

EXP 71 S
INTRODUCTION
TO
AMERICAN LAW

Philippe de Lacoste
Visiting Lecturer

This course provides an introduction to the law, legal institutions and basic principles of the American legal system. The systems of courts in the United States, the functions of judge and jury, and various judicial remedies will be examined. The fundamental principles, rules and features of the American legal system such as due process, the distinction between criminal and civil law, and that between equity and common law, will also be explained. The course will also feature a study of civil as well as criminal procedures, with special attention given to constitutional guarantees. Other topics will include legislation in the United States, negligence and torts. Students will learn about law through the reading of textual materials, through the case study method, and through participation in simulation exercises such as moot court trials.

Philippe de Lacoste holds his doctorate from the University of Paris. He has taught courses in political science and law at Newton College and at the School of Management of Boston College.

One Course

Monday
7:00-9:30 PM

This course is intended for those students who desire to have an understanding of the Criminal Justice System. The course will examine the nature of crime and criminal responsibility, the criminal justice process, and the roles of those involved in the system (police, judicial officers, corrections).

David Slater has a B.S. degree in Criminal Justice from Northeastern University and is currently pursuing his Master's degree in Criminal Justice Administration. He has worked for the Tufts University Police Department for five and one-half years.

**EXP 72 S
INTRODUCTION
TO THE
CRIMINAL
JUSTICE
SYSTEM**

**David Slater
Tufts Staff**

One Course

Tuesday, Thursday
6:30-8:00 PM

EXP 75 S
ARGUMENTATION
AND DEBATE:
HOW TO
TALK ANYONE
INTO ANYTHING

Nan Bernstein
Peter Brann
Visiting Lecturers

One Course
Monday
3:30-6:00 PM

Would you like to sound like Ted Baxter with brains? Do you aspire to eloquence -- or at least to not having a red face, weak knees and a quavering voice when you have to speak to people? If so, this course may help. It will address the contexts and forms of public address, with emphasis upon formal argumentation and debate. Amongst the academic issues considered will be types of public presentations, forms of argumentation, fallacies of argumentation, and the format of debates, intercollegiate and otherwise. Most importantly, the course will offer both the skills and opportunity for students actually to formulate and practice both public addresses and to participate in actual debate with class members, using the 1979-80 Intercollegiate Debate Topic: Resolved that the federal government should significantly strengthen regulation of mass media communication. There are no prerequisites other than an interest in improving analytical and communicative skills.

Nan Bernstein is presently the Director of Forensics at Tufts, and coach of the Tufts Debate Team; she was an award-winning debater for Tufts as an undergraduate. In addition to her work at Tufts, she also teaches and researches in areas of psycholinguistic investigation for Boston College and Boston University.

Peter Brann is a law student at Boston University and co-coach of the Tufts Debate Team.

Quite often the young manager finds that it is difficult to carry on administrative functions when his fellow workers perceive him as "just a kid". This course is intended to be a tool for dispelling such views through the development of interpersonal management techniques. This course is meant for students who plan to be employed in managerial and administrative positions in public and private agencies. Emphasis will be placed on organizational behavior, leadership styles, transactional analysis, office diplomacy and survival techniques. Students of all disciplines are invited to enroll.

The emphasis of the course is on practical situations, through case studies and role playing. Recommended reading will include From Amoral to Human Bureaucracy by Dvorin Simmons, The Future Executive by Harlan Cleveland, and The Peter Principle by Peter and Hull.

Robert Reiner holds a Master's degree in Public Administration from the University of Southern California and was Director of Design for Community Research Group in Los Angeles. He is currently completing his Master's in City and Regional Planning at the Harvard Graduate School of Design.

**EXP 76 S
MANAGEMENT
FOR YOUNG
PROFESSIONALS**

**Robert Reiner
Visiting Lecturer**

One Course

Monday, Wednesday
6:30-8:00 PM

**EXP 77 S
STOCKS
AND
BONDS**

**Leonard Loventhal
Tufts Undergraduate**

One Course
Graded Pass/Fail

Monday, Thursday
6:30-8:00 PM

This course is designed to give the student a basic understanding of investing in stocks, bonds, options, and an introduction to trading in futures. The course will cover such areas as: what are common stocks, preferred stocks, and bonds; how to read a financial page; how each market works; how to buy and sell securities; investment banking; put and call options; what factors cause the price to change; and futures trading in commodities and currencies.

Students will be required to read the *New York Times* Business section every day, as part of each class period will be reserved for discussion of current events. Each student is required to write a ten to fifteen page paper.

Prerequisite: Economics 1

Leonard Loventhal, a Tufts economics major, has spent the past three summers working with securities firms in Boston and New York. As a specialist clerk for Albert Fried and Company last summer, he worked on the floor of the New York Stock Exchange.

This spring's seminar, Integrations, will explore the possible connection of science and religion, a connection that has provoked the interest of American intellectuals for centuries. The readings for the seminar will include Solzhenitsyn's Warning to the West, Schumacher's Small is Beautiful, Brown's Literacy in Thirty Hours, Bettelheim's The Uses of Enchantment and Whitman's "Song of the Open Road".

In discussions as well as in the writing of journals, the class will attempt to discover possible links among the readings. Each student in the class will also be responsible, towards the end of the semester, for presenting a paper. In addition to the reading and writing, the class will grow plants in the greenhouse for a plant sale in May.

Prerequisite: Senior standing or permission of the instructor.

Jesper Rosenmeier is an Associate Professor of English at Tufts.

EXP 81 S
THE
SENIOR
SEMINAR

Jesper Rosenmeier
Tufts Faculty

One Course

Thursday
2:00-5:00 PM

**EXP 85 S
LEADERSHIP
SEMINAR**

**Bobbie Knable
Tufts Staff**

Whether we lead or follow, it is important that we be able to recognize and evaluate the techniques, goals and effectiveness of leaders. The aim of this course is to explore the nature and responsibilities of leadership, including some discussion of constituencies, conflicting loyalties, long-term and short-term perspectives and styles of leadership. We will discuss concrete situations from our reading and from the experience of those in the class. The course is open to students in leadership roles in any organization on campus or off, or to students interested in leadership issues or in becoming informed followers.

Bobbie Knable is presently Acting Dean of Students, and was Dean for Freshmen last year.

One Course

Thursday
3:00-5:30 PM

These seminars are designed to facilitate the teaching done by undergraduates who are leading courses in the Experimental College. Weekly group meetings will be held at the Experimental College to discuss the unique problems inexperienced teachers encounter, as well as alternative teaching methods and educational goals and philosophies. It will also provide a chance for student teachers to share their experiences and learn from each other.

Prerequisite: 90 S - teaching an Experimental College course

90A S - leading a Freshman Exploration

Robyn Gittleman is the Administrative Director of the Experimental College.

**EXP 90 S
LEADING
A SEMINAR**

**EXP 90A S
LEADING AN
EXPLORATION**

**Robyn Gittleman
Experimental College**

Variable credit
Graded Pass/Fail

Time to be arranged

**EXP 93 S
CONTINUING
EDUCATION
SEMINAR**

**Marian Connor
Tufts Staff**

The purpose of the seminar is to orient older returning students to Tufts and to allow them to share their common experience. The seminar includes sessions to improve program planning and study and research skills. It offers an opportunity to examine values and priorities in educational and career goals, and to relate the liberal arts curriculum to these goals.

Required for first semester Continuing Education students. Optional for second semester Continuing Education students.

Marian Connor is the Director of Continuing Education at Tufts and Associate Dean of Liberal Arts and Jackson.

One Half Course

Monday

11:30 AM-1:00 PM

Short-Term Studies courses planned for the spring include:

Computer courses - Three courses are planned by Computer Services staff members: COBOL Programming - Instruction in COBOL. Some exposure to the DECsystem-10 and knowledge of an on-line editor needed. SPSS and Research Methods - Using SPSS for research in the social sciences. Some computer experience assumed. Computation and Language Texts - Some issues in the computational study of language and literature. Computer experience not required.

Public Speaking Skills via Videotape - Through videotaped sessions and critiques, students will learn to develop professional persuasive skills and delivery styles, and to feel comfortable in speaking situations.

Preparing for an Actor's Life - An investigation of some of the options available to the actor in approaching a role, including textual analysis, improvisation techniques, and vocal and movement work. There will also be discussion on the business of being an actor -- agents, unions, preparing a resume, and life after Tufts -- by Roy Steinberg, Artist in Residence, in March and April.

How to Read a Novel - A basic introduction to the critical reading of novels. This course will meet with English 153 for the first four weeks of the semester, do the readings with the class, and write a five page critical paper.

EXP 95 S
SHORT-TERM
STUDIES

**EXP 99 S
AUDITING
FOR
BREADTH**

**Robyn Gittleman
Experimental College**

One Course
Graded Pass/Fail

The auditing program is intended to provide students with an opportunity to broaden their education by attending courses in which they would not otherwise enroll. Students may elect to audit any three courses over a 1-4 semester period in lieu of full participation in one regular course. Faithful attendance is the major requirement for each audit. Students select their own courses to audit but must have the approval of the course instructor. One course credit is awarded upon completion of the three audits. Additional information and faculty approval forms are available at the Experimental College office in Brown House.

Robyn Gittleman is the Administrative Director of the Experimental College.

This is an opportunity for students to design and develop a course of their own creation for their own benefit. The aim is to encourage highly motivated juniors and seniors to plan a seminar that will explore a common problem or interest from various perspectives, by applying past academic experiences to new problems. The role of each student and faculty sponsor will vary according to the model outlined and the goals set. A final project is required.

Additional information is available at the Experimental College office, in Brown House (ext. 366).

EXP 190 S
GROUP
INDEPENDENT
STUDY
(QUIDNUNC)

Variable credit

EXP 193 S
INTERNSHIPS

Barbara Rubel
Tufts Staff

Internships are supervised learning experiences in work situations. They allow students to see how some classroom theories are used, to explore career possibilities, to prepare for graduate or professional school and to experience the working world. It is recommended that students have some related course work or experience.

Placements are available in a broad range of areas and students are urged to seek referrals through the internship office or to have their own placement ideas approved there. Students will design, in conjunction with a faculty advisor, the internship coordinator and the agency sponsor, a contract which outlines each party's expectations as well as the student's learning objective. Students must work 12 hours per week and be prepared to engage in reading and consultations about the placement as well as writing a final paper demonstrating the accomplishment of the objectives. A letter of evaluation will then be entered into the student's file.

Barbara Rubel has worked closely with the Massachusetts Internship Office and has administered the Internship Program for the past six years.

Variable credit

Students interested in seeking placements should contact Ms. Rubel at Brown House (ext. 366) as soon as possible.

Bob Edwards, Department Assistant
Gordon Evans, Chemistry Department
Robyn Gittleman, Administrative Director
William Harris, A'81
Robin Jacobson, J'80
Steven Marrone, History Department
Jay Minkoff, E'81
Rachel Poliner, J'80
Peter Reid, Classics Department (Chairman)
Neal Shapiro, A'80
Sarah Smith, English Department
Arthur Uhlir, Electrical Engineering Department

**THE
EXPERIMENTAL
COLLEGE
BOARD 1979-80**

**PAST
FACULTY
BOARD
MEMBERS**

Tadatoshi Akiba, Mathematics, 1974-76
Allan Clemow, Engineering Design, 1972-75
Sylvia Feinburg, Child Study, 1977-79
Sol Gittleman, German and Russian, 1967-69
Gary Goldstein, Physics, 1976-78
Percy Hill, Engineering Design, 1964-66
Paul Joseph, Sociology, 1977-78
Alex Kaczmarcyk, Chemistry, 1969-72
Pierre Laurent, History, 1973-75
David Maxwell, German and Russian, 1974-77
Michelle McAlpin, Economics, 1978-79
Russell Miller, History, 1964-66, 1967-68
Lucille Palubinskas, Psychology, 1964-68
Arthur Pike, Electrical Engineering, 1975-78
Jesper Rosenmeier, English, 1971-73
Jeffrey Rubin, Psychology, 1970-71
Saul Slapikoff, Biology, 1972-74
Seymour Simches, Romance Languages, 1964-68
Howard Solomon, History, 1977-78
Samuel Sutcliffe, Civil Engineering, 1978-79
Jack Tessman, Physics, 1964-69
Lloyd Trefethen, Mechanical Engineering, 1966-69
Albert Ullman, Sociology, Fall 1966
Kenneth Van Wormer, Chemical Engineering, 1969-72



**Experimental College
Brown-House
Tufts University
Medford, Mass. 02155**