

Fall 2002 Experimental College Courses

The following information regarding course times and locations is subject to change. It has been updated as of 9/18/02.

EXP-0002-F: THE CHALLENGE OF TRANSLATION: A WORKSHOP

One course credit. Letter-graded. Call #02546

Monday, 5:25-8:05 PM, Olin 111

There are over 6,000 languages in the world. You'll never know all of them. As a result, your contact with literature, current events, and history in many of the world's cultures must be mediated by translation. In this course we'll study how translation works - and how it doesn't. Readings will focus on lyric poetry (short but notoriously difficult to translate), from a variety of cultures and traditions. You'll write comparisons of different versions of the same poem and even get to do some translation of your own. We will also look at news items, film subtitles, and other places where translation affects your daily life, and we will have a brief unit on the problems of automatic machine translation.

Anne Mahoney teaches in the Classics Department at Tufts University and holds a Ph.D. in classics from Boston University. She also works on texts and tools for the Perseus Digital Library.

EXP-0003-F: THE WRITER'S CRAFT: PRACTICAL AND THEORETICAL APPROACHES

One course credit. Pass/Fail. Call #02547

Thursday, 5:25-8:05 PM, Miner 221

This course explores current research in the field of composition. It is designed to provide theoretical grounding to the practice of peer tutoring and the teaching of writing. Students will study writing theory and consider its practical application in the classroom and the writing center. Topics will include: the role of peer tutors; conferencing techniques; writing in the disciplines; English as a Second Language; and discourse communities. Always, as we explore research on issues pertaining to writing, we will be looking for meaning on a practical as well as theoretical level. Discussions of student papers will be a standard means of applying knowledge acquired through reading to the reality of peer tutoring.

NOTE: This is a mandatory course for Writing Fellows and Writing Tutors and enrollment is limited to these groups.

Nadia Medina is the Director of the Writing, Thinking and Speaking Center at Tufts University.

EXP-0005-F: YOUNG ADULT LITERATURE

One course credit. Letter-graded. Call #02590

Tuesday, 5:25-8:05 PM, Bromfield-Pearson 02

The best of young adult literature, from *The Catcher in the Rye* to contemporary novels by Chris Lynch, Virginia Euwer Wolff, and Walter Dean Myers, speaks directly and urgently to young adult -- and adult -- readers. The current literature reflects a great diversity of experiences while addressing the powerful and universal themes of the adolescent struggle: love, loss, friendship, family, fear, hope, and search for identity. This course will provide a historical and critical overview of young adult literature as we read and discuss the works of major contributors to the field as well as related critical articles.

Lauren Adams teaches children's literature at Lesley University and is a frequent speaker at professional conferences and programs. She was Senior Editor of *The Horn Book Magazine* (about books for children and young adults) for eight years and continues to review and write for the magazine. She holds a M.A. in Children's Literature from Simmons College.

EXP-0006-F: ZEN AND THE ART OF MOTORCYCLE MAINTENANCE

One course credit. Letter-graded. Call #02589

Tuesday, 6:30-9:30 PM, Bromfield-Pearson 06

Robert Pirsig's *Zen and the Art of Motorcycle Maintenance* has been an enormously popular novel, recounting one man's journey toward self-discovery. For a quarter-century, the book has led many readers to further study of Zen Buddhism and other Eastern philosophies. What is often under-appreciated, however, is the extent to which many of the themes Pirsig develops are continuous with, and informed by, earlier Western philosophers. In this course, students will trace out some of the book's themes (truth, meaning, values, and individualism) and will search for their philosophical roots in the writings of Plato, Nietzsche, and Thoreau. The goal of the course will be to increase students' understanding of the philosophical dimensions of the individual's quest for self-understanding, by exploring some of the most important ideas in Western philosophy.

Lee McIntyre holds a Ph.D. in Philosophy from the University of Michigan and was a member of the Philosophy faculty at Colgate University for a number of years. Currently, he is a Research Fellow at the Center for the Philosophy and History of Science at Boston University and also Special Assistant to the Executive Dean of the Faculty of Arts and Sciences at Harvard University. He taught this identical course at Tufts Experimental College ten years ago.

EXP-0007-F: WORLDS IN COLLISION: ANCIENT JEWISH IDEAS IN THE MODERN ERA

One course credit. Letter-graded. Call #02588

Thursday, 5:25-8:05 PM, Bromfield-Pearson 06

Idolatry, animal sacrifice, homosexuality, menstrual taboo, intolerance, national isolation; how do age-old Jewish problems, issues and beliefs match up in the world of today? This class will explore the concepts and application of traditional Jewish teachings and mystical practices within the context of modern society. We will focus on the general structure and order of the Torah belief system, how this defines the essential character of the "Jewish perspective" and what happens when this perspective is at odds with modern opinions and bias. In particular, this class will cover a wide range of topics including: esoteric principles of death, the cyclical nature of time, core concepts in Jewish philosophy, ritual practice as related to prayer and the festivals, stringencies in dietary law and animal slaughter, sexual limitations and freedoms and a picture of the ultimate global utopian model.

This course has been selected by the Judaic Studies program to count toward major credit.

Tzvi Gluckin is currently Director of the Jerusalem Fellowships, a Jewish educational organization, in Boston and has lectured extensively to English speaking audiences internationally on a wide range of Jewish related topics. He has served in the Israeli Army, holds a B.M. in Jazz Studies from the New England Conservatory of Music and received his rabbinical ordination from Rabbi Noah Weinberg at *Yeshiva Aish HaTorah* in Jerusalem.

EXP-0011-F: NO PLACE LIKE HOME: DOMESTIC ARCHITECTURE AND AMERICAN IDENTITY

One course credit. Letter-graded. Call #02587

Wednesday, 5:25-8:05 PM, Aidekman 09

Owning a home is the epitome of the "American Dream." But which one...and why? Do American homes reflect the personalities of their owners? Or are they fabrications signifying whom their owners would like to be? This course will examine the physical form as well as the idea and image of the American home from the 18th century to the present. House designs and styles and their historic changes and diversity across class and geographic boundaries will be examined as will interior design, including furniture, textiles, and other related artifacts surrounding the home. Students will also analyze the idea of home in visual culture (painting, prints, photography, popular illustrations) and written texts (prose, architectural pattern books, advice books and magazines) dating from the early 19th century to the present and will visit at least two house-museums to study what these places say about their owners.

This course has been selected by both the American Studies and Architectural Studies programs to count toward major credit.

Elif Sinanoglu is a Ph.D. candidate in American and New England Studies at Boston University. She has taught courses entitled *Designing the American City*, *Literature and the American Dream*, and *The Arts in America* at Harvard and B.U. and has worked at the Society

for the Preservation of New England Antiquities. Prior to attending graduate school, she covered consumer spending as a writer and editor for Money and Worth magazines in New York City.

EXP-0016-F: HIV/AIDS: CONTEXTS, CAUSES, AND COUNSELING

One course credit. Letter-graded. Call #02585

Tuesday, 6:30-9:30 PM, Miner 112

Ever wondered where or how HIV/AIDS originated and how it has reached epidemic proportions? Want to know if those myths you heard about the needles in the pay phones are true? Interested in learning to provide culturally competent, sensitive HIV counseling and testing services? This course will address all of those questions, and many more, as it delves into the crisis of the HIV/AIDS epidemic, beginning with theories of the disease's origin and culminating with in-depth analyses of many of the contemporary bioethical challenges surrounding HIV/AIDS. Course readings will be supplemented by guest lectures and panels, introducing students to a wide variety of activists, educators, and service providers in the greater Boston HIV/AIDS community.

Rachel Elkinson works as an HIV counselor, providing anonymous, one-on-one counseling and testing services at the Sidney Borum, Jr. Health Clinic in Boston. A Tufts graduate, she also co-facilitates monthly "Fundamentals of HIV" and "HIV Counseling and Testing" trainings for newly hired educators and counselors.

James Figueiredo is the Director of the Education and Training Program at JRI Health in Boston and has over 10 years experience in the HIV field as an educator, hotline screener, outreach worker, counselor, case manager, and program manager. Currently, he works closely with the Massachusetts Department of Public Health HIV/AIDS Bureau to design training curricula.

EXP-0018-F: CHINESE MEDICINE

One course credit. Letter-graded. Call #02584

Wednesday, 5:25-8:05 PM, Miner 225

This course will provide an historical overview of the methods and theories of Chinese medicine as well as permutations in the Korean, Japanese, and American contexts. Students will gain an understanding of the major methodological approaches within the field and be better able to interface with the emerging Chinese medical system in the United States. We will study the traditions and development of Chinese medicine including acupuncture, breathing techniques and the different herbs and dietetics used throughout the centuries. The foundations of Taoism, Qi, and Yin-Yang will be explored in depth, as will the early systems of medicine practiced in the Shang and Zhou Dynasties, with their notions of "wind" and the "evil qi." Finally we will discuss

the Taoist concepts of immortality and meditation and their impact on the traditions of Chinese medicine.

This course has received the recommendation of the World Civilizations Subcommittee to count toward the World Civilizations foundation requirement.

Stephen Jackowicz spent four years in Korea studying at The Korea Hand and Foot Acupuncture Institute and the Korean Modern School of Acupuncture. He is presently finishing a Ph.D. at Boston University, focusing on classical Chinese medical literature and will also be teaching Asian Religions in the Comparative Religion department at Tufts this fall.

EXP-0019-F: HEALTH AND HEALING: THE MIND-BODY CONNECTION

One course credit. Letter-graded. Call #02583

Thursday, 6:00-9:00 PM, East Hall Lounge

This course will explore the mind/body connection and its role in fostering optimal health and healing. An appreciation for the concepts of health, cure and healing and how they differ will be developed. Our exploration will take the following paths: (1) tracing the evolution of the mind/body concept and how it is viewed within different belief systems, (2) offering the opportunity to practice mind/body techniques, (3) examining the dynamic of mind/body interaction, and its role in stress associated disease, and (4) reflecting on what the mind/body/spirit dynamic can tell us about our humanity and about our potential as well. Throughout the course, students will be encouraged to consider the dilemma of making health care choices. We will discuss the questions raised when there is not enough currently available evidence for choosing the best health care approach. And we will attempt to frame our answers from the perspectives of individual decision makers, communities, and governments.

David Arond, M.D. is currently an Assistant Professor of Family Medicine and Community Health at Tufts University School of Medicine. He provides clinical consultations specializing in behavioral medicine.

EXP-0020-F: INTRODUCTION TO FORENSIC SCIENCE AND CRIMINAL INVESTIGATION

One course credit. Letter-graded. Call #02582

Tuesday, 6:30-9:30 PM, Miner 224

The body of a missing Harvard biochemist is found floating in the Mississippi. DNA tests thirty-five years after the fact suggest that Albert DeSalvo was not the Boston Strangler. Two Dartmouth professors are murdered in their home.

Over the last ten years, with each horrific case, the public has been given a glimpse into the dynamics of criminal investigation. In this course students will be provided with an introduction to this fascinating process. Students will gain an understanding not only of crime-specific

investigation procedure, but forensic science, criminalistics, and crime-scene processing. This will be done by focusing on the specific steps involved in dealing with the aftermath of a criminal act. These include discovery and police response, initial investigation, processing of the crime scene for physical evidence, forensic analysis, post-scene investigation, arrest, pre-trial preparation, court presentation, and pursuit of conviction.

James Jabbour is a Police Inspector in the Office of the Connecticut Chief State's Attorney and has twenty-four years experience in law enforcement dealing with homicides, sexual assaults, arson, and robberies. Inspector Jabbour holds a Master's degree in Forensic Science with a concentration in Advanced Investigation.

EXP-0023-F: MUSIC AND WELLNESS: A BIOPSYCHOSOCIAL APPROACH

One course credit. Letter-graded. Call #02581

Monday, 5:25-8:05 PM, Aidekman 20

Through the examination and development of music listening, performance, and elementary composition tasks, the student will explore the use of music to improve functional performance in everyday life. Self-reflection and activity analysis will serve as tools to allow the student to develop effective interventions utilizing music in his own life. Additionally, the importance of inclusion of music in rehabilitation and educational programs will be addressed. The class will involve the presentation of theoretical and conceptual information, but will emphasize and encourage student discussion, participation, creativity, and hands-on engagement in the learning process. As the course focuses on functional activities, it is designed to incorporate applied activities in every class such that the topic of discussion is realized into a productive task. While the class is designed for a range of abilities, from the avid music appreciator to the amateur/professional musician, a general understanding of music is recommended. Prior instrumental or vocal performance experience, as well as experience in human biology, psychology, sociology, or allied health, is helpful but not required.

This course has been approved by the Music department to count toward the Arts distribution requirement and toward major credit.

Daniel Craig received a Master of Arts in Occupational Therapy from Tufts, where his emphasis was on research in the applications of music into functional activities. Daniel previously received both a Bachelor of Arts in Music and a Bachelor of Science in Physiology and Neurobiology from the University of Connecticut, where he pursued independent research in the physiological effects of music.

EXP-0026-F: TRANSGRESSING BINARIES: SEX, GENDER, RACE, AND SEXUAL ORIENTATION

One course credit. Letter-graded. Call #02580

Wednesday, 6:30-9:30 PM, Miner 112

The last two decades have seen a dramatic rise in the visibility of those who challenge the existing binary categories of gender (male and female) and sexual orientation (gay and straight). In this course, we will study the experiences of bisexuals, transsexuals, and others who blur the boundaries of gay/straight and male/female, as well as the reactions of both the mainstream and "gay and lesbian" communities using novels, films, short stories, essays, poetry and autobiography. Theoretical readings will be used to frame our discussions.

This course has been selected by both the American Studies and Women's Studies programs to count toward major credit.

Robyn Ochs is the editor of the Bisexual Resource Guide (1995), the author of several articles on the subject of bisexuality, and a bisexual activist, writer, and workshop leader. She holds a Ed.M. from the Harvard University School of Education and has taught at M.I.T. and in the Experimental College for many years.

EXP-0029-F: HINDI/URDU 1

One course credit. Letter-graded. Call #02579

Tuesday and Thursday, 5:25-7:25 PM, Braker 220

The southern and southwestern regions of Asia are becoming increasingly important as we move toward the global awareness that will surely characterize the opening span of the twenty-first century. This course will introduce the basic grammar which is shared by modern standard Hindi and Urdu, the dominant languages of the area, especially India and Pakistan. Students will be expected to become familiar with both Devangari and Urdu scripts and to learn to use them with equal facility. In addition, the spoken form of Hindustani, as used in India and Pakistan today, will be emphasized.

This is the first in a planned three-course Hindi/Urdu language sequence that has been approved provisionally to count toward the Foreign Language/Culture Option under Foundation Requirements.

Sooda Bhatt holds a Ph.D. in Linguistics and a M.A. in Hindi Literature. He has taught Hindi and Urdu extensively over the past thirty years.

**EXP-0032-F: WHOSE PAST IS IT? PRIVATE MEMORIES AND PUBLIC MEMORIALS
(INDEPENDENT STUDY)**

One course credit. Letter-graded. Call #02578

What is at stake if we don't remember our past? What is at stake if we let others dictate our past for us? In this course we will investigate the nature of both private and collective memory as realized in personal artwork and public memorials. In addition to artistic exercises that bring

forth our personal histories into the present, we will be studying the memorials (and the controversy that surround them) of the Holocaust, Maya Lin's design of the Vietnam Veterans Memorial, and the most recent plans for the hotly contested Ground Zero in New York City. Visual journals and active discussions are required parts of the course; final project is a paper with the option to create a memorial of your own design.

This course has been selected by the American Studies program to count toward major credit.

Phoebe Potts is a professional artist whose work has recently been part of exhibitions at the Boston Center for the Arts and The Drawing Project at the Bernard Toale Gallery. Ms. Potts has her Masters degree in Fine Arts and Theory from the Maine College of Art; she did her undergraduate work at Smith College and has also attended The Museum School in Boston and the Universidad de Guanajuato, Mexico. For the last seven years, Ms. Potts has been the director of public art and youth programming at Centro Presente in Cambridge and Somerville.

EXP-0033-F: CRICKET: THE GAME AND ITS HISTORY -- AN ONLINE EXPERIENCE

One course credit. Letter-graded. Call #02577

ONLINE

Cricket is recognized by many as the second most popular team sport in the world, yet few in the United States understand the game or its multinational heritage. In this online course, students will explore what was once a game played by certain "gentleman" on the plains of England but today has become a global sport attracting men and women from a wide variety of ethnic and cultural backgrounds. We will analyze strategy, athleticism, team play, and differing national styles. Special attention will be paid as well to the game's rich history as it reflects the times in which it has been played and the people who've played it. This course is an introductory examination designed for those with little or no prior exposure to the game. It is also an experiment in online teaching and learning, one aimed at students interested in exploring new educational experiences.

Neal Hirsig is currently the Assistant Director of Instructional Technology Services at Tufts University and a Senior Lecturer teaching courses in Multimedia and 3D Design through the Department of Drama and Dance. He has been a passionate cricket fan for nearly thirty years.

EXP-0035-F: RAPE AGGRESSION DEFENSE

Half course credit. Pass/Fail. Call #02576

Thursday, 6:30-8:00 PM, South Hall Lounge

The Rape Aggression Defense System (R.A.D.) is based on the philosophy of choices: "to develop and enhance the OPTIONS of self defense, so that they become more viable

considerations for the woman who is attacked." While it is completely natural to resist, unless a woman is trained to do so, the resistance she attempts may be futile. This course will try to strengthen innate survival techniques by making more options available. Preparation through education and training is usually the best way to survive an assault situation. Issues to be addressed include awareness and prevention, sexual assault definitions, patterns of encounter, the decision to resist, basic principles of self defense, and the defensive mindset. This course will end with realistic simulation training.

Cheri Burton is a member of the Tufts University Police Department and a certified R.A.D. instructor.

EXP-0041-F: EDUCATION FOR ACTIVE CITIZENSHIP

Half course credit. Pass/Fail. Call #02575

Monday, 4:40-6:40 PM, Rabb Room, Lincoln Filene Center

This course has four parts. First students will be introduced to the concepts of civic engagement and active citizenship. They will learn about the democratic traditions that underlie civic engagement and the concept of active citizenship. They will learn about the founding of UCCPS at Tufts and the reasons why we have developed our vision of Education for Active Citizenship. Second students will go through a number of experiential exercises to begin to identify their interests, values and skills related to active citizenship. As part of this self-assessment they will explore the concepts of Fit and Stretch as they relate to their own active citizenship. Third, students will be assigned to and expected to spend approximately 3 hours per week with an on-going community project. Within this students will set personal learning goals as well as goals for the impact they hope to have in the project. A major portion of the work for the course will take place in the context of this project. UCCPS will make project assignments in Chinatown and the Mystic Watershed Collaborative. Projects will have a supervisor who can guide the students to effective involvement. Students will be expected to maintain reflection journals which will, from time-to-time be read by other students and the course instructor. Finally, the students will be expected to learn about the substance of the issue on which they are working. (e.g. A student working in a school in Chinatown will be assigned readings on Chinatown, on ethnic communities, and on public education). Students will be evaluated on their ability to make a positive contribution to the project and their ability to reflect on and make meaning of their experience, including an ability to relate the assigned readings to their project.

NOTE: 41F is open only to new Omidyar Scholars.

Lisa Brukilacchio has taught and presented widely on health care, ecology and urban land use, and environmental education. Most recently she taught an interdisciplinary course at Tufts on "The Natural World: Applications for Therapy and Education." She also was a co-director of The River Institute 2002, the third annual New Century Environmental Leadership Institute which integrated a seminar and internship project on the environmental movement strategy and watershed restoration. Ms. Brukilacchio worked as the Greenspace Coordinator/ Conservation Commission Director for the city of Somerville from 1994 - 2001. She is a licensed Occupational

Therapist and worked for many years as the Assistant Director of Occupational Therapy for the New England Medical Center. Ms. Brukilacchio holds a B.S.O.T from the Boston School of Occupational Therapy at Tufts, and is completing a Master's Degree from the Graduate School of Education at Harvard University. Ms. Brukilacchio has extensive experience as a community activist and board member in a wide range of community-based organizations.

EXP-0042-F: ASSET BASED COMMUNITY PROJECT DESIGN

One course credit. Pass/Fail. Call #02574

Monday, 6:50-8:05 PM, Rabb Room, Lincoln Filene Center

In this course students will learn how to plan and implement an asset-based community project. They will be introduced to the concepts and tools within the rich tradition of asset based community development and learn how to apply those concepts and tools to the design, implementation and evaluation of a community-based project. Students will be matched with a Faculty Fellow or one of our Community Partnerships to design their project. They will be expected to spend 8-10 hours per week working on their project. In rare instances a returning scholar will be allowed to continue a project that is underway from this past year, but only with approval of the instructor. Students will select projects based on the concepts of Fit, Stretch and especially Need as described above. They will be evaluated on their ability to plan and implement a project that is based on community needs and that leverages community assets and other resources. Students will be expected to design a method to measure the outcomes of the project. Because these are Omidyar scholars who are in a year-long program many projects will not be completed until the end of the spring semester.

NOTE: 43F is open only to Omidyar Scholars.

Nancy Gabriel is Community Engagement Specialist at UCCPS, responsible for developing and maintaining community partnerships, and supporting community-based learning initiatives of Omidyar Scholars and Faculty Fellows. Prior to her UCCPS assignment, she led the development of web-based educational resources at Second Nature, a national nonprofit focused on higher education transformation in the area of sustainability. While there, she was also director of innovative education and training programs for faculty, staff and students at higher education institutions. As a member of senior management, she also had responsibility for strategic direction and designed Second Nature's community involvement program. Prior to this she was director of operations for SatelLife, a nonprofit dedicated to improving global communications in health and the environment in the developing world, with a focus on increasing access to healthcare information in Africa. She also worked for many years in industry. She holds a master's degree in urban and environmental policy from Tufts University.

EXP-0043-F: LEADERSHIP OF COMMUNITY PROJECTS

One course credit. Pass/Fail. Call #02573

Monday, 4:40-6:10 PM, Room 101, Lincoln Filene Center

In this course students will review many of the concepts of Asset Based Community Project Design as a foundation. Then they will learn the leadership skills necessary to involve effectively other students in active citizenship projects. These skills include: team building, communication, creative problem-solving, participatory design skills, group decision-making and experiential education. These students will be expected to effectively engage other students in active citizenship. Activities could include: leading a community project team whose participants are in the Education for Active Citizenship course, working with an established service group on campus (e.g. LCS or Hillel) to help them incorporate a reflection component in an existing service project, or teaching a course on Active Citizenship to Tufts freshmen. The time expectation is 8-10 hours per week of community project work in addition to time spent in class and preparing for class. Students will be evaluated on their ability to effectively engage other students in their chosen area and to reflect on the immediate outcomes and the longer-term impact of their project on Tufts, on a specific community and on civic engagement.

NOTE: 43F is open only to Omidyar Scholars.

Molly Mead was named director of the UCCPS in 1999. She is a faculty member in the department of Urban and Environmental Policy where she teaches courses in leadership and positive youth development. In 1994, she completed a report, "Worlds Apart: Missed Opportunities to Help Women and Girls, " which documents the relatively small degree to which foundations consider gender in their grant making. Since the publication of the report she has been a leader in the development of a partnership between foundation program officers and the staff of nonprofit programs for women and girls designed to increase funding for those programs. In this context, Molly has led a number of education programs for foundation and program staff. More recently Dr. Mead has completed a four-year research project on coeducational youth programs. In this work she has developed a model which shows how most coed programs fail to develop the full potential of girls. She is currently working with the United Way of Massachusetts Bay to apply her model to the work of their youth-serving affiliate agencies.

EXP-0044-F: SEEP: SCIENCE ELEMENTARY EDUCATION PARTNERS

One course credit. Pass/Fail. Call #02646

Wednesday, 5:25-8:05, Aidekman 13

Do you care about science? Do you think it's important to nurture kids' natural curiosity about the world around them? Here's your chance to put your feelings into action! SEEP is an initiative which offers students and opportunity to work on science issues with kids in the 1st through 5th grades at local Somerville Schools. This course combines a preparatory seminar with service learning. Students will receive training, develop an understanding of the issues inherent in teaching science at the elementary level, and share their knowledge using already prepared

"experiment" kits. Along with taking the seminar, students will spend between three and four hours a week at their school.

Vijaya Palaniswamy is a dual degree student at the Fletcher School and Harvard Law School, with bachelor degrees in Genetics and Biochemistry.

EXP-0050-CF: BROADCAST JOURNALISM

One course credit. Letter-graded. Call #02572

Thursday, 6:30-9:30 PM, Miner 112

The days of everyone tuning in to Walter Cronkite or Huntley and Brinkley are long gone. From 'round-the-clock cable channels to the explosion of "magazine" shows to the ubiquitous headline ribbon scrawling across the bottom of your screen, broadcast journalism has experienced phenomenal growth in the last twenty years. Students in this course will receive an introduction to TV broadcasting, specifically the presentation of news. The course will emphasize broadcast writing and new production skills and techniques, modern media ethics, media law and techniques of modern broadcast investigative journalism as well as other practical approaches to working in a modern TV newsroom. Students will observe first hand the process of how news is manufactured at the local level by attending news editorial meetings, newscast production sessions, and live field broadcasts. In addition, the course will be geared toward providing students with a real time opportunity to observe and debate current events as they relate to broadcast journalism.

This course has been selected by the American Studies program to count toward major credit and by the Communications and Media Studies program to count toward minor credit in the Social Sciences track.

Dave Overton has more than twenty-five years experience in all aspects of broadcast journalism, including eleven years in top-level management with major market affiliate stations.

EXP-0054-F: THE PRIVATE EYE: NARRATIVES OF DETECTION IN FICTION AND FILM

One course credit. Letter-graded. Call #02570

Wednesday, 5:25-8:05 PM, Olin 002

Sherlock Holmes, Lord Peter Whimsey, "hard boiled gumshoes" from 40s pulp novels and film noir, Agatha Christie, and on and on... This course will examine a central figure of popular media culture -- the private investigator. From the fist appearance of Edgar Allan Poe's Auguste Dupin in "The Murders in the Rue Morgue" through to this evening's television schedule, the figure of the detective, whether an agent of the state or working outside of official privileges and constraints, has been one of the most enduring figures in mass-market publishing, the cinema, the stage, and broadcast drama. We will draw primarily on American and British texts, looking at

a range of materials including short stories, films, radio, and television.

This course has been selected by the Communications and Media Studies program to count toward minor credit in the Humanities track and toward the Film Studies minor.

Andrew Horn is currently a Fellow of the W.E.B. DuBois Institute of Harvard University. He has served as a faculty member and administrator at numerous universities including the University of the South Pacific, the National University of Lesotho, the University of Zambia and Indiana University. Professor Horn has authored some 200 stage, radio, and television plays, and has contributed current affairs and arts programming to the BBC World Service, in London.

EXP-0058-F: THE WORLD OF ADVERTISING

One course credit. Letter-graded. Call #02568

Wednesday, 6:30-9:30 PM, Anderson 210

Thinking of advertising? Wondering what's really behind the ads you see every day? What does it take to "make it" at an ad agency? This class will provide students with an inside perspective on the advertising industry. It will begin with an examination of the latest trends in the field including the basics of brand development and advertising as a marketing medium. In addition, students will be introduced to integrated marketing as an advertising model. Special attention will be paid to an analysis of how ad campaigns are strategized, key business factors that affect advertising approaches, and how to conduct competitive reviews and brand audits. The course will also touch on advertising as it is used in the nonprofit, political, and religious sectors.

This course has been selected by the Communications and Media Studies program to count toward minor credit in the Humanities track.

Michelle Conceison is Project Director of Integrated Marketing and Web Development at Polese Clancy, Boston. A veteran of San Francisco traditional and interactive ad shops, she has worked for clients such as Saturn, America West Airlines, Hewlett-Packard, Swatch, Morgan Stanley Dean Witter, AspenTech, Wildfire, and OXiGENE.

EXP-0059-F: THE HORROR FILM: MYTH, PSYCHOLOGY, AND CULTURE

One course credit. Letter-graded. Call #02567

Tuesday, 6:30-9:30 PM, Anderson 306

Everyone has his or her favorite horror film: The Cabinet of Doctor Caligari, Psycho, Poltergeist, Nightmare on Elm Street, The Blair Witch Project. In fact, throughout the history of cinema, horror has been synonymous with the movies. This course will attempt to understand what has made, and continues to make, the horror film one of the most popular and durable of cinematic genres. We will look at how horror constantly reinvents itself to keep up with its ever changing audience. And we will explore why, until quite recently, horror movies were critically derided (when they were noticed at all) and treated with extreme mistrust by cultural arbiters of many

different stripes. We will look at horror films primarily through the lens of psychologist Carl Jung and his archetype of the Shadow. We will also consider them from such vantage points as genre and reception studies, trying to determine why they have maintained such a firm grip on the affections of their audience for such a long time.

This course has been selected by the Communications and Media Studies program to count toward minor credit in the Humanities track and toward the Film Studies minor.

Stephen Brophy is a Boston-based film critic for Bay Windows and contributes to such film journals as CineAction, the Journal of Popular Film and Television, and MediaArts. He teaches film at M.I.T. and the Boston Film/Video Foundation and has taught one previous course at the Ex College: *Fellini, Film and Consciousness*.

EXP-0062-F: EGYPT AND THE ARAB WORLD

One course credit. Letter-graded. Call #02565

Tuesday, 5:25-8:05 PM, Olin 102

What is Egypt? From Disney's recent retelling of the Biblical tales of Egypt to constant museum exhibits of the hieroglyphs and mummies of Egypt's ancient civilizations, the Western world has long been fascinated with Egypt. Yet the Egypt of Egyptologists and even of Verdi's Aida is not the Egypt of the modern world, which has had layers of culture added to its ancient practices and traditions. This course will seek to construct and understand a vision of contemporary Egypt by studying the literature, film, and music of 20th century Egypt. Caught between a variety of pressures and influences, the Egypt of today remains a fascinating and little understood place, and students will deal with such key questions as: Is Egypt African? Or is it Arab? In seeking answers, students will learn the basics of Islam (and its cultural, mythical and nonreligious applications); get a sense of the scope of Arabic literature; pick up a few phrases of basic Arabic; debunk the myths about women and feminism in the Arab world; and survey the rise of Egypt's theatrical tradition.

This course has been selected by the Middle Eastern Studies program to count toward major credit.

Zahr Said is a Ph.D. candidate and Teaching Fellow in Comparative Literature at Harvard University. She is half Arab, and the experience of being raised biculturally as well as many subsequent professional and cultural opportunities have positioned her well to offer a broad perspective on the representation of Arabs and Egypt.

EXP-0064-F: THE UNITED NATIONS: PEACEKEEPING AND NATION BUILDING

One course credit. Letter-graded. Call #02564

Thursday, 6:30-9:30 PM, Miner 224

What can be learned from 50 years of UN peacekeeping? How has it evolved from guarding the border between two warring nations to supervising elections and providing humanitarian aid? Are multilateral peace-initiatives such as the United States' "War on Terrorism" the future of peacekeeping? This course will explore the history of multilateral peacekeeping efforts, focusing on those of the United Nations over the last forty years. We will begin by thinking about global structures, asking such questions as: What exactly are nations? Why is there conflict? And what forces were at work in the formation of the UN? Building on this contextualizing base, we will then take a more speculative tack and consider future trends, the need for collective security, and the effects on global politics. In order to do so, we will use case studies and engage in special role-play/simulations.

This course has been selected by the Peace and Justice Studies program to count toward major credit.

Charly Saloni-Pasternak is involved in intercultural research and consulting for such organizations as the Dana-Farber Cancer Institute, Forrester Research, and the Foundation for Enterprise Development. He has studied global conflict from an interdisciplinary perspective for many years and is a Second Lieutenant, Reserves, in the Finnish Armed Forces.

EXP-0072-F: UNDERSTANDING THE LEGAL SYSTEM

One course credit. Letter-graded. Call #02562

Monday, 6:30-9:30 PM, Bromfield-Pearson 05

What is the difference between negligence and recklessness? What does it mean when a witness gets immunity from prosecution? Our legal system is the focus of prime time television shows and front-page newspaper articles. Unfortunately, the legal system can be a minefield for someone trying to make sense of the news and cases that generate discussion and controversy. This course will review the civil and criminal justice systems, the roles the lawyers play in these systems, and the rules that govern trials and litigation. We will employ the case-study method to gain a better understanding of legal thought and procedure. Special attention will be paid to such fundamentals as the competence to stand trial, the role of counsel and the prosecutorial function, and the role of the judge and the jury in both civil and criminal proceedings. We will also consider legal topics of current concern, for example, fraud, in attempting to understand the Enron, Andersen, and Worldcom cases.

This course has been selected by the American Studies program to count toward major credit.

Kevin Brill (A '80) has been a trial lawyer for nearly twenty years and has appeared before federal and state judges and juries throughout the northeast. He has tried virtually every type of civil case and has worked with prosecutors as well as criminal defense lawyers. He is a graduate of the University of Virginia School of Law.

EXP-0074-AF: GENETICS, ETHICS, AND THE LAW ONLINE

One course credit. Letter-graded. Call #02560

ONLINE

With recent pioneering discoveries in the field of genetics, a Pandora's box of questions has been opened regarding the efficacy and legality of genetic engineering. What are the impacts of such processes as the cloning of the human embryo, DNA testing, and mapping the human genome? In this course, we will begin with a basic grounding in some the biological issues facing geneticists today including prenatal testing, genetic defects, new reproductive techniques, and new genetics techniques. We will then explore such legal and ethical issues involved in this science as confidentiality, insurance implications, DNA fingerprinting, informed consent, the future of the Human Genome Project, and genetic screening. In addition, questions about paternity and family law problems involved with fertility engineering and surrogate motherhood will be examined. Finally, we will consider what new roles might emerge for attorneys involved in "genetic cases."

Using Tufts' CourseInfo software, this course will take place almost entirely in "cyberspace." It will utilize a combination of such Web-based tools as posted course materials, a class "bulletin board," scheduled online chats, and e-mail. Moreover, other than a few scheduled events (chats, and perhaps one or two in-person class meetings) the bulk of the work can be completed according to each student's schedule as long as due dates are met.

This course has been approved by the Biology department to count toward the Natural Sciences distribution requirement.

Ronnee Yashon holds degrees in Biology, Chemistry, Computer Education, and Law. She has taught human genetics and general biology, bioethics and the law for more than twenty years.

EXP-0074-F: GENETICS, ETHICS, AND THE LAW

One course credit. Letter-graded. Call #02561

Monday and Wednesday, 5:25-6:40 PM, Miner 224

With recent pioneering discoveries in the field of genetics, a Pandora's box of questions has been opened regarding the efficacy and legality of genetic engineering. What are the impacts of such processes as the cloning of the human embryo, DNA testing, and mapping the human genome? In this course, we will begin with a basic grounding in some the biological issues facing geneticists today including prenatal testing, genetic defects, new reproductive techniques, and new genetics techniques. We will then explore such legal and ethical issues involved in this science as confidentiality, insurance implications, DNA fingerprinting, informed consent, the future of the Human Genome Project, and genetic screening. In addition, questions about paternity and family law problems involved with fertility engineering and surrogate motherhood will be examined. Finally, we will consider what new roles might emerge for attorneys involved in "genetic cases."

This course has been approved by the Biology department to count toward the Natural Sciences distribution requirement.

Ronnee Yashon holds degrees in Biology, Chemistry, Computer Education, and Law. She has taught human genetics and general biology, bioethics and the law for more than twenty years.

EXP-0076-F: JUVENILE LAW: VIOLENCE, MENTAL HEALTH, AND TREATMENT

One course credit. Letter-graded. Call #02559

Thursday, 6:30-9:30 PM, , Bromfield-Pearson 05

Does the juvenile justice system work? Can it work? Or are the competing interests too adverse to coexist? In this course, students will explore the factors at work in the complex and often contradictory ways that society deals with issues of troubled families, children and juvenile crime. We will begin with an overview of juvenile law, its history, and the creation of the juvenile court system. We will then look at the function of the juvenile court system today, paying special attention to its impact on the lives of the people, mainly the children, that come into contact with the court. Consideration will also be given to such compelling issues as the rights of juveniles, substance abuse, psychiatric disorders, and the range of violent behaviors that come into play. Finally, the course will attempt to identify alternative or complementary means to implement the goals of the current system.

Peter Coyne is an Assistant Clerk Magistrate in the Suffolk County Juvenile Court, Boston Division. He was formerly a trial attorney in private practice concentrating in the area of juvenile law. He holds a J.D. from Suffolk University Law School and is currently enrolled in the Law, Policy, and Society program at Northeastern University, pursuing a Ph.D.

EXP-0082-F: PUBLISHING: THE BUSINESS OF IDEAS

One course credit. Letter-graded. Call #02558

Monday, 5:25-8:05 PM, Bromfield-Pearson 03

How does a book actually make it from an idea in an author's head to the hands of a reader? Will book publishing survive in our computer-based, networked future? This course provides students with an introduction to the contemporary world of the book publishing industry. We will deal briefly with the history of publishing, then move to cover general publishing functions and the people who work in publishing. We will then move to explorations of important concerns that are shaping the industry. These include the concept of intellectual property, the finances of publishing, and the specifics of trade, college and school publishing. Finally, we will take a look inside publishing today, paying special attention to the careers that it offers.

This course has been selected by the Communications and Media Studies program to count toward minor credit in the Humanities track.

Terence Heagney is Corporate Vice President, External Affairs, at Houghton Mifflin Publishing Company. He has spent almost twenty-eight years in publishing, mostly as an acquisitions editor, but also selling books, managing publishing agreements and, most currently, managing media relations, government relations, and communications for Houghton Mifflin. He holds a Ph.D. in English Literature from Boston College.

EXP-0088-F: UNDERSTANDING THE STOCK MARKET: HISTORY, STRUCTURE, AND IMPACT

One course credit. Letter-graded. Call #02557

Wednesday, 6:30-9:30 PM, Bromfield-Pearson 02

In the 90s, the sky was the limit. NASDAQ was making the mainstream NYSE look old and tired. Then in 2000 the Internet "bubble" hit, and a lot of "experts" lost their shirt and the shirts of thousands who invested in their mutual funds. Does anybody really know what makes the stock market tick? In this course, students will begin to develop an understanding of the fundamentals of stock market investing, doing so within the realm of larger social, demographic, political and economic contexts. Beginning with a brief historical overview, we will attempt to assess the significance of such key years as 1929, 1973, and 1987. We will then move to a discussion of the unprecedented change that the market has undergone over the last fifteen years. Major themes include the globalization of investing, the relationship between Social Security and the market, socially responsible investing, the critical role that interest rates play, the impact of technology, the mutual fund explosion, the fallout from 9/11, and the recent spate of corporate scandals. Finally, special attention will be paid to the role the stockbroker plays in the investment process when dealing with traders and investors.

This course has been selected by the American Studies program to count toward major credit.

Timothy Statford is a financial services professional with eighteen years experience at such brokerage houses as Shearson Lehman Brothers and Smith Barney Harris and Upham.

EXP-0090-AF: TEACHING AN EXPLORATION SEMINAR

1.5 credit, Pass/Fail. Call #02556

Monday, 11:50-1:05 or Thursday, 9:25-10:25, Miner 110

This course is designed to facilitate the team-teaching done by undergraduate leading Explorations seminars for entering students. Weekly group meetings are held in which student teachers are exposed to a range of teaching techniques and learning theories, asked to articulate their course goals, and given a forum for discussing the unique problems that inexperienced teachers often encounter. Students have a chance to share their teaching experiences and, thus, to learn from one another.

NOTE: 90AF is open only to students teaching Explorations seminars.

Robyn Gittleman, Director of the Experimental College and Associate Dean of the College, is responsible for EXP90AF.

EXP-0090-BF: TEACHING A PERSPECTIVES SEMINAR

1.5 credit, Pass/Fail. Call #02555

Monday, 11:50-1:05, Miner 112

This course is designed to facilitate the team-teaching done by undergraduate leading Perspectives seminars for entering students. Weekly group meetings are held in which student teachers are exposed to a range of teaching techniques and learning theories, asked to articulate their course goals, and given a forum for discussing the unique problems that inexperienced teachers often encounter. Students have a chance to share their teaching experiences and, thus, to learn from one another.

NOTE: 90BF is open only to students teaching Perspectives seminars.

Howard Woolf, Associate Director of the Experimental College and Director of the Video Lab at Tufts, is responsible for EXP90BF.

EXP-0091-F: EPIIC: SOVEREIGNTY AND INTERVENTION

One course credit. Letter-graded. Call #02556

Tuesday and Thursday, 4:00-6:00PM

From the disbanding of Knights Templars in 1307 to the Peace of Westphalia in 1648 to the establishment of the Bretton Woods global economic regime to nation building in Afghanistan, this yearlong course will examine the evolution of, and challenges, to state sovereignty. Is sovereignty a requirement for global security and prosperity? Or is it, as one analyst has termed it, "organized hypocrisy"? Our inquiry will be broad ranging and multidisciplinary, extending from issues of secession and self-determination to the challenges of globalization. We will look at the challenges presented by failing and failed states. We will examine the ethics, politics and costs of humanitarian intervention, from preventing famine to controlling conflict, including the roles of NGOs, private voluntary organizations and private armies. We will also investigate the controversial mandates and cross border deployments of United Nations peacekeeping forces, including the creation of enclaves in Iraqi Kurdistan; the establishment of temporary international trusteeship in Cambodia; the oversight of transitions to democracy in El Salvador or Mozambique; and the monitoring of borders to prevent conflict in Macedonia. And finally, we will explore how global ecological and environmental dilemmas are affecting, and are affected by, sovereignty.

Sherman Teichman is Director of the Institute for Global Leadership at Tufts and the founding director of EPIIC (Education for Public Inquiry and International Citizenship). He holds a M.A. from the Hebrew University in Jerusalem.

EXP-0091-AF: INQUIRY TEACHING GROUP

One course credit. Pass/Fail. Call #02553

ARR

Inquiry is a global-issues simulation for high school students from across the country and internationally. It forms an integral part of the year's activities for EPIIC (Education for Public Inquiry and International Citizenship), a program of the Institute for Global Leadership at Tufts. This year's topic is Sovereignty and Intervention in Africa. Students in this course will help design and plan a culminating simulation to be held during the Spring 2003 semester. They will mentor (in person, via email, and through an ongoing discussion group) a high school delegation - helping them understand the materials and issues, as well as preparing them for the simulation. They will assist in the research and preparation of materials and Internet resources and will receive one course credit on a pass/fail basis.

Steve Cohen is a member of the Education department faculty at Tufts. Prior to joining the Tufts faculty, he was for many years a high school teacher and administrator. In addition, he edited and wrote anthologies to accompany the public television documentaries Vietnam: A Television History and Eyes On The Prize and has been a Program Associate with Facing History and Ourselves for two decades, authoring articles about teaching controversial issues such as the Vietnam War, dropping the atomic bomb, and the Holocaust. He holds a Ph.D. in History from Brandeis University.

EXP-0095-F: TILIP: CHINA IN TRANSITION

One course credit. Letter-graded. Call #02552

ARR

This is a full-credit, letter-graded course designed primarily as a seminar for students who are returning from the Tufts Institute for Leadership and International Perspective in Beijing and Hong Kong. As such, it provides a forum for systematic reflection on that experience. This year's seminar will consider a China in transition through development, urbanization, migration, and political change.

Sherman Teichman is Director of the Institute for Global Leadership at Tufts and the founding director of EPIIC. He holds a M.A. from the Hebrew University in Jerusalem.

EXP-0096-F: AUDITING FOR BREADTH

One course credit. Pass/Fail. Call #02551

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. Students may elect to audit any three full-credit university courses (or the equivalent) during their tenure as undergraduates at Tufts. Students select their own courses to audit but must have the approval of course instructors. One course credit is awarded upon completion of the three audits.

NOTE: Graduating seniors may audit two courses and receive one-half credit.

For more information, contact Robyn Gittleman at the Experimental College office, Miner Hall, x73384.

EXP-0097-F: Quidnunc

Variable credit. Pass/Fail. Call #02679

ARR

The Latin term, quidnunc, translates into English as "what next?" This program is designed in that spirit, allowing students to study as part of a peer group which will collectively investigate an interdisciplinary topic of the group's own choosing. Interested students should assemble their group, find a faculty sponsor, and structure an approach to their chosen topic. Their proposal is then reviewed by the Ex College Board, which negotiates a final structure with the group. Previous Quidnuncs have studied women's changing roles in Judaism, the historical and ideological contexts for South African apartheid, the American civil rights movement, women and health-care issues, and, most recently, community service.

For more information, contact Robyn Gittleman at the Experimental College office, Miner Hall, x73384.

EXP-0099-CF: COMMUNICATIONS AND MEDIA STUDIES INTERNSHIP

One course credit. Pass/Fail. Call #02550

ARR

Communications and Media Studies grants academic credit for internships in the media fields. Students can arrange to work at newspapers, magazines, film companies, advertising and public relations firms, or TV and radio stations. Interns are required to work a minimum of 150 hours over the semester, write several short papers, and meet biweekly with the Assistant Director. Students receive one course credit and a Pass/Fail. grade.

For more information, contact Susan Eisenhauer, Assistant Director of Communications and Media Studies, Miner 13, x72007.

EXP-0190-AF/CF: CMS SENIOR COLLOQUIUM

One course credit. Pass/Fail.

2 Sections:

BF - Thursday, 10:25-11:15 AM, Anderson 206. Call #02562

CF - Friday, 10:25-11:15 AM, Miner 225. Call #02549

All CMS seniors thinking about doing the Senior Project must attend one of the three sections listed below of the CMS Senior Colloquium. The colloquium aids seniors in developing their ideas, provides them with a forum for sharing resources and work strategies, and trains them in the scheduling and time management procedures necessary for successful completion of projects.

Julie Dobrow is Director of the Communications and Media Studies program at Tufts.

Leslie Goldberg (J '84) is President of Blue Sun Communications, a media and writing consulting firm. She holds a M.A. in Communications from Boston University.