

Fall 2003 Experimental College Courses

The following information regarding course times and locations is subject to change. It has been updated as of 9/1/03.

TIME AND LOCATION CHANGES ... EXP-0020-F: Forensic Science (day change), EXP-0042-F: Black Power (time change), EXP-0072-F: Understanding the Legal System (room change), and EXP-0084-F: Business of Sports (assigned location).

EXP-0003-F. The Writer's Craft: Practical and Theoretical Approaches

One Course Credit, Pass/fail.

Tuesday and Thursday, 5:25-6:40 PM , Braker 223.

CALL # 03065

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-0004-F. Telling Stories: Writing Creative Non-fiction

One Course Credit, Letter-Graded.

Tuesday, 5:25-8:05 PM, Eaton 123.

CALL # 03066

Fiction writers don't own the rights to creativity. In this course, we will learn how to write creatively and passionately about the real world: people, places, and our lives. We will study everything from the magazine profile to the personal essay, and we will, through trial and error, begin to find our own writing voice. In addition, we will learn how to evaluate story ideas (both our own and those of others), and gain an understanding of what magazines and literary journals actually want. We will read and write, and then read and write some more. Most importantly, we will celebrate the writing process, using a workshop format to discuss our stories and ideas in a safe, creative, and constructive environment.

This course has been approved to count toward the Media Practice track in the Communications and Media Studies minor

Benoit Denizet-Lewis is a regular contributor to the New York Times Sunday Magazine, Spin, Boston Globe Sunday Magazine, and Out, a former senior writer at

Boston Magazine and staff writer at the San Francisco Chronicle. He also teaches writing at Northeastern University and Emerson College.

EXP-0005-F. King Arthur: The Power of a Legend

One Course Credit, Letter-Graded.

Wednesday, 5:25-8:05 PM, Eaton 123.

CALL # 03067

How could an obscure, medieval Celtic King -- who may or may not even have existed - inspire works as diverse as Wagner's Parsifal, Tennyson's Idylls of the King, Marion Zimmer Bradley's Mists of Avalon, and Monty Python and the Holy Grail? In this course, we will read, view, or listen to versions of Arthur's story from the Middle Ages to the present, thinking about how each new generation or literary movement chooses different parts of the story to emphasize. All readings will be in English; all films will be in English or subtitled. Students will write a short essay each week, plus a major paper exploring a version of the Arthurian story; class discussion will be a major component of the course.

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. She has taught the history of Tufts and a workshop on literary translation for the Experimental College.

EXP-0006-F. Yoga: Philosophy and Practice

One Course Credit, Letter-Graded.

Thursday, 5:25-8:05 PM, East 15.

CALL # 03068

According to a recent survey, it is estimated that over 15 million Americans currently practice yoga. Yoga has only been in this country for about 100 years, and American yoga is, and will continue to be, different from classical yoga. What is yoga? What is "American yoga"? This course presents the essential teachings and practices that define yoga. We will look at the historical and philosophical contexts of yoga, and trace its development through the millennia to its modern interpretations and practice. While the students will get a thorough overview of yoga's history, philosophy, and literature, the course is also an integration of scholarly work and practice, as each class will include experiential elements of meditation, asana, and personal reflection.

Susan Laurence is a lecturer and consultant at Harvard University where she teaches yoga asana classes, and gives workshops and lectures. She has extensive training in the Iyengar, Kripalu, and Astanga yoga traditions. She holds a Masters in Religion from Harvard.

EXP-0013-F. Music Impressionism

One Course Credit, Letter-Graded.

Monday, 6:45-9:25 PM, Aidekman 22.

CALL # 03069

Everyone knows the names of the Impressionist painters: Monet, Manet, Cezanne. But how does applying the tenets of this movement illuminate the music of Europe at the same historical moment? In this course, students will examine Impressionism as an art

movement focusing on aspects related to its representation in music. Emphasis will be given on artistic trends, historical events, and literature venues that influenced the music of such composers as Chopin, Liszt, Grieg, and Debussy, to name a few. Analysis of terms, musical elements, characteristics, representative composers, and musical repertoire identified within the impressionist and Post-Impressionist eras shall also be addressed. The course aims to encourage students' understanding, analysis, listening and appreciation of music as it appears in the Impressionist style. Students will listen to a varied and selected repertoire while analyzing their corresponding historical and musical implications.

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

Ivana Pinho holds a Doctor of Musical Arts degree from Boston University. She has done extensive research on music impressionism for a CD project that addresses the repertoire of Impressionist and Post-Impressionist composers and has published articles in the Journal of Research in Music Education, ISME 2000 International Conference Proceedings, and ISME 3000 Commission Seminar.

EXP-0016-F. HIV/AIDS: Contexts, Causes, and Counseling

One Course Credit, Letter-Graded.

Tuesday, 6:45-9:25 PM, Braker 226.

CALL # 03071

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-0017-F. Medical Ethics and Narrative Theory

One Course Credit, Letter-Graded.

Thursday, 6:45-9:25 PM, Robinson 152.

CALL # 03072

Should a patient suffering from Lou Gehrig's disease be allowed to seek a physician's assistance in committing suicide? Should a healthy 55-year-old woman be given

access to assisted reproductive technology so that she can have a baby? In this course we will explore the range of factors that come into play in making medico-ethical decisions. By paying attention to a patient's "life story" and by applying current narrative theory, we will attempt to gauge how an understanding of the history, specific context, and various characteristics of the players involved in a single case can have a major influence on arriving at an acceptable, ethical choice. The narrative approach has important ramifications not only for life-and-death choices but for the day-to-day relations between physicians and patients. And we will investigate how medical ethicists have used narrative interpretation in their high-stakes philosophical work. Finally, we will practice applying the narrative approach to some ethically sticky cases of our own.

Debra Malina is a manuscript editor at the New England Journal of Medicine, where she edits studies and opinion pieces in a myriad of medical fields and interacts with an international selection of physician-authors from a wide variety of specialties. She holds a Ph.D. in English from Boston College and has recently published a book, *Breaking the Frame: Metalepsis and the Construction of the Subject*, in the Theory and Interpretation of Narrative Series from Ohio State University Press.

EXP-0018-F. Epidemic! Science, Public Health, and the Virus

One Course Credit, Letter-Graded.

Thursday, 6:45-9:25 PM, Anderson 309.

CALL # 03073

Viruses are genetically the simplest of all biological entities, yet they have the capacity to wreak havoc on large segments of the human population. In this course we will explore these abundant and diverse forms, their rather obscure evolutionary origins, and the scenarios that arise from the fact that, in all likelihood, there are thousands of viruses as yet undiscovered. We will attempt to understand the impact on our genomes of the remnants of prehistoric epidemics, even as our thoughts turn to Mad Cows and the West Nile. In addition, we will examine the dynamics of modern viral outbreaks and the various means by which biomedical professionals respond, by examining epidemics of the past (smallpox), epidemics in full bloom (AIDS), and epidemics lurking just beyond the horizon.

While there are no specific prerequisites, introductory coursework in a biological science is advised.

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

Welkin Johnson is an instructor in Microbiology and Molecular Genetics in Harvard Medical School, where he is actively engaged in research on HIV and AIDS. He holds a Ph.D. from the Sackler School of Biomedical Research at Tufts.

Cheryl Pikora is both a junior faculty member of the Department of Infectious Diseases at Children's Hospital and an instructor at Harvard Medical School. She holds a Ph.D. and an M.D. from the University of Massachusetts Medical School.

EXP-0020-F. Forensic Science and Criminal Investigation

One Course Credit, Letter-Graded.

Thursday, 6:45-9:25 PM, Miner 112. **THIS IS THE NEW TIME!**

CALL # 03074

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 by a pair of seemingly "normal" Vermont teenagers. A sniper terrorizes the metropolitan Washington area. A California man is accused of murdering his wife and unborn child. 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 M.S. in Forensic Science with a concentration in Advanced Investigation.

EXP-0024-F. Hip Hop Culture

One Course Credit, Letter-Graded.

Thursday, 5:25-8:05 PM, Miner 224.

CALL # 03075

This course is designed as an introduction for students interested in critically examining Hip Hop culture. Students will become familiar with a variety of canonical texts, both primary and secondary, in order to provide a frame of reference for understanding the burgeoning interest in Hip Hop culture as an area of academic inquiry as well as those currently engaged in its formal study. The issues of knowledge and knowledge production will provide our thematic foundation as they are articulated both within Hip Hop culture and by students, critics, and chroniclers of the culture. The course is structured around the ideal of engaged discourse, a concept that serves both as a central organizing principle of Hip Hop culture and supports the thematic concerns to be explored.

This course has been approved to count toward American Studies major credit, Africa and the New World minor credit, and the Social Sciences track in the Communications and Media Studies minor.

Josef Sorett is the Research Coordinator for the Hip Hop Archive at the DuBois Institute. He is a Ph.D. student in Afro-American Studies at Harvard and is involved in various youth development programs, ranging from church-based youth ministry, to HIV/AIDS prevention and education, and academic enrichment.

EXP-0027-F. History, Community, Politics: Emergence of Sexual Minority Voices in the U.S.

One Course Credit, Letter-Graded.

Wednesday, 6:45-9:25 PM, Miner 221.

CALL # 03076

What is today's "gay agenda," and how has it changed over time? Are there multiple agendas, even within each of these identity categories? In this course, we will explore the emergence of sexual minority communities and sexual minority visibility in the United States, from the 1940s to the present. We will look at issues such as same-sex marriage; debates about inclusion/exclusion of subgroups; the creation of gay, lesbian, bisexual and transgender spaces; and cultural self-representation. Do gay, lesbian, bisexual and transgender people have common concerns or a unified voice? Guest speakers, documentaries, short stories, poetry, legal documents, mission statements, newsletters, newspapers, and theoretical texts will frame our discussion. There will be a focus on marginalized voices within sexual minority communities. Students are required to make at least two field trips during the semester, choosing among several options, which may include visiting bookstores, community group meetings, and the like.

This course has been approved 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 an 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-0028-F. The Culture of the Tourist

One Course Credit, Letter-Graded.

Tuesday, 5:25-8:05 PM, Olin 109.

CALL # 03077

From a sightseer's perspective, tourism is a way to relax and have fun. From a business standpoint, it is the world's biggest single industry. And to an anthropologist, tourism is a complicated set of rituals practiced by people around the globe — one of the ways we understand, celebrate, and create our modern world. This is a "hands on" course that will help students link theory with experience, while using Boston as a tourism "laboratory." Students will become acquainted with the basic research tools used by cultural anthropologists and will then conduct their own fieldwork on Boston's famed Freedom Trail, a set of sixteen historic sites associated with the Revolutionary War period, and one of the most popular tourist attractions in the United States. As students develop an independent research project among the tourist "tribes" found in Boston, they will grapple with issues of social and economic change, the creation of national and local narratives and identities, and the shaping of public space. This experience will also be applicable in a wide range of academic and "real world" situations beyond the course.

This course has been approved to count toward American Studies major credit.

Cathy Stanton is an experienced writer and teacher currently completing an interdisciplinary doctorate at Tufts which combines cultural anthropology and public history. She has conducted fieldwork projects among Civil War and Revolutionary War reenactors and professional historians in the former textile city of Lowell, Massachusetts.

EXP-0029-F. Hindi/Urdu 1

One Course Credit, Letter-Graded.
Tuesday and Thursday, 6:50-8:05 PM, Olin 113.
CALL # 03078

The southern and southwestern regions of Asia are becoming increasingly important as we move toward the global awareness which 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-0031-F. Hindi/Urdu 3

One Course Credit, Letter-Graded.
Tuesday and Thursday, 5:25-6:40 PM, Olin 220.
CALL # 03079

This course continues the study of the Hindi/Urdu languages begun by students who completed Hindi/Urdu 2 in the spring. The course extends students understanding of the basic grammar which is shared by modern standard Hindi and Urdu, the dominant languages of India and Pakistan. Students will deepen their familiarity 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 third 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-0035-F. Rape Aggression Defense

Half Course Credit, Pass/fail.
Tuesday, 4:00-6:00 PM, South Hall Lounge.
CALL # 03080

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.” 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.

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

EXP-0040-F. Advocating for Children

One Course Credit, Letter-Graded.

Monday, 4:00-6:40 PM, Rabb Room, Lincoln-Filene.

CALL # 03209

This interdisciplinary course will look closely at who pleads for the needs of children in the United States, how they do so, and the role they play in the process. The course will take an evidence-based advocacy approach that will help students understand how theory, research, policy, and practice work together to promote systemic social change.

The course will also provide practical information, examples, skills in children's advocacy, and opportunities to learn from seasoned children's advocates.

In an effort to convey the various layers of influence on the advocacy process, the syllabus is organized in four modules. The first part, Setting the Stage, discusses the contextual elements in which advocacy occurs. The second module, The Cast of Characters, offers a profile of the various participants in the advocacy process. The third module, Acting Methods, provides an in-depth look at the numerous approaches, venues, tools, and pitfalls in advocacy. The fourth module, The Reviews, discusses the impact of the advocacy effort, lessons learned, and next steps.

The first half of the class will generally feature an advocacy practitioner and the second half will use actual case examples to illustrate issues and theories. Due to the breadth of the course material, this class will concentrate on American legislative policies and issues. However, other types of advocacy will be discussed. In addition, during the final class, some attention will be placed on looking at the future of child advocacy from a more global perspective.

This course is strongly recommended for anyone who has an interest in children and social justice.

Molly Mead is the Lincoln-Filene Professor, University College of Citizenship and Public Service, at Tufts.

EXP-0042-F. Black Power: Civil Rights Student Movements of the 1960s

One Course Credit, Letter-Graded.

Thursday, 5:25-8:05 PM, Eaton 201 . **This is a new time and location!**

CALL # 03081

Why was Malcolm X in Selma, Alabama, in 1965, meeting with Martin Luther King, and how did it happen? What do the Selma March, SNCC, the Black Panther Party, and the Antiwar Movement all have in common? This course will explore the answer to these questions by exploring such issues as the involvement of students from the late fifties to the early seventies in the struggle for equality and social justice on the part of African Americans. Emphasis will be placed on the roles that student movements played in transforming the Civil Rights movement. Initially our work will be concentrated geographically on the southern states and politically on the civil rights activities and organizations at work in the South. We will examine how students attempted and, in some cases, succeeded in making major changes in established Civil Rights organizations. In addition, we will study what took place when their attempts were less than successful, and they began to form their own, alternative organizations. Finally,

while the course concentrates on the southern states, it will pay attention as well to how the influence of such groups took on national and even international dimensions.

This course has been approved to count toward American Studies major credit.

George Davis holds a M.A. from Tuskegee University. He has taught Afro-American History at the University of Vermont and Minorities in American Society at North Shore Community College. Mr. Davis has also worked for the Student Non-Violent Coordinating Committee in Alabama and Mississippi, the Black Student Union at U.C.L.A. and the Black Panther Party.

EXP-0044-F. SEEP: Science Elementary Education Partners

One Course Credit, Pass/fail.

Wednesday, 5:25-6:40 PM, Rabb Room, Lincoln Filene.

CALL # 03082

Do you love working with young kids, showing them hands-on activities and that learning can be fun? Are you wondering if teaching might be a career for you? This is your chance to work with 1st through 5th graders in one of our host community schools and effect a change in these students? SEEP is an initiative that emphasizes science experiments and activities to engage young students in their own learning while working with teachers in their classrooms. Tufts students will meet together regularly in a seminar to share experiences, discuss current educational issues, learn effective teaching strategies and work through lots of interesting and fun hands-on science lessons. In addition to the seminar, Tufts students will spend two-to-three hours per week in a host school helping teachers and students with their science activities.

SEEP represents a partnership between the Experimental College and the University College of Citizenship and Public Service.

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. She is also the author of a series, Case Studies in Bioethics, and a book, Landmark Legal Cases for Scientists.

EXP-0046-F. Challenging Racism: A Course for Everyone

One Course Credit, Pass/fail.

Wednesday, 6:45-9:25 PM, Braker 225.

CALL # 03083

Ever wondered: "What can I do about a problem as big as racism? What's racism got to do with white folks? Or, how can I make my community more equitable for everyone?" This class takes students into an experiential study of one of the most unseemly aspects of American culture and society: racism. We will look at what is ... and is not, how it evolved, what it means in everyday life, and how individuals can work effectively to combat it. Students will learn to think critically about the messages we receive through media and other cultural sources that shape our attitudes about race and racism. In doing so, they will deconstruct the myth of "America, the Melting Pot," grapple with the complexities of institutional racism, and attempt to come to terms with how privilege and disadvantage operate in contemporary society. At the same time, we will develop concrete plans of action to challenge racism and to build a community of peers at Tufts who can support each other in this work.

Pamela Goldstein (J '87) has been working for non-profit, social-justice organizations throughout the greater Boston area for the past fifteen years. She currently works for the international humanitarian and anti-poverty agency, Oxfam America.

EXP-0047-F. The Big Dig: A Case Study in Modern American Politics

One Course Credit, Letter-Graded.

Monday, 6:45-9:25 PM, Anderson 208.

CALL # 03084

If a top-drawer, four-year private college education costs \$140,000.00, how many “full boats” could the government hand out to deserving students with the money now being spent to sink seven miles of highway under Boston? How does 110 million scholarships sound? The Big Dig’s funding could instead underwrite a private college education for every college student everywhere graduating in the next 30 years. Think it was worth it? This course will provide students with an inside look at how Boston defied history to hatch the Big Dig, a \$14.625 billion project, the largest public works project in American history. Moreover, we will delve into the down-and-dirty deals that kept it going. In focusing on the Big Dig, students will be introduced to a “real world” perspective on politics, business, and the new media. Together, we will explore the Big Dig as a case study in government and society in contemporary America.

This course has been approved to count toward American Studies major credit.

Sean Murphy (A '79) is a veteran investigative reporter for the Boston Globe. He co-authored a series of articles this past February about the Big Dig, the effect of which is the current official investigation into the project’s private sector manager, Bechtel/Parsons Brinkerhoff, for a possible refund from Bechtel to taxpayers. He holds a J.D. from Suffolk Law School.

EXP-0048-F. Greening the Landscape: Sustainable Land, Conservable Water

One Course Credit, Letter-Graded.

Monday & Wednesday, 5:25-6:40 PM, Anderson 306.

CALL # 03085

According to a recent U.N. report, by 2050, global water scarcity will almost certainly reach crisis proportions. How can such simple things as selecting plants, refining landscape practices, and capturing storm runoff make a dent in this problem? In this course, we will look at the shift from gardens and landscapes as usual towards restoration and realignment of ecological priorities and how it reflects interest in: (1) the basics of adaptable plants, (2) innovative design and planning of water conservation projects, (3) education and stewardship, and (4) the fit between sustainability, local politics, and applications to community needs. At the same time, students will get their hands dirty propagating native plants to be used at an upcoming project at Tufts, will act out a case study pitting opposing interests in a water conservation project and will have the opportunity to design their own mini service-related project for use within the Tufts community or other Mystic Watershed communities nearby. While no science background is required, an interest in plants and the landscape would be highly desirable.

This course has been approved to count toward Environmental Science major credit in Track III, Environment and Society.

Jeff Licht has been an environmental advocate for more than a dozen years. He holds a Ed.D. from Boston University and his work has been featured in the Sunday New York Times. He is currently writing a guidebook on adaptable plants for the Northeast.

EXP-0053-CF. Producing TV Programs for Social Change

One Course Credit, Letter-Graded.

Tuesday and Thursday, 10:25 AM-12:40 PM, Miner 110. Plus a weekly evening lab.
CALL # 03086

This is an intensive, hands-on, editorial and production course in which students will report, produce, shoot, write, and edit video news magazine stories on social issues. Students will report on issues affecting Tufts and the local community, the nation, and the world such as poverty, education, the environment, health care, human rights, gender, and racism. The course will address the powerful role of TV news and documentaries as advocacy tools for public policy. We will cover the basic principles and techniques of TV news magazine journalism including: directing, lighting, digital video camera work, composition, interviewing, constructing narratives, character development, and story telling. Students will work individually and in production teams in a classroom that will be run like a newsroom. Readings and discussions will focus on media ethics, First Amendment principles and current news events. Students will sharpen their skills as producers and consumers of news through screenings, critiques, and guest lectures by prominent journalists and activists. The course will also emphasize the values of citizenship, community leadership, and creative approaches to inspire civic engagement.

Roberta Oster Sachs is an Emmy Award winning network news producer. She has worked at "Dateline NBC," CBS News, "Street Stories with Ed Bradley," Channel One, and in the ABC News Documentary unit. She has also taught journalism at the Columbia University Graduate School of Journalism, Princeton University, and at Emerson College. Oster Sachs was awarded a John S. Knight Journalism Fellowship at Stanford University in 1997/98. She graduated from the Georgetown University School of Foreign Service, and has a Master in Public Administration from the John F. Kennedy School of Government at Harvard University.

EXP-0055-CF. Media Ethics

One Course Credit, Letter-Graded.

Thursday, 6:45-9:25 PM, Anderson 208.

CALL # 03087

Two decades ago, movies such as "All the President's Men" reflected the public's esteem for journalists. Today the news media are held in the same regard as used car salesmen. Why doesn't anyone trust the media anymore? This course will present students with a series of concepts regarding the ethical responsibilities of journalists. It will then quickly turn to real-world cases to illustrate how the competing and often messy imperatives that journalists face can complicate matters. Such issues as the fabrication of story material, reporters employing deception to get stories, the battle between the public's right to know and an individual's right to privacy, and the effect of larger and larger media empires on journalistic freedom and fairness will all be explored.

We will also assess the impact of new technologies, ones which can quickly and widely disseminate unsubstantiated information, which can afford the capability to seamlessly alter visual evidence, and which offer journalists enticing and problematic opportunities to become mini-media conglomerates.

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

Mark Jurkowitz became the first full-time media critic at the Boston Globe in 1997. Prior to that he was the Globe's ombudsman for two years and dealt directly with complaints from the public about the paper's ethics. He is currently a regular panelist on the Friday press segment of WGBH-TV's Greater Boston, a news and review program.

EXP-0058-F. Forbidden Cinema: The Exploitation Film and American Culture

One Course Credit, Letter-Graded.

Monday & Wednesday, 6:50-8:05 PM, Olin 111.

CALL # 03089

What is an "exploitation" film? Are they simply the cinematic abominations they appear to be, little more than low budget, lurid accounts of sex, drugs, and violence aimed at a gullible public? Or can they be seen as cultural artifacts that reflect the concerns and fears of a predominantly white, middle-class audience? This course will attempt to contextualize a genre of films that sensationalized and sexualized accounts of venereal disease, pregnancy, drugs, dangerous women and delinquency under the guise of moral instruction and indignation. In doing so, we will explore the heyday of exploitation film (from roughly 1920 to 1960) and consider how it coincided with a period of dramatic and substantial social upheaval in the United States. At the same time, we will look at how exploitation films were instrumental in creating "the Other" who poses a threat to the established order. Finally, we will consider the rising tide of American anxiety as refracted in exploitation films from *Reefer Madness* and *The Wages of Sin* to the "sexploitation" and "blaxploitation" genres of the 60s and 70s.

This course has been approved to count toward American Studies major credit and toward the Humanities track in the Communications and Media Studies minor.

Brian Cronin is a Ph.D. candidate in Drama at Tufts studying medieval drama with a primary focus on the Morality play of the Middle Ages. He has assisted with courses on Hollywood Film, Shakespeare on Film, and the Art of Comedy and has worked at the American Conservatory Theatre in San Francisco.

EXP-0062-F. The Lebanese War: A View from the Arab World

One Course Credit, Letter-Graded.

Tuesday, 5:25-8:05 PM, Miner 112.

CALL # 03090

This course is for anybody interested in developing a better understanding of the Middle East, by focusing on the Lebanese Civil war (1975-1990), its history and its impact, both on local Lebanese society and on the Middle East as a whole. Its originality lies in exploring how the Arab world -- through the medium of a thirteen-episode documentary produced by the Al-Jazeera TV network -- has sought to explain this important, and

painful, chapter in contemporary Arab history. The course offers a unique opportunity for students to familiarize themselves with how the Lebanese, rather than western experts, saw the civil war and how they attempted to create a modern democratic political system in the midst of domestic, regional and international pressures. The course provides a case study for analyzing the problem of political participation and democratization in the Middle East, which are issues still with us today.

This course has been approved to count toward Middle Eastern Studies major credit.

Laila Farsakh is a political scientist, and presently a research affiliate at the Center for International Studies at MIT, Cambridge and a research fellow at the Trans-Arab Research Institute, Boston. She holds a Ph.D. from the University of London, and an Master in Philosophy from the University of Cambridge in the UK. She has published various articles and studies on issues related to the political economy of the Middle East, the Oslo Peace Process, and international migration.

EXP-0064-F. Peacekeeping and Nation Building

One Course Credit, Letter-Graded.

Wednesday, 6:45-9:25 PM, Olin 103.

CALL # 03091

What can be learned from the increasingly complex story of fifty years of U.N. 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? Or are the recent events in Iraq more indicative of things to come? This course will explore the history of multilateral peacekeeping efforts, focusing on those of the United Nations during the latter part of the twentieth century. 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 approved to count toward Peace and Justice Studies 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-0071-F. Women, Politics, and Criminal Law

One Course Credit, Letter-Graded.

Tuesday, 5:25-8:05 PM, Olin 002.

CALL # 03092

How are women treated in the United States when considered either criminals or victims by the state and by society? Is the treatment they receive different from that of men? What parts do perception and stereotyping play, if any, when women come under the

authority of the criminal justice system ... when they are charged, indicted, prosecuted, and sentenced? In this course students will attempt to understand the complex legal, social, and political issues embedded in such questions. In order to enable this inquiry, we will begin with an exploration of such theoretical concepts as the liberal ideology which undergirds American law, the traditional public/private dichotomy in American law and society, and the evolution of women's status as citizens. We will then apply what we've learned to major areas of the law that relate to women. These include the so-called "women's defenses" of PMS, postpartum depression, and menopause; the continued underreporting of rape despite several legal reform measures; and the controversy surrounding the use of self-defense law in cases where battered women have killed their abusive husbands or boyfriends.

This course has been approved to count toward Women's Studies major credit.

Dianne White is an attorney with ten years experience who is now completing a Ph.D. in Politics at Brandeis University. She has taught a number of courses as an adjunct at colleges in the area. Her dissertation is entitled "Battered Women and American Criminal Justice: Battered Women Who Kill in Self-Defense."

EXP-0072-F. Understanding the Legal System

One Course Credit, Letter-Graded.

Monday, 6:45-9:25 PM, Bromfield-Pearson 05. **This is a new location.**

CALL # 03093

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-F. Genetics, Ethics and the Law

One Course Credit, Letter-Graded.

Monday, 5:25-8:05 PM, Miner 225.

CALL # 03094

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 of the human genome? In this course, we will cover the scientific principles at work in such fields as genetic testing, human genetic defects, assisted reproduction, and biotechnology. At the same time, we will explore the legal and ethical issues raised by these new fields including confidentiality, insurance implications, DNA forensics, 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 may emerge for attorneys involved in genetic cases.

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

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. She is also the author of a series, Case Studies in Bioethics, and a book, Landmark Legal Cases for Scientists.

EXP-0081-F. Leadership for the 21st Century

One Course Credit, Letter-Graded.

Monday, 5:25-8:05 PM, Barnum 114.

CALL # 03095

What is this thing we call "leadership?" What does it take to be a good leader? Can anyone be a leader? How do leaders affect the organizations for which they are responsible? This course is grounded in the knowledge that everyone has the potential to step up and become a leader. It's designed to help students understand the various dimensions of leadership and how to develop one's own leadership skills. Employing an interactive classroom environment, we will ground our analysis of leadership through a study of such important concepts as trait theory (good leaders share a particular set of characteristics), interpersonal skills theory (good leaders are known especially for their "people" skills), crucible theory (good leaders have been shaped by a key experience), and teaching theory (good leaders always share what they know with others). Students will use readings, movie clips, and role plays in order to explore the varieties leadership and define for themselves what leadership is. Students will then put that definition to the test as they assess themselves and others in terms of their leadership abilities.

Pat Bentley is a business consultant with over twenty-five years' experience. As a Vice President at Sapient Corporation, a technology consulting company, she led executive workshops and was a member of the core team that developed a leadership training program rolled out to over 1,000 Sapient employees worldwide. She holds a Ph.D. in the History and Social Study of Science and Technology from the Massachusetts Institute of Technology.

EXP-0083-F. Business and Social Responsibility

One Course Credit, Letter-Graded.

Wednesday, 5:25-8:05 PM, Barnum 114.

CALL # 03096

Enron, WorldCom, even Martha Stewart? How did we, as a society, get to the point where being successful in business meant lie, cheat, and steal? This course examines

the behaviors of large business organizations in terms of their social accountability to their various stakeholders. The goal of the course is to sharpen your critical thinking regarding the relationship between business and society. We will begin with a historical overview of the business-society relationship. Then we will discuss issues such as what is the social responsibility of business, what constitutes an ethical conduct for business organizations and why the latter sometimes deviate from it. As we move on, we will trace the institutionalization of the “new social contract” during the past forty years, according to which businesses have become expected not only to generate profits but also to fulfill a variety of social responsibilities. Among those are: the protection of the natural environment, maintaining a diverse workforce, and giving back to the communities in which companies do business. We will conclude the course with a discussion of the corporate social responsibility in a global economy.

This course has been approved to count toward the Entrepreneurial Leadership minor.

Polly Rizova teaches in the Department of Sociology at Boston University where she focuses on Business and Society. She holds a Ph.D. in Sociology from Boston University.

EXP-0084-F. The Business of Sports: A Study of the N.B.A.

One Course Credit, Letter-Graded.

Thursday, 6:00-8:30 PM, Eaton 204.

CALL # 03210

Professional sports have evolved from the “mom and pop” environment of thirty years ago to that of a sophisticated, high risk, high profile “big business.” This course provides an overview of pro sports as a business. Our main focus will be the development of the National Basketball Association from the late 1960s through the present, with primary source materials coming from original NBA operational documents. These will provide a fundamental understanding of the concepts, theories, and terms related to sports business/legal issues in general, and the NBA in particular. Finally, guest speakers from the world of sport will provide “real world” examples.

This course will count toward American Studies major credit.

Jan Volk currently serves as a consultant to a number of NBA teams. After earning a law degree from Columbia in 1971, he went to work for the Boston Celtics and, in 1984, was named General Manager, which is the position he held until May 1997. As GM, he was responsible for the acquisition, contractual negotiation, renegotiation, and ultimate signing of all Celtics players.

EXP-0090-AF. Teaching an Exploration Seminar

1.5 credits, Pass/fail.

Mon 11:50-1:05 or Thu 9:25-10:15, Miner 110.

CALL # 03097

This course is designed to facilitate the team-teaching done by undergraduates leading first-semester 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. In each course, students have a

chance, as well, to share their teaching experiences and, thus, to learn from one another. Students teaching in the Explorations program will be required to keep journals as an aid to reflection concerning their teaching.

NOTE: 90AF is a mandatory course for students leading Explorations seminars and enrollment is limited to these student-teachers.

Robyn Gittleman, Director of the Experimental College and Associate Dean of the Colleges, is responsible for EXP 90AF.

EXP-0090-BF. Teaching a Perspectives Seminar

1.5 credits, Pass/fail.

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

CALL # 03098

This course is designed to facilitate the team-teaching done by undergraduates leading first-semester 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. In each course, students have a chance, as well, to share their teaching experiences and, thus, to learn from one another. Students teaching in the Perspectives program, because they all are working under the umbrella topic, movies as art and industry, will be encouraged to form study groups with their colleagues.

NOTE: 90BF is a mandatory course for students leading Perspectives seminars and enrollment is limited to these student-teachers.

Howard Woolf, Associate Director of the Experimental College and Director of the Tufts MediaLab, is responsible for EXP 90BF.

EXP-0091-AF. Inquiry Teaching Group

One Course Credit, Pass/fail.

1st meeting Fri. 9/5 at 11:30am, 96 Packard Avenue (IGL).

CALL # 03099

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 America's Role in the World. Students in this course will help design and plan a culminating simulation to be held during the Spring 2004 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.

Students in Inquiry will receive one course credit for the full academic year.

Steve Cohen is a faculty member in the Education department at Tufts.

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

EXP-0091-F. EPIIC: America 's Role in the World

One Course Credit, Letter-Graded.

Tuesday and Thursday, 4:00-6:00 PM, Tisch 304.

CALL # 03100

Against the backdrop of the enduring American search for security and other grand strategies, such as the promotion of democracy and free markets, this year-long colloquium will explore whether or not this is the era of American Empire. We will probe the challenges, benefits and consequences of U.S. primacy in the context of globalization. Extreme visions of the United States might place it as either a hegemonic hyperpower or an indispensable, altruistic nation. Where does it fall on the continuum? How do the international views of the U.S. differ from those of its own self-image? Will the traditional dynamic of balance of power and the emergence of counter coalitions rise to challenge American preeminence? Where will the future challenges to American power come from? An integrating Europe? Islamic fundamentalism? An emerging China? Do all empires face inevitable decline, diminishment or defeat? With U.S. power allegedly at its zenith, will the U.S. instinctively resort to unilateralism, force, and coercion at the expense of multilateralism, internationalism, and cooperative politics? Has 9/11 instigated a fundamental break in American diplomatic traditions? Is the U.S. a rogue state or a responsible actor? From the Cold War policies of containment to the current National Security Strategy document stressing pre-emption, we will probe America's strategic doctrine.

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-0096-F. Auditing for Breadth

Variable Credit, Pass/fail.

ARR, ARR.

CALL # 03102

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 about this program and an application, contact Robyn Gittleman at the Experimental College office, Miner Hall, x73384.

EXP-0099-CF. CMS Internship

One Course Credit, Pass/fail.

ARR, ARR.

CALL # 03103

The Communications and Media Studies program provides academic credit for media-related internships. Students can arrange to work at newspapers, magazines, film companies, advertising and PR firms, or TV and radio stations. Interns are required to work 150 hours during the semester, keep a journal, and meet biweekly with the Associate Director. They receive one course credit on a Pass/fail basis.

For more information, contact Susan Eisenhauer, Associate Director of Communications and Media Studies, Miner 13, x2007.

EXP-0190-BF. CMS Senior Colloquium

Half Course Credit, Pass/fail.

Wednesday, 9:25-10:15 AM, Eaton 333.

CALL # 03104

The CMS Senior Colloquium aids students engaged in Senior Projects. It helps them develop 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. All CMS seniors doing the Senior Project must attend one of the sections of EXP-0190.

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.

EXP-0190-CF. CMS Senior Colloquium

Half Course Credit, Pass/fail.

Thursday, 9:25-10:15 AM, Miner 112.

CALL # 03105

The CMS Senior Colloquium aids students engaged in Senior Projects. It helps them develop 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. All CMS seniors doing the Senior Project must attend one of the sections of EXP-0190.

Julie Dobrow is Director of Communications and Media Studies. She holds a Ph.D. in Communications from the Annenberg School at the University of Pennsylvania.