



TUFTS
UNIVERSITY

EXPERIMENTAL
COLLEGE
FALL 1984

6 The Experimental College Overview
7 Freshman Explorations
9 Colloquia, Life Experiences
10 Auditing Independent Studies
11 Course Planning
13 Registering for Experimental College Courses The Courses
14 Credit, Grading, Workload
15 Listings
26 Peace and Justice Studies
31 The Communication Cluster
47 The Experimental College Board, 1954-1985
48 Past Faculty

excollege

-
- 5** The Experimental College
 - 7** Freshman Explorations
 - 9** Colloquia. Life Experiences
 - 10** Auditing for Breadth. Short Term Studies. Quidnuncs
 - 11** Course Proposal Procedure

Overview

- 13** Registering for Experimental College Courses
 - 14** Credit. Grading. Workload
 - 15** Listings

 - 26** Peace and Justice Studies
 - 31** The Communications Cluster

 - 47** The Experimental College Board, 1984-1985
 - 48** Past Faculty Board Members
-

The Courses

THE EXPERIMENTAL COLLEGE

The Experimental College has come a long way since its inception in 1964 when three courses, taught by Tufts faculty members, enrolled a combined total of nineteen students. At present, including Explorations - a unique academic and advising program for entering freshmen - we now offer about 110 undergraduate elective courses to more than 1500 Tufts students. Non-credit colloquia enroll many additional students as well.

In 1979 an evaluation committee from outside the University was empowered to review the activities of the Experimental College. Their report supported "with extreme enthusiasm" the role which the College played in the academic life of the University. On the strength of the committee's recommendation, the faculty and trustees granted the Experimental College permanent status.

The purpose of the Experimental College as stated in its charter is to "emphasize Tufts University's commitment to undergraduate education and to aid in maintaining the vitality of University programs." The College will serve "to initiate and test new educational ideas and programs, and also to develop and house programs or courses which cross departmental lines or do not fit well within any of the Arts and Sciences departments." Within this context, the role of instructor has been extended beyond regular Tufts faculty to include graduate students, staff, undergraduates, and, in large measure, those in the greater Boston community who have some special expertise to share. Student participation has grown to include membership on our governing Board and on course-selection

review committees. Moreover, program and course evaluation is conducted jointly by students, faculty, and staff.

The Experimental College Board, originally composed of only Tufts faculty members, is presently made up of five faculty, five students, and the members of the staff. Student members serve one-year terms. Faculty members are elected for staggered two-year terms with an option for a third; four of them represent the University's academic divisions in the Arts and Sciences, while the fifth sits as a member-at-large.

Many Experimental College courses and programs have been incorporated into the regular University curriculum. These include courses in American Sign Language, photography, Chinese, Hebrew, ethnomusicology, jazz, and international news as well as the Combined Degree Program, which is now a permanent part of the Graduate School, and the Dance Program, now part of the Drama Department.

The Experimental College not only provides for cooperative efforts among students, faculty and staff at Tufts but also, in the words of the 1979 evaluation committee, for "new, mutually beneficial relationships between Tufts, its alumni, and its surrounding communities." It is the goal of the Experimental College to continue to bring together people from many spheres, both within and outside the University, thereby producing a richer and more varied educational experience for student and teacher alike.

FRESHMAN EXPLORATIONS

The Freshman Exploration Program offers advising, learning, and a sense of community within the context of seminars designed and led by upper-level undergraduates. The team is supported by a faculty person who acts as academic advisor to the freshmen and who participates as a member of the class. Thus incoming students receive both immediate and sustained contact with a group of their peers, upper-level student-teachers, and a faculty advisor.

The work of each seminar focuses around a common theme or problem which students and faculty investigate together and for which the freshmen receive course credit. Though Exploration seminars are structured somewhat less formally than regular classes, students are still expected to do a major written project and to present their findings orally before their peers. Critical thinking and research techniques are stressed, as are attendance and class participation.

The advising component of Explorations begins before the semester, during Orientation, when each group's faculty member works with the freshmen in selecting courses and areas of concentration. During this time and throughout the life of the seminar, every effort is made by the faculty advisor and the upper-level student-teachers to help freshmen understand all the options the University offers and make intelligent choices in their undergraduate careers.

FRESHMAN
EXPLORATIONS

The initial Exploration experiment was launched in Fall 1972 with nine seminars. Response was and continues to be very favorable. Forty-eight Explorations were offered in Fall 1983 including "The Politics of Medicine," "Keeping Cool," "Business, Tufts, and Society," "To Be Young, Gifted, and Black," "Religion in Society," and "The Kennedy Era."

Correspondence with freshmen over summer vacation helps to introduce group members and to define the material to be covered. And often, Explorations come to be more than just academic courses. Many groups get together for potluck dinners, theatre trips, and other social activities. But perhaps most telling is the fact that the majority of Exploration Leaders are students who participated in the Program when they were freshmen.

Evaluations of the Exploration Program by participating freshmen have produced the following comments. "It is a very good way to get to know other freshmen. They become people you know, rather than just faces you see." "A good way to meet students in an organized but relaxed atmosphere." "It helps the student gear himself to Tufts' academic atmosphere by being an informative and good learning experience - socially and academically." "It helped me to adjust to Tufts." "On the whole, it is a very positive experience - I would strongly recommend it."

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

The Colloquia Program also co-sponsors events on a wide variety of topics. Last year's program included a very successful "hands on" conference entitled "Computer Horizons: Discovering the Nature of the New Machine." This spring we are planning a daylong conference on citizen participation and the political process.

The Life Experiences Program was initiated in 1977, with support from a Mellon Foundation grant, to help undergraduates make decisions about their future lifestyles and careers. A file has been set up with the names, job descriptions, and special experiences of alumni/ae and Tufts parents who are willing to have students come to talk with them and observe their daily lives. We now have over 300 names in our file; both current Tufts students and recent graduates are welcome to use it at any time during the year.

COLLOQUIA

THE LIFE EXPERIENCES PROGRAM

AUDITING FOR BREADTH

This program is intended to provide students with an opportunity to broaden their education by attending courses in which they would probably not otherwise participate. Students may elect to audit any three University courses during their undergraduate tenure. Approval of the instructor and faithful attendance are the major requirements. One course credit is awarded upon completion of the three audits. Additional information and faculty approval forms are available at the Experimental College office.

SHORT TERM STUDIES

Courses in the Short-Term Studies Program offer one-quarter credit and may cover any suitable topic. The courses meet for about twelve contact hours; they may last for four weeks, or for a single weekend. All Short-Term Studies courses are graded Pass/Fail. When a student has successfully completed two such courses, the Registrar will credit his or her transcript with a half-credit and list the course that were taken. Past topics include "Introduction to Computers" and "Commedia Dell'Arte."

QUIDNUNC

The latin term quidnunc translates into English as "what next?" This program allows students to design study groups with their peers so that they may explore interdisciplinary topics of the group's choosing. Interested students should assemble their own group, find a faculty sponsor, and structure an approach to the chosen topic.

Anyone may apply to teach a course in the Experimental College. Persons in the greater Boston community who have some special expertise to share, including Tufts graduate students, form the pool of Visiting Lecturer applicants. Proposals from Tufts faculty, staff, and undergraduates are reviewed and selected separately. All those interested should contact the Experimental College office for further information and an application form. While some courses are solicited specifically for the Experimental College by its governing Board, the majority are chosen from proposals submitted to the College by people who are interested in presenting a particular subject or way of learning. All course proposals are reviewed by both a faculty expert and a student/faculty committee. Recommendations as to the validity of each application and the qualifications of the applicant are passed on to the Board which then undertakes a final review and selection. Approximately 30 percent of all proposals submitted to the College are ultimately offered.

COURSE PROPOSAL PROCEDURE

COURSE PROPOSALS
PROCEDURE

WHAT TO
DO

CONCLUSION

...the following information is required for each proposal: a title, a description of the course, a list of topics to be covered, a list of textbooks to be used, a list of references, a list of faculty members who are interested in the course, and a list of students who are interested in the course. The proposal should be submitted to the Department of Education, Room 100, by the deadline date. The proposal will be reviewed by the Department of Education and the Faculty Senate. If approved, the course will be added to the catalog. The proposal will also be submitted to the Board of Trustees for their review and approval. The Board of Trustees will meet in the month of May to review and approve the course proposal. The course will be added to the catalog for the following year.

The following information is required for each proposal: a title, a description of the course, a list of topics to be covered, a list of textbooks to be used, a list of references, a list of faculty members who are interested in the course, and a list of students who are interested in the course. The proposal should be submitted to the Department of Education, Room 100, by the deadline date. The proposal will be reviewed by the Department of Education and the Faculty Senate. If approved, the course will be added to the catalog. The proposal will also be submitted to the Board of Trustees for their review and approval. The Board of Trustees will meet in the month of May to review and approve the course proposal. The course will be added to the catalog for the following year.

Registration for Experimental College courses will be held on Tuesday, September 4, 1984 from 9:30 a.m. to 4:00 p.m. in Miner Hall.

Sign-up sheets will be available throughout the day, and all those interested in a particular class are allowed to sign.

Many class lists will extend beyond the enrollment limits set for them (usually twenty). In such cases the instructor will use "personal information" sheets to be filled out by each student at the first meeting. It is then up to the instructor to select those people who would benefit most from the class.

Classes are open to all Tufts undergraduates, graduate students, faculty, and staff. As stated above, classes are generally limited to twenty students, though some may have smaller maximum enrollments. Provided all other University requirements are met, there is no limit to the number of courses a student may take in the Experimental College.

The Experimental College reserves the right to emend, as deemed necessary by the Director and/or the governing Board, any and all policies stated in this Bulletin. The Experimental College further reserves the right to make, at any time, necessary curriculum changes including but not limited to shifts in class-meeting room, day, and hour, restructuring course credit and grading procedures, and the cancellation of any course.

REGISTERING FOR EXPERIMENTAL COLLEGE COURSES

CREDIT

All courses offered by the Experimental College carry regular undergraduate credit as electives toward degree requirements. Experimental College courses do not satisfy distribution, foundation, or concentration requirements - except by individual petition to the appropriate committee, or as otherwise noted.

GRADING

The large majority of Experimental College courses are offered on a letter-grade basis, though they may be graded Pass/Fail at the discretion of the instructor. Courses led by undergraduates are always offered on a Pass/Fail basis.

WORKLOAD

Workloads in the Experimental College must meet the standard of regular University courses. However, course structure and evaluation methods will vary considerably from class to class.

This course will examine the history of contemporary popular music within the broader context of the development of an American youth culture since World War II.

The basic theme of the course will be that popular music has become both a symbol and a vehicle for the political and artistic expression of an entire generation. Students will be asked to think about how and why this happened and what its effects have been.

Subjects will include the music and social history of rock and roll, a history of youth movements generally, and a consideration of popular music as a reflection of American culture over the years.

Steven Stark is a former journalist who now teaches at Harvard Law School. He is currently writing a book on the cultural history of rock.

**EXP 08 F
POPULAR MUSIC
AND THE RISE OF
AN AMERICAN
YOUTH CULTURE**

**Steven Stark
Visiting Lecturer**

One Course

Monday, Wednesday
4:00-5:30 pm

EXP 12 F
ARCHITECTURAL
DESIGN STUDIO

Josef Brozek
Visiting Lecturer

This course will challenge your creativity and imagination through designing your own living space. You will explore the relationship of architecture, interior design, and graphic design in shaping an environment. Topics include architectural forms, creation of spaces, environmental graphics, selection of materials and colors, furnishing, lighting, and interior landscaping.

No previous artistic experience or technical skills are necessary as the students will work individually on simple, yet challenging architectural, interior design and graphic problems.

Slide presentations will be used to illustrate fundamental design principles and aesthetic values and to stimulate creative thinking for studio work.

Josef Brozek, A.I.A., is a practicing architect, interior and graphic designer. He has master of architecture degrees from M.I.T. and Czechoslovak Technical University in Prague.

One Course

Thursday
3:30-6:00 pm

This course will combine the history and evolution of the lettering arts with a concentration on learning to write in the Italic hand.

Though based on a 16th century Italian style, Italics remains perhaps the most useful calligraphic alphabet. Various projects using this hand will be assigned and worked on during class and at home.

The required reading on the history of calligraphy will include The 26 Letters by Oscar Ogg.

Carolyn Knudsen Reese is a professional calligrapher who currently teaches at both Harvard and the Massachusetts Institute of Technology.

EXP 14 F
AN INTRODUCTION
TO CALLIGRAPHY

Carolyn Reese
Visiting Lecturer

One Course

Monday
6:30-9:00 pm

EXP 15 F
T'AI CHI

David Zucker
Visiting Lecturer

The T'ai Chi is the glue of the Universe, its life. T'ai Chi Chuan is a graceful, smoothly flowing, non-strenuous exercise. It is both a healing discipline and a martial art. Consistent study and practice of the exercise brings about harmony, balance, calmness, stress reduction, and the full integration of body, mind, and spirit.

Beginners can learn quickly and easily, without fear of failure. Wear loose, comfortable clothing to class.

David Zucker has an extensive background in the study and teaching of movement arts at a variety of institutions around the greater Boston area. He has been a practitioner of T'ai Chi for more than ten years.

One-Half Course
Graded Pass/Fail

Monday, Wednesday
4:00-5:30 pm

This course will present a comprehensive approach to the management of emergency situations where professional treatment is delayed or unavailable.

Victims of accidents, sudden illness, and other emergencies often require immediate care, and the ability of the first responder to adequately manage the situation may mean the difference between temporary or permanent disability, even between life or death.

Decision-making on the scene, emergency action principles, and crisis management techniques will all be studied. In addition, stress-management techniques for the care-giver will be emphasized.

Lectures, discussions, and a variety of laboratory experiences will provide both a conceptual framework and hands-on experience for class participants.

Mary Sturtevant is a member of the Physical Education department.

EXP 27 F EMERGENCY RESPONSE

**Mary Sturtevant
Tufts Faculty**

One-Half Course

Tuesday, Thursday
4:30-6:00 pm

EXP 29 F
APHASIOLOGY: THE
BRAIN, LANGUAGE,
AND BEHAVIOR

Susan Kohn
Visiting Lecturer

In the past several decades, the study of brain-behavior relations has grown dramatically, particularly through the examination of brain-damaged adults. One area of study making great contributions to our understanding of the relationship between the brain and behavior is "aphasia," a term which refers to any type of language deficit resulting from brain damage and which has attracted interest, therefore, as a method for exploring how language functions are neurologically organized.

This course will cover both clinical and experimental work on aphasia. The first part of the course will address clinical issues, including the tools used to diagnose the major aphasia syndromes, as well as the neurological and behavioral characteristics which are associated with each syndrome. With a firm understanding of the clinical issues, the course will then examine research which has helped to elucidate the particular source(s) of impairment responsible for the various aphasia syndromes. Finally, the clinical and experimental work on aphasia will be examined in light of what it can contribute to our understanding of normal brain-language functions.

One Course

Thursday
6:00-8:30 pm

Susan Kohn is a Ph.D. candidate in psychology at Tufts University who carries out research in aphasia, as well as clinical neuropsychological assessments, at the Aphasia Research Unit of the Boston Veteran's Administration Medical Center.

This course is designed for individuals who have an interest in learning and applying expressive techniques to discover and understand the value of their dreams. Through working experientially with dream images we will explore our inner selves. Looking at the arts in combination with humanistic therapies, psychoanalysis, and parapsychology, we will gain an understanding of basic psychological concepts vis a vis dreams. Utilizing various methodologies of dream interpretation we will create an atmosphere to foster the potential for personal growth.

This course requires a willingness to share, learn, be creative, participate, and take risks. Other requirements include keeping a dream journal, suggested and required readings, research, and getting a good night's sleep.

Simone Alter has an M.Ed. in Education and in Expressive Therapy from Lesley College and is a registered Art Therapist. Dana Cushing holds an M.S. and C.A.G.S. degree from Boston University in Psychology.

**EXP 31 F
CREATIVE AND
EXPERIENTIAL
APPROACHES TO
DREAM
INTERPRETATION**

**Simone Alter
Dana Cushing
Visiting Lecturers**

One Course

Thursday
7:00-9:30 pm

**EXP 33 F
MAKING
DECISIONS**

**Susan Carlisle
Tufts Faculty**

This is a multi-disciplinary course which attempts to draw on the growing body of knowledge that deals with the art and science of the decision process.

The course has many purposes: it is designed to teach specific decision-making techniques and aids, to create an awareness of the philosophical and ethical components of some decisions, and to give students the practical experience of working through decision problems from beginning to end.

Because it is team-taught, the course exposes students to an unusual variety of approaches and areas of expertise: philosophy, psychology, economics, political science, and engineering design among others. The text, Making Decisions, was written by several members of the teaching staff.

This course is cross-listed under the All College rubric as AC 50 and may count as a related field in some majors.

Susan Carlisle is the Curriculum Coordinator for the Tufts Decision Making Center and has a faculty appointment in the English department.

One Course

Tuesday, Thursday
1:05-2:20 pm

This course will present a series of structured group and individual learning experiences. Through these, students will be encouraged to test common social assumptions while examining different roles and behavior models. In turn, such risk-taking may yield insights into preferred "learning styles" as well as techniques for professional development and personal growth. Emphasis will be placed on decision-making and problem-solving techniques. Participants will be given strategies for managing groups efficiently and will be afforded an opportunity to develop effective interpersonal skills.

Key issues which will emerge relate to leadership, power, authority, competition, values and reward systems, and the "hidden curriculum."

Bruce Greenspan holds a M.Ed. from Antioch University. He works as an administrative assistant to Senator Francis D. Doris.

**EXP 35 F
THE DYNAMICS
OF GROUP AND
ORGANIZATIONAL
BEHAVIOR**

**Bruce Greenspan
Visiting Lecturer**

One Course

Tuesday
6:30-9:00 pm

**EXP 36 F
CHILD CARE
IN THE UNITED
STATES**

**Marion Nesbit
Visiting Lecturer**

The ways a society cares for its children are indicative of the economic, legal, and social underpinnings of that society. This course will take an interdisciplinary approach to the study of child care in the United States. It will place child care in its social context and will also compare American systems to those found in other countries, including Sweden, the Soviet Union, England, France, Israel, and India. We will review and analyze pertinent educational, social science, and medical literature, and we will attempt to formulate creative solutions to pressing problems in contemporary child care.

This course is cross-listed as CS 243 and will count toward a Child Study major.

Marion Nesbit received her Ph.D. in Psychology with a minor in Law from the University of Texas. She has conducted research on the administrative and organizational effects of child care systems on children's health and is currently a Visiting Assistant Professor of Psychology in the Department of Psychiatry at the Harvard Medical School.

One Course

Tuesday
7:00-9:30 pm

This course will critically examine the myriad social, economic, and emotional issues that confront the contemporary Black woman. Utilizing a multi-disciplinary approach, we will look both at "classic" topics such as the role of the Black woman as mother and worker and at more modern ones such as feminism and the Black woman as victim.

Susan Frazier-Kouassi is a doctoral candidate in social psychology at Boston University. Her current research interests include (a) interracial friendship and (b) conflict among Black working women.

**EXP 39 F
CONTEMPORARY
ISSUES OF BLACK
WOMEN**

**Susan Frazier-Kouassi
Visiting Lecturer**

One Course

Tuesday, Thursday
3:30-5:00 pm

PEACE AND JUSTICE STUDIES

The Peace and Justice Studies program, now housed at the Experimental College, provides a theoretical and applied structure for examining major impediments to peace and justice within the human community. The program seeks to bring together sustained intellectual inquiry to these issues and practical activities for social change. It draws from the University's existing resources to create interdisciplinary courses and other educational activities that promote greater awareness and a sense of collective and individual responsibility. In doing so, it establishes an ongoing forum for the discussion of and possible solutions to such global dilemmas as the threat of nuclear war, human-rights violations, and the denial of basic needs. It encourages widespread student and faculty involvement and cooperation in pursuing these goals.

At the present time, the program supports two introductory and interdisciplinary, team-taught courses "Toward A Just Society" and "War, Conflict and Violence", a film series, a student society, seminars for the Boston International High School, and a faculty/student advisory board. A number of students are currently pursuing a Plan of Study major through the program. Moreover, the program also offers internships for credit with local, social-change organizations working on broad problems of peace and justice.

This course is designed to serve as the "core course" for Peace and Justice Studies and will be a vehicle for the examination of pertinent issues and problems such as historical and philosophical concepts of justice, contemporary world problems (particularly those of basic human needs, human rights, development, and the threat of nuclear war), obstacles to human dignity, social change, and alternative futures.

The course seeks to promote education, awareness, and social action. It is open to and appropriate for all students. It will be interdisciplinary and team-taught by Tufts faculty from a variety of fields as coordinated by Professor Joseph.

Paul Joseph is a member of the Sociology department and serves on the Peace and Justice Studies Executive Committee.

**EXP 41 F
TOWARD
A JUST
SOCIETY**

**Paul Joseph
Tufts Faculty**

One Course

Tuesday
6:30-9:30 pm

**EXP 44 F
HUMAN RIGHTS
ADVOCACY**

**Diana Bell
Visiting Lecturer**

In this course students will actively participate in planning new strategies for effective human-rights reform in selected countries around the world.

As a base for our work, we will analyze past and present responses to human-rights violations, particularly those affecting prisoners, refugees, and displaced persons. Finally, the class will evaluate the quality of economic, social, political, and legal techniques for advocating reform and will learn methods for increasing the base of public support for human-rights reform.

Diana Bell is currently on staff at the American Committee for Human Rights, an organization that seeks to involve more Americans in human-rights reform. She has been a human-rights advocacy consultant in Washington, D.C. and has also worked in Thailand's refugee camps. She is a Tufts alumna, Class of '76.

One Course

Monday
6:30-9:00 pm

This course is designed to help students understand the meaning of institutional and personal racism — to be aware of its manifestations in American society.

Through movies, guest speakers including local political figures and media personalities, and group exercises, students in this class will become better able to identify and analyze personal feelings regarding race.

Class interaction and discussion will allow us to examine pertinent problems and to resolve them. And this, in turn, will lead to a greater degree of self-awareness, personal insight, and understanding of values.

James Vance is a former Race Relations Specialist with the United States Navy. He is currently serving as a Civil Rights Investigator for the Massachusetts Commission Against Discrimination.

**EXP 46 F
RACE AWARENESS
WITHIN AMERICAN
SOCIETY**

**James Vance
Visiting Lecturer**

One Course

Monday, Wednesday
6:30-8:00 pm

EXP 47 F
INHERENTLY
UNEQUAL : BOSTON'S
BLACK PARENTS VIEW
DESEGREGATION

Alifa Mahmoud
Hattie McKinnis
Visiting Lecturers

One Course

Tuesday, Thursday
7:00-8:30 pm

This course is designed to give students an understanding of why desegregation happened in Boston. It will begin with a look at the struggle of Black parents in the Sixties, to secure decent schooling for their children. And it will then attempt an in-depth examination of the events leading up to--and following in the wake of--Judge Garrity's landmark desegregation ruling.

It has always been the hope of Black parents that their children would become the beneficiaries of quality education and not remain the victims of desegregation. Ten years later is there light at the end of the tunnel?

Hattie B. McKinnis is a parent activist/advocate/educator who has worked for seven years as the Urban Action Education Coordinator for the American Friends Service Committee.

Alifa Mahmoud is a parent activist and community organizer committed to bringing about social changes and quality education for all children.

The Communications Cluster, currently housed in the Experimental College, is an interdisciplinary program of courses and special activities designed to educate students about mass media and communications within the Tufts liberal arts curriculum.

Again this semester the Cluster is offering two courses of its own (see pp. 32, 33). In addition, the Cluster registers, supervises, and grants credits for internships in communications and mass media.

The Cluster also coordinates efforts with the Experimental College, which continues to offer communications courses (see pp. 34-38). Moreover, the Cluster identifies and promotes media-related courses offered by other departments and by the Fletcher School of Law and Diplomacy.

Throughout the semester the Cluster organizes special events and lectures. Students, faculty, and staff are encouraged to attend all functions and to participate in planning for the Cluster's future.

For more information, contact Nancy Dietz, Communications Cluster Coordinator, at x2007.

THE COMMUNICATIONS CLUSTER

**EXP 51 CF
AN
INTRODUCTION TO
MASS
COMMUNICATIONS**

**Ann Fryling
Visiting Lecturer**

This course studies the emergence of modern mass communications media and pays special attention to the influence of media on the lives of individuals, on the political arena, and on each other.

How do the various media work? What economic and legal constraints operate on them? What effects, if any, do the media have on their audience? Case studies of election campaigns, violence, and agenda-setting will be explored through the use of lectures, class discussion, and video materials.

Ann Fryling is researching a dissertation which examines the interactions among the agendas of the mass media, public opinion, and congress. For the last six years, she has been teaching courses at the Massachusetts Institute of Technology in mass media and public policy, communications, and American politics.

One Course

Monday, Wednesday
3:30-5:00 pm

This course will expose students to the various methods and techniques used in print and broadcast journalism. Students will be assigned to cover news and other events, both on and off campus, and will then develop articles of print and/or broadcast quality.

Class exercises will explore the demands imposed on the professional journalist by the various print and broadcast media. Contemporary questions regarding the ethics of journalism, censorship, libel and/or slander, and invasion of privacy will also be examined. Writing styles and techniques for newspapers, magazines, radio, and television will be heavily emphasized in the course material and class lectures.

Marc Holmes has been involved in various aspects of print and broadcast journalism since 1968. He has served as a News Editor, General Assignment Reporter, Staff News Announcer, and Producer of Radio and Television News and Public Affairs programs. He is currently involved in the production and marketing of science and technology features and documentaries for national syndication and distribution.

**EXP 53 CF
WRITING
FOR THE
MASS MEDIA**

**Marc Holmes
Visiting Lecturer**

One Course

Tuesday, Thursday
4:30-6:00 pm

**EXP 55 F
COMMUNITY
MEDIA PRODUCTION**

**Sharon Donahue
Rob Goldman
John Kusiak
Visiting Lecturers**

This course is designed to provide hands-on experience in audio/visual production. We will cover basic skills such as camera work, lighting, scripting, directing, portable production, studio production, acoustics, audio engineering, and audio equipment use.

The course will meet at the Somerville Media Action Project (SMAP) facility, a community media center in Davis Square. Students will apply their new skills by working with SMAP staff on a short audio/video production relevant to both Tufts and local communities. The production will be cablecast on Somerville Educational Access Channel 28.

Rob Goldman, Sharon Donahue, and John Kusiak are members of the staff at the Somerville Media Action Project.

One Course

Friday
2:30-5:00 pm

A screenplay, much like an architect's blueprint or a composer's score, is one person's design for the future collaboration of many others. As such, a screenplay is a narrative film's foundation. It outlines plot, defines the characters, sets the atmosphere and suggests a visual style.

This course will analyze these and other components of the screenplay by taking a close look at six stylistically different films and their screenplays.

Students will also complete a series of visualization exercises and by the end of the semester, they will each have finished a twenty minute screenplay.

Lisa McElaney has an M.F.A. in Film Writing and Directing from Columbia University, has taught film-writing at Bowdoin College, and is herself a film-maker.

EXP 56 F
THE
SCREENPLAY

Lisa McElaney
Visiting Lecturer

One Course

Tuesday, Thursday
7:00-8:30 pm
plus bi-weekly
screenings

EXP 57 F
AN INTRODUCTION
TO PUBLIC SPEAKING

David Moffatt
Tufts Staff

This course will expose students to each of five basic situations that require some ability in public speaking: (1) an interview, (2) a presentation, (3) the receipt of information, (4) a speaking engagement, and (5) social interaction.

Through a combination of lectures, discussion, and individual participation, each student will develop the appropriate fundamentals necessary for effective performance in each of these situations.

David Moffatt is Vice President of Operations. He has been directly involved in practicing and teaching public speaking since 1959 and is a member, officer, and Past District Governor of Toastmaster's International.

One-Half Course

Thursday
6:30-9:00 pm

What are the legal rights of reporters? How far can a reporter go to get a story? What constraints are placed on his or her ability to gather and report the news? What responsibilities does he or she have to portray the news fairly and/or objectively? How should reporters cover terrorism, violence, national security issues and personal concerns?

This course will address the major legal and ethical issues facing reporters in both the print and electronic media. By exploring these issues, the course wants to provide analytical skills to understand and question the news process. Students will have the opportunity to present case studies based on research into various incidents relevant to such concerns.

Ron Kertzner, a lawyer and journalist, has worked for the Better Government Association, a government watchdog group which works closely with the media, and Inside Story, a public television program which monitors the press.

**EXP 58 F
LAW, ETHICS,
AND REPORTING**

**Ron Kertzner
Visiting Lecturer**

One Course

Monday
6:30-9:00 pm

**EXP 59 F
THE ROLE
OF TELEVISION
IN THE FAMILY**

**Irene Goodman
Visiting Lecturer**

What effect is TV use having on the way family members interact with one another? What can the use of TV tell us about the exercise of power in the family? Will the use of "new" TV technologies in the home (e.g., cable TV, videotape, and home computers) differ from conventional TV use in this regard?

In this seminar we will explore the role of television in family life, and we will study its effects on family members. Such a study involves looking at TV as a phenomenon that serves a whole range of social purposes, the analysis of which can shed light on general family functioning. To supplement readings and class discussions, students will interview a family about TV, watch TV, and participate in a group self-study session.

Irene F. Goodman holds an Ed.D. in Human Development from Harvard. For several years, she has conducted research and taught about the relationship between TV and behavior.

One Course

Wednesday
6:30-9:00 pm

The main thrust of this course will be an examination of the changing roles that women are playing in Muslim societies today. We will re-evaluate the generally held view that Muslim women represent a monolithic and static entity.

The changes analyzed are both at the concrete level of legislation concerned with women and at a more general normative level of what the role is perceived to be in different Muslim societies. Since such dynamism can best be analyzed in terms of specific historical, cultural, educational, and developmental experiences, we will study the policies and moves of at least three representative Muslim nations namely, Saudi Arabia, Iran, and Pakistan.

Uzma Shakir is a graduate of Sussex University in Great Britain and is currently finishing an M.A.L.D. at the Fletcher School of Law and Diplomacy.

**EXP 62 F
ISLAM AND
THE ROLE
OF WOMEN**

**Uzma Shakir
Visiting Lecturer**

One Course

Monday, Wednesday
3:30-5:00 pm

**EXP 64 F
AMERICAN
FOREIGN POLICY
SINCE WORLD
WAR II**

**Bradley Larschan
Visiting Lecturer**

Contemporary American diplomatic history revolves around the ascendancy of the United States to "superpower" status. Within that context, this course will focus on the formation and conduct of U.S. foreign policy since 1945.

The course will concentrate on such milestones as "containment," the Truman doctrine, the Marshall plan, Korea, the Cuban Missile Crisis, Vietnam, and the role that foreign policy is playing in the 1984 elections.

This course is cross-listed as IRL 081-B and will count toward an International Relations major.

Bradley Larschan is a former journalist currently finishing his Ph.D. in International Law at the Fletcher School of Law and Diplomacy and his J.D. at Boston College Law School.

One Course

Wednesday
7:00-9:30 pm

The purpose of this course is not primarily to teach business skills, but to understand how these skills are used, and on what problems.

Objectives include (a) giving the student an awareness of the content of managerial work so he/she can decide if it is a reasonable career choice, and (b) providing the class with an understanding of the intellectual tools and perspectives used by managers. Guest lecturers will be from the business world and will explain management techniques, finance, accounting, marketing, advertising, and the like.

Special attention will be given to motivational and ethical factors.

Jerome Grossman was President of Massachusetts Envelope Company from 1944 until 1975. As the chief executive officer, he was responsible for daily operations, as well as long-range planning. He is now President and National Executive Director of Council for a Livable World.

**EXP 72 F
BUSINESS
MANAGEMENT**

**Jerome Grossman
Visiting Lecturer**

One Course

Tuesday
3:30-6:00 pm

**EXP 76 F
NEGOTIATION
AND ADVOCACY**

**Jamie Katz
Richard Heller
Visiting Lecturers**

This course will explore a number of ways for resolving disputes. Primary emphasis will be given to negotiations, not only the strategy, but the principles, and methods that give shape to negotiations with peers, authorities, vendors, landlords, friends, and family.

We will also require students to become advocates, advancing positions in mock court settings, and to consider other, alternative problem-solving techniques as well. Considerable student participation in various kinds of negotiating sessions, both in and out of class is crucial to the course.

Jamie Katz, an Assistant Attorney General for the Commonwealth of Massachusetts, and a mediocre athlete, negotiates continually with clients, other parties, fellow athletes, and his wife.

Rick Heller, a partner in the law firm of Jacobs and Heller, has considerable experience in business and real-estate negotiations, and spends much time negotiating with Jamie Katz.

One Course

Thursday
7:00-9:30 pm

Many young people today find themselves overwhelmed by institutions which seemingly control their lives. Some of them end up entangled in one which truly can — the juvenile justice system.

This course will examine the causes of delinquency, the principles of juvenile law, and the reality of how the system operates. Students will have an opportunity to visit juvenile court, a youth detention facility, and conduct a mock trial involving a juvenile charged with a criminal offense.

Robert Clayman is currently an associate of the Boston University School of Law's Prosecutor's Program.

EXP 78 F
JUVENILE JUSTICE

Robert Clayman
Visiting Lecturer

One Course

Thursday
7:00-9:30 pm

**EXP 90 F
LEADING
A SEMINAR**

These seminars are designed to facilitate the teaching done by undergraduates who are leading courses in the Experimental College.

**EXP 90 AF
LEADING
AN EXPLORATION**

Weekly group meetings are held to discuss teaching methods, educational goals, and the unique problems that inexperienced teachers may encounter.

**Robyn Gittleman
Experimental College**

The course will also provide a chance for student-teachers to share their experiences and learn from one another.

NOTE: 90 F is open only to those undergraduates who will be teaching an Experimental College course.

90 AF is open only to those undergraduates who will be leading Freshman Exploration seminars.

Robyn Gittleman is Director of the Experimental College and Associate Dean of Undergraduate Studies.

Variable Credit
Graded Pass/Fail

Times to be Arranged

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

This course is required for first-semester continuing education students. It is optional for second-semester continuing education students.

Marian Connor is the Director of R.E.A.L. (Resumed Education for Adult Learners) and Associate Dean of Undergraduate Studies.

**EXP 93 F
CONTINUING
EDUCATION
SEMINAR**

**Marian Connor
Tufts Staff**

One-Half Course

Monday
11:30-1:00 pm

**EXP 96 F
AUDITING
FOR BREADTH**

**Robyn Gittleman
Experimental College**

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 courses during their tenure as an undergraduate at Tufts. Faithful attendance is the major requirement for each audit. Students select their own courses to audit but must have the approval of the course instructor. One course credit is awarded upon completion of the three audits. Additional information and faculty approval forms are available at the Experimental College office in Miner Hall.

Robyn Gittleman is Director of the Experimental College and Associate Dean of Undergraduate Studies.

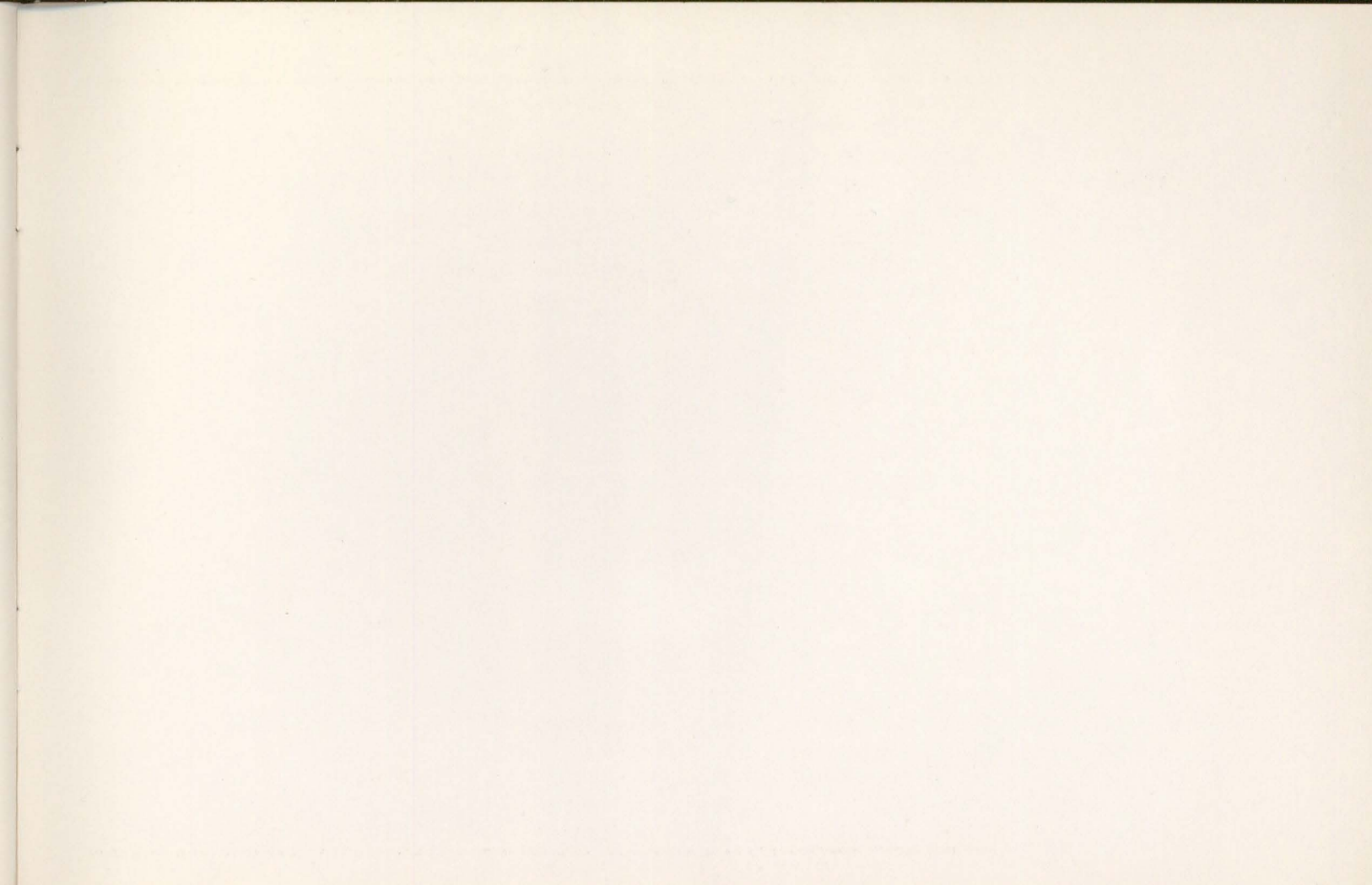
One Course
Graded Pass/Fail

Stephen Bailey, Anthropology Department
Stacy Brustin, J'85
Deborah Cacciola, Staff Assistant, Experimental College
Wayne Chudyk, Civil Engineering Department
Susan Ernst, Biology Department
Lisa Fair, J'86
Robyn Gittleman, Director, Experimental College
Peter Hartzell, A'85
Steven Hirsch, Classics Department, Board Chair
Amalie Moses, J'85
Amy Stein, J'85
Peter Winn, History Department
Howard Woolf, Assistant to the Director, Experimental College

**THE
EXPERIMENTAL
COLLEGE
BOARD, 1984-1985**

**PAST
FACULTY
BOARD MEMBERS**

Tadatoshi Akiba, Mathematics, 1974-76
Frances Chew, Biology, 1980-83
Allan Clemow, Engineering Design, 1972-75
Virginia Drachman, History, 1981-84
Robert Elias, Political Science, 1982-84
Sylvia Feinburg, Child Study, 1977-79
Sol Gittleman, German and Russian, 1967-69
Gary Goldstein, Physics, 1976-78
Paul Joseph, Sociology, 1977-78
Alex Kaczmarczyk, Chemistry, 1969-72
Pierre Laurent, History, 1973-75
Stephen Levine, Engineering Design, 1981-84
Steven Marrone, History, 1979-81
David Maxwell, German and Russian, 1974-77
Michelle McAlpin, Economics, 1978-79, 1980-81
Lucille Palubinskas, Education, 1964-68
Arthur Pike, Electrical Engineering, 1975-78
Peter Reid, Classics, 1978-80
Jesper Rosenmeier, English, 1971-73
Jeffrey Rubin, Psychology, 1970-71
Seymour Simches, Romance Languages, 1964-68
Saul Slapikoff, Biology, 1972-74
Howard Solomon, History, 1977-78
Samuel Sutcliffe, Civil Engineering, 1978-79
Jack Tessman, Physics, 1964-69
Lloyd Trefethen, Mechanical Engineering, 1966-69
Arthur Uhler, Electrical Engineering, 1979-81
Kenneth Van Wormer, Chemical Engineering, 1969-72





EXPERIMENTAL COLLEGE
MINER HALL
TUFTS UNIVERSITY
MEDFORD, MASSACHUSETTS 02155