**Experimental College Fall 2021 Courses**

**Designated for School of Engineering HASS Credit**

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**ExCollege Signature Courses Taught by Visiting Lecturers**

**EXP-0001-F: Snapshots in the Internet Age: From Family Albums to Instagram**

- **In-Person**
- 3 semester hours, Letter-graded
- Monday, 6:30pm-9:00pm

What do family photographs and Instagram selfies have in common? How are the images saved on our camera rolls related to current politics and culture?

This course examines the complex relationships between photographic images and authorship, looking at technology’s impact on vernacular photographs housed online in the era of the internet. Placing particular emphasis on photographs’ communicative roles within systems of distribution and display, we will analyze how images have the power to make - or break - history. We will use a diverse set of strategies - ranging from critical theory and visual anthropology to the visual arts - to
locate photographic objects within their contexts and examine this diffuse oeuvre in relationship to shifting and changing technologies, networked uses, and evolving meanings. This course approaches diverse topics through weekly slide talks, reading discussions, film screenings, field trips to exhibitions, visiting critics, research papers, and a final production project.

**Sarah Pollman** (A07,G14) creates visual art guided by principles drawn from art history, critical theory, and psychology, intertwining on-the-ground fieldwork in education and curatorial production. Her book, *The Distances Between Us*, was published by Trëma Forlag in 2016 and she has published numerous articles in Art New England and Big, Red & Shiny, among other journals. She has curated exhibitions at the Photographic Resource Center, the Dorchester Art Project, and the New Art Center in Newton, as well as in various independent spaces. She teaches in the Visual & Media Arts Department at Emerson College and holds an MFA from Tufts and a BFA from the School of the Museum of Fine Arts at Tufts.

**EXP-0002-F: Sorry, Not Sorry: The Apology Through a Social Justice Lens**

*In-Person*

3 semester hours, Letter-graded

Wednesday, 6:00pm-8:30pm

“I’m sorry” are words we’ve all heard and said. But what exactly does that phrase mean, and what power does it hold? Through interdisciplinary perspectives, this course will examine amend-making processes with a primary focus on the apology. We will investigate why people choose to offer or withhold an apology, as well as the factors that complicate these decisions. We will analyze contemporary apologies and non-apologies ranging from denials and admissions involved in the #MeToo movement, to 2020 anti-racism inspired apologies, to tearful social media apologies from celebrities and influencers. Research from several fields including psychology, sociology, philosophy, and legal studies have shown us that an apology can both be used as an instrument to repair harm and as a tool to minimize consequences. The latter part of the course will focus on the apology as a process of rebalancing and restoring justice, including an examination of political and legal apologies.

**Quinn Phillips** is a graduate student in the Diversity and Inclusion Leadership program at Tufts. Her research interests are amend-making processes and transformative justice. She volunteers as a facilitator for a Massachusetts-based restorative justice organization; in this role, she facilitates conversations among community members after a crime has occurred. Quinn also provides teaching support to the Tufts University Prison Initiative of the Tisch College of Civic Life (TUPIT).
What does it mean to work in global health? While many students are committed to the delivery of global health, few are exposed to the core elements of program development, funding, implementation, and assessment. Our course is a practical primer in each of these areas. Using fundamental texts, our own experiences, a case-based approach interacting with global NGOs, concrete exercises to develop technical skills, and guest speakers from the field, we will provide skill-building, guidance, and structure. We will honestly reflect on successes and challenges in our work and best-practices and pitfalls in global health practice, and give students authentic assignments that we will discuss and critique as we would in a work setting. This course will shed light on the complexity of global health delivery and key skills that can support success for students who envision pursuing work in global health domains or who want to better understand the field from the sideline. We will also incorporate case studies and lessons learned from COVID. This portion of the course will evolve as the path of COVID plays out in real time before us. Guest speakers will address issues related to COVID and also to the post-colonial factors that define what we think of as global health.

Jennifer Goldsmith serves as Director of Global Health Equity Program and Administration at Brigham and Women's Hospital as well as Director of Health Equity Strategy and Implementation. She is responsible for research, finance, human resources, and planning, and participates as a consultant on projects in Haiti, Russia, Navajo Nation, and Rwanda. She served as Chief Administrative Officer for Seed Global Health, a public private partnership with the Peace Corps. Ms. Goldsmith holds an MS from the Harvard School of Public Health and an MA in Education from Boston College.

Anatole Manzi, PhD, is Deputy Chief Medical Officer, Clinical Quality and Health Systems Strengthening, at Partners in Health (PIH). Through the pandemic he has served as Director of Learning Collaborative for PIH’s US Public Health Accompaniment Unit and also been named a Lecturer, Harvard Medical School. Dr. Manzi brings twenty years of clinical and public health experience in resource-limited settings. In his current role, Dr. Manzi works with PIH-supported countries to develop and implement safety and quality improvement strategies enhancing the integration of quality management into clinical practice. He has served as Assistant Professor of Global Health at the University of Global Health Equity in Rwanda, and Instructor in the Division of
Global Health Equity in the Department of Medicine at the Brigham and Women’s Hospital and Harvard Medical School.

**EXP-0005-F: Non-profits: Services to Live By**
In-Person
3 semester hours, Letter-graded
Thursday, 6:00pm-8:30pm

What does it take for immigrants to survive and thrive in the U.S.? Historically, immigrants from around the globe have struggled to have their basic needs met, including housing, health care, education, and psychological services. Nonprofits have taken a primary active role in their cause. This course will look at programs and services that immigrant families continue to need, and social capital essential for work and survival in America. We will look at the rich and varied influence of civil rights, anti-violence (including racism and gender-based violence), health care, religion/spirituality and educational non-profits in their mission-driven quests to make a difference or intervene for justice.

**Pauline Jennett** is the residential overnight manager and former teacher coordinator at Rosie’s Place, the first women-only shelter in the U.S. She has worked in the nonprofit and corporate sector for many years at a variety of educational, healthcare and marketing institutions, and in marketing and management roles with Coca-Cola, Gillette, Procter & Gamble, and IBM. Her research interests include higher education admissions, trauma chaplaincy and marginalized communities. She holds a doctorate in Education Administration and a Master of Divinity, both from Boston University. She also earned an MBA from The Wharton School.

**Cherita Y. J. Cloy** is a crisis counselor and advocate for trauma survivors at Boston University’s Sexual Assault Response & Prevention Center. She earned a doctorate in counseling psychology and religion at Boston University. Dr. Cloy provides individual and group therapy for undergraduate and graduate students who experience gender-based violence.

**EXP-0007-F: Design Thinking for Social Change**
In-Person
3 semester hours, Letter-graded
Monday, 6:00pm-8:30pm
How can the five stages of the design thinking process be used by artists and designers to solve social issues?

Using hands-on materials and makerspace tools, the class will explore design thinking as a dynamic, collaborative process for empathizing and defining a problem, ideating and prototyping solutions, and testing a final solution - steps that have long been central to the creative practices of artists and designers. More recently, design thinking has become integrated with business entrepreneurship and engineering education, as well as the professional practices of these fields. With these developments in mind, this course offers an opportunity for students to apply design thinking to the social world by exploring community-based issues of concern to Tufts students and the surrounding community. We will explore solutions to two separate problems: a campus-based social issue agreed upon by the class, and a social issue beyond campus identified in partnership with a local organization. After expanding and customizing the design thinking process by drawing from theories regarding collaborative thinking, group creativity, dialogical processes, and “wicked problems,” the course will develop applicable solutions to each problem to present to the respective communities. No arts background is necessary for this course.

**John Giordano** is a Boston-area visual artist, writer, and activist who works at the intersection of art, philosophy, and social change. He has conducted design thinking workshops for neuro-diverse entrepreneurs, individuals, and nonprofit arts organizations. He is the founder of Semester for Change, a program that helps college students develop their interests and purpose by utilizing design thinking. He previously taught “9/11 in Words and Images” in the Experimental College in 2019.

In-Person
3 semester hours, Letter-graded
Monday, 6:00pm-8:30pm

What role has New England played in shaping our ideas of the environment, from indigenous peoples, to Thoreau’s experiment at Walden Pond, to the Green New Deal?

In fact, the roots of American environmental thought and action are here, in your own backyard. This discussion-based interdisciplinary course will explore New England’s environmental history, and history of environmentalism, from early indigenous societies through the founding of the United States and down to present-day climate activism. This course not only guides us through the history of our region, but also encourages each of us to engage with contemporary
environmental issues in our own local communities. Assignments will give you opportunities to spend time outdoors observing your environment, volunteer with local environmentalist efforts, and visit local sites of environmental importance (COVID restrictions permitting). This interdisciplinary course is designed to be welcoming to students from a range of intellectual backgrounds and interests, who share a love for environmental history, sustainability, and spending time outdoors.

Marissa Grunes is currently a postdoctoral Environmental Fellow at the Harvard University Center for the Environment, where she is working on a book of narrative nonfiction about the natural, scientific, and cultural significance of Antarctica. Her research interests include nineteenth-century American “green” writing, particularly in foundational environmentalist texts from Thoreau’s Walden to the poetry of Robert Frost and beyond. She holds a PhD in English from Harvard University. She previously taught Antarctica: The Far South in Science and Culture in the Experimental College.

EXP-0010-F: What Would It Look Like To Have a Truly Gender-Equal Tufts?
In-Person
3 semester hours, Letter-graded
Tuesday, 6:00pm-8:30pm

What do we mean when we use the term “invisible women” in relation to Tufts? Where aren’t women on campus, and where aren’t men?

This course is designed to provide students with a foundational understanding of gender inequality, using the Tufts campus as a laboratory. We will examine aspects of American higher education to identify and analyze areas in which there is gender inequality. Ultimately we will try to answer the questions: What would it look like for Tufts to be truly gender-equal? Where are we reproducing patriarchy? And what should we do about it? How are Tufts women navigating an academic environment that was built for men? Who benefits from the status quo? In the university setting, where and why are women considered a “subtype” of men? We encourage students of all genders to bring their perspective to these questions.

Kate Drizos Cavell (A’06) is the Assistant Director of Student Affairs at The Fletcher School, where she works with graduate students and student organizations. She is also a PhD student at Boston College’s Lynch School of Education. She earned her BA in History and Political Science at Tufts and her EdM at Harvard University. She is a proud Tufts alumna. Before returning to Tufts, she was an administrator and advisor at Harvard University. Her previous ExCollege course, Deconstructing the
Ivory Tower: A Critical Perspective on Universities looked at the history of American higher education.

EXP-0011-F: Law & Technology: Intellectual Property for Innovators
In-Person
3 semester hours, Letter-graded
Wednesday, 6:00pm-8:30pm

How do you develop an idea, keep others from copying it, and use IP as an innovator?

Intellectual property (IP) comprises over 35% of the total U.S. economy, and is the engine behind the biggest developments in science, business, arts, and technology. In this course, we take a hands-on approach to understanding IP, including patents, trademarks, copyrights and trade secrets. In the first part of the course, students will investigate needs at Tufts and innovate to address those needs. Then we’ll determine whether the solutions are patentable, select and search trademarks, and design logos. Along the way we’ll look at how everyday products — from the Apple iPhone to Adidas sneakers — are protected from copying, and consider questions like What do “Blurred Lines” and “Ice Ice Baby” have in common? Each week a “mystery snack” will provide a concrete (and delicious!) way to explore how IP touches our everyday lives.

Melissa Beede Johannes is an intellectual property attorney at Wolf Greenfield, where she has spent the last two decades collaborating with startups, Fortune 500 companies, universities and hospitals to help protect and launch their inventions. She holds a BS in Electrical Engineering from Tufts and a JD from Suffolk University Law School.

EXP-0012-F: The City in Your Future
In-Person
3 semester hours, Letter-graded
Thursday, 6:30pm-9:00pm

What makes a city great? Where will you go to find a high quality job in your field?

One of the most important decisions you will make in your life is where to live. It will likely be in a city. The world is increasingly diverging between those locations where there are multiple job opportunities for college graduates and a high quality of life, versus locations that are struggling. The social and political impact of this divide is increasingly evident.
This course takes a multi-disciplinary approach to understanding how cities thrive, why industries concentrate, and how companies decide where to locate. In the final third of the course, we will consider the best ways to make our own personal choices of where to build our lives and our careers – to find our future hometown. Our readings are a mash-up drawn from the fields of urban planning, economics, sociology, and human and career development. Classes are discussion based, and some will use business school style case studies. We will profile four cities: Barcelona, Boston, Rome, and Singapore to illustrate patterns of growth, decline and rebirth, and we will also consider the effects on cities of the global pandemic.

**Martha O’Mara** has worked as a management consultant, Harvard professor, entrepreneur, author, speaker, and corporate executive. She has advised dozens of major corporations and public agencies impacting real estate decisions for over two billion square feet of occupancy. She has taught at the Harvard Graduate School of Design, and holds PhD, MA and MBA degrees from Harvard University.

**EXP-0013-F: Are You Afraid of the Dark?: A Horror Writing Workshop**

In-Person
3 semester hours, Letter-graded
Tuesday, 6:00pm-8:30pm

Why has Horror flourished in recent years? Films such as Get Out and The Witch have seen the genre enjoying both critical and box office success, while television adaptations of classic horror novels, like The Haunting of Hill House, resonate with modern viewers. In these socially and politically turbulent times, why are we drawn to narratives of fear, abjection, and the supernatural? Do stories of hauntings and cosmic terror offer catharsis? Comfort? Or something else entirely?

In this course, we’ll explore how Horror writers have responded to the social anxieties of their times by tracing a lineage of the horror-text from Victorian ghost stories to internet “creepypasta” and contemporary eco-horror. Students will investigate Horror through class discussion, textual analysis, and the production of their own short stories. The hybrid approach of this course centers the belief that the crafts of fiction and non-fiction are co-equal tools in exploring literature. Over the course of the semester, students will draft close readings, “craft talks,” and two short stories which they will workshop with their peers.
Ian Muneshwar is a Cambridge-based writer and educator. His short stories have sold to over a dozen venues, including Year’s Best Weird Fiction and Year’s Best Dark Fantasy & Horror. He holds an MFA in fiction from North Carolina State University. He previously taught Science Fiction, Weird Fiction, Ecofiction: A Speculative Short Story Workshop in the Experimental College.

EXP-0014-F: The Business of Video Games
Virtual
3 semester hours, Letter-graded
Monday, 6:30pm-9:00pm

The video game industry is a constantly evolving space that delights billions of people around the world. In fact, the games industry now generates more annual revenue than film and sports combined. How did the video game industry become such a juggernaut? Who are the key players in this space? How does a game go from idea to being played by millions worldwide? What broader impact does the video game industry have on society as a whole? The Business of Video Games is designed to explore these questions while teaching the fundamentals of business. Key topics will include marketing, fundraising, management, innovation, and working in the games industry.

Zach Zager (EM’18, E’17) is a Product Manager at the cybersecurity firm Onapsis Inc. He earned his BS in Engineering Psychology in 2017 and MS in Innovation & Management in 2018, both from Tufts. He has played games his whole life and is excited to explore this industry with a cohort of Tufts students.

EXP-0015-F: The Right to Privacy in Modern America
In-Person
3 semester hours, Letter-graded
Thursday, 6:30pm-9:00pm

No-knock raids? Phone data and location tracking? Warrantless wiretapping? What does privacy mean in the 21st century?

This interdisciplinary seminar challenges students to explore the constitutional “right to privacy.” Through introspective papers and interactive classroom discussions, we will analyze the historical, political, economic and sociological factors that form the backbone of the seminal cases and legislative decisions affecting privacy rights in America today. We will concentrate on three
particular areas during the course: (1) privacy rights “enumerated” in the Constitution, (2) privacy rights that the Supreme Court has read into the Constitution, and (3) emerging areas that have or still may necessitate the extension or expansion of historically established concepts of privacy. Topics considered in the course include the Fourth Amendment’s search and seizure protections in the face of recent technological innovation; the ongoing battle between safety-focused government surveillance and individual privacy in light of the ever-expanding threats on the United States; the delicate thread that intertwines privacy, free speech and association as global communication increases exponentially; the dimensions and protections of reproductive rights; the efforts to contract same-sex rights across the country; and even the outer expanse of the privacy right through the “right to die” cases.

Steven Sharobem and Douglas Martland each have over 15 years of experience as lawyers for state and federal government entities. Doug is an Assistant Attorney General for the Commonwealth of Massachusetts, providing legal representation to the state on civil matters. Steve serves as an Assistant United States Attorney, representing the U.S. in criminal and civil matters, and previously served as an Assistant Attorney General for the Commonwealth. Both received Juris Doctor degrees from Suffolk University Law School, and served as law clerks at both the Massachusetts Superior and Appeals Courts.

EXP-0018-F: Investing, Psychology and Human Behavior
In-Person
3 semester hours, Letter-graded
Thursday, 4:30pm-7:00pm

What is the impact of psychology and human behavior on individual investment decisions? Why do most professional investors fail to perform better than the market averages?

Companies are managed by people; understanding the role psychology and human behavior play is instrumental when formulating an opinion on a company's share price. How did some investors anticipate the 2008 financial crisis? And why did so many Wall Street Investment Banks fail to see such disasters looming? Does the pursuit of profits distort Wall Street’s behavior towards acting in a clients’ best interest? What are the warning signs (red flags) of bad behavior and how can investors become armed to avoid falling for Ponzi schemes and/or outright fraud? Why do some investors, like Warren Buffett, have superior long-term investment records? These are some of the questions we will attempt to answer.
Students will learn basic financial metrics and valuation tools to aid their understanding of the investment process. We will also study behavioral analysis and learn how psychology plays an important part in one’s investment success as well as failure. The goal of this course is to expose students to basic investment tenets and help them develop a foundation that will guide them to become better educated investors in the future. Students will explore how access to financial capital serves as a multiplier effect to human capital, social capital, and real assets, and will explore the ways financial innovation meets the needs of society.

Douglas A. Rachlin (A’85) is a Managing Director, Senior Portfolio Manager and founder of the Rachlin Group within the Neuberger Berman Private Asset Management group. The Rachlin Group manages energy and renewable focused investment strategies for private wealth and institutional clients. From 1996 to 2005, he was a Portfolio Manager with Lehman Brothers. Prior to joining Lehman Brothers, he served as the president of Rachlin Investment Management, and had previously worked as a securities analyst for Standard & Poor's Corporation. Doug has been quoted or featured in several publications and news media including The Financial Times, The Wall Street Journal, Barron's, CNBC, and Forbes magazine. He earned a BA from Tufts and an MBA from New York University’s Leonard N. Stern School of Business. He is a Trustee of Tufts University.

Robyn Gittleman Graduate Teaching Fellows - Courses Designed and Taught by Tufts PhD Students

EXP-0022-F: Crafting Community
In-Person
3 semester hours, Letter-graded
Wednesday, 6:00pm-8:30pm

What can craft teach us, and how can it help us take care of others and our environment?

In recent years people have begun to ask where their food comes from and some have also begun to wonder the same about the clothes and other materials in their lives. But how did we get to this point of disconnection from such intimate aspects of our days in the first place? In this class we will not only learn about systems of knowledge that challenge contemporary Western epistemology and the detachment it fosters, but also create a new community of knowledge that, at its core, recognizes our interconnection and responsibility to all life on the planet. Together we will read and listen to texts, primarily by women, that re-center often discounted knowledge and practice, including embodied and experiential knowledge. To help facilitate our own education in these matters, we will learn the importance of, and take part in, certain crafts, particularly fiber
crafts. In addition, we will discuss, engage with, and act on the interconnection of stories, craft, and community and their importance in taking care of each other and the environment.

Rebecca Aberle is a PhD Candidate in the English Department at Tufts, focusing on contemporary North American texts, primarily by women, that emphasize the importance of stories, community, and craft in caring for one another and the environment. Before returning to academics she worked on a sheep farm in New York state and still takes great pleasure in working with her hands.

EXP-0023-F: Camp: Bad Taste, Humor, and Cult Classics
In-Person
3 semester hours, Letter-graded
Monday, 6:00pm-8:30pm

“Camp has nothing to do with tie-dying t-shirts at summer camp. It has everything to do with basking in the fabulousness, irony, and humor of being extra.” Is that all there is to Camp, to media’s raunchy inside jokes, to bad taste, to creating a cult-classic? Why are so many “campy” films set at summer camp? What if we went camping to find out? This course is dedicated to the aesthetics of humor and horror of “campy” media. Through activities based in an imaginary summer camp, we explore what exactly “bad” taste is and who decides the fate of a piece of media on the spectrum of high or low-brow entertainment. We do not set out to answer the fateful question (“What is Camp?”), rather this class questions the very nature of taste, audience power dynamics, and popular culture. From contemporary pieces like Lady Gaga’s music videos and the queens of RuPaul’s Drag Race, to the classic worlds of The Rocky Horror Show and John Waters — analysis happens when we turn out the cabin lights. Media is discussed via fireside chats, after pranks have been played, and during a long day of arts and crafts. Welcome to Camp Sights, campers! There’s a lot to see here. But… watch your step.

Jo Michael Rezes (they/them) is a performer, director, and theatre educator in the Greater Boston Area, whose work in transmedia centers transgender narratives housed firmly in Camp, comedy, and collective-creation. They are a PhD student in Theatre and Performance Studies at Tufts whose current dissertation research centers Camp studies in the media frenzies, protests, sex education, and art created during the New York City AIDS Crisis.

EXP-0024-F: An American Feast: Food, Performance, and Culture
In-Person
3 semester hours, Letter-graded
Tuesday, 6:00pm-8:30pm

Is eating a performance? A ritual? An ethical act? And what do we mean by “American Cuisine?”

This course is an exploration of how food, dining, and community act as performances in our nation’s contemporary landscape through engagement with a variety of interdisciplinary texts, projects, art works, and media. We can identify the relationship between food and performance in a variety of ways, from the ritual use of food in Passover ceremonies to the exhibition of patriotism attached to barbecue. We will examine how food functions as a meaning-making symbol in our current national culture while also unpacking the historical relevance of communal activities surrounding cooking and feasting to the construction of our national identity and personal subjectivities. These investigations inform our understanding of what we might define as “American cuisine.” What are the implications of labeling bratwurst and hamburgers, and not General Tsao’s chicken or the molecular gastronomy of Chef Grant Achatz, as “American food?” With attention to multi-ethnic cuisines across the United States, we will focus on aspects of performance and food including ritual, play, memory, staging, aesthetics, and theatricality. This seminar is designed to address how the performance of food intersects with and enacts cultural and political implications of living and eating in societies that grapple with stratifications of gender, race, sexuality, and class.

**Teri Incampo** is a PhD candidate in the Theatre & Performance Studies graduate program at Tufts. In 2014 she co-founded Exiled Theatre, a Boston-based fringe theater company invested in producing new works by New England-area playwrights as well as reinterpretations of modern and postmodern theatrical texts. Her research interests include postmodern and contemporary drama, race and gender in twentieth-century film and television, the culinary arts in performance and media, feminist theory, and protest performance. Her dissertation project centers on performances of paid domestic labor on the twentieth-century stage and screen.

**EXP-0025-F: Color Play: Materials and Color Theory**

In-Person
3 semester hours, Letter-graded
Tuesday, 6:00pm-8:30pm

What is the vocabulary of color? What does it mean to say a color has value, transparency, intensity, depth, and flatness?
Are you ready to get some paint on your hands and find out? In this course we will learn about color theory and play with color all semester long to make art through exercises, hands-on workshops and projects, discussions and critiques. We will gain a basic understanding of how color is perceived. We will explore together how color is used, through projects using a variety of media. We will use different tools and brushes to apply paint. We will learn about artists who successfully use color in their work and we will learn about how to discuss and critique our projects together. This course is open to students ready to explore their creative side using color, whether or not they have made any art before. Students should be ready to experiment with different media and be open to try new projects while exploring their own creative interests. We will mostly work with gouaches or acrylics, depending on the students’ preference and experience. Individual projects may focus on various themes such as nature, culture, and politics. There will be group critiques and discussions at the end of each project.

Catheline van den Branden is the former executive director of the French Cultural Center, and has spent much of her career promoting artists in the New England area, overseeing 70+ individual and group exhibits at the Center. She is also a former book illustrator and graphic designer. She is now an MFA student at the School of the Museum of Fine Arts at Tufts.