The Edgerton Center specializes in experiential learning and offers interactive subjects in electronics, high-speed photography, and video production. The center is also the home of D-Lab classes (see EC.700-EC.792).

Seminars

EC.050 Re-create Experiments from History: Inform the Future from the Past
Subject meets with EC.090
Prereq: None
U (Fall, IAP, Spring)
1-3-2 units

Offers students alternative exploratory experience in teaching, learning, and researching. Through collaborative activities with open-ended experiments from diverse origins, participants re-create historical instruments and discoveries that challenged assumptions and sparked new investigations. Student curiosity and questions shape specific course content. Assignments include observations, experiments, readings, journal writing and sketching, and a final reflective paper. Students taking graduate version complete additional assignments.

J. Bales, E. Cavicchi

EC.074 The Start-up Experience at MIT
Prereq: None
U (Fall)
2-0-4 units

Explores some of the critical actions in starting up a technology-based business, including concept generation, searching prior art and patents, protecting intellectual property, founders agreements, forming and building teams, and work-life balance. Students review case studies and complete exercises that develop practicable knowledge in these areas. Each student keeps an "idea log book," which includes critical assessments of each case study, to be presented at the end of the term. First in a two-part series (seminars do not have to be taken sequentially; see EC.075 in spring term).

Preference to undergraduates; open to graduate students with permission of advisor.

J. Hadzima

EC.075 Starting Up New Technology-Based Business Enterprises at MIT
Prereq: None
U (Spring)
2-0-4 units

Seminar participants define and study the development stages of new enterprises at MIT, from the exciting moment a new idea for a tech product or service is realized, through to selling, customer support, and the next new idea. Follows the history of successful MIT spin-off companies with attention to the people (and their ideas) behind the start-up. Students attend MIT technology and science start-up case presentations given by individuals and teams working from zero-stage, and by partners in going concerns of historical relevance to the Institute and the economy. Second in a two-part series (seminars do not have to be taken sequentially; see EC.074 in fall term).

J. G. Hadzima

EC.090 Re-create Experiments from History: Inform the Future from the Past
Subject meets with EC.050
Prereq: None
G (Fall, IAP, Spring)
1-3-2 units

Offers students alternative exploratory experience in teaching, learning, and researching. Through collaborative activities with open-ended experiments from diverse origins, participants re-create historical instruments and discoveries that challenged assumptions and sparked new investigations. Student curiosity and questions shape specific course content. Assignments include observations, experiments, readings, journal writing and sketching, and a final reflective paper. Students taking graduate version complete additional assignments.

J. Bales, E. Cavicchi

Electronics and Programming

EC.120[J] Electronics Project Laboratory
Same subject as 6.070[J]
Prereq: None
U (Fall, Spring)
1-2-3 units

See description under subject 6.070[J]. Enrollment may be limited.

J. Bales
Media and Production

**EC.305 Digital and Darkroom Imaging**
Subject meets with EC.A305
Prereq: None
Acad Year 2021-2022: Not offered
Acad Year 2022-2023: U (Fall)
2-0-4 units
Credit cannot also be received for EC.310

Students use both film and digital photography to develop a creative imaging project of their own choice. Develops skills in the use of image editing software to enhance, select, and combine images that the student has taken. Uses the darkroom to develop film for scanning and for chemical enlargement. Discusses topics such as the camera, composition, lighting, modes and formats, image compression, and halftone and dye sublimation printing. Students are expected to produce a duplicate set of black and white and/or color prints, along with a writeup and digital copy as the project output.

* T. Mislick

**EC.310 Creative Imaging**
Prereq: None
U (Spring)
2-1-6 units. HASS-E
Credit cannot also be received for EC.305, EC.A305

Focuses on film and digital photography. Develops skill in the use of chemical darkrooms, scanners, digital printers and cameras to create striking still images capable of evoking strong emotional and intellectual responses from a viewer. Emphasizes the interplay between classical chemical and digital techniques and how they can be used to control the use of lighting, color, depth, and composition in an image. Students present their intermediate assignments to the class for critical discussion; at the end of the term, they submit a substantive project presenting their own creative images for critique and evaluation.

* T. Mislick, J. K. Vandiver

D-Lab

**EC.700 D-Lab: Field Study**
Prereq: One D-Lab subject and permission of instructor
Acad Year 2021-2022: Not offered
Acad Year 2022-2023: U (IAP)
Units arranged
Can be repeated for credit.

Provides the opportunity to gain direct fieldwork experience in a global context. Subject spans three-four weeks in which students continue work from a prior D-Lab subject. Students work directly with international community partners to find solutions to real world problems, focusing on one or more issues in education, design, or public service. Group presentations and written reflection required.

* A. B. Smith, S. L. Hsu

**EC.701[J] D-Lab: Development**
Same subject as 11.025[J]
Subject meets with 11.472[J], EC.781[J]
Prereq: None
U (Fall)
3-2-7 units. HASS-S

Issues in international development, appropriate technology and project implementation addressed through lectures, case studies, guest speakers and laboratory exercises. Students form project teams to partner with community organizations in developing countries, and formulate plans for an optional IAP site visit. (Previous field sites include Ghana, Brazil, Honduras and India.) Recitation sections focus on specific project implementation, and include cultural, social, political, environmental and economic overviews of the target countries as well as an introduction to the local languages. Enrollment limited by lottery; must attend first class session.

* S. L. Hsu, B. Sanyal
EC.711[J] Introduction to Energy in Global Development
Same subject as 2.651[J]
Subject meets with EC.791
Prereq: None
U (Spring)
3-2-7 units
Provides an overview of thermodynamics and heat transfer through an international development context to impart energy literacy and common sense applications. Students survey various alternative energy technologies and strategies for implementation in developing countries. Focuses on compact, robust, low-cost systems for generating electrical power and meeting household-level needs. Labs reinforce lecture material through deconstruction, system assembly, and sensor installation to track performance. Team projects involve activities, such as researching community needs, assessing the suitability of specific technologies, continuing the development of ongoing projects, and assessing the efficacy and impacts of existing projects. Optional summer fieldwork may be available. Students taking graduate version complete additional assignments. Enrollment limited by lottery; must attend first class session.
E. Verploegen

EC.712[J] Applications of Energy in Global Development
Same subject as 2.652[J]
Subject meets with EC.782
Prereq: None
U (Fall)
4-0-8 units
Engages students through project-focused and community-based approaches to advance the United Nations’ Sustainable Development Goal 7, which seeks to ensure access to affordable, reliable, sustainable, and modern energy. Teams work on off-grid energy projects related to lighting, cooking, agricultural productivity, or other solutions in collaboration with pre-selected community partners. Project work includes assessment of user needs, technology identification, product design, prototyping, and development of implementation strategies to continue the development of ongoing projects. Optional January site visits to East Africa or India may be available to test and implement the solutions developed during the semester. Students taking graduate version complete additional assignments. Limited to 20; preference to students who have taken EC.711[J].
E. Verploegen

EC.713[J] D-Lab Schools: Building Technology Laboratory
Same subject as 4.411[J]
Subject meets with 4.412
Prereq: Calculus I (GIR) and Physics I (GIR)
U (Fall)
2-3-7 units. Institute LAB
See description under subject 4.411[J].
L. K. Norford

EC.715 D-Lab: Water, Sanitation and Hygiene
Subject meets with 11.474
Prereq: None
U (Spring)
3-0-9 units
Focuses on disseminating Water, Sanitation, and Hygiene (WASH) innovations in low-income countries and underserved communities worldwide. Structured around project-based learning, lectures, discussions, and student-led tutorials. Emphasizes core WASH principles, appropriate and sustainable technologies at household and community scales, urban challenges worldwide, culture-specific solutions, lessons from start-ups, collaborative partnerships, and social marketing. Mentored term project entails finding and implementing a viable solution focused on education/training; a technology, policy or plan; a marketing approach; and/or behavior change. Guest lecturers present case studies, emphasizing those developed and disseminated by MIT faculty, practitioners, students, and alumni. Field trips scheduled during class time, with optional field trips on weekends. Students taking graduate version complete additional assignments. Limited to 20.
S. E. Murcott, S. L. Hsu

EC.717 D-Lab: Education and Learning
Subject meets with EC.787
Prereq: None
U (Spring)
2-2-5 units
Provides an overview of pedagogical theories and core teaching skills that allow students to craft their own K-12 curriculum using the design process. Working in groups and collaborating with an international partner, students use the design process to create a final project for a specific audience that emphasizes hands-on, inclusive, project-based learning. Suitable for students with varying levels of teaching experience. Local fieldwork and K-12 classroom visits are required throughout the semester and international fieldwork may be available to students in the summer. Students taking graduate version complete additional assignments. Limited to 10.
L. Nam, S. Hsu
EC.718[J] D-Lab: Gender and Development
Same subject as WGS.277[J]
Subject meets with EC.798
Prereq: None
U (Fall)
3-0-9 units
Explores gender roles, illuminates the power dynamics and root causes of inequality, and provides a framework for understanding gender dynamics. Develops skills to conduct a gender analysis and integrate gender-sensitive strategies into large- and small-scale development solutions. Prompts critical discussion about social, economic, and political conditions that shape gender in development. Begins with exploration of international development in the post-colonial era, using a gender lens, then provides students with the tools to integrate gender-sensitive strategies into international development work, with a particular focus on launching, building and scaling women's ventures. Opportunities may be available for international fieldwork over IAP. Meets with 24.234 when offered concurrently. Students taking graduate version complete additional assignments. Limited to 12; must attend first class session.
E. McDonald, S. Haslanger

EC.719 D-Lab: Climate Change, and Health
Subject meets with EC.789
Prereq: None
U (Spring)
3-4-5 units
Considers recent extreme weather events and the profound impacts of climate on people, ecosystems, livelihood, and health. Special emphasis on water and health. Weekly seminars, readings, videos, discussions, and student-led tutorials, plus two sessions of EnROADS climate simulations, investigate pathways towards meeting the IPCC 1.5°C target. Field trip sites include Blue Hill Observatory, green infrastructure, and zero-carbon buildings. Expert lectures in climate science, climate modeling, “One Health,” the global COVAX program, and climate justice. Working individually or in teams, students develop a term project working on a climate solution of their choice. Students taking graduate version complete additional assignments.
S. Murcott, J. Simpson

EC.720[J] D-Lab: Design
Same subject as 2.722[J]
Prereq: 2.670 or permission of instructor
U (Spring)
3-0-9 units
Addresses problems faced by underserved communities with a focus on design, experimentation, and prototyping processes. Particular attention placed on constraints faced when designing for developing countries. Multidisciplinary teams work on long-term projects in collaboration with community partners, field practitioners, and experts in relevant fields. Topics covered include design for affordability, manufacture, sustainability, and strategies for working effectively with community partners and customers. Students may continue projects begun in EC.701[J]. Limited to 20 students in the Gordon Engineering Leadership Program.
S. Grama, E. Squibb

EC.724 D-Lab: Smallholder Agriculture
Subject meets with EC.784
Prereq: None
U (Spring)
3-0-6 units
 Provides an overview of the scientific, social, and economic context of smallholder farmers in developing countries. Covers the scientific basis and environmental impacts of agriculture, the dynamics of smallholder farming, social and business systems, and the experience of farmers themselves. Lectures, guest experts, experiential activities, and semester projects with community partners contribute to learning objectives. Opportunities for summer fieldwork may be available. Students taking graduate version complete additional assignments. Limited to 15.
R. Nanes, G. Jones, S. Hsu

EC.725 Leadership in Design (New)
Prereq: None
U (Spring)
3-0-3 units
Places special focus on team capacity building and the communication skills critical to design leadership. Multidisciplinary teams work on semester-long projects in collaboration with international organizations, field practitioners, and experts, building team and leadership skills used to address problems faced by underserved communities while implementing design, experimentation, and hands-on prototyping processes. Topics covered include human-centered design, design for affordability and remote manufacturing, sustainability, and strategies for working effectively with international partners. Limited to 20 students in the Gordon Engineering Leadership Program.
S. Grama, Staff
EC.726 D-Lab: Build-Its
Subject meets with EC.796
Prereq: None
Acad Year 2021-2022: Not offered
Acad Year 2022-2023: U (Spring)
3-0-9 units
Engages students in the creation of “build-its,” hands-on pedagogical tools developed by D-Lab to teach workshop and design skills to a diverse audience around the world. Studies principles of experiential learning and successful examples of teaching in makerspaces and innovation centers. Students develop their own build-it, test and evaluate it with local students, and create instructions for its use. Optional travel opportunities exist over the summer to test the build-it at a D-Lab summit or training abroad. Opportunities for funded travel available. Students taking graduate version complete additional assignments. Opportunities for funded travel available. Limited to 16.
S. L. Hsu

EC.729[J] D-Lab: Design for Scale
Same subject as 2.729[J]
Subject meets with 2.789[J], EC.797[J]
Prereq: None. Coreq: 2.008; or permission of instructor
U (Fall)
3-2-7 units
Focuses on product development of technologies for people in less industrialized markets. Students work in interdisciplinary teams to develop previously established prototypes or technologies towards manufacturing-ready product designs. Topics are presented within the context of the developing world and include technology feasibility and scalability assessment; value chain analysis; product specification; design for affordability, manufacturability, usability, and desirability; and product testing and manufacturing at various scales. Lessons are experiential and case study-based; taught by instructors with field experience and by industry experts from product development consulting firms and the consumer electronics industry. Student taking graduate version complete additional oral and written assignments.
M. Yang

EC.731[J] Global Ventures
Same subject as 15.375[J], MAS.665[J]
Prereq: Permission of instructor
G (Fall)
3-0-9 units
See description under subject MAS.665[J].
J. Bonsen, A. Pentland, R. Raskar

EC.733[J] D-Lab: Supply Chains
Same subject as 2.771[J], 15.772[J]
Subject meets with 2.871
Prereq: None
Acad Year 2021-2022: Not offered
Acad Year 2022-2023: U (Spring)
3-3-6 units
See description under subject 15.772[J].
S. C. Graves

EC.740 D-Lab: Inclusive Economies
Prereq: None
Acad Year 2021-2022: Not offered
Acad Year 2022-2023: U (Spring)
2-0-7 units
Explores how innovations and market mechanisms can benefit humanity by rallying impact investments, engaging participants cooperatively, boosting equity and resilience, and broadening prosperity. Examines the ideas behind, and actions towards, multiple inclusive economic mechanisms and approaches. Students review and analyze the competing worldviews and historical pathways that led to the current dominant economic modalities, and both theoretical and empirical criticisms. Includes case studies developing alternative opportunities, modifications, and/or improvements to crafting circular economies and reinforcing local economies. Team projects focus on the facilitation of inclusive economy models in partnership with communities in Latin America or Africa. Optional project-focused travel may be available over IAP. Limited to 12.
E. McDonald, K. Mytty, J. Bonsen

EC.744 Technologies for Mental Health and Wellness
Subject meets with EC.794
Prereq: None
U (Fall)
2-0-10 units
Introduction to psychopathology and mental wellness along with corresponding technology-based interventions. Topics include mood disorders, anxiety disorders, addiction, sleep, and behavior medicine. Weekly lectures and reading assignments identify current needs and challenges informed by clinical practice, and also review emerging technologies, including: chatbots, social robots, wearable sensors, virtual reality, biofeedback, and mobile phone phenotyping. Related topics of privacy and ethical use discussed. Students complete weekly written assignments as well as three design exercises over the course of the semester. Students taking graduate version complete additional assignments.
R. Fletcher, K. Hodges
EC.746[J] Design for Complex Environmental Issues: Building Solutions and Communicating Ideas
Same subject as 1.016[J], 2.00C[J]
Prereq: None
U (Spring)
3-1-5 units

Students work in small groups, under the guidance of researchers from MIT, to pursue specific aspects of the year’s Terrascope problem. Teams design and build prototypes, graphic displays and other tools to communicate their findings and display them in a Bazaar of Ideas open to the MIT community. Some teams develop particular solutions, others work to provide deeper understanding of the issues, and others focus on ways to communicate these ideas with the general public. Students’ work is evaluated by independent experts. Offers students an opportunity to develop ideas from the fall semester and to work in labs across MIT. Limited to first-year students.
A. W. Epstein, J. Grimm, S. L. Hsu

EC.750 Humanitarian Innovation: Design for Relief, Rebuilding, and Recovery
Subject meets with EC.785
Prereq: None
U (Spring)
4-0-8 units

Explores the role innovation can and does play in how humanitarian aid is provided, and how it can impact people, products, and processes. Provides a fundamental background in the history and practice of humanitarian aid. Considers the various ways that design can be used to enhance aid, such as product and system design for affected populations, co-creation with affected populations, and capacity building to promote design by refugees and the displaced. Case studies and projects examine protracted displacement as well as recovery and resettlement, including efforts in Colombia, Lebanon, Nepal, Sudan, and Uganda. Potential for students to travel over the summer to partner communities.
A. Smith, M. Thompson

EC.770 D-Lab: Independent Project
Prereq: Permission of instructor
U (Fall, Spring, Summer)
Units arranged [P/D/F]
Can be repeated for credit.

Opportunity for independent study under regular supervision by a staff member. Projects require prior approval, as well as a written proposal and final report. Students work with international community partners to continue developing projects, focusing on one or more issues in education, design, or public service. Final presentations and written reflection required. May be repeated for credit for a maximum of 12 units.
S. L. Hsu

EC.780 D-Lab: Independent Project
Prereq: None
G (Fall, Spring, Summer)
Units arranged
Can be repeated for credit.

Opportunity for independent study under regular supervision by a staff member. Projects require prior approval, as well as a written proposal and final report. Students work with international community partners to continue developing projects, focusing on one or more issues in education, design, or public service. Final presentations and written reflection required. May be repeated for credit for a maximum of 12 units.
S. L. Hsu

EC.781[J] D-Lab: Development
Same subject as 11.472[J]
Subject meets with 11.025[J], EC.701[J]
Prereq: None
G (Fall)
3-2-7 units

Issues in international development, appropriate technology and project implementation addressed through lectures, case studies, guest speakers and laboratory exercises. Students form project teams to partner with community organizations in developing countries, and formulate plans for an optional IAP site visit. (Previous field sites include Ghana, Brazil, Honduras and India.) Recitation sections focus on specific project implementation, and include cultural, social, political, environmental and economic overviews of the target countries as well as an introduction to the local languages. Enrollment limited by lottery; must attend first class session.
S. L. Hsu, A. B. Smith, B. Sanyal
**EC.782 Applications of Energy in Global Development**  
Subject meets with 2.652[J], EC.712[J]  
Prereq: None  
G (Fall)  
4-0-8 units

Engages students through practical, project-focused and community-based approaches to advance the United Nations' Sustainable Development Goal 7, which seeks to ensure access to affordable, reliable, sustainable, and modern energy. Teams work on off-grid energy projects related to lighting, cooking, agricultural productivity, or other solutions in collaboration with pre-selected community partners. Project work includes assessment of user needs, technology identification, product design, prototyping, and development of implementation strategies to continue the development of ongoing projects. Optional January site visits may be available to East Africa or India may be available to test and implement the solutions developed during the semester. Students taking graduate version complete additional assignments. Limited to 20; preference to students who have taken EC.791.  
*E. Verploegen, Staff*

**EC.784 D-Lab: Smallholder Agriculture**  
Subject meets with EC.724  
Prereq: None  
Acad Year 2021-2022: Not offered  
Acad Year 2022-2023: G (Spring)  
3-0-6 units

Provides an overview of the scientific, social, and economic context of smallholder farmers in developing countries. Covers the scientific basis and environmental impacts of agriculture, the dynamics of smallholder farming, social and business systems, and the experience of farmers themselves. Lectures, guest experts, experiential activities, and semester projects with community partners contribute to learning objectives. Opportunities for summer fieldwork may be available. Students taking graduate version complete additional assignments. Limited to 20.  
*R. Nanes, G. Jones, S. Hsu*

**EC.785 Humanitarian Innovation: Design for Relief, Rebuilding, and Recovery**  
Subject meets with EC.750  
Prereq: None  
G (Spring)  
4-0-8 units

Explores the role innovation can and does play in how humanitarian aid is provided, and how it can impact people, products, and processes. Provides a fundamental background in the history and practice of humanitarian aid. Considers the various ways that design can be used to enhance aid, such as product and system design for affected populations, co-creation with affected populations, and capacity building to promote design by refugees and the displaced. Case studies and projects examine protracted displacement as well as recovery and resettlement, including efforts in Colombia, Lebanon, Nepal, Sudan, and Uganda. Potential for students to travel over the summer to partner communities.  
*A. Smith, M. Thompson*

**EC.787 D-Lab: Education and Learning**  
Subject meets with EC.717  
Prereq: None  
G (Spring)  
2-2-5 units

Provides an overview of pedagogical theories and core teaching skills that allow students to craft their own K-12 curriculum using the design process. Working in groups and collaborating with an international partner, students use the design process to create a final project for a specific audience that emphasizes hands-on, inclusive, project-based learning. Suitable for students with varying levels of teaching experience. Local fieldwork and K-12 classroom visits are required throughout the semester and international fieldwork may be available to students in the summer. Students taking graduate version complete additional assignments. Limited to 10.  
*L. Nam, S. Hsu*
EC.788 D-Lab: Field Research
Prereq: Permission of instructor
Acad Year 2021-2022: Not offered
Acad Year 2022-2023: G (Spring)
3-0-9 units
Combines hands-on methods for conducting field research with exploration of questions that continue to challenge practitioners, donors, policymakers and researchers in international development. Designed for students preparing to conduct field-based research for theses, product design project, or development ventures. Practices key research skills particularly applicable to conducting research involving people and communities in the context of development. Limited to 16.
E. Moreno

EC.789 D-Lab: Water, Climate Change, and Health
Subject meets with EC.719
Prereq: None
G (Spring)
3-4-5 units
Considers recent extreme weather events and the profound impacts of climate on people, ecosystems, livelihood, and health. Special emphasis on water and health. Weekly seminars, readings, videos, discussions, and student-led tutorials, plus two sessions of EnROADS climate simulations, investigate pathways towards meeting the IPCC 1.5°C target. Field trip sites include Blue Hill Observatory, green infrastructure, and zero-carbon buildings. Expert lectures in climate science, climate modeling, “One Health,” the global COVAX program, and climate justice. Working individually or in teams, students develop a term project working on a climate solution of their choice. Students taking graduate version complete additional assignments.
S. Murcott, J. Simpson

EC.790 D-Lab: Field Study
Prereq: One D-Lab subject and permission of instructor
Acad Year 2021-2022: Not offered
Acad Year 2022-2023: G (IAP)
Units arranged
Can be repeated for credit.
Provides the opportunity to gain direct fieldwork experience in a global context. Subject spans three-four weeks in which students continue work from a prior D-Lab subject. Students work directly with international community partners to find solutions to real world problems, focusing on one or more issues in education, design, or public service. Group presentations and written reflection required.
S. Hsu

EC.791 Introduction to Energy in Global Development
Subject meets with 2.651[J], EC.711[J]
Prereq: None
G (Spring)
3-2-7 units
Provides an overview of thermodynamics and heat transfer through an international development context to impart energy literacy and common sense applications. Students survey various alternative energy technologies and strategies for implementation in developing countries. Focuses on compact, robust, low-cost systems for generating electrical power and meeting household-level needs. Labs reinforce lecture material through deconstruction, system assembly, and sensor installation to track performance. Team projects involve activities, such as researching community needs, assessing the suitability of specific technologies, continuing the development of ongoing projects, and assessing the efficacy and impacts of existing projects. Optional summer fieldwork may be available. Students taking graduate version complete additional assignments. Enrollment limited by lottery; must attend first class session.
E. Verploegen

EC.794 Technologies for Mental Health and Wellness
Subject meets with EC.744
Prereq: None
G (Fall)
2-0-10 units
Introduction to psychopathology and mental wellness along with corresponding technology-based interventions. Topics include mood disorders, anxiety disorders, addiction, sleep, and behavior medicine. Weekly lectures and reading assignments identify current needs and challenges informed by clinical practice, and also review emerging technologies, including: chatbots, social robots, wearable sensors, virtual reality, biofeedback, and mobile phone phenotyping. Related topics of privacy and ethical use discussed. Students complete weekly written assignments as well as three design exercises over the course of the semester. Students taking graduate version complete additional assignments.
R. Fletcher, K. Hodges
**EC.796 D-Lab: Build-Its**
Subject meets with EC.726
Prereq: None
G (Spring)
Not offered regularly; consult department
3-0-9 units
Engages students in the creation of “build-its,” hands-on pedagogical tools developed by D-Lab to teach workshop and design skills to a diverse audience around the world. Studies principles of experiential learning and successful examples of teaching in makerspaces and innovation centers. Students develop their own build-it, test and evaluate it with local students, and create instructions for its use. Optional travel opportunities exist over the summer to test the build-it at a D-Lab summit or training abroad. Students taking graduate version complete additional assignments. Limited to 16.
*S. L. Hsu*

**EC.797[J] D-Lab: Design for Scale**
Same subject as 2.789[J]
Subject meets with 2.729[J], EC.729[J]
Prereq: None. Coreq: 2.008; or permission of instructor
G (Fall)
3-2-7 units
Focuses on product development of technologies for people in less industrialized markets. Students work in interdisciplinary teams to develop previously established prototypes or technologies towards manufacturing-ready product designs. Topics are presented within the context of the developing world and include technology feasibility and scalability assessment; value chain analysis; product specification; design for affordability, manufacturability, usability, and desirability; and product testing and manufacturing at various scales. Lessons are experiential and case study-based; taught by instructors with field experience and by industry experts from product development consulting firms and the consumer electronics industry. Student taking graduate version complete additional oral and written assignments.
*M. Yang, H. Quintus-Bosz, S. Grama, K. Bergeron*

**EC.798 D-Lab: Gender and Development**
Subject meets with EC.718[J], WGS.277[J]
Prereq: None
G (Fall)
3-0-9 units
Explores gender roles, illuminates the power dynamics and root causes of inequality, and provides a framework for understanding gender dynamics. Develops skills to conduct a gender analysis and integrate gender-sensitive strategies into large- and small-scale development solutions. Prompts critical discussion about social, economic, and political conditions that shape gender in development. Begins with exploration of international development in the post-colonial era, using a gender lens, then provides students with the tools to integrate gender-sensitive strategies into international development work, with a particular focus on launching, building and scaling women’s ventures. Opportunities may be available for international fieldwork over IAP. Meets with 24.634 when offered concurrently. Students taking graduate version complete additional assignments. Limited to 12; must attend first class session.
*E. McDonald, S. Haslanger*

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**Teaching, UROP, Independent Study**

**EC.900 Independent Study**
Prereq: None
U (Fall, IAP, Spring, Summer)
Units arranged [P/D/F]
Can be repeated for credit.
Opportunity for independent study under regular supervision by a staff member. Projects require prior approval, as well as a written proposal and final report.
*Staff*

**EC.901 Edgerton Center Independent Study**
Prereq: None
U (Fall, IAP, Spring, Summer)
Units arranged
Can be repeated for credit.
Opportunity for independent study under regular supervision by a staff member. Projects require prior approval, as well as a written proposal and final report.
*Staff*
**EC.910 Edgerton Center Undergraduate Teaching**  
Prereq: None  
U (Fall, IAP, Spring, Summer)  
Units arranged [P/D/F]  
Can be repeated for credit.

An opportunity for undergraduates to participate in teaching and tutoring Center subjects and seminars. Students develop one-on-one teaching skills under the supervision of an Edgerton Center instructor.  
*Staff*

**EC.980 Edgerton Center Independent Study - Graduate**  
Prereq: None  
G (Fall, IAP, Spring, Summer)  
Units arranged  
Can be repeated for credit.

Opportunity for independent study under regular supervision by a staff member. Projects require prior approval, as well as a written proposal and final report.  
*Staff*

**EC.990 Edgerton Center Graduate Teaching**  
Prereq: None  
G (Fall, IAP, Spring)  
Units arranged [P/D/F]  
Can be repeated for credit.

An opportunity for graduate students to participate in teaching and tutoring Edgerton Center subjects and seminars. Permission of Edgerton Center staff required.  
*Staff*

**EC.UR Undergraduate Research**  
Prereq: None  
U (Fall, IAP, Spring, Summer)  
Units arranged [P/D/F]  
Can be repeated for credit.

Undergraduate research opportunities in the Edgerton Center.  
*J. K. Vandiver*

**EC.URG Undergraduate Research**  
Prereq: None  
U (Fall, IAP, Spring)  
Units arranged [P/D/F]  
Can be repeated for credit.

Undergraduate research opportunities in the Edgerton Center.  
*J. K. Vandiver*

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**Special Subjects**

**EC.S00 Special Subject at the Edgerton Center**  
Prereq: None  
U (IAP)  
Units arranged [P/D/F]  
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.  
*Staff*

**EC.S01 Special Subject at the Edgerton Center**  
Prereq: None  
U (Spring)  
Units arranged [P/D/F]  
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.  
*Staff*

**EC.S02 Special Subject at the Edgerton Center**  
Prereq: None  
U (Fall, IAP, Spring)  
Units arranged [P/D/F]  
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.  
*Staff*
**EC.S03 Special Subject at the Edgerton Center**
Prereq: None
U (IAP)
Units arranged [P/D/F]
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.

Staff

**EC.S04 Special Subject at the Edgerton Center**
Prereq: None
U (Fall, IAP, Spring)
Not offered regularly; consult department
Units arranged [P/D/F]
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.

Staff

**EC.S05 Special Subject at the Edgerton Center**
Prereq: None
U (Fall, IAP, Spring)
Units arranged [P/D/F]
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.

Staff

**EC.S06 Special Subject at the Edgerton Center**
Prereq: None
U (Fall, IAP, Spring)
Not offered regularly; consult department
Units arranged
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.

Staff
EC.S09 Special Subject at the Edgerton Center
Prereq: None
U (Fall, IAP, Spring)
Not offered regularly; consult department
Units arranged
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.

Staff

EC.S10 Special Subject at the Edgerton Center
Prereq: None
U (Fall, IAP, Spring)
Not offered regularly; consult department
Units arranged
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.

Staff

EC.S11 Special Subject at the Edgerton Center
Prereq: None
G (Fall, IAP, Spring)
Units arranged
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.

Staff

EC.S12 Special Subject at the Edgerton Center
Prereq: None
G (Spring)
Units arranged
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.

Staff

EC.S13 Special Subject at the Edgerton Center
Prereq: None
Acad Year 2021-2022: Not offered
Acad Year 2022-2023: G (Fall)
Units arranged
Can be repeated for credit.

Seminar combining lectures and lab run by students and academic staff at the Edgerton Center. Students explore specialized electronics, robotics, or mechanical design and fabrication topics not offered in the regular curriculum; classes range from beginner level to more advanced. Some offerings may be taught in an intensive fashion (meeting for up to several times a week for four weeks). Up to three sequential seminars may be offered per semester, covering a different topic each time. Students can take one or all of the seminars.

Staff