The Tutorial Program offers students a distinctive opportunity to take a heightened form of responsibility for their own intellectual development. No student is required to take a tutorial course, but any student with the appropriate qualifications and interests is invited to do so.

Tutorials place much greater weight than regular courses—or even small seminars—on student participation. They aim to teach students how to develop and present arguments; listen carefully, and then refine their positions in the context of a challenging discussion; and respond quickly and cogently to critiques of their work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

Since the program’s inception in 1988, students have ranked tutorials among the most demanding—and rewarding—courses they have taken at Williams. While not designed to be more difficult than other courses, tutorials are nonetheless challenging, with frequent writing assignments and the expectation that students will be well prepared to participate actively and effectively in weekly discussions. At the same time, students have consistently placed tutorials among the most enriching and consequential courses they have taken. They have appreciated the close attention to their writing and argumentation skills; the opportunity to be held accountable, in a detailed way, for the extended implications of their ideas; the chance to develop their oral abilities as they engage in debate; and the close intellectual bonds tutorials build between teachers and students, and students with each other. Many students have formed important advising and mentoring relationships with their tutorial teachers.

The ways in which particular tutorials are conducted vary across the disciplines, but here is a description of how most tutorials at Williams are organized:

Tutorials are usually limited to 10 students. At the start of term, the instructor divides the students into pairs. Each pair meets weekly with the instructor for roughly one hour. Many tutorial courses begin and end the term with a group seminar, and in a few departments, instructors hold weekly group meetings of all tutorial members to provide background information designed to facilitate the students’ independent work. But at the heart of every tutorial is the weekly meeting between the instructor and two students. At these weekly meetings, one student delivers a prepared essay or presentation (e.g., an analysis of a text or work of art, a discussion of a problem set, a report on laboratory exercises, etc.) pertaining to the assignment for that week, while the other student—and then the instructor—offer a critique. In the following week, students switch roles. Typically, students write five or six essays (usually in the range of 4-7 pages) during the term, and offer five or six critiques of their partners’ work.

Registration

Students pre-register for tutorials as they would any other course. Because of limited enrollments and the special logistical arrangements involved in organizing tutorials, students may not drop a tutorial after 4:00 pm on the day before the first scheduled organizational meeting of the semester. It is important that students determine, before the start of the term, their interest in and commitment to the course, and consult with the instructor if necessary.

Tutorials may not be taken on a pass/fail basis.

AFR 205  (F)  She Speaks in Color: Examining the 'Color Complex' in Toni Morrison's Writings

Cross-listings:  AFR 205  WGSS 207

Primary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison's writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), Sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015), and some of her non-fiction writings. In our discussions of each text, we will examine the problem of the "color complex" at the intersections of race, gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color
discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: Remote

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 205 (D2) WGSS 207 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives

Fall 2020

TUT Section: RT1 TBA Vanatta S. Ford

AFR 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: ARTH 207 AFR 207

Secondary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa's 'fighting men' to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing "Africa" as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of "Africa" as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of "Africa" within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how "Africa" in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 207 (D1) AFR 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.
**Difference, Power, and Equity Notes:** This course fulfills DPE requirements through its exploration of issues of 'authentic' representation as they have been applied to representations of "Africa" displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African 'identity' has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

**Attributes:** ARTH post-1800 Courses  GBST African Studies Electives

Fall 2020

TUT Section: RT1  TBA  Michelle M. Apotsos

**AFR 217 (F) Women and Girls in (Inter)National Politics  (DPE)**

**Cross-listings:**  INTR 219  PSCI 219  AFR 217  WGSS 219  LEAD 219

**Secondary Cross-listing**

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:**  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1  TBA  Joy A. James

**AFR 224 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)**

**Cross-listings:**  AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

**Secondary Cross-listing**

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

**Requirements/Evaluation:** Attend all classes; submit completed papers 24 hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1 TBA Joy A. James
TUT Section: RT1 TBA Joy A. James

AMST 275 (F) American Drama: Hidden Knowledge

Cross-listings: THEA 275 AMST 275 ENGL 224

Secondary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli's The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites. For Fall 2020, the tutorial will be conducted primarily online. Depending on enrollments, we may divide into groups with three students, instead of the traditional two-student tutorial format.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 275 (D1) AMST 275 (D2) ENGL 224 (D1)

Attributes: AMST Arts in Context Electives

Fall 2020
TUT Section: RT1 TBA Robert E. Baker-White

AMST 488 (F) Fictions of African American History (DPE) (WS)

Cross-listings: HIST 488 AMST 488

Secondary Cross-listing

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act
of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

Requirements/Evaluation: Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 488 (D2) AMST 488 (D2)

Writing Skills Notes: Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

Difference, Power, and Equity Notes: African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2020

TUT Section: RT1 TBA Gretchen Long

AMST 490 (F) The Suburbs

Cross-listings: AMST 490 ENVI 491 HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans' relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans' understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America's conservative political turn, leading to the election of Ronald Reagan?

Class Format: Remote for fall 2020. As in a regular semester, I'll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10
**ANTH 138 (F) Spectacular Sex**  (DPE) (WS)

**Cross-listings:**  WGSS 138  ANTH 138

**Secondary Cross-listing**

From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Requirements/Evaluation:**  weekly response papers; students will also select past papers to develop and rewrite as more formal essays

**Prerequisites:**  none

**Enrollment Limit:**  10

**Grading:**  no pass/fail option, no fifth course option

**Distributions:**  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2)  ANTH 138 (D2)

**Writing Skills Notes:**  This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:**  This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020

TUT Section: RT1    TBA    Karen R. Merrill

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**ANTH 243 (S) Reimagining Rivers**

**Cross-listings:**  ENVI 243  ANTH 243

**Secondary Cross-listing**

Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on
scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

**Class Format:** This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week. Sessions will be held in-person and remotely.

**Requirements/Evaluation:** Each week, each student will either write a 4-5-page essay on assigned readings or write a 2-page critique of a partner’s paper.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 15

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 243 (D2) ANTH 243 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Spring 2021

TUT Section: HT1  TBA  Nicolas C. Howe

**ANTH 269  (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience**  (DPE) (WS)

**Cross-listings:**  REL 269  STS 269  ASST 269  ANTH 269

**Primary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutsch@williams.edu) to indicate whether you intend to take this class in-person or remotely.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester ‘writing chat’ with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health
issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives  PHLH Social Determinants of Health

Fall 2020
TUT Section: HT1  TBA  Kim Gutschow

ARAB 109 (S)  The Iranian Revolution  (DPE)  (WS)

Cross-listings: ARAB 109  HIST 109

Secondary Cross-listing

The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid

Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

Grading: no pass/fail option,  no fifth course option

Distributions: (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 109 (D2)  HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians

Attributes: HIST Group E Electives - Middle East

Spring 2021
TUT Section: HT1  TBA  Magnús T. Bernhardsson

TUT Section: HT2  TBA  Magnús T. Bernhardsson

ARAB 408 (F)  Appropriating History. Who Owns the Past?  (DPE)  (WS)

Cross-listings: HIST 489  ARAB 408

Secondary Cross-listing

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and
nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel, Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

Class Format: This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

Requirements/Evaluation: Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

Prerequisites: None, though a demonstrated interest in the Middle East is important.

Enrollment Limit: 10

Enrollment Preferences: Seniors and to History and Arabic Studies majors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 489 (D2) ARAB 408 (D2)

Writing Skills Notes: As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

Difference, Power, and Equity Notes: This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

Attributes: HIST Group E Electives - Middle East

Fall 2020

TUT Section: RT1 TBA Magnús T. Bernhardsson

ARTH 207 (F) "Out of Africa": Cinematic Por(Be)trayals of a Continent (DPE) (WS)

Cross-listings: ARTH 207 AFR 207

Primary Cross-listing

This tutorial provides a focused study of the politics / poetics of visualization and identification associated with film and cinema about Africa from past to present. From colonial-era propaganda newsreels about Africa’s ‘fighting men’ to contemporary white-savior narratives that exploit current socio-political ruptures on the continent for epic effect, films about Africa produced by a primarily Western cinematic regime have proven themselves to be highly effective apparatuses for framing “Africa” as a concept to be summoned time and time again to tell different stories for different audiences, and in doing so privilege particular viewpoints and imaginaries. This tutorial will provide a space for robust discussion and debate about the various representative tropes, conceptualizations, and visualizations that have been used to shape the contours of “Africa” as understood by a primarily Western audience from past to present, and how these same tropes in many ways have come to define the nature of the relationship between film / cinema and the continent over the history of their engagement. In doing so, it will also address how strategic displays and narratives deployed by cinematic productions often support specific power dynamics that locate an idea of “Africa” within paradigms of specific cultural and political understanding. In zeroing in on how such films promote targeted realities for people and places within the continent, this tutorial will address how “Africa” in Western film and cinematic traditions is positioned within a particular framework of understanding that is more often than not irrevocably tethered to a Western imaginary.

Class Format: This tutorial will be predominantly remote, with student pairs meeting with the instructor on a weekly basis via google hangouts. There may be options for in-person events as the semester progresses, but this is to be determined.

Requirements/Evaluation: targeted bi-monthly writing assignments (5-7 pages in length) and bi-monthly peer response papers (2 pages in length)

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Art History majors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTH 207 (D1) AFR 207 (D1)

Writing Skills Notes: This course fulfills Writing Skills requirements through its focus on the development of writing proficiency in terms of writing mechanics, syntax, and organization. It is also designed to help students craft a general approach to formulating a well-articulated, compelling argument. Students will receive extensive feedback on bi-monthly writing assignments from both the instructor and their peers as well as a comprehensive mid-semester critique from the instructor.

Difference, Power, and Equity Notes: This course fulfills DPE requirements through its exploration of issues of ‘authentic’ representation as they have been applied to representations of “Africa” displayed within the contexts of Western film and cinema. Through discussions of cultural capital and the politics of representation, students analyze how a general African ‘identity’ has been dictated by Western film culture and how this hegemony is currently being disrupted by an emergent generation of African artists and filmmakers.

Attributes: ARTH post-1800 Courses GBST African Studies Electives

Fall 2020
TUT Section: RT1 TBA Michelle M. Apotsos

ARTH 218 (S) From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe (WS)

Cross-listings: REL 284 WGS 284 ARTH 218

Primary Cross-listing
This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries—each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: First years and sophomores, but open to all.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 284 (D1) WGS 284 (D1) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit,
with suggestions for improvement.

**Attributes:** ARTH pre-1800 Courses

Spring 2021
TUT Section: RT1   TBA   Peter D. Low

**ARTH 228 (S) Velázquez, Goya, and Picasso**

**Cross-listings:** ARTH 228 RLSP 228

**Secondary Cross-listing**

This course will provide an introduction to three major Spanish painters—Velázquez, Goya, and Picasso—who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists’ relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez’s “Las Meninas” and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

**Requirements/Evaluation:** 3- to 5-page weekly assignment

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 228 (D1) RLSP 228 (D1)

Spring 2021
TUT Section: HT1   TBA   Soledad Fox

**ARTH 331 (S) Michelangelo: Self and Sexuality** (WS)

**Cross-listings:** ARTH 331 WGSS 335

**Primary Cross-listing**

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice—from painting to poetry—wrestles with them in countless, fascinating ways. Students' writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.
Class Format: Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

Requirements/Evaluation: Five 5-7 page essays, five 1-2 page responses to partner's essays, critical conversation

Prerequisites: Any ARTH course

Enrollment Limit: 10

Enrollment Preferences: ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 331 (D1) WGSS 335 (D1)

Writing Skills Notes: Tutorial

Attributes: ARTH pre-1800 Courses

Spring 2021

TUT Section: HT1    TBA    Stefanie Solum

ARTS 115 (F) Sculpture: Poetry with Objects

Sculpture employs the body and has the power to communicate via the physical world in powerful ways. ARTS 115 will offer instruction in how form and meaning can be created through the use of objects. Similar to poetry, where a particular word carries a specific history, meaning, and power, objects also contain complex associations. Through the process of alteration, transformation, and manipulation, sculpture reveals the narrative power of form and materials. This course will provide a historical framework for how sculpture—particularly contemporary works—have expressed ideas, while also providing instruction on techniques and methods used to build, dismantle, rearrange, combine and create art with objects as the inspiration. The ultimate goal will be to develop your individual voice and imagination, become familiar with processes and techniques, and to become fluent in generating meaning that is important to you. We will be integrating the study of a variety of artists whose work utilizes objects in their sculpture such as the work of: Jean Shin, Marcel Broodthaers, Dario Robletto, Doris Salcedo, Robert Gober, among others. This class is designed to be hybrid, with a combination of in-person and remote components. Approximately two thirds of the term will consist of weekly meetings between myself and a pair of students, however, periodically throughout the term, we will meet with the entire class for PowerPoint presentations, demonstrations, visiting artist talks and group critiques.

Class Format: Hybrid model with a portion of the class taught in person and a portion taught remotely. The aim is to have 50 percent of the class in person and 50 percent taught remotely, however this will depend upon how the semester and COVID evolves.

Requirements/Evaluation: Art is a visual language, which speaks to us through our sense of sight and implied touch; you will be evaluated first and foremost on your ability to speak powerfully in this language. Grading also takes into account: effort, attitude, creativity, studio responsibility and participation. Attendance and punctuality is expected for both in-person and remote portions of the course. If you miss more than one unexcused class your grade will automatically drop a letter grade. All work must be completed by the final critique.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Declared and perspective art majors have preference.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: There will be a lab fee to cover a material cost for the class. TBA

Distributions: (D1)

Fall 2020

TUT Section: HT1    W 1:30 pm - 3:40 pm    Amy D. Podmore
ARTS 307 (S) The Body Reorganized
This tutorial course asks students to abstract and re-contextualize the body as a topic of conversation in order to expand our discussions about identity. We will discuss the work of artists in which the body remains conceptually central; such as Nick Cave, Saya Woolfalk, Sarah Lucas, Annette Messager. Students will look to their own lived experiences and supporting communities, research historical precedence for contemporary perspectives on identity, and find, through written and collected research, additional cultural work centered within multi-layered and non-normative experiences. Students will react to readings, Christian Enzensberger's "Smut: An Anatomy of Dirt", Mary Douglas' "Purity and Danger", etc. Students will design their own methods of making with foundational introductions to flexible plane paired with movement-based workshops including stop motion animation shot with cell phones. Students will construct a structural and/or wearable work that references the body, its topographies, and potential for performance/pose. Research will culminate in an online exhibition documenting student projects through photographic stills and video.

Requirements/Evaluation: Students will construct a structural and/or wearable work that references the body, its topographies, and potential for performance/pose. Research will culminate in an online exhibition documenting student projects through photographic stills and video.

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Open to all media but constructed around the theme of the body reorganized.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: $100.00 lab fee
Distributions: (D1)

Spring 2021
TUT Section: HT1 W 1:30 pm - 2:45 pm Stephanie J Williams

ARTS 315 (F) Humor
In this tutorial, students will explore how humor has been used by artists to communicate ideas powerfully, while working to develop their own voice, ideas, and strengths, visually. Students will explore the nuances of humor as a way to effectively communicate ideas through a visual format. Humor will be used as a way to unpack themes around intimacy and estrangement, history and memory, activism and protest, storytelling, play and silliness. Students will explore how one's vulnerability in their work can become empowering. Being funny is not a prerequisite, nor the goal for this course, though it is absolutely welcome! The class will require good communication and will start with establishing a safe and trusting group dynamic that can encourage experimentation and risk taking. Through assigned readings, screenings, and visits to the WCMA students will explore themes of humor in painting, drawing, sculpture, installation, design, film, comedy performance and literature. This course is interdisciplinary and open to all media. Assignments in this course will be conceptually driven with formal restrictions depending on the students chosen medium. Students are expected to have a working knowledge of their medium prior to taking this course.

Class Format: The class will meet twice a week with one meeting in-person and the second meeting remote. Depending on the class size we may break into smaller independent lab groups / discussion groups.

Requirements/Evaluation: Quality of work produced, depth and quality of investigative process, participation in critique and discussion, class citizenship, attendance

Prerequisites: A previous course in the medium in which you plan to work. Students are expected to have a working knowledge of their medium prior to taking this course.

Enrollment Limit: 10
Enrollment Preferences: art majors or permission of instructor
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: Students will be responsible for purchasing their own materials.
Distributions: (D1)

Fall 2020
TUT Section: HT1 MR 3:15 pm - 4:30 pm Amy D. Podmore, Kenny Rivero
ASST 127  (S)  Spring Grass: A Peek into Inequality in China  (DPE) (WS)
Cross-listings:  WGSS 127  ASST 127  CHIN 427

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls’ right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format:  remote instruction

Requirements/Evaluation:  active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites:  For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit:  10

Enrollment Preferences:  Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size:  10

Grading:  no pass/fail option, no fifth course option

Materials/Lab Fee:  books and course packet.

Distributions:  (D1)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) ASST 127 (D1) CHIN 427 (D1)

Writing Skills Notes:  Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes:  The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: RT1  TBA  Li Yu
ASST 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

Class Format: Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutsch@williams.edu) to indicate whether you intend to take this class in-person or remotely.

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: A prior class or some experience with meditation is recommended

Enrollment Limit: 10

Enrollment Preferences: ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester ‘writing chat’ with the instructor.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2020

TUT Section: HT1 TBA Kim Gutschow

ASST 412 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: LEAD 412 REL 412 ASST 412 GBST 412 HIST 496

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India’s freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the ‘father of the Indian nation’, however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of ‘Mahatma’ or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi’s own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship
and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
LEAD 412 (D2) REL 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner’s paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Attributes: HIST Group B Electives - Asia

Fall 2020

TUT Section: RT1 TBA Aparna Kapadia

ASTR 402 (S) Between the Stars: The Interstellar Medium (QFR)

The matter between the stars—the interstellar medium—tells the story of the past and future evolution of galaxies and the stars within them. Stars are accompanied by diffuse matter all through their lifetimes, from their birthplaces in dense molecular clouds, to the stellar winds they eject as they evolve, to their final fates as they shed their outer layers, whether as planetary nebulae or dazzling supernovae. As these processes go on, they enrich the interstellar medium with the products of the stars’ nuclear fusion. Interpreting the emission from this interstellar gas is one of astronomers’ most powerful tools to measure the physical conditions, motions, and composition of our own galaxy and others. In this course we will study the interstellar medium in its various forms, from cold, dense, star-forming molecular clouds to X-ray-emitting bubbles formed by supernovae. We will learn about the physical mechanisms that produce the radiation we observe, including radiative ionization and recombination, collisional excitation of “forbidden” lines, collisional ionization, and synchrotron radiation. Applying our understanding of these processes, we will analyze the physical conditions and chemical compositions of a variety of nebulae. Finally, we will discuss the evolution of interstellar material in galaxies across cosmic time. This course is observing-intensive. Throughout the semester students will work in small groups to design, carry out, analyze, and critique their own observations of the interstellar medium using remote observations and archival data.

Class Format: Tutorial meetings will be scheduled with the professor. Meetings may be held in-person, subject to classroom availability, or remotely. Students will also complete observing projects by controlling telescopes remotely and analyzing observations in astronomical databases.

Requirements/Evaluation: weekly problem sets, 10-page final paper, and observing projects

Prerequisites: ASTR 111 and PHYS 201 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors

Expected Class Size: 6

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: In this course, students will derive quantitative physical formulas, use these equations to calculate and compare physical properties, and generate and analyze graphical representations of data. They will also make and analyze measurements of astronomical data through observing projects.
**BIMO 401 (S) Topics in Biochemistry and Molecular Biology (WS)**

This tutorial course involves critical reading, analysis, and discussion of papers from the current biochemistry and molecular biology literature. Specific topics vary from year to year but are chosen to illustrate the importance of a wide range of both biological and chemical approaches to addressing important questions in the biochemical and molecular biological fields. To facilitate discussion, students will prepare written critiques analyzing the data and conclusions of the chosen literature.

**Class Format:** two hours per week

**Requirements/Evaluation:** biweekly papers, tutorial presentation and discussion, and a final paper

**Prerequisites:** BIOL 202 and BIMO 321

**Enrollment Limit:** 12

**Enrollment Preferences:** those completing the BIMO program; open to others with permission of instructor

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** The critical analysis of published papers in the biochem literature, as expressed in clear and succinct writing, is a key learning goal for the course. The students write biweekly literature critiques (typically 5-6 pages long) throughout the semester. While the specific topic each week differs, the parameters of the assignment are the same each time, allowing students to progressively improve their writing. I provide extensive written feedback on each critique, returned before the next due date

**Attributes:** BIMO Required Courses

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**BIOL 219 (F) Dangerous Exposures: Environment, Immunity, and Infectious Disease (WS)**

Global reports of emerging infectious diseases and old diseases with new pathogenic properties incite fears for personal safety as well as national security. The specter of a contagious pandemic has captured the public imagination through the mass news media, movies, and even popular online and board games. In this tutorial course, we will explore the ecology and evolution of several recently emergent diseases such as Ebola hemorrhagic fever, dengue, and AIDS. Topics to be considered include transmission dynamics, epidemiological modeling of vaccination strategies, and wildlife reservoirs that contribute to human virus exposure. We will examine progress in preventing the parasitic disease malaria and why such diseases have proven so refractory. We will also discuss the science behind the recent development of the vaccine against the human papillomavirus, which causes cervical cancer, and the intriguing and highly unusual transmissible cancers in dogs and Tasmanian devils. Finally, we will think about the contributions of inadequate diagnostic capacities world-wide and broader issues of resource shortages in driving the global emergence of drug resistance in tuberculosis and other diseases. One common theme in each of these case studies will be the interplay between the host immune response and the evolution of the pathogen. Although the primary focus of the course is on biology rather than policy, each week's readings will have implications for public health and/or conservation biology.

**Requirements/Evaluation:** six 4- to 5-page papers; tutorial presentations, and the student's progress towards intellectual independence and creativity as a presenter and a respondent

**Prerequisites:** BIOL 101 and 102

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores who have taken BIOL 202, students interested in public health

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**Writing Skills Notes:** We work deliberately throughout the semester on writing skills including construction of a written argument and logical flow as well as mechanics. Students write six 4-5-page papers, alternating weekly between papers and written critiques of their partner's writing. Based on
substantive feedback from the instructor as well as their partner, students revise and resubmit two of their six papers.

**Attributes:** PHLH Biomedical Determinants of Health

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Fall 2020

TUT Section: HT1   TBA   Lois M. Banta

**BIOL 411 (F) Developmental Biology: From Patterning to Pathogenesis**

A small number of developmental regulators coordinate the interplay between cell proliferation and specification of cell fates during animal development. The genetic basis of many of the cancer and degenerative diseases are, in fact, due to these same developmental regulators whose expression is misregulated in the adult. Through the reading of primary literature, this course in developmental biology will examine the mechanisms of gene expression of key regulators, the biological processes they mediate in the embryo, and how they become misregulated in proliferative and degenerative diseases.

**Requirements/Evaluation:** bi-weekly tutorial papers, oral commentaries, and tutorial discussion

**Prerequisites:** BIOL 202

**Enrollment Limit:** 14

**Enrollment Preferences:** Senior Biology majors who have not taken a 400-level course followed by seniors then juniors in the major

**Expected Class Size:** 14

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

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Fall 2020

TUT Section: RT1   TBA   Robert M. Savage

**CHEM 338 (S) Bioinorganic Chemistry: Metals in Living Systems**

Bioinorganic chemistry is an interdisciplinary field that examines the role of metals in living systems. Metals are key components of a wide range of processes, including oxygen transport and activation, catalytic reactions such as photosynthesis and nitrogen-fixation, and electron-transfer processes. Metals furthermore perform regulatory roles and stabilize the structures of proteins. In medical applications, they are central to many diagnostic and therapeutic tools, and some metals are highly toxic. The course begins with a review and survey of the principles of coordination chemistry: topics such as structure and bonding, spectroscopic methods, electrochemistry, kinetics and reaction mechanisms. Building on this fundamental understanding of the nature of metals, we will explore the current literature in fields of interest in small groups, presenting our findings to the class periodically.

**Class Format:** The course will begin with a series of lectures on principles of coordination chemistry, followed by tutorial meetings to discuss journal articles and book materials. This course will be offered in person, with a mix of synchronous and taped lectures and synchronous discussion meetings. Efforts will be made to arrange meetings to accommodate schedules for remote students as much as possible.

**Requirements/Evaluation:** Evaluation based on problem sets, two exams, class engagement, a class presentation, and a final project.

**Prerequisites:** CHEM 155 or CHEM 256 and 251/255

**Enrollment Limit:** 10

**Enrollment Preferences:** Chemistry majors and BIMO concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3)

**Attributes:** BIMO Interdepartmental Electives

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Spring 2021

TUT Section: HT1   TR 9:45 am - 11:00 am   Christopher Goh
Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues.

Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls' right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannü bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: books and course packet.

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2) ASST 127 (D1) CHIN 427 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students' first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of "inequality," including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such inequality.

Spring 2021

TUT Section: RT1 TBA Li Yu
COGS 493 (F) Advanced Topics in Mind and Cognition

In the last decade the science of the mind has continued to draw on its 20th century history as well as expand its methodological repertoire. In this tutorial we will investigate current trends in mind and cognition by considering research in cognitive neuroscience, embodied cognition, dynamic systems theory, and empirical approaches to consciousness. Throughout, we will attend both to the specific empirical details as well as the conceptual foundations of this work. We will discuss how it elaborates, expands, and sharpens early views of the domain and methodology of philosophy of mind and cognitive science.

Class Format: This tutorial will be offered remotely at a time agreed upon by the students and instructor.

Requirements/Evaluation: Substantial essay (5-7 pages) every two weeks on assigned material and commentary on tutorial partner's work. Essays will be due in advance and presented orally in tutorial.

Prerequisites: Senior Cognitive Science concentrator

Enrollment Limit: 4

Enrollment Preferences: Open only to Senior Cognitive Science concentrators

Expected Class Size: 2

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Fall 2020

TUT Section: RT1 TBA Joseph L. Cruz

COMP 109 (F) Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)

Cross-listing: COMP 109 GERM 110

Secondary Cross-listing

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states' differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city's terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (Coded Message for the Boss, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (The Lost Honor of Katharina Blum, 1975; Knife in the Head, 1978) the afterlives of former terrorists who were offered new identities as 'ordinary' East Germans (The legend of Rita, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (Es ist nicht vorbei, Anderson). We will also discuss popular film representations of spying in Lives of Others (2007) and Bridge of Spies (2015), and selected episodes from the popular TV-series Germany 83 and 86 (2018). Literature will likely include: Thomas Brasch, The Sons Die Before the Fathers (1977), Christa Wolf, What Remains (1993), Monika Maron, Flight of Ashes (1981), Heinrich Böll, The Lost Honour of Katharina Blum (1974). All texts in English, films have English subtitles.

Class Format: Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.

Requirements/Evaluation: 5 5-page tutorial papers and 2-page responses (in English)

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: First Years, in groups of 3 students.

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 109 (D1) GERM 110 (D1)

Writing Skills Notes: This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Fall 2020
TUT Section: RT1  TBA  Helga Druxes

COMP 215 (S) Cults of Personality  (WS)
Cross-listings: COMP 215  RUSS 219
Secondary Cross-listing

First uttered by Soviet leader Nikita Khrushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. All readings will be in English, and all films will have English subtitles.

Class Format: remote

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 215 (D1) RUSS 219 (D1)

Writing Skills Notes: Students will be writing papers (5-6 pages) every other week and receiving detailed feedback on their writing with the expectation that they will identify areas in need of improvement and work on these throughout the semester. The course will also require that students write one paper together with their tutorial partner and that they rewrite two different papers, one at midterm and the other at the end of the term.

Spring 2021
TUT Section: RT1  TBA  Julie A. Cassiday

CSCI 374 (F)(S) Machine Learning  (QFR)

This tutorial examines the design, implementation, and analysis of machine learning algorithms. Machine Learning is a field that derives from Artificial Intelligence, Statistics, and others, and aims to develop algorithms that will improve a system's performance. Improvement might involve acquiring new factual knowledge from data, learning to perform a new task, or learning to perform an old task more efficiently or effectively. This tutorial will cover examples of supervised learning algorithms (including Bayesian approaches, support vector machines, and neural networks -- both deep and traditional), unsupervised learning algorithms (including k-means and expectation maximization), and possibly reinforcement learning algorithms (such as Q learning and temporal difference learning). It will also introduce methods for the evaluation of learning algorithms, as well as topics in computational learning theory and ethics.

Class Format: Though this course will be offered remotely by the instructor, pairs of students on campus may choose to meet in person for their tutorial sessions. If so, a classroom will be scheduled for them by the instructor.
**Requirements/Evaluation:** presentations, problem sets, programming exercises, empirical analyses of algorithms, critical analysis of current literature; the final two weeks are focused on a project of the student's design.

**Prerequisites:** CSCI 136 and CSCI 256 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Computer Science majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (QFR)

**Quantitative/Formal Reasoning Notes:** This course heavily relies on discrete mathematics, calculus, and elementary statistics. Students will be proving theorems, among many other mathematically oriented assignments. Additionally, they will be programming, which involves analytical and logical thinking.

**Attributes:** COGS Interdepartmental Electives

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**ECON 214 (S) The Economics and Ethics of CO2 Offsets (WS)**

**Cross-listings:** POEC 214  ENVI 212  ECON 214

**Primary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner’s papers. As the final assignment, each student will revise one of their five papers.

**Attributes:** ENVI Environmental Policy  POEC Comparative POEC/Public Policy Courses

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Spring 2021

TUT Section: RT1  TBA  Ralph M. Bradburd
Since 1965, the annual poverty rate in the United States has hovered between 10% and 15%, though far more than 15% of Americans experience poverty at some point in their lives. In this course, we will study public policies that, explicitly or implicitly, have as a goal improving the well-being of the poor in this country. These policies include social insurance programs such as Unemployment Insurance; safety net programs such as Temporary Assistance to Needy Families, Supplemental Nutrition Assistance Program, Medicaid, and housing assistance; education programs such as Head Start and public education; and parts of the tax code including the Earned Income Tax Credit and Child Tax Credit. We will explore the design and functioning of these programs, focusing on questions economists typically ask when evaluating public policy such as: What are the goals of the policy and does the policy achieve them? Does the design of the policy lead to unintended effects (either good or bad)? What are the trade-offs inherent in the policy’s design? Could the policy be redesigned to achieve its goals more effectively? Through in-depth study of these programs, students will learn how economists bring theoretical models and empirical evidence to bear on important questions of public policy.

Requirements/Evaluation: evaluation will be based on six 5- to 7-page papers and on the quality of the student’s oral presentations and commentary on the work of their colleagues

Prerequisites: POEC 253 or ECON 255 or STAT 346 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Economics majors, Political Economy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 5- to 7-page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 2- to 3-page critiques of their partners’ papers. Midway through the semester, each student will revise one of their first three papers.

Attributes: JLST Interdepartmental Electives POEC U.S. Political Economy + Public Policy Course

Fall 2020

TUT Section: HT1 TBA Lara D. Shore-Sheppard

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people to cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

Requirements/Evaluation: Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

Prerequisites: ECON 251 or ECON 252

Enrollment Limit: 10

Enrollment Preferences: Junior and senior Economics majors

Expected Class Size: 10
ECON 382 (S) Gentrification and Neighborhood Change (DPE)
While the phenomenon we call "gentrification" was first noted in the 1960s, these changes in urban neighborhoods have recently drawn increasing scrutiny and concern. Coming at a time of growing income inequality, the movement of higher income households into neighborhoods previously occupied by lower-income households has raised concerns about displacement, housing affordability, access to employment and other problems that may be associated with a gentrifying city. These problems may be further exacerbated by residential segregation and reduced support for public housing and transportation. This course will provide an opportunity to study these issues in depth. What, exactly, is gentrification? What do we know about the economic causes and consequences of gentrification and neighborhood change? How are these causes and consequences affected by growing income inequality and continued segregation in housing? What policy options might be pursued that could improve the well-being of existing and potential residents of the neighborhoods in US cities?

Class Format: The initial meeting of the class and all meetings of tutorial pairs will be held remotely via Zoom teleconference. Students will need a computer and reliable internet connection to participate.

Requirements/Evaluation: Students will meet in pairs once per week. On alternate weeks students will write a 10-12 page primary paper on an assigned topic, and on the next week write a 4-5 page comment and discussion on the primary paper. At least one of the primary papers written by each student during the course must incorporate some analysis of data on gentrification using data introduced in discussion.

Prerequisites: Economics 251 (Price and Allocation Theory), Statistics 161 or Economics 255 (Econometrics) or POEC 253 (Empirical Methods in Political Economy) or instructor permission.

Enrollment Limit: 10
Enrollment Preferences: Economics and Political Economy majors, Juniors and Seniors
Expected Class Size: 10

ECON 458 (S) Economics of Risk
Risk and uncertainty are pervasive features of economic decisions and outcomes. Individuals face risk about health status and future job prospects. For a firm, developing new products is risky; furthermore, once a product has been developed, the firm faces product liability risk if it turns out to be unsafe. Investment decisions—from managing a portfolio to starting a business—are also fraught with uncertainty. Some risks are environmental—both manmade problems and natural disasters; other risks include the possibility of terrorist attack and, more locally, issues of campus safety. This tutorial explores both the private market responses to risk (e.g., financial markets, insurance markets, private contracting, and precautionary investments and saving) and government policies towards risk (e.g., regulation, taxation, and the legal system). From a theoretical standpoint, the course will build on expected utility theory, diversification, options valuation, principal-agent models, contract theory, and cost-benefit analysis. We will apply these tools to a wide variety of economic issues such as the ones listed above. One goal of the course is to discover common themes across the disparate topics. Students will be expected to read and synthesize a variety of approaches to risk and uncertainty and apply them to various issues.
**Class Format:** tutorial; students will meet with the instructor in pairs each week

**Requirements/Evaluation:** For the first ten weeks, each student will write a 5-7 page paper every other week, and comment (of 2-3 pages) on their partner's work in the other weeks; the final two weeks will be reserved for papers on a topic of each student's interest (again, 5-7 pages but without needing to write a comment on their partner's work); one of the papers during the term will be revised to reflect feedback from the instructor and the student's partner

**Prerequisites:** ECON 251, 252, and 255

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2021

TUT Section: HT1  TBA  William M. Gentry

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**ECON 532 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems**

**Cross-listings:** ECON 532  ECON 375

**Primary Cross-listing**

Over the past three decades, developing countries have increasingly expanded social protection systems to tackle poverty and vulnerability while promoting inclusive social development and equitable economic growth. These systems provide pro-poor policy instruments that can balance trade and labor market reforms, fiscal adjustments (such as reduced general subsidies) and other economic policies aimed at enabling better market performance. In addition, social protection systems help vulnerable people cope with shocks to their livelihoods, promoting resilience, human capital development and sometimes high-return risk-taking. In times of crisis, these systems are more important than ever. From March to June 2020, the World Bank identified 195 countries that have adapted and expanded their social protection systems to respond to the COVID-19 pandemic. This tutorial offers the opportunity to explore how shock-responsive social protection systems can better enable developing countries to respond to global and local shocks in a manner that minimizes the medium- to long-term costs of the resulting crises. The tutorial examines how developing countries build social protection systems to tackle poverty, vulnerability and social exclusion that result from global and local shocks. Topics include how the design and implementation of effective interventions both respond to crises and strengthen long-term developmental outcomes. The tutorial focuses on country responses to the COVID-19 pandemic as both a relevant case study and an example of the kinds of global crises to which national social protection systems must be able to respond in the future.

**Requirements/Evaluation:** Students will write five papers during the term, and will prepare and deliver formal comments on five papers written by other students

**Prerequisites:** ECON 251 or ECON 252

**Enrollment Limit:** 10

**Enrollment Preferences:** Junior and senior Economics majors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 532 (D2)  ECON 375 (D2)

**Attributes:** POEC Comparative POEC/Public Policy Courses

Spring 2021

TUT Section: RT1  TBA  Michael Samson

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**ENGL 224 (F) American Drama: Hidden Knowledge**
Secondary Cross-listing

The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli’s The Prince, Thomas Carlson’s Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O’Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites. For Fall 2020, the tutorial will be conducted primarily online. Depending on enrollments, we may divide into groups with three students, instead of the traditional two-student tutorial format.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre and English majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
THEA 275 (D1) AMST 275 (D2) ENGL 224 (D1)

Attributes: AMST Arts in Context Electives

Fall 2020
TUT Section: RT1 TBA Robert E. Baker-White

ENGL 227 (F) Elegies (WS)

This tutorial explores elegies as a literary genre. In their most familiar form, elegies honor and memorialize the dead. More broadly conceived, the genre includes works lamenting other kinds of loss as well: the loss of a lover, place, country, or cherished version of one’s past. We'll consider the special challenges and opportunities of the elegiac voice: how it manages to give public expression to private grief; negotiates problems of tone and perspective; worries about and celebrates the capacity of language to generate hope and consolation; and seeks a kind of solace in the literary effort to evoke, preserve, or rewrite a lost life or an absent past. This course focuses primarily on poetry, English and American, across a broad historical range. We'll first read poems from 1600-1900—including works by Jonson, Milton, Donne, Dryden, Gray, Shelley, Tennyson, and Whitman, and then turn to some of the twentieth-century's great poetic elegists—Owen, Yeats, Auden, Lowell, and Heaney. Finally, we'll consider how the elegiac voice works in fiction, especially in stories by Joyce (“The Dead”) and Nabokov (“Spring in Fialta”).

Class Format: This course will meet remotely. Tutorial pairs will meet for an hour each week with the instructor, using Zoom or Google Meet.

Requirements/Evaluation: Active participation in tutorial meetings. Students will write a 4- to 5-page paper every other week (five in all), and comment on their partners' papers in alternate weeks

Prerequisites: a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Sophomores, but juniors and seniors are also welcome.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response
critique in alternate weeks. Students will also have the opportunity to revise.

Attributes: ENGL Literary Histories B

Fall 2020
TUT Section: RT1   TBA   Stephen Fix

ENGL 234 (F) The Video Essay
While people today are subject to an unprecedented flood of moving images, few have had the chance to think critically about film and video. Fewer still have had the opportunity to think with the medium, exploiting the resources of film and video in their efforts to understand how these media work on viewers. The Video Essay offers a chance to do that. After being introduced to the fundamentals of film analysis and receiving training in the use of Adobe Premiere Pro, students will spend the term alternately making short video essays and commenting on the essays produced by their partners. Note that this is primarily a course in film analysis: students will not shoot original material. No prior experience is required. Note that the course meets entirely online.

Class Format: We will meet together for three weeks, then break into groups of four. Students in each group will alternate weekly between creating video essays on film topics, and writing commentaries on the essays of their partner. All meetings will be online.

Requirements/Evaluation: four written exercises (1-2 pages); four video essays, increasing from two to six minutes; and four written commentaries on one’s partner’s video essays.

Prerequisites: permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: sophomores; first-year students; English majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Attributes: FMST Core Courses

ENGL 235 (S) Theatre Masters: Become One of Them

Cross-listings: ENGL 235 THEA 233

Secondary Cross-listing
How well do you know Stanislavsky, Strasberg or Adler? This tutorial offers an exploration of the most notable theatre artists from the past and present. Students will select a specific master with a unique theatrical style, and will study that iconic artist’s particular method or approach. Students will be encouraged to choose any master who had made a significant contribution to theatre -- such as Constantine Stanislavsky, Stella Adler, Sanford Meisner, Lee Strasberg, Bertolt Brecht, Michael Chekhov, Jerzy Grotowski, Tadeusz Kantor, Pina Bausch, Tadashi Suzuki, Anne Bogart, etc. Each student will conclude their exploration by writing a script and presenting the essence of their research in a brief performance (for the camera) -- portraying the legendary icon at work, in a social situation, or in solitude. You learn more about others when you become them, if only for a moment.

Requirements/Evaluation: Research, development, creativity, final performance.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 235 (D1) THEA 233 (D1)
ENGL 253 (S) Feminist Theatres: A Global Perspective  (DPE) (WS)

Cross-listings: ENGL 253  WGSS 250  THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism’s own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner’s papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253 (D1)  WGSS 250 (D1)  THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one’s interpretation, and fluidly integrating theory into one’s argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre’s ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: RT1  TBA   Omar A. Sangare

ENGL 323  (S) A Novel Education  (WS)

All novels are conscious of their readers; eighteenth-century novels are obsessed with them. In the century when the genre first flourished, readers are the ultimate objects of novelists' plots. We are addressed, teased, pleaded with, embarrassed, flattered, made fun of, praised, chided, solicited, warned, reminded, rebuked, asked for sympathy, and--always--closely watched. Eighteenth-century novelists--and their narrators--aggressively educate their readers, not only teaching us how to interpret the novel itself, but also demanding that we self-consciously question the powers of mind and habits of heart we bring to the process of interpreting a book, ourselves, and our world. In this tutorial course, we will explore the narrative and
rhetorical strategies two of the century's greatest novelists use in creating, shaping, and finally educating their readers. We will focus principally on Henry Fielding's *Tom Jones* (1749) and Laurence Sterne's *Tristram Shandy* (1760-67)--long, brilliantly intricate novels that go about their work in very different ways, but that are equally committed to the project of giving their readers a novel education. We will consider--much more briefly--Fielding's *Joseph Andrews* and Bunyan's *Pilgrim's Progress*. We will also read criticism by such "reader response" theorists as Stanley Fish and Wolfgang Iser, and--in the individualized setting of a tutorial--students will be asked to develop and articulate their own theories of reading by examining critically the ways in which texts affect and educate them. Emphasis will be placed on developing skills not only in reading and interpretation, but also in constructing critical arguments and responding to them in written and oral critiques.

**Class Format:** Remote course. Students will meet with the instructor in pairs for one hour each week

**Requirements/Evaluation:** Students will write and present a 4-to 5-page paper every other week, and comment on their partners' papers in alternate weeks

**Prerequisites:** a 100-level ENGL course, or a score of 5 on the AP English Literature exam, or a score of 6 or 7 on the Higher Level IB English exam, or permission of the instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** English majors, not open to first-year students

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

**Writing Skills Notes:** All tutorials (at least in English) are by definition Writing Skills courses. Students will write either the main paper or a response critique in alternate weeks. Students will also have the opportunity to revise.

**Attributes:** ENGL Criticism Courses  ENGL Literary Histories A

Spring 2021

TUT Section: RT1  TBA  Stephen Fix

**ENVI 212 (S) The Economics and Ethics of CO2 Offsets**  (WS)

**Cross-listings:** POEC 214  ENVI 212  ECON 214

**Secondary Cross-listing**

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

**Class Format:** This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

**Requirements/Evaluation:** a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

**Prerequisites:** ECON 110 or the equivalent, permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

**Writing Skills Notes:** Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument.
Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy  POEC Comparative POEC/Public Policy Courses

Spring 2021
TUT Section: RT1  TBA  Ralph M. Bradburd

ENVI 219  (F)  Evolution of and on Volcanic Islands  (WS)
Cross-listings: GEOS 220  ENVI 219

Secondary Cross-listing
Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote, one-hour weekly meetings with tutorial partner and instructor
Requirements/Evaluation: five 5-page papers and critiques of partner’s papers
Prerequisites: 100-level GEOS course or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Geosciences majors and students with a demonstrated interest in geosciences
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions:  (D3)  (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 220  (D3)  ENVI 219  (D3)

Writing Skills Notes: Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.
Attributes: ENVI Natural World Electives  GEOS Group C Electives - Solid Earth

Fall 2020
TUT Section: RT1  TBA  Paul M. Karabinos

ENVI 222  (F)  Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics  (WS)
Cross-listings: GEOS 221  ENVI 222  LEAD 221

Secondary Cross-listing
Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S.
politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

**Attributes:** ENVI Environmental Policy  EXPE Experiential Education Courses  GEOS Group A Electives - Climate + Oceans

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### ENVI 243 (S) Reimagining Rivers

**Cross-listings:** ENVI 243  ANTH 243

**Primary Cross-listing**

Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

**Class Format:** This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week. Sessions will be held in-person and remotely.

**Requirements/Evaluation:** Each week, each student will either write a 4-5-page essay on assigned readings or write a 2-page critique of a partner’s paper.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 15

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 243 (D2) ANTH 243 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives
ENVI 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Primary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate week

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners' essays; evaluation will be based on essays, oral responses, and quality of discussion

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2021

TUT Section: RT1 TBA Julie A. Pedroni

ENVI 245 (F) Hydrothermal Vents (WS)

Cross-listings: GEOS 245 MAST 245 ENVI 245

Secondary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.
Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Attributes: ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Fall 2020
TUT Section: RT1 TBA Lisa A. Gilbert

ENVI 261 (S) Science and Militarism in the Modern World

Cross-listings: STS 261 ENVI 261

Primary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films, photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

Class Format: This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

Requirements/Evaluation: Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: ENVI and STS majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 261 (D2) ENVI 261 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2021
TUT Section: RT1 TBA Brittany Meché

ENVI 272 (S) Earth Hazards and Risks (WS)

Cross-listings: ENVI 272 GEOS 272
Secondary Cross-listing

As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How we evaluate our risks from hazards is important for how we make decisions for ourselves and how we engage with others in decision-making. In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 272 (D3) GEOS 272 (D3)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Attributes: ENVI Natural World Electives GEOS Group B Electives - Sediments + Life

Spring 2021

TUT Section: RT1  TBA  Lisa A. Gilbert

ENVI 491  (F)  The Suburbs

Cross-listings: AMST 490  ENVI 491  HIST 491

Secondary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: Remote for fall 2020. As in a regular semester, I’ll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners’ and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
SOC 248 (D2) GBST 247 (D2) RUSS 248 (D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2020

TUT Section: RT1    TBA    Olga Shevchenko
GBST 412 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: LEAD 412 REL 412 ASST 412 GBST 412 HIST 496

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 412 (D2) REL 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Attributes: HIST Group B Electives - Asia

GEOS 220 (F) Evolution of and on Volcanic Islands (WS)

Cross-listings: GEOS 220 ENVI 219

Primary Cross-listing

Plate tectonic theory accounts for the vast majority of volcanic islands in ocean basins. They form above mantle plume hot spots (Hawaiian and Galapagos Islands), subduction zones (Aleutian and Indonesian arcs), and mid-ocean ridges (Azores and Ascension Island). Iceland is unusual because it is located above a hot spot and the mid-Atlantic ridge. Each plate tectonic setting produces chemically distinctive magmas, and the lifespan of volcanic islands varies widely. Islands above hot spots may be geographically remote and emergent for only several million years, but be part of a long-lived sequence of islands that persists for over a hundred million years. In contrast, island arc volcanoes belong to long geographically continuous chains of volcanoes, commonly in close proximity to continents. This tutorial explores the geologic evolution and lifespan of volcanic islands from formation to submergence, and searches for correlations between these characteristics and plate tectonic setting. We will also consider how geographic isolation, areal extent, lifespan, and climate affect biological evolution on volcanic islands. There will be weekly tutorial meetings with pairs of students, and students will alternate writing papers on assigned topics. This course is in the Solid Earth group for the Geosciences major.

Class Format: Remote, one-hour weekly meetings with tutorial partner and instructor
**Requirements/Evaluation:** five 5-page papers and critiques of partner’s papers

**Prerequisites:** 100-level GEOS course or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Geosciences majors and students with a demonstrated interest in geosciences

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 220 (D3) ENVI 219 (D3)

**Writing Skills Notes:** Students will write five 5-page papers and will receive instructor feedback on how to improve their writing skills and formulate sound arguments.

**Attributes:** ENVI Natural World Electives  GEOS Group C Electives - Solid Earth

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Fall 2020

TUT Section: RT1  TBA  Paul M. Karabinos

**GEOS 221 (F) Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics** (WS)

**Cross-listings:** GEOS 221  ENVI 222  LEAD 221

**Primary Cross-listing**

Former President Barack Obama once said: "There’s one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

**Class Format:** Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

**Requirements/Evaluation:** weekly papers (2 - 5 pages in length) and a final oral presentation

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** sophomores, Geosciences and Environmental Studies juniors and seniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)

**Writing Skills Notes:** You will learn to write in a variety of policy-focused formats

**Attributes:** ENVI Environmental Policy  EXPE Experiential Education Courses  GEOS Group A Electives - Climate + Oceans
GEOS 245 (F) Hydrothermal Vents (WS)

Cross-listings: GEOS 245 MAST 245 ENVI 245

Primary Cross-listing

Hydrothermal vents are perhaps the most alien places on Earth. Many are located on active volcanoes, especially at mid-ocean ridges, where magma super-heats water to form underwater hot springs. Others are located at deep-sea fracture zones, where the exothermic reaction of serpentinization provides the heat to drive hydrothermal circulation. Hydrothermal vents are extreme environments which host unique organisms, like giant tubeworms and giant hydrothermal clams, that are found only at these deep sea oases. This tutorial will examine how and where hydrothermal vents form, the strange and ancient life there, and why they are relevant despite feeling so far removed from our daily lives. Hydrothermal vent science draws on geology, physics, chemistry, and biology, so prior interest or coursework in one or more of those fields is suggested. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Five 5-page papers, critiques of tutorial partner's papers, final reflection, and participation

Prerequisites: none, open to all students

Enrollment Limit: 10

Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Attributes: ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)

Writing Skills Notes: Five 4- to 5-page papers distributed throughout the semester. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: GEOS Group C Electives - Solid Earth

Spring 2021
TUT Section: RT1  TBA  Paul M. Karabinos

GEOS 272 (S) Earth Hazards and Risks (WS)

Cross-listings: ENVI 272  GEOS 272

Primary Cross-listing

As individuals, communities, and societies we live with risk from a variety of natural hazards. Depending on where we live, we may be more at risk from hurricanes, volcanoes, earthquakes, flooding, landslides, drought, wildfire, asteroids, or other hazards. Which hazards can be predicted? How far in advance and with what uncertainty? How we evaluate our risks from hazards is important for how we make decisions for ourselves and how we engage with others in decision-making. In this tutorial, we will examine the innovative ways earth scientists currently forecast these hazards. Students will use geospatial and time series data to assess the comparative risks of several hazards at a location that is significant to them (e.g., hometown, site of personal/historical importance). We will combine forecasting effectiveness with vulnerability assessments to strategize ways of proactively mitigating risk. This course is in the Sediments and Life group for the Geosciences major.

Class Format: This class will meet remotely. Students will meet in pairs or small groups weekly with the instructor for one hour. The entire class will meet once at the beginning of the semester for organizational purposes and at the end of the semester for a synthesis.

Requirements/Evaluation: Assessment will be based on participation, tutorial papers, peer reviews, presentations, and a final paper.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 272 (D3) GEOS 272 (D3)

Writing Skills Notes: Students will write four (5 page) tutorial papers evaluating the predictability/uncertainty of Earth-related hazards and make short (5 minute) presentations assessing risk of the hazard in their hometown or other location. A final (10 page) paper will synthesize two of the hazards and ability of forecasts to mitigate associated risks. Students will give/receive feedback in the form of peer reviews and receive frequent feedback from the instructor.

Attributes: ENVI Natural World Electives  GEOS Group B Electives - Sediments + Life

Spring 2021
TUT Section: RT1  TBA  Lisa A. Gilbert

GEOS 401 (F) Global Tectonics and the Rise of Mountains (WS)

Fifty years after the sea-floor spreading hypothesis was first verified using magnetic anomalies, we have spectacular data sets from paleomagnetism, seismology, volcanism, the Global Positioning System, and digital elevation models that provide rich details into the kinematics and mechanisms of present and past plate motions. We will read journal articles to explore how plate tectonics can help explain the evolution of mountain belts with special emphasis on the Appalachians.

Class Format: Remote, weekly one-hour meetings with tutorial partner and instructor
**Requirements/Evaluation:** five papers based on journal articles, and critiques of partner's papers

**Prerequisites:** GEOS 203, 302, or 303 or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** senior Geosciences majors, then juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Unit Notes:** As a 400-level seminar, this capstone course is intended to build on and extend knowledge and skills students have developed during previous courses in the major

**Distributions:** (D3) (WS)

**Writing Skills Notes:** Five 5-page papers throughout the semester based and journal articles. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

**Attributes:** GEOS Group C Electives - Solid Earth

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**GERM 110 (F)** Spies Like Us: Espionage, Surveillance, and Protest in German Cinema and Literature (WS)

**Cross-listings:** COMP 109  GERM 110

**Primary Cross-listing**

This First Year tutorial, available in English, investigates the mutual mistrust between the two Germanies in the Cold War period up until the peaceful popular protests that brought down the Berlin Wall. The political tensions between communist East Germany, the German Democratic Republic (GDR) and its capitalist Western counterpart, the Federal Republic (FRG), created a fascinating culture of governmental spying, but also led to aggravated periods of state surveillance of its own citizens. How were families affected across generations by these divisive politics, including the two states' differing treatment of the Nazi legacy? What was the involvement of the KGB and the CIA? How did East German intelligence try to destabilize the West from inside? Which locations in Berlin served as centers for spying, given that the city's terrain is quite flat and exposed? High-profile cases of conflicting loyalties include the Guillaume spy affair that brought down Willy Brandt as Chancellor of the FRG in 1974, and the Brasch family in the GDR, where the father, a communist true believer, turned his three sons over to the Stasi for their dissident activism and engaged art. We will debate filmic treatments of the recruitment of spies as double agents (Coded Message for the Boss, 1979), the chilling effects of police surveillance during the Baader-Meinhof radical left terrorist attacks (The Lost Honor of Katharina Blum, 1975; Knife in the Head, 1978) the afterlives of former terrorists who were offered new identities as 'ordinary' East Germans (The legend of Rita, 2000), to the effects of the Stasi files becoming accessible to their victims after the fall of the wall (Es ist nicht vorbei, Anderson). We will also discuss popular film representations of spying in Lives of Others (2007) and Bridge of Spies (2015), and selected episodes from the popular TV-series Germany 83 and 86 (2018). Literature will likely include: Thomas Brasch, The Sons Die Before the Fathers (1977), Christa Wolf, What Remains (1993), Monika Maron, Flight of Ashes (1981), Heinrich Böll, The Lost Honour of Katharina Blum (1974). All texts in English, films have English subtitles.

**Class Format:** Students in this course will be separated into small tutorial groups of 3 students, in order to promote intensive exchange of ideas. In a typical week, the students in each group will: (1) study a substantial "text" or film; (2) watch mini-lectures or power points by the instructor to supplement the assigned primary texts.

**Requirements/Evaluation:** 5 5-page tutorial papers and 2-page responses (in English)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** First Years, in groups of 3 students.

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 109 (D1) GERM 110 (D1)

**Writing Skills Notes:** This tutorial will teach students to analyze visual media and fiction in German Studies in combination with secondary sources
from a variety of related disciplines (History, Political Science, journalism). The toggling between these different types of sources promotes critical thinking skills.

Fall 2020
TUT Section: RT1  TBA  Helga Druxes

GERM 304  (S)  Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall
Cross-listings:  WGSS 304  GERM 304

Primary Cross-listing
In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country’s international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, the 1968 student revolution, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Elsner, *Riesenzwerge*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, *Faserland*, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader-Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

Class Format: remote
Requirements/Evaluation: alternating 4-page tutorial papers in German, and 2-page critiques
Prerequisites: GERM 202 or permission of the instructor
Enrollment Limit: 12
Enrollment Preferences: German majors
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Materials/Lab Fee: $80 books
Distributions: (D1)
This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 304 (D1) GERM 304 (D1)

Spring 2021
TUT Section: RT1  TBA  Helga Druxes

HIST 109  (S)  The Iranian Revolution  (DPE) (WS)
Cross-listings: ARAB 109  HIST 109

Primary Cross-listing
The Iranian Revolution was a major turning point in world history that resulted in the establishment of the Islamic Republic of Iran. This tutorial will evaluate the causes and impact of the revolution and how this seminal event continues to have widespread repercussions around the globe. The first weeks will explore the history of pre-revolutionary Iran with special attention to religious and intellectual trends such as the ideas of Ayatollah Ruhollah Khomeini, Jalal al-e Ahmad, and Ali Shariati. We will then evaluate the revolution itself including the US hostage crisis, the downfall of the Shah Muhammad Reza Pahlavi Shah, and how Khomeini’s vision of society became paramount. Finally, we will explore the aftermath of the revolution including Iran’s geopolitics, the nature of the theocratic system in Iran as well as how the revolution impacted every day lives of Iranians in Iran and abroad particularly how they reflect on the revolution in memoirs, films, and literature.

Class Format: Hybrid
Requirements/Evaluation: Weekly meetings. Weekly papers - either a 5 page primary paper or a 2-3 page response paper.

Prerequisites: No prerequisites.

Enrollment Limit: 10

Enrollment Preferences: First Years and Sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ARAB 109 (D2) HIST 109 (D2)

Writing Skills Notes: As a tutorial, students are expected to regularly write analytical and critical papers on the readings. They will receive regular and consistent feedback from the instructor and their partner and will be given the opportunity to re-write some of their assignments.

Difference, Power, and Equity Notes: The Iranian Revolution, like other major social movements, offered a compelling critique of the status quo and promised a more just society that would be more equitable for all Iranians. The tutorial will consider the relationship between the rhetoric of the Revolution and the lived reality, especially how this seminal event impacted the lives of ordinary Iranians. Was the Revolution simply a change in the composition of the political elite or did it yield new realities and more access for Iranians?

Attributes: HIST Group E Electives - Middle East

Spring 2021

TUT Section: HT1 TBA Magnús T. Bernhardsson

TUT Section: HT2 TBA Magnús T. Bernhardsson

HIST 134 (F) The Great War (WS)

In November 2018, world leaders gathered in France to commemorate the centennial of the end of the First World War. Yet the armistice that brought hostilities on the Western Front to a close on the eleventh hour of the eleventh day of the eleventh month of 1918, did not have the same significance for Eastern Europe and the Middle East, where revolutions and civil wars continued to be fought well into 1923. Ultimately, the Great War toppled four empires (German, Habsburg, Russian, and Ottoman) and forcibly displaced and killed millions of civilians (including Armenians and Jews), creating new countries and colonies throughout Europe, the Middle East, and Africa. This tutorial will explore the global history of the First World War, a history that is indispensable for understanding the world of today. We will consider a broad range of topics and sources in our examination of the political, social, cultural, economic, and military histories of the Great War and its aftermath.

Requirements/Evaluation: bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper.

Prerequisites: permission of instructor

Enrollment Limit: 10

Enrollment Preferences: first- and second-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Bi-weekly 5- to 7-page papers; one formal paper revision. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia HIST Group G Electives - Global History

Fall 2020

TUT Section: RT1 TBA Alexandra Garbarini

HIST 166 (F) Cold War Films (WS)

This history tutorial utilizes popular film as a vehicle to explore American Cold War culture. The Cold War was an intense period of political, ideological, cultural, and military struggle between the United States and the Soviet Union that took place after the Second World War. For every
nuclear test, arms sale, or military operation, there was a propaganda ploy, rhetorical barb, or diplomatic ultimatum to match. Amidst this hostile competition between two incompatible ways of life--communism and capitalism; totalitarianism and democracy--an atmosphere marked by panic, secrecy, insecurity, paranoia, surveillance, and conformity pervaded American life. Given the vast cultural influence of movies, film during this era served as a vital ideological battleground. Moreover, cinema offers us a window into the cultural landscape of Cold War America, for film reflects, interprets, and shapes national identity in complex ways. The films examined in this course (for the most part, Hollywood productions from the mid-1940s to the mid-1960s) serve as unique historical documents and as cultural texts illuminating the ways filmmakers and audiences negotiated the challenges presented by the Cold War struggle. The films assigned for this course focus on a range of topics, including anticommunism, competing visions of Americanism, religion, the Hollywood Ten, J. Edgar Hoover and the FBI, the nuclear arms race, brainwashing, gender, race relations, and the eventual unravelling of the Cold War consensus. The historical analysis of film requires not only a close reading of the movies themselves, but also a clear understanding of the historical context in which they appeared. The readings paired with each film will help to clarify this context and offer interpretations of the films with which we will engage.

**Class Format:** In general, tutorial sessions will be held via Zoom. Should all students in a tutorial grouping request an in-person meeting, that request will be accommodated pending the availability of an appropriate room. A few larger group meetings will be held throughout the semester, in person for on-campus students and on Zoom for remote students.

**Requirements/Evaluation:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers’ work. These writing assignments will be evaluated alongside preparedness for and performance in tutorial discussions.

**Prerequisites:** None, open to all students.

**Enrollment Limit:** 10

**Enrollment Preferences:** First and second year students will be given priority. If the course is overenrolled, students will be asked to complete an enrollment questionnaire.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will be required to complete formal writing assignments each week, alternating between 4-page reading response papers and 2-page critiques of their peers’ work. They will receive feedback on each of these papers—in writing and in person—from both the professor and their tutorial partners. Throughout the semester these writing assignments will total 25-30 pages.

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**HIST 482 (F) Race and American Foreign Relations (WS)**

From its origins, American society has been suffused with notions of white superiority and racial hierarchies that have underpinned the nation's foreign policy. Ideologies of race factored heavily into the nineteenth century process by which the United States expanded its territorial control across the North American continent and established an empire of its own. Racialized thinking persisted at the heart of U.S. foreign relations in the twentieth century, influencing everything from the administration of empire in the Caribbean and the Pacific and commercial expansion into central America to the decision to use nuclear weapons against Japan, the diplomatic path to war in Vietnam, and more. The defeat of fascism and Nazism in World War II posed serious challenges to the premises of white supremacy, while ushering in a Cold War that would become inextricably bound with the process of decolonization. American diplomats were forced to recon with the challenges domestic racism posed to their foreign policy goals, while black internationalists became increasingly involved with global struggles for liberation and equality. While the global color line grew more hotly contested, white supremacist thinking proved as enduring as it was mutable. This upper division tutorial surveys leading scholarship on a range of topics that centers race as a category for understanding American foreign relations.

**Class Format:** This tutorial can be take entirely remotely. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Requirements/Evaluation:** Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

**Prerequisites:** None, open to all students

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to history majors and students with prior coursework related to U.S. foreign relations. If the course
is overenrolled, students may be asked to complete a questionnaire to determine enrollment.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**Writing Skills Notes:** Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers' writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners.

**Fall 2020**

TUT Section: RT1  TBA   Jessica Chapman

**HIST 483 (S) Sport and Diplomacy (DPE) (WS)**

Sport has emerged in recent years as a hot topic of study among diplomatic historians. Once considered a marginal topic, sport is now seen as a critical window into the world of international relations. Recent works address not only official state policies pertaining to international sport, but also issues of nationalism, imperialism, racial ideologies, transnational migration, public diplomacy, culture in foreign relations, and the role of sport governing bodies in the international system. In this tutorial, students will read key essays and monographs that contribute to this emerging literature, alongside state-of-the-field essays that explore the methodological and thematic approaches that historians have used to grapple with the complex interactions between countries, peoples, and cultures that occur within the realm of sport.

**Class Format:** This course will be remote. If conditions allow, I may set up in-person tutorial sessions for on-campus students.

**Requirements/Evaluation:** Students will write and present orally six essays (5-7 pages each) on assigned readings each week; students not presenting an essay in a given week will produce a 2-3 page written critique

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and students with some prior course work in foreign relations and/or international history

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**Writing Skills Notes:** Students will each write six (6) tutorial papers of 5-7 pages and six (6) critiques of 2-3 pages. The professor will provide weekly written feedback on each of these papers, and they will be discussed at length in tutorial sessions.

**Difference, Power, and Equity Notes:** Modern sport emerged in a colonial context as a means of asserting and maintaining control and has become a key site of contestation over the color line in both domestic and international contexts. International sport competitions like the Olympics and the World Cup have served as proxies for military power and showcases for national cultures in ways that have both revealed and concealed ongoing racial tensions. This course explores diversity, power, and equity in international sport.

**Attributes:** HIST Group F Electives - U.S. + Canada  HIST Group G Electives - Global History

**Spring 2021**

TUT Section: RT1  TBA   Jessica Chapman

**HIST 484 (F) Victorian Psychology (WS)**

Although the Victorian era has traditionally been considered a psycho-social model of emotional inhibition and sexual prudery, recent studies, by scholars in various disciplines, have demonstrated that this characterization grossly oversimplifies the attitudes toward emotional and sexual life held by Europeans and Americans in the second half of the nineteenth century. This course will investigate professional and popular ideas about human psychology during the Victorian era. We will attempt to define and understand what people thought and felt about insanity, the unconscious, dreams, sexuality, the relationship between natural impulses and civilized society, child psychology and development, the psychological differences between men and women, the relationship between the physical and the psychical. The course will concentrate on the close reading and analysis of primary documents from the era.

**Class Format:** This tutorial will be taught remotely on Zoom. Once they have been selected, student pairs will meet with the professor for an hour at a
regularly scheduled time each week. 

Requirements/Evaluation: Students will meet with the instructor using Zoom in pairs once a week. Every other week each student will present a paper of approximately 5-7 pages on a topic determined by the instructor, due by 5pm the day before the tutorial meeting. The student not writing the paper will critique the paper written by their tutorial partner. Each student will write six papers and serve as a critic on the six papers of their tutorial partner.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Junior and senior History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: Fulfills the department's seminar requirement for graduation with a degree in History

Distributions: (D2) (WS)

Writing Skills Notes: As a tutorial, with each student writing a paper every other week, this course meets the writing skills requirement.

Attributes: HIST Group C Electives - Europe and Russia

Fall 2020

TUT Section: RT1 TBA Thomas A. Kohut

HIST 485 (S) Freud: A Tutorial (WS)

Cross-listings: PSYC 158 HIST 485

Primary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, Civilization and Its Discontents. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 158 (D2) HIST 485 (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
**HIST 488 (F) Fictions of African American History** (DPE) (WS)

**Cross-listings:** HIST 488 AMST 488

**Primary Cross-listing**

This course examines African American fiction, largely from the late 19th and very early 20th century. These Black authors, none of them professional historians, try to bring African American History to light in an era before this history was taken seriously by the white academy. Many of the authors we examine were activists and journalists who set their novels and short stories during Slavery and Emancipation. We will consider inherently radical act of reading and writing in a society where black literacy was illegal until after the Civil War. Alongside the fiction we will read modern historiography of the era. We will also delve into some of slave narratives published after Emancipation. Readings will include works by Booker T. Washington, James Weldon Johnson, Charles Chesnutt, Paul Laurence Dunbar, and Sutton Griggs. This is a tutorial and will be taught online.

**Requirements/Evaluation:** Every week a student will write either an essay or a critique. For the final assignment students may either write a review of 2-3 works of historiography OR substantially revise an essay or critique they did during the semester.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** History, Africana, and American Studies Majors will have preference. As well as students who have never taken a tutorial.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 488 (D2) AMST 488 (D2)

**Writing Skills Notes:** Students will write every week (essays and critiques) and receive feedback from their partners and from the professors. The final assignment of the semester is major revision of a one essay or critique. Students will receive feedback on their paper's organization and argument as well as points of style. Since we will be reading both fiction and historiography, we will discuss as a group the different challenges each form poses to essay writing.

**Difference, Power, and Equity Notes:** African Americans writing during this time lived under the laws and customs of Jim Crow and White Supremacy. Lacking political power, they turned to the power of the written word. We will evaluate the way writing and fiction helped ameliorate (or not) the racial power structures.

**Attributes:** HIST Group F Electives - U.S. + Canada

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**HIST 489 (F) Appropriating History. Who Owns the Past?** (DPE) (WS)

**Cross-listings:** HIST 489 ARAB 408

**Primary Cross-listing**

Who owns the past? How have modern states appropriated history? The political use of history is a critical ingredient in any nationalist discourse. In such narratives, the selective utilization of archaeology and ancient history often serves important functions in articulating a conscious and deliberate national history. Thus, in nationalist renderings, archaeological sites and artifacts are not merely relics of the past; they can also be potent and conspicuous symbols of national identity for the modern nation-state. In the Middle East, with its rich archaeological heritage, the relationship among politics, nationalism, and archaeology has been particularly strong and interesting. This tutorial addresses the powerful nexus between history and nationalism with a special emphasis on the Middle East. It will explore the battle over who controls history and the "stuff" of history such as antiquities, land, heritage sites, and museum exhibitions and how that control has expressed itself in several Middle Eastern countries, including Iraq, Israel,
Turkey, Egypt, Lebanon, and Iran. Furthermore, it will discuss how archaeology entered the political discourse, the ethics of repatriation and appropriation, and archaeology's role in contested terrains and political disputes.

**Class Format:** This tutorial can be taken entirely Remote. On campus students may request in-person tutorial sessions, pending the agreement of other students and the availability of appropriate rooms.

**Requirements/Evaluation:** Format: tutorial. Requirements: 5-7 page essays or 2-3 response papers due each week

**Prerequisites:** None, though a demonstrated interest in the Middle East is important.

**Enrollment Limit:** 10

**Enrollment Preferences:** Seniors and to History and Arabic Studies majors.

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 489 (D2) ARAB 408 (D2)

**Writing Skills Notes:** As a tutorial, students will receive extensive feedback on their writing each week both from the professor and their partner. Further, students will be given the opportunity to rewrite two of their papers in light of the criticism that they receive during the semester.

**Difference, Power, and Equity Notes:** This is a tutorial on a particular form of power, namely how the powerful seek to control the past. The ultimate question that this tutorial seeks to answer is: who owns the past? Which history is emphasized and which histories are overlooked? How do modern nation states in different Middle Eastern states cherry-pick the past in order to maintain and develop a national narrative that is suitable to the political and economic powers often at the expense of religious or linguistic minorities.

**Attributes:** HIST Group E Electives - Middle East

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**HIST 490 (S) Memory, History, and the Extermination of the Jews of Europe** (WS)

**Cross-listings:** HIST 490 JWST 490

**Primary Cross-listing**

This course is about the postwar legacy of the Holocaust. Nazi Germany’s extermination of European Jews has come to be a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

**Class Format:** Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

**Requirements/Evaluation:** Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise is a thought piece on the issues raised in the tutorial to cap off the semester's work.

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10
Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 490 (D2) JWST 490 (D2)

Writing Skills Notes: Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

Attributes: HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2021
TUT Section: RT1 TBA Alexandra Garbarini

HIST 491 (F) The Suburbs

Cross-listings: AMST 490 ENVI 491 HIST 491

Primary Cross-listing

The suburbs transformed the United States. At the broadest level, they profoundly altered spatial residential geography (especially in terms of race), consumer expectations and behavior, governmental policies, cultural norms and assumptions, societal connections, and Americans’ relationship to nature. More specifically, the different waves of post-World War II suburban development have both reflected large-scale shifts in how power and money have operated in the American political economy; and set in motion deep-seated changes in electoral politics, in Americans’ understandings of how their income should be used, and in how the built landscape should be re-imagined. This tutorial will explore the rich historical literature that has emerged over the last twenty years to provide students with a history of the suburbs, to see the suburbs as more than simply collections of houses that drew individual homeowners who wanted to leave urban areas. We will focus most of our attention on the period from 1945 through the 1980s. Some of the questions we will consider will include: how did the first wave of suburban development bring together postwar racial and Cold War ideologies? Is it possible, as one historian has argued, that suburbs actually created the environmental movement of the 1960s? And how have historians understood the role that suburbs played in America’s conservative political turn, leading to the election of Ronald Reagan?

Class Format: Remote for fall 2020. As in a regular semester, I’ll work with enrolled students to set up a schedule for our tutorial meetings, which will occur online. At a couple junctures during the semester, we will also try to meet online as a whole class, as well as have a few small group discussions.

Requirements/Evaluation: typical tutorial format; every other week, students will write and present orally a 5- to 7-page essay on the assigned readings; on alternate weeks, students will write a 2-page critique. During two of the weeks of the semester (around the middle of the semester and at the end), all students will write papers that explore a common question or theme.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History majors and students with previous coursework in History

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 490 (D2) ENVI 491 (D2) HIST 491 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives HIST Group F Electives - U.S. + Canada

Fall 2020
TUT Section: RT1 TBA Karen R. Merrill

HIST 495 (S) Stalinism (WS)

The quarter century during which Joseph Stalin ruled the Soviet Union witnessed some of the twentieth century’s most dramatic events: history’s fastest plunge into modernity, an apocalyptic world war, and the emergence of a socialist state as a competitive world power. This tutorial will offer students a deep dive not only into the historical depths of the Stalin era but into the gloriously complex historiographical debates that surround it. Some
of the questions that will animate the readings, writings, and discussions that tutorial students will engage in are as follows: Did Stalin depart from or represent a continuation of the policies introduced by his predecessor Vladimir Lenin? Did he rule in a totalitarian fashion or in ways comparable to other twentieth century regimes? Were his policies destructive or possibly productive? And perhaps most boggling of all: why did no one resist Stalinist rule?

Class Format: TBD

Requirements/Evaluation: Each week, a student either will write a 5-7-page essay on the assigned readings or will be responsible for offering an oral critique of their partner's work. Both tutorial partners will be responsible for completing 200-300 pages of reading each week.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write five 5-to-7-page papers on which the instructor will provide written feedback regarding grammar, style, and argument. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group C Electives - Europe and Russia

Spring 2021

TUT Section: RT1  TBA  Yana Skorobogatov

HIST 496 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: LEAD 412 REL 412 ASST 412 GBST 412 HIST 496

Primary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 412 (D2) REL 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to
engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner’s paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Attributes: HIST Group B Electives - Asia

Fall 2020
TUT Section: RT1 TBA Aparna Kapadia

INTR 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219

Primary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020
TUT Section: RT1 TBA Joy A. James

INTR 220 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA (DPE)

Cross-listings: AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

Primary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and Seniors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1 TBA Joy A. James

JLST 272 (S) Free Will and Responsibility (WS)

Cross-listings: PHIL 272 JLST 272

Secondary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we’re all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We’ll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)

Prerequisites: one PHIL course

Enrollment Limit: 10

Enrollment Preferences: current and prospective Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 272 (D2) JLST 272 (D2)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Spring 2021
TUT Section: RT1 TBA Melissa J. Barry

JWST 490 (S) Memory, History, and the Extermination of the Jews of Europe (WS)

Cross-listings: HIST 490 JWST 490

Secondary Cross-listing

This course is about the postwar legacy of the Holocaust. Nazi Germany’s extermination of European Jews has come to be a moral and cultural touchstone for people in Europe and in many other parts of the world. This tutorial explores a series of topics from the immediate aftermath of the Second World War to the present. Engaging with a wide-range of sources, we will wrestle with historical, legal, moral, political, and cultural issues and debates that have emerged out of the confrontation with the extermination of the Jews of Europe. They include: Why was the Holocaust "unprecedented" and "unimaginable"? Is it a Jewish story or universal story? Does the Holocaust raise different issues than other historical events for the historian? How should the Holocaust be represented in words and images, and what are the implications of different means of representing it? Has Germany faced up to its past? Were Germans also victims of World War II? Who were the "bystanders" as compared to the "perpetrators"? Were the
postwar trials of perpetrators a travesty of justice? What "lessons" have we learned and should we learn from the Holocaust? By the end of the course, students will have grappled with the ongoing controversies that have arisen among scholars, artists, governments, and lay people about the meaning of the Holocaust for the postwar world. In a world in which extraordinary acts of violence continue to be perpetrated and many nations' pasts are marked by episodes of extreme criminality and/or trauma, exploring the manner by which one such episode has been remembered, avenged, and adjudicated has relevance for considering other societies' efforts to confront their own traumatic pasts.

**Class Format:** Remote; tutorial; class time consists of weekly one-hour sessions with the instructor and a fellow student

**Requirements/Evaluation:** Every other week the student will write and present orally a 5- to 7-page paper on the assigned readings of that week; on alternate weeks, the student will write a 2-page critique of the fellow student's paper; a final written exercise is a thought piece on the issues raised in the tutorial to cap off the semester's work.

**Prerequisites:** permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** History majors and Jewish Studies concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 490 (D2) JWST 490 (D2)

**Writing Skills Notes:** Bi-weekly 5- to 7-page- papers. Students will receive regular and individualized feedback on their writing to help them work on different writing issues throughout the semester.

**Attributes:** HIST Group C Electives - Europe and Russia JWST Capstone Course JWST Core Electives

Spring 2021

TUT Section: RT1 TBA Alexandra Garbarini

**LEAD 219 (F) Women and Girls in (Inter)National Politics** (DPE)

**Cross-listings:** INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219

**Secondary Cross-listing**

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1 TBA Joy A. James
LEAD 220  (S)  Cold War Intellectuals: Civil Rights, Writers and the CIA  (DPE)

Cross-listings:  AFR 224  PSCI 221  AMST 201  LEAD 220  INTR 220

Secondary Cross-listing

This tutorial focuses on US-based views of the Cold War. It examines how intelligence agencies and intellectuals, as well as government officials, viewed civil rights, human rights, and US hegemony. Readings include: Williams J. Maxwell (F. B. Eyes: How J. Edgar Hoover's Ghostreaders Framed African American Literature); James Baldwin (The Fire Next Time); Ralph Ellison (The Collected Essays of Ralph Ellison); Report to the President by the Commission on CIA Activities Within the United States (1975, VP Nelson Rockefeller, chair); Hugh Wilford (The Mighty Wurlitzer: How the CIA Played America); Hannah Arendt (The Origins of Totalitarianism; On Violence; "Reflections on Little Rock"); Frances Stonor Saunders (Who Paid the Piper? The CIA and the Cultural Cold War). Students alternate weekly between 5-page primary and 2-page secondary papers on assigned readings.

Requirements/Evaluation: Attend all classes; submit completed papers 24 hours before seminar meets.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Juniors and Seniors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

Difference, Power, and Equity Notes: This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021
TUT Section: RT1  TBA  Joy A. James

LEAD 221  (F)  Examining Inconvenient Truths: Climate Science meets U.S. Senate Politics  (WS)

Cross-listings:  GEOS 221  ENVI 222  LEAD 221

Secondary Cross-listing

Former President Barack Obama once said: "There's one issue that will define the contours of this century more dramatically than any other, and that is the urgent threat of a changing climate." While consensus regarding the causes and impacts of climate change has been growing steadily among scientists and researchers (and to some extent, the general public) over the past two decades, the U.S. has yet to confront this issue in a manner consistent with its urgency. This lack of action in the U.S. is at least partly due to the fact that science provides necessary but insufficient information towards crafting effective climate change legislation and the unfortunate fact that climate change has become a highly partisan issue. The primary objective of this tutorial will be to help students develop a greater understanding of the difficulties associated with crafting climate change legislation, with an emphasis on the role of science and politics within the legislative process. To this end, the tutorial will address how the underlying scientific complexities embedded in most climate policies (e.g., offsets, carbon capture and sequestration, uncertainty and complexity of the climate system, leakage) must be balanced by and blended with the different operational value systems (e.g., economic, social, cultural, religious) that underlie U.S. politics. Over the course of this tutorial, students will develop a nuanced sense of how and when science can support the development of comprehensive national climate change legislation within the current partisan climate. This course will take a practical approach, where students will craft weekly policy oriented documents (e.g., policy memos, action memos, research briefs) targeted to selected members of the current U.S. Senate Environment and Public Works Committee, the committee that has historically held jurisdiction over a majority of the major climate change bills that have moved through the legislative process. This course is in the Oceans and Climate group for the Geosciences major.

Class Format: Hybrid: this class will be mostly remote, but there may be some in-person meetings outside for those on campus and interested, weather permitting.

Requirements/Evaluation: weekly papers (2 - 5 pages in length) and a final oral presentation
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: sophomores, Geosciences and Environmental Studies juniors and seniors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 221 (D3) ENVI 222 (D3) LEAD 221 (D3)
Writing Skills Notes: You will learn to write in a variety of policy-focused formats
Attributes: ENVI Environmental Policy EXPE Experiential Education Courses GEOS Group A Electives - Climate + Oceans

Fall 2020
TUT Section: RT1 TBA Alex A. Apotsos

LEAD 312 (S) American Political Thought (WS)
Cross-listings: PSCI 312 LEAD 312
Secondary Cross-listing
From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Class Format: For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending weekly synchronous tutorial sessions.
Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science majors and prospective majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 312 (D2) LEAD 312 (D2)
Writing Skills Notes: Weekly writing with extensive attention to feedback, revision, and improvement.
Attributes: AMST Critical and Cultural Theory Electives LEAD Facets or Domains of Leadership PHIL Related Courses PSCI American Politics Courses PSCI Political Theory Courses

Spring 2021
TUT Section: RT1 MW 8:15 am - 9:30 am Justin Crowe

LEAD 412 (F) Gandhi: History, Ideas and Legacy (WS)
Cross-listings: LEAD 412 REL 412 ASST 412 GBST 412 HIST 496
Secondary Cross-listing
This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.
Enrollment Preferences: 1. sophomores, 2. first-years, 3. junior and senior GEOS majors and MAST concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GEOS 245 (D3) MAST 245 (D3) ENVI 245 (D3)

Writing Skills Notes: Students will write six 5-page papers. The first five papers will be written every other week, alternating with a tutorial partner. Students will receive oral and written feedback during a discussion with the instructor and their tutorial partner. Students will write a final 5-page reflection paper to synthesize their learning.

Attributes: ENVI Natural World Electives GEOS Group A Electives - Climate + Oceans MAST Interdepartmental Electives

Fall 2020
TUT Section: RT1 TBA Lisa A. Gilbert

MATH 102 (F) Foundations in Quantitative Skills
This course will strengthen a student's foundation in quantitative reasoning in preparation for the science curriculum and QFR requirements. The material will be at the college algebra/precalculus level, and covered in a tutorial format with students working in small groups with the professor. Access to this course is limited to placement by a quantitative skills counselor.

Requirements/Evaluation: homework, presentations during the tutorial meetings, and projects

Prerequisites: access to the course is limited to placement by a quantitative skills counselor

Enrollment Limit: 10

Enrollment Preferences: students who need most help with the quantitative reasoning

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3)

Fall 2020
TUT Section: HT1 TBA Mihai Stoiciu

MATH 315 (S) Methods for Solving Diophantine Equations (QFR)
A Diophantine equation is an equation with integer (or rational) coefficients that is to be solved in integers (or rational numbers). A focus of study for hundreds of years, Diophantine analysis remains a vibrant area of research. It has yielded a multitude of beautiful results and has wide ranging applications in other areas of mathematics, in cryptography, and in the natural sciences. In this project-based tutorial, we will focus on studying and implementing various methods for solving previously unsolved infinite families of Diophantine equations. Depending on their interests, students may choose one or several methods to apply to open problems in the field. Please note that this tutorial will be held virtually.

Requirements/Evaluation: The grade for this course will be a combination of weekly problem sets, weekly oral presentations (approx. 15 min. each), quarterly self-reflections, and a final written project manuscript that will be continually edited throughout the semester (minimum of 5 pages).

Prerequisites: MATH 250 or permission of the instructor

Enrollment Limit: 10

Enrollment Preferences: Sophomores, Juniors, and Seniors based on a short questionnaire of interests. In the event of over-enrollment, preference will be given to those that need the course to graduate.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course requires working with various number systems, performing explicit computations, and proving mathematical results using logical reasoning practices.
MATH 392 (S) Undergraduate Research Topics in Graph Theory (WS) (QFR)

Graph theory is a vibrant area of research with many applications to the social sciences, psychology, and economics. In this project-based tutorial, students will select among the presented topics and will develop research questions and undertake original research in the field. Student assessment is based on drafts of research project manuscript and presentations.

Requirements/Evaluation: presentations and written project manuscript
Prerequisites: MATH 355 or permission of the instructor
Enrollment Limit: 10
Enrollment Preferences: programming experience, students with interests in the intersection of combinatorics and graph theory
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (WS) (QFR)

Writing Skills Notes: This course will require multiple revisions of a manuscript related to the research project at hand. The final result will be a 10-20 page research article and the course will be designed as a writing intensive course.
Quantative/Formal Reasoning Notes: The course deals with mathematical research in graph theory and is a quantitative and formal reasoning course.

MATH 420 (S) Analytic Number Theory (QFR)

How many primes are smaller than x? How many divisors does an integer n have? How many different numbers appear in the N x N multiplication table? Precise formulas for these quantities probably don't exist, but over the past 150 years tremendous progress has been made towards understanding these and similar questions using tools and methods from analysis. The goal of this tutorial is to explain and motivate the ubiquitous appearance of analysis in modern number theory—a surprising fact, given that analysis is concerned with continuous functions, while number theory is concerned with discrete objects (integers, primes, divisors, etc). Topics to be covered will include some subset of the following: asymptotic analysis, partial and Euler-Maclaurin summation, counting divisors and Dirichlet's hyperbola method, the randomness of prime factorization and the Erdos-Kac theorem, the partition function and the saddle point method, the prime number theorem and the Riemann zeta function, primes in arithmetic progressions and Dirichlet L-functions, the Goldbach conjecture and the circle method, and sieve methods and gaps between primes.

Requirements/Evaluation: Regularly preparing lectures and writing expository essays in LaTeX. No exams.
Prerequisites: MATH 350 or MATH 351 and familiarity with basic modular arithmetic are hard prerequisites. Familiarity with complex analysis and abstract algebra recommended, but not required.
Enrollment Limit: 10
Enrollment Preferences: Students with complex analysis background will be given priority.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D3) (QFR)
Quantative/Formal Reasoning Notes: It's math.

MUS 272 (S) Music and Meaning (WS)

Nearly everyone finds music meaningful, but what exactly does it mean? Without the help of words, this largely non-referential art presents special
challenges to interpretation. While most would agree that musical sounds can do such things as mimic the rumbling of thunder, evoke the countryside, suggest the act of chasing, or express rage, the capacity of music to convey meaning remains controversial among scholars, performers, and listeners. Some, following music critic Eduard Hanslick, assert that musical works are essentially “tonally moving forms”—patterns of sound with no reference to the world outside themselves; a work’s meaning derives solely from the interplay of musical elements. Others counter that music can signify aspects of human experience, its sounds and structures not merely referring to the outside world but even relating complex narratives. Certain writers have argued that, without the assistance of language, what music signifies remains vague, while others insist that the meaning of music is actually more precise than that of words. In this tutorial course, we will explore a range of questions regarding musical meaning. How can combinations of pitches, rhythms, and instrumental timbres signify something beyond themselves? Is the subject of musical meaning more relevant to some historical styles or genres than others? How can we determine the meaning(s) of a work? Should we concentrate on formal processes within the music? Consider socially constructed meanings? Seek the composer’s intentions? Emphasize our personal responses? What makes some interpretations more convincing than others? In grappling with these questions, students will engage with writings by Agawu, Cone, Hanslick, Kramer, Langer, Lewin, Newcomb, and Schopenhauer, among others. Music to be studied includes works by Beethoven, Schubert, Chopin, Brahms, Mahler, Tchaikovsky, Ravel, Stravinsky, Glass, and Adams.

Class Format: This course will be taught remotely. During the first and last weeks of the semester, students will attend one or two online group classes; in the other weeks, students will meet with the instructor in pairs for a one-hour, online session at a mutually convenient time.

Requirements/Evaluation: Students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner’s paper in the alternate weeks; evaluation will be based on five papers/presentations, and five responses.

Prerequisites: Ability to read music, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Any student who expresses a strong interest in the course

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner’s paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions and comments on the papers, the course will place strong emphasis on developing students’ critical thinking and writing skills.

Spring 2021

TUT Section: RT1  TBA  Marjorie W. Hirsch

MUS 273  (F) Dangerous Music  (WS)

As a largely non-referential art whose meanings are far from transparent, music might seem to pose little danger. How could mere sounds represent a threat? Yet precisely because its meanings can be obscure, enabling it to achieve its ends surreptitiously, music has intertwined with danger throughout history. With its power to stir the emotions, stimulate bodily movement, encode messages, and foment rebellion, music has often been perceived as an agent of harm. Plato claimed that too much music could make a man effeminate or neurotic, and warned that certain musical modes, melodies, and rhythms promote licentious behavior and anarchic societies. Puritans, Victorians, and totalitarians, as well as opponents of ragtime, rock ‘n roll, and rap, have also accused certain musical genres or styles of exerting dangerous influences, and sought to limit or suppress them. In Afghanistan, the Taliban banned music altogether. While music has often been unfairly accused, its potential for placing people in actual danger is undeniable. Works that are played at ear-splitting decibel levels, that call upon performers to injure themselves, that are used as a form of psychological torture, or that incite violence demand reconsideration of the widely shared view that music is fundamentally a form of entertainment.

Class Format: Will be taught remotely

Requirements/Evaluation: evaluation will be based on participation, five 5-6-page papers/presentations, and five 1-2 page responses

Prerequisites: an ability to read music is desirable but not required

Enrollment Limit: 10

Enrollment Preferences: students with demonstrated interest in music

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (WS)
Fall 2020

TUT Section: RT1  TBA  Marjorie W. Hirsch

MUS 278 (S) Carmen, 1845 to Now (DPE) (WS)

Cross-listings: MUS 278  WGSS 248

Primary Cross-listing

The story of the gypsy femme fatale Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée’s 1845 novella on which Bizet based his famous 1875 opera Carmen. We will consider various staged and film versions of the opera itself, including Francesco Rosi’s stunning 1984 movie, and discuss various other film transformations of the story, from DeMille’s 1915 silent film through Hammerstein’s 1954 all-black musical Carmen Jones, to the MTV version A Hip Hopera of 2004. Comic approaches will also be assessed, from Charlie Chaplin’s Carmen Burlesque of 1915 through Spike Jones’ 1952 Carmen Murdered! and The Naked Carmen of 1970. We will explore provocative dance interpretations ranging from Carlos Saura’s 1983 flamenco version through David Bourne’s choreography in his 2001 gay reading called The Car Man. Our journey concludes with a comparison of two post-colonial sub-Saharan African films—the Senegalese director Ramaka’s Karmen Geï (2001) and U-Carmen eKhayelitsha (2005) by the South African director Dornford-May—that push critical reaction to Bizet’s story and music beyond Western cultural boundaries.

Class Format: Remote format. After four initial 75-minute group meetings to discuss Mérimée’s novella and Bizet’s music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

Requirements/Evaluation: Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

Prerequisites: None; ability to read music useful but not necessary

Enrollment Limit: 10

Enrollment Preferences: Preference given to current or prospective Music and Women’s Gender & Sexuality Studies majors, then seniors and juniors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021

TUT Section: RT1  MW 11:45 am - 1:00 pm  M. Jennifer Bloxam

MUS 279 (F) American Pop Orientalism (DPE) (WS)

This tutorial will investigate the representation of Asians and Asian Americans in American popular culture since the late nineteenth century. Our focus will be on music’s role in Orientalist representation in a wide variety of media and genres, including Hollywood film, television, popular song, music videos, Broadway musicals, hip hop, and novels. We will begin with major texts in cultural theory (Said, Bhabha) and will attempt throughout the semester to revise and refine their tenets. Can American Orientalism be distinguished in any fundamental way from nineteenth-century European imperialist thought? How does Orientalist representation calibrate when the “exotic others” being represented are themselves Americans? Our own critical thought will be sharpened through analysis and interpretation of specific works, such as Madame Butterfly, “Chinatown, My Chinatown,”
Sayonara, Flower Drum Song, Miss Saigon, Rising Sun, M. Butterfly, Aladdin, and Weezer's Pinkerton. We will end the semester by considering the current state of Orientalism in American popular culture.

Requirements/Evaluation: five 5- to 6-page essays and five critical oral responses

Prerequisites: previous related coursework and/or musical experience is desirable, but is not required

Enrollment Limit: 10

Enrollment Preferences: students with prior related course experience

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

Writing Skills Notes: Students will receive detailed comments on each paper, allowing them to build upon those comments in subsequent writing assignments. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: Students will develop analytical and interpretive skills applicable to their future engagements with a wide range of art forms as we investigate the musical, literary, and visual techniques employed in works of exotic representation. We will focus on how popular culture has shaped and reflected perceptions of race and gender in American history since the late 19th century.

Attributes: AMST Arts in Context Electives ASAM Core Courses

Fall 2020

TUT Section: HT1 TBA W. Anthony Sheppard

MUS 352 (S) Interplay: Collaborative Traditions in Jazz

"Meaningful theorizing about jazz improvisation at the level of the ensemble must take the interactive, collaborative context of musical invention as a point of departure"—Ingrid Monson, Saying Something. Collaboration gives birth to specific musical moments, shapes the dramatic arc of whole pieces and performances, and is the foundation out of which the styles and larger artistic identities of individuals and groups arise. This class is an opportunity for advanced students of jazz music to investigate the uniquely collaborative nature of jazz language assimilation and communication. Participants will transcribe and analyze examples of musical interplay from the recorded works of the Miles Davis Quintet of the 1960's, the John Coltrane Quartet of the 1960's, and other notable jazz ensembles. They will also undertake a thorough profile of a modern-day ensemble, including a performance-based final project. Essays on jazz aesthetics by Berliner, Monson, Hobson and Rinzler among others will serve to broaden our discussions as we examine the ideas of musical collaboration and group identity through social and commercial lenses.

Class Format: hybrid

Requirements/Evaluation: an assortment of weekly writing/listening/transcription/analysis/composition/performance projects

Prerequisites: advanced jazz theory and performance skills, permission of instructor, MUS 104b, 204 highly suggested

Enrollment Limit: 10

Enrollment Preferences: Music majors, jazz ensemble members

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

Spring 2021

TUT Section: HT1 TBA Kris Allen

PHIL 109 (F) Skepticism and Relativism (WS)

Intellectually, we are ready skeptics and relativists. We doubt, we point out that no one can be certain in what she believes, and we are suspicious of declarations of transcendent reason or truth (unless they are our own). Emboldened by our confidence in skeptical arguments, we claim that knowledge is inevitably limited, that it depends on one's perspective, and that everything one believes is relative to context or culture. No domain of inquiry is immune to this destructive skepticism and confident relativism. Science is only "true" for some people, agnosticism is the only alternative to foolish superstition, and moral relativism and, consequently, nihilism are obvious. But is the best conclusion we can come to with respect to our intellectual endeavors that skepticism always carries the day and that nothing at all is true? In this tutorial, we will investigate the nature of skepticism.
and the varieties of relativism it encourages. Our readings will come primarily from philosophy, but will be supplemented with material from anthropology, physics, psychology, and linguistics. We will look at relativism with respect to reason and truth in general as well as with respect to science, religion, and morality. Along the way, we will need to come to grips with the following surprising fact. With few exceptions, thoroughgoing skepticism and relativism have not been the prevailing views of the greatest minds in the history of philosophy. Were they simply too unsophisticated and confused to understand what is for us the irresistible power of skepticism and relativism? Or might it be that our skepticism and relativism are the result of our own laziness and failure? Of course, this question cannot really be answered, nor is there any value in trying to answer it, and any "answer" will only be "true" for you. Right?

Class Format: This tutorial will convene remotely via Zoom video according to a fixed weekly schedule agreed upon by the instructor and the two tutorial participants at the beginning of the semester.

Requirements/Evaluation: participants will present substantial written work in the tutorial every other week, and will be responsible for commenting on their tutorial partner's work.

Prerequisites: none; this tutorial is an appropriate first course in PHIL.

Enrollment Limit: 8

Enrollment Preferences: first-year students; there is no need to write to the instructor indicating a special interest in the tutorial. If oversubscribed, students will be selected randomly.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Unit Notes: meets 100-level PHIL major requirement

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial essay every other week and will receive written feedback on composition and structure. Essays later in the semester will reflect the writing lessons of earlier in the semester.

Fall 2020

TUT Section: RT1 TBA Joseph L. Cruz

PHIL 127 (F)(S) Meaning and Value (WS)

What gives an individual life meaning? Pleasure? Success in fulfilling desires? Flourishing in ways distinctive to a rational agent or a human being (including, for example, developing rational capacities and self-mastery, succeeding in worthwhile projects, cultivating relationships, living morally, developing spiritually)? Can we be mistaken about how well our lives are going, or about what has value? What are the main sources of uncertainty here? Does the fact that our lives will end threaten their meaning? Can luck spoil an otherwise meaningful life? Can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Five tutorial papers (5-6 pages in length), five critiques (2-3 pages in length), and one rewrite.

Prerequisites: None. This tutorial is an appropriate first course in PHIL.

Enrollment Limit: 10

Enrollment Preferences: First-year students and potential philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: This course meets the 100-level PHIL major requirement.

Distributions: (D2) (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Fall 2020

TUT Section: RT1 TBA Melissa J. Barry

Spring 2021

TUT Section: RT1 TBA Melissa J. Barry
PHIL 202  (S)  History of Modern Philosophy

This course is a survey of 17th- and 18th-century European philosophy, with a focus on metaphysics and epistemology. Topics will include: What can we know through our senses? Can we know anything through reason alone? What is the nature of the mind? What is the nature of body? What is the relationship between mind and body? What are space and time? Are we rationally justified in drawing causal inferences? Are we justified in believing in God? Authors will include: Descartes, Locke, Berkeley, Leibniz, Hume, and Kant.

Requirements/Evaluation: This course will implement the tutorial format and be conducted remotely. Each week, students will complete the assigned readings, watch a pre-recorded lecture by the instructor (asynchronously), write an essay, and meet in pairs (or trios) with the instructor for roughly 75 minutes (synchronously). Students will take turns as the leader one week, and the respondent the next. The week's leader will write a 5- to 6-page essay on the assigned reading, due 36 hours before the meeting. The week's respondent will write a 2- to 3-page essay on the leader's essay, due at the time of the meeting.

Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: Preference will be given to Philosophy majors and to students planning to declare the Philosophy major.
Expected Class Size: 20
Grading: no pass/fail option, no fifth course option
Unit Notes: Philosophy majors must take either PHIL 201 or PHIL 202 (and can take both)
Distributions: (D2)

Spring 2021
TUT Section: RT1  TBA  Justin B. Shaddock

PHIL 211  (F)  Ethics of Public Health  (WS)

From questions about contact tracing apps to racial and age disparities in health risk and outcomes, the COVID-19 pandemic has foregrounded the importance of ethics as a key concern in public health policies and activities. Moreover, the ethical issues that are implicated in responses to the pandemic reflect the range of those manifested across the field of public health as a whole. In this course, we will survey the ethics of public health through the lens of the COVID-19 pandemic, investigating concepts and arguments that are central to the ethics of public health research and practice. For example, we will examine the ethics of disease surveillance, treatment and vaccine research, resource allocation and rationing, compulsion and voluntariness in public health measures, and social determinants of health outcomes, among other topics. To do this, we will need to become familiar with key ethical theories; think deeply about such concepts as privacy, paternalism and autonomy, exploitation, cost-benefit analysis and justice; and compare the function of these concepts in the context of the COVID-19 pandemic with the way they work in responses to other public health concerns.

Class Format: This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.
Requirements/Evaluation: Biweekly 5-7 page papers, oral commentaries, and tutorial discussions.
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: declared and prospective Philosophy majors and Public Health concentrators, students with a specific curricular need for the course, and students with a high level of interest who are unlikely to have an opportunity to take the course in a future term
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Unit Notes: Public Health concentrators may use either PHIL 211T Ethics of Public Health or PHIL 213T Biomedical Ethics to fulfill their 3-elective requirement, but they may not use both courses to do so.
Distributions: (D2)  (WS)
Writing Skills Notes: Students will write six biweekly papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.
PHIL 213 (S) Biomedical Ethics (WS)

Much like the construction of medical knowledge itself, it is from specific cases that general principles of biomedical ethics arise and are systematized into a theoretical framework, and it is to cases they must return, if they are to be both useful and comprehensible to those making decisions within the biomedical context. In this tutorial we will exploit this characteristic of biomedical ethics by using a case-based approach to examining core concepts of the field. The first portion of the course will be devoted to developing and understanding four moral principles which have come to be accepted as canonical: respect for autonomy, beneficence, nonmaleficence, and justice. The remainder of the course will consider key concepts at the core of medical ethics and central issues for the field, such as privacy and confidentiality, the distinction between killing and "letting die," and therapy vs. research. To this end, each week we will (1) read philosophical material focused on one principle or concept, and (2) consider in detail one bioethics case in which the principle or concept has special application or relevance. In some weeks, students will be asked to choose from a small set which case they would like to address; in others the case will be assigned.

Class Format: students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners' essays in alternate weeks

Requirements/Evaluation: bi-weekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

PHIL 225 (F) Existentialism

We will study the philosophical and literary works of Soren Kierkegaard, Friedrich Nietzsche, Jean-Paul Sartre, Simone de Beauvoir, and Albert Camus. What makes these thinkers "Existentialists"? It's not merely that they ask the question, "What gives meaning to a human life?" And, it's not merely that their answers invoke our freedom to determine our own identities. More than this, Existentialists emphasize the subjective relation we bear to our belief systems, moral codes, and personal identities. Existentialists investigate irrational phenomena of human life, including anxiety, boredom, tragedy, despair, meaning, death, faith, sexuality, love, hate, sadism, masochism, and authenticity. And, Existentialists express their thought in philosophical treatises as often as in literary works. In this course we will attempt to understand the dimensions in which Existentialism is a distinctive intellectual tradition.

Class Format: This course will implement the tutorial format and be conducted remotely. Each week, students will watch a pre-recorded lecture given by the professor (asynchronously), and meet in pairs or trios with the professor for roughly 75 minutes via Zoom (synchronously).

Requirements/Evaluation: Each week, students will complete the assigned readings, watch a pre-recorded lecture by the professor, write an essay, and meet in pairs or trios with the professor. Students will take turns as the leader one week, and the respondent the next. The week's leader will write a 5- to 6-page essay on the assigned reading, due 48 hours before the meeting. The week's respondent will write a 2-page essay on the leader's
essay due at the time of the meeting. At the meetings, both students will present their essays and hold a discussion. Students will be evaluated cumulatively on their essays and contributions to discussion.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: preference to Philosophy majors

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Fall 2020

TUT Section: RT1  TBA  Justin B. Shaddock

PHIL 236  (F) Contemporary Ethical Theory  (WS)

This course will examine central questions in normative ethics, including the following: Which features of actions are morally important and why (e.g., their motive, their intrinsic nature, or their consequences)? Which characteristics of persons give them moral status? How should moral equality be understood, and what is its foundation? When should we give morality priority over personal commitments and relationships, and why? What makes an individual's life go well? Are we capable of disinterested altruism, or are we motivated solely by self-interest? By which methods should we pursue these questions? We will examine these and related issues by looking in depth at contemporary defenses of consequentialist, deontological, and contractualist theories.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed upon by the instructor and participants.

Requirements/Evaluation: Six tutorial papers (5-6 pages in length) and six critiques (2-3 pages in length).

Prerequisites: at least one PHIL course or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Current and prospective philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, spaced evenly throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2020

TUT Section: RT1  TBA  Melissa J. Barry

PHIL 243  (F) The Philosophy of Higher Education: College Controversies  (WS)

What are the purposes of higher education? What are the purposes of liberal arts colleges in America? What should be the goals of Williams College? We will begin examining these questions by studying the history of controversies in American higher education, concentrating especially on debates about the curriculum. We will then turn to contemporary controversies such as campus free speech. Assigned works will include Booker T. Washington, Industrial Education, W.E.B. Dubois, The Talented Tenth, Frederick Rudolph, Williams College 1793-1993: Three Eras, Three Cultures, Michael S. Roth, Beyond the University: Why Liberal Education Matters, Allan Bloom, The Closing of the American Mind, Martha Nussbaum, Cultivating Humanity, William Deresiewicz, Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life, Greg Lukianoff and Jonathan Haidt, The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting Up a Generation for Failure, and Anthony T. Kronman, The Assault on American Excellence.

Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week. The default assumption is that this course will meet on-line. If the weather permits we could sometimes meet outside. If there is a reasonably sized well ventilated classroom we could occasionally meet there.
Requirements/Evaluation: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: I will be seeking a balance of interests and backgrounds; preference given to students who have taken at least one philosophy course.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: A 5- to 7-page paper every other week (6 in all), prepare and present a written critique of their partners’ papers in alternate weeks, and will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: PHIL Contemporary Value Theory Courses

Fall 2020
TUT Section: RT1 TBA Steven B. Gerrard

PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 244 PHIL 244

Secondary Cross-listing

What ethical standards should guide our individual and societal choices when those choices affect current and future environmental conditions? This course will introduce students to fundamental concepts, methods, and issues in environmental ethics. Initial tutorial meetings will focus on theoretical materials that will background later discussions and will include classic readings from the environmental ethics literature (e.g., Leopold, Taylor, Rolston). Subsequent sessions will pair readings about key concepts with specific cases that raise complex ethical issues, including the concept of moral standing and, e.g., people who do not yet exist, non-human individuals, species, and complex living systems; the concept of moral responsibility and complicity in environmentally damaging practices; the legitimacy of cost-benefit analysis as an environmental policy tool; and the valuation of human lives.

Class Format: Remote format. Students will meet with the professor in pairs via Zoom for approximately 75 minutes per week, writing and presenting 5- to 7-page essays every other week, and commenting orally on partners’ essays in alternate week.

Requirements/Evaluation: six essays (5-7 pages each) and six carefully prepared oral responses to partners’ essays; evaluation will be based on essays, oral responses, and quality of discussion.

Prerequisites: ENVI 101 or one course in PHIL

Enrollment Limit: 10

Enrollment Preferences: declared and prospective Environmental Studies majors and concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Unit Notes: meets Value Theory requirement only if registration is under PHIL

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 244 (D2) PHIL 244 (D2)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: ENVI Humanities, Arts + Social Science Electives EVST Culture/Humanities PHIL Contemporary Value Theory Courses

Spring 2021
PHIL 250 (S) Philosophy of Economics (WS)
The status of economics as a predictive science has been most prominently brought into question, historically, by three unpredicted yet extremely important economic events: the Great Depression of the 1930s, stagflation of the 1970s, and bursting of the mortgage bubble in 2008. The issue of prediction was also raised by economist Donald McCloskey who, in 1988, asked his fellow economists, “If you're so smart, why ain't you rich?” Some critics find predictive failures of economists unsurprising, given the frequent relapse of the latter on assumptions known to be false (e.g., that economic agents are always selfish, have perfect information, and never make mistakes) and on models that unavoidably ignore potentially relevant factors. Perhaps, then, economics is not primarily a predictive science, but instead a descriptive, historical, and/or mathematical one. In this course, relying on works by economists and philosophers, we examine the status of economics as an academic discipline, focusing on its assumptions, methods, and results.

Requirements/Evaluation: six 6- to 8-page essays, six 2- to 3-page response papers, participation in discussions
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and potential majors, then Economics majors and potential majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
Writing Skills Notes: Six 6- to 8-page essays. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.
Attributes: PHIL Contemporary Value Theory Courses

Spring 2021

TUT Section: RT1  Cancelled

PHIL 252 (F) Autopoietic Systems (WS)
Cross-listings: PHIL 252  STS 252
Primary Cross-listing

In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components—ultimately, atoms—interact in ways governed by mathematical laws, and—for Descartes and his followers—animals, too, are machines rather than organisms. Hence, Laplace’s (1814) thesis that “An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would embrace in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes.” This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theoreticians in a variety of disciplines. These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

Class Format: Virtual
Requirements/Evaluation: Presentations, responses to presentations, essays, response papers, participation in discussions.
Prerequisites: None.
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and potential majors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 252 (D2) STS 252 (D2)
Writing Skills Notes: Students will write 6 6-8 page essays and 6 2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.
Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Fall 2020
TUT Section: HT1 TBA Alan White

PHIL 272 (S) Free Will and Responsibility (WS)
Cross-listings: PHIL 272 JLST 272
Primary Cross-listing

Our practice of holding people responsible seems justified as long as their choices are free. But when does a choice qualify as free? Must it be unaffected by any outside influences? If so, freedom may seem impossible since we're all deeply influenced by factors ranging from the general laws of nature to specific features of our genetic endowment and social environment (including religion, political ideology, and advertising). These affect not only our particular choices but also, more fundamentally, who we are and what we value. The real question, then, seems to be whether, and how, free choice is possible amidst all of these influences. We'll attempt to answer this question by examining recent philosophical work on the nature of free will and responsibility.

Class Format: This tutorial will meet remotely by Zoom on a fixed weekly schedule agreed to by the instructor and participants.
Requirements/Evaluation: Five tutorial papers (5-6 pages in length) and five critiques (2-3 pages in length)
Prerequisites: one PHIL course
Enrollment Limit: 10
Enrollment Preferences: current and prospective Philosophy majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
PHIL 272 (D2) JLST 272 (D2)
Writing Skills Notes: Students will write a tutorial paper (5-6 pages in length) every other week, and a peer critique (2-3 pages in length) in alternating weeks, evenly spaced throughout the semester. The instructor will provide timely comments on writing skills, with suggestions for improvement.
Attributes: PHIL Contemp Value Theory Courses

Spring 2021
TUT Section: RT1 TBA Melissa J. Barry

PHIL 315 (F) Kant's Critique of Pure Reason

Kant’s *Critique of Pure Reason* is perhaps the most significant text in the history of philosophy. It puts an end to the Early Modern traditions of Rationalism and Empiricism, and it stands at the beginning of both the Analytic and Continental traditions in contemporary philosophy. Love it or hate it, you cannot ignore it. In this course, we will study the most important and influential chapters of the *Critique* with the help of some secondary
This course will implement the tutorial format and be conducted remotely. Each week, students will watch a pre-recorded lecture given by the professor (asynchronously), and meet in pairs with the professor for roughly 75 minutes on Zoom (synchronously).

Requirements/Evaluation: Each week, students will complete the assigned readings, watch a lecture by the professor, write an essay, and meet in pairs with the professor. Students will take turns as the leader one week, and the respondent the next. The week's leader will write a 6-page essay on the assigned reading, due 48 hours before the meeting. The week's respondent will write a 2- to 3-page essay on the leader's essay due at the time of the meeting. At the meetings, both students will present their essays and hold a discussion about the readings. Students will be evaluated cumulatively on their essays and contributions to discussion.

Prerequisites: PHIL 202

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL History Courses

Fall 2020

TUT Section: RT1  TBA  Justin B. Shaddock

PHIL 326 (S) Foucault Now (DPE) (WS)

Cross-listings: WGSS 336  PHIL 326

Primary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars that draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age, Saidiya Hartman's Wayward Lives, Beautiful Experiments (2019), Verena Ehrlenbusch's Terrorism: A Genealogy, Cressida Heyes' Anaesthetics, Ladelle McWhorter's Racism and Sexism in Anglo-America: A Genealogy, and Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition, eds. Perry Zurn and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)
Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Attributes: PHIL History Courses

Spring 2021
TUT Section: RT1 TBA Jana Sawicki

PHIL 337 (F) Justice in Health Care (WS)
Justice is a notoriously complex and elusive philosophical concept, the conditions of which are even more difficult to articulate within real world institutions and contexts than in the abstract. In this course we’ll explore justice as a fundamental moral principle and as a desideratum of the US health care system. The first portion of the course will be devoted to considering general theories of justice as well as alternative conceptions of justice specifically within the health care context. While social justice and distributive justice are deeply intertwined in the health care context and we will discuss both, we will focus primarily on the concept of distributive justice. This theoretically oriented work will provide the background for subsequent examination of specific topics, which may include, among others: justice in health care financing and reform; justice in health care rationing and access to health care, with particular attention to the intersections of rationing criteria with gender, sexuality, race, disability, and age; justice in the procurement and allocation of organs for transplantation; obesity and personal responsibility for illness; and justice in medical research, including "double standards" for research conducted in low resource settings.

Class Format: This class will be conducted remotely, via weekly synchronous tutorial meetings on Zoom or Google Meet.

Requirements/Evaluation: biweekly papers, oral commentaries, and tutorial discussions

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those with curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment, and those who are unlikely to have an opportunity to take the course in a later term

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

Writing Skills Notes: Students will write six tutorial papers of 5-7 pages in length, one of which they will revise and submit at the end of the term. In each of the tutorial papers students will describe and evaluate arguments that appear in the assigned readings, and will develop arguments in support of their own ethical positions. Students will receive written and oral feedback, concentrated particularly in the first half of the semester, to improve their ability to present clear and effective written arguments.

Attributes: JLST Interdepartmental Electives PHIL Contemporary Value Theory Courses PHLH Bioethics + Interpretations of Health

Fall 2020
TUT Section: RT1 TBA Julie A. Pedroni

PHIL 350 (S) Emotions
Philosophy is often described as thinking about thinking: variously conceived inquiries into the nature, scope and limits of human reasoning have always been at its heart. Without challenging the centrality of such projects for philosophy, this tutorial will focus on a less emphasized, but equally essential aspect of our lives: emotions. What are emotions, and how should we think about them? What is the proper ‘geography’—classification and analysis—of our emotions, and what is their relation to our somatic states, feelings, beliefs, judgments, evaluations and actions? Do we have any control over our emotions? Could we (individually and socially) educate and cultivate them? How are conscious and unconscious emotions related to a person’s action, character, and her social world? In addressing these substantive questions, we will also consider which methodological approach—if a single one can be privileged—we should adopt for examining emotions. We will try to determine what is the scope and nature of an adequate theory of emotions, what are the desiderata for such a theory, and what should count as evidence in its favor. We will examine a variety of philosophical and
scientific theories of emotion, as well as some issues concerning normative aspects of emotions: the role of emotions in a good life, and the concept of emotional maturity.

Class Format: The class will meet remotely only.

Requirements/Evaluation: Class attendance, preparedness and participation; weekly meetings with the tutorial partner outside of the class; five lead papers (5-7 pages) and five short response papers (2-3 pages).

Prerequisites: two philosophy courses.

Enrollment Limit: 10

Enrollment Preferences: philosophy majors and prospective majors, then psychology majors.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Spring 2021

TUT Section: RT1  TBA  Bojana Mladenovic

PHYS 402 (S) Applications of Quantum Mechanics  (QFR)

This course will explore a number of important topics in the application of quantum mechanics to physical systems, including perturbation theory, the variational principle and the semiclassical interaction of atoms and radiation. The course will finish up with three weeks on quantum optics including an experimental project on non-classical interference phenomena. Applications and examples will be taken mostly from atomic physics with some discussion of solid state systems.

Class Format: hybrid

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 301

Enrollment Limit: 10 per sec

Enrollment Preferences: Physics and Astrophysics Majors

Expected Class Size: 16

Grading: no pass/fail option, no fifth course option

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: This course has weekly problem sets, all of which have a substantial quantitative component.

Spring 2021

TUT Section: HT1  F 1:30 pm - 2:45 pm  Catherine Kealhofer

TUT Section: HT2  F 1:30 pm - 2:45 pm  Catherine Kealhofer

PHYS 411  (F) Classical Mechanics  (QFR)

This course will explore advanced topics in classical mechanics including the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, non-linear dynamics and chaos, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), and rigid-body rotations. Numerical and perturbative techniques will be developed and used extensively. We will also examine the ways in which classical mechanics informs other fields of physics. In addition to weekly tutorial meetings the class with will meet once a week as a whole to discuss new material.

Class Format: hybrid

Requirements/Evaluation: weekly problem sets, tutorial participation, presentations, a final project, and a final exam, all of which have a substantial quantitative component

Prerequisites: PHYS 202 and PHYS/MATH 210 or MATH 209
POEC 214 (S) The Economics and Ethics of CO2 Offsets (WS)

Cross-listings: POEC 214 ENVI 212 ECON 214

Secondary Cross-listing

Some electric utilities and other CO2 emission polluters are allowed to purchase carbon offsets to achieve a portion of their mandated emissions cuts, in effect, to pay others to reduce carbon emissions in their stead. Some individuals, college and universities, and for-profit and non-profit institutions have chosen voluntarily to purchase carbon offsets as a way of reducing their carbon footprint. But do offsets actually succeed in reducing carbon emissions? What separates a legitimate offset from one that is not? How should we measure the true impact of an offset? How do carbon offsets compare to other policies for reducing carbon emissions in terms of efficiency, equity, and justice? Is there something inherently wrong about "commodifying" the atmosphere? Is there something inherently wrong about selling or buying the right to pollute? Should colleges and universities be using the purchase of offsets to achieve "carbon neutrality?"

Class Format: This tutorial will be taught remotely via Zoom meetings. Each student will be the tutorial partner of one other student, and each pair of tutorial partners will meet with the instructor for 75 minutes each week. Individual "office hour meetings" will also occur via Zoom meetings.

Requirements/Evaluation: a 5- to 7-page paper every other week; a 3-page written critique every other week; one re-write paper

Prerequisites: ECON 110 or the equivalent, permission of instructor

Enrollment Limit: 10

Expected Class Size: first-year students and sophomores intending to major in Economics and/or to major or concentrate in Environmental Studies

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 214 (D2) ENVI 212 (D2) ECON 214 (D2)

Writing Skills Notes: Each student will write five 5-7 page papers on which I will provide written feedback regarding grammar, style, and argument. Each student will write five 3-page critiques of their partner's papers. As the final assignment, each student will revise one of their five papers.

Attributes: ENVI Environmental Policy POEC Comparative POEC/Public Policy Courses

Spring 2021

TUT Section: RT1 TBA Ralph M. Bradburd

POEC 280 (F) Silicon Valley: Digital Transformation and Democracy

Cross-listings: POEC 280 PSCI 280 STS 280

Secondary Cross-listing

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. In the twenty-first century, the universal model is Silicon Valley. But as much as tech may drive economic growth, it may also threaten democratic politics. This tutorial explores this tension. We do so
in four steps by examining (1) the origins of the Silicon Valley model, (2) other countries’ attempts to emulate it, (3) what it’s like to work in tech, and (4) possibilities for regulating the tech sector. Each step will deepen students’ understanding of tech. By engaging multiple analytical lenses, students will develop the tools to articulate the possibilities and imperatives of democratic politics in the twenty-first century.

Requirements/Evaluation: Five 5-page papers; five 2-page responses; participation

Prerequisites: One introductory course in political science and/or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

POEC 280 (D2) PSCI 280 (D2) STS 280 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses PSCI Political Theory Courses

Fall 2020

TUT Section: RT1 TBA Sidney A. Rothstein

PSCI 160 (F) Refugees in International Politics (DPE) (WS)

Globally, refugees seem to create, and be caught up in, chronic crisis. This course evaluates how this can be--how a crisis can be chronic. We investigate who refugees are, in international law and popular understanding; examine international and national laws distinguishing refugees from other categories of migrants; evaluate international organizations’ roles in managing population displacement; look at the way that images convey stereotypes; consider refugee camps in theory and example; and reflect on what exclusion, integration, and assimilation mean to newcomers and host populations. In whose interest is the prevailing system? Who might change it, and how?

Requirements/Evaluation: eleven essays: five lead, five response, and one statement. The first two weeks’ essays’ grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

Writing Skills Notes: In addition to writing every week, students will have a chance to write ungraded work; will have a chance to revise submitted work; and will have a chance to work on specific skills cumulatively.

Difference, Power, and Equity Notes: This course examines the way in which home states categorize people and oppress some, producing refugees; the way that host states categorize people and oppress some, using immigration to shore up the prevailing ethnic hierarchy; and why we worry about some of these categories of oppression more than others.

Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Fall 2020

TUT Section: RT1 TBA Cheryl Shanks

PSCI 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: INTR 219 PSCI 219 AFR 217 WGSS 219 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala
Yousafzai, Marielle Franco, Winnie Mandela.

**Requirements/Evaluation:** Weekly 5-page primary analytical papers and 2-page response papers.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and seniors, sophomores.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) WGSS 219 (D2) LEAD 219 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1 TBA Joy A. James

**PSCI 221 (S) Cold War Intellectuals: Civil Rights, Writers and the CIA** (DPE)

**Cross-listings:** AFR 224 PSCI 221 AMST 201 LEAD 220 INTR 220

**Secondary Cross-listing**


**Requirements/Evaluation:** Attend all classes; submit completed papers 24 hours before seminar meets.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Juniors and Seniors.

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 224 (D2) PSCI 221 (D2) AMST 201 (D2) LEAD 220 (D2) INTR 220 (D2)

**Difference, Power, and Equity Notes:** This tutorial examines the Cold War between the US and the USSR and attempts to use intellectuals to shape and promote the objectives of powerful state entities. The power struggle between the two "superpowers" impacted cultural production and authors. Some of those authors influenced or enlisted into the Cold War sought equity and equality for their communities and eventually fought against the very political powers that employed them.

Spring 2021

TUT Section: RT1 TBA Joy A. James

**PSCI 280 (F) Silicon Valley: Digital Transformation and Democracy**

**Cross-listings:** POEC 280 PSCI 280 STS 280
Nearly every country in the world seeks to drive economic growth by promoting digital technologies. In the twenty-first century, the universal model is Silicon Valley. But as much as tech may drive economic growth, it may also threaten democratic politics. This tutorial explores this tension. We do so in four steps by examining (1) the origins of the Silicon Valley model, (2) other countries’ attempts to emulate it, (3) what it’s like to work in tech, and (4) possibilities for regulating the tech sector. Each step will deepen students’ understanding of tech. By engaging multiple analytical lenses, students will develop the tools to articulate the possibilities and imperatives of democratic politics in the twenty-first century.

Requirements/Evaluation: Five 5-page papers; five 2-page responses; participation
Prerequisites: One introductory course in political science and/or permission of the instructor.
Enrollment Limit: 10
Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
POEC 280 (D2) PSCI 280 (D2) STS 280 (D2)
Attributes: POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses PSCI Political Theory Courses

PSCI 312 (S) American Political Thought (WS)
Cross-listings: PSCI 312 LEAD 312
Primary Cross-listing
From democracy to liberty, equality to community, foundational ideas -- about what makes for good government, about what constitutes the good society, about what is necessary to lead a good life -- define the American political tradition and consume the American political imagination. Designed not only to uncover these (sometimes melodious, sometimes cacophonous) values but also to place current ideological debates about them in a broader developmental context, this tutorial will offer a topical tour of American political thinking from the birth of nationalism in the colonial period to the remaking of conservatism and liberalism in the early twenty-first century. Utilizing primary source material ranging from presidential speeches to party platforms, newspaper editorials to novels, we will seek to interrogate -- reconciling where possible, distinguishing where necessary, interpreting in all instances -- the disparate visions and assessments of the American political experience offered by politicians, artists, intellectuals, activists, and ordinary citizens over the course of more than two centuries. Our focus, then, is nothing less than the story of America -- as told by those who lived it.

Class Format: For spring 2021, this course will be taught remotely, with a few synchronous seminar classes at the start and end of the course bookending weekly synchronous tutorial sessions.
Requirements/Evaluation: five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Political Science majors and prospective majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 312 (D2) LEAD 312 (D2)
Writing Skills Notes: Weekly writing with extensive attention to feedback, revision, and improvement.
Attributes: AMST Critical and Cultural Theory Electives LEAD Facets or Domains of Leadership PHIL Related Courses PSCI American Politics Courses PSCI Political Theory Courses
**PSCI 332 (S) The Body as Property (DPE)**
From an ethical standpoint, human bodies are fundamentally different from objects that can be owned, acquired, and exchanged. Yet history furnishes us with countless examples of laws, administrative rules, and social conventions that treat the human body as a form of property. The institution of slavery is a particularly egregious example. But there are other examples of treating the body as property that seem more ambiguous, or even benign: the employment contract in which bodily services are offered in exchange for payment; the feminist slogan "my body, my choice"; or even the every-day transfer of bodily properties into creative projects that then become part of the things people own --- chairs, tables, houses, music, art, and intellectual property. If it is not itself a form of property, how can we explain the use of the human body to acquire possessions, create wealth, and mediate the exchange of other kinds of property? These and other tensions between the concept of property and that of humanity will be the focus of this course. How is property defined, and how far should law go to erode or reinforce distinctions between property and humanity? Course readings focus on Locke, Hegel, Marx, and critical perspectives from feminist theory, critical theory, and critical legal studies (Cheryl Harris, Alexander Kluge, Oskar Negt, Carole Pateman, Rosalind Petchesky, and Dorothy Roberts, among others).

**Class Format:** Hybrid: Tutorial pairs with both students on campus will meet in person for the majority of our sessions (some weeks may be online). Pairs with one or both students learning remotely will meet exclusively online.

**Requirements/Evaluation:** five 5- to 7-page essays, five 2- to 3-page critiques, and a revised and extended 10- to 12-page final essay

**Prerequisites:** prior coursework in political theory, cultural theory, philosophy, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Political Science majors (priority given to those concentrating in Political Theory); Justice & Law Studies concentrators (priority given to those with extensive JLST coursework).

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course fulfills the Difference, Power, and Equity (DPE) requirement by examining how, in the context of legally-sanctioned power relations, bodily differences are constructed, monetized, and used to generate wealth. Race, class, and gender inequalities are central to the analysis.

**Attributes:** JLST Interdepartmental Electives  PSCI Political Theory Courses

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**PSCI 364 (S) Noam Chomsky and the Radical Critique of American Foreign Policy**
Noam Chomsky emerged as one of the most influential figures in the development of modern linguistics during the 1950's. However, since the Vietnam War, Chomsky has also established himself as perhaps the most influential critic of American foreign policy and the Washington national security establishment. This tutorial will examine his wide-ranging critique of American foreign policy over the last half century, focusing on his analysis of the role that he believes the media and academics have played in legitimizing imperialism and human rights abuses around the world. We will also explore the controversies and criticisms of his work from both the right and the left because of his political stance on issues ranging from the Arab-Israeli conflict to humanitarian intervention to free speech. Finally, we will also examine how Chomsky’s views, largely considered to be radical for much of his life, have become far more mainstream over time.

**Requirements/Evaluation:** Students will write five 6-7 page papers over the course of the semester. On weeks that students are not writing the lead paper, they will write a 1-2 page critique of the essay submitted by their tutorial partner.

**Prerequisites:** One of the following courses is strongly recommended: PSCI 120, 127, 202.

**Enrollment Limit:** 10

**Enrollment Preferences:** Students with some previous coursework in American foreign policy or world politics.

**Expected Class Size:** 10
PSYC 158  (S)  Freud: A Tutorial  (WS)

Cross-listings:  PSYC 158  HIST 485

Secondary Cross-listing

This tutorial is devoted to the systematic reading of the principal works of Sigmund Freud, one of the deepest, subtlest, and most influential thinkers of the last one-hundred years. Students will read Freud's work more or less chronologically, beginning with his writings on hysteria and concluding with his deeply pessimistic essay, Civilization and Its Discontents. In tutorial, we will consider the development of Freud's thought over the course of his professional life: his general psychological writings on the nature and functioning of the human psyche, his clinical writings on psychoanalysis as a form of treatment, and his cultural writings on art and artists, on the origin of human society, on religion, and on the relation of the individual to society and civilization. We will not be considering the relevance of Freud's ideas for purposes that transcend his own psychological agenda in the tutorial. Nor will we be much concerned with assessing whether Freud was "right" or "wrong" or whether his thought has clinical relevance today. Instead, we will seek to understand Freud as much as possible on his terms and not on ours, as a historical figure of originality, complexity and contradiction, whose thought deserves close reading and deep understanding within the context of Freud's thought itself.

Class Format: students will write and present orally six essays of 6-7 pages on assigned reading every other week; students not presenting an essay in a given week will be responsible for critiquing the presented essay

Requirements/Evaluation: student grades will be assigned only at the end of the semester based on their papers, their critiques, and their performance in tutorial discussion

Prerequisites: none

Enrollment Limit:  10

Enrollment Preferences:  juniors and seniors and History majors needing a 400-level seminar or tutorial to fulfill the requirements for a degree in History

Expected Class Size:  10

Grading:  no pass/fail option,  no fifth course option

Unit Notes: fulfills History's 400-level graduation requirement

Distributions:  (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PSYC 158  (D2)  HIST 485  (D2)

Writing Skills Notes: As a tutorial, this course is by definition writing skills, both in terms of the number of papers that students will produce (six) and in terms of the focus on writing during every tutorial session. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes:  HIST Group C Electives - Europe and Russia

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PSYC 327  (S)  Cognition and Education

This class will examine major issues in education. The topics will include international differences in education, educational inequality, dropping out, the teaching labor force, why we have college, cognitive psychology in the classroom, and more. Each student will attend one meeting per week with me and one other student.

Class Format: This hybrid class will be taught synchronously. Students will be matched up in pairs, and hopefully pairs can be arranged such that if a
student wants to meet in person they can be paired with another student who wants to meet in person. Meetings will last one hour. Attendance will be required.

Requirements/Evaluation: You will be required to submit a paper (5-7 pages) every other week. The alternate weeks you will read your partner’s paper and write a reaction paper. The assignments will include non-fiction books, journal articles, podcasts, and documentaries. You will also be asked to find additional sources to write about in your papers. Evaluation will be based on papers, reaction papers, and participation.

Prerequisites: PSYC 221 or 222, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: COGS Interdepartmental Electives PSYC Area 2 - Cognitive Psychology TEAC Teaching Sequence Courses

Spring 2021
TUT Section: HT1 TBA Nate Kornell

PSYC 358 (F) Developmental Psychopathology: Trajectories of Risk and Resilience

Why do some youth develop psychopathology in the face of adversity whereas others do not? How do we define psychological disorders in youth? Is resilience a static trait, or can it be promoted? How do we prevent youth from developing psychopathology? In this course, students will address these and other questions using a risk and resilience framework that examines the interactions among multiple risk and protective factors in the pathway to psychopathology. Specifically, students will examine the interactions between individual characteristics (e.g., neurobiological, interpersonal, cognitive, and emotional factors) and environmental contexts (e.g., family, school, peer, early adversity, poverty) in the development of risk and resiliency.

Application of etiological models and empirical findings to prevention and intervention approaches will be explored. Throughout the course, students will evaluate current research based upon theory, methodological rigor, and clinical impact.

Class Format: This course will be offered remotely. Each week the professor and the tutorial pair will meet for 60 minutes in a synchronous online meeting. The meetings will be scheduled between 9am and 4pm EST based upon student and professor availability. Attendance will be required at the weekly synchronous online meeting.

Requirements/Evaluation: six 5-page papers, six short response papers, and participation in discussions

Prerequisites: PSYC 252; PSYC 201 recommended

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Public Health concentrators

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Attributes: PHLH Reproductive, Maternal and Child Health PSYC Area 5 - Clinical Psychology

Fall 2020
TUT Section: RT1 TBA Catherine B. Stroud

REL 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)

Cross-listings: REL 269 STS 269 ASST 269 ANTH 269

Secondary Cross-listing

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind.
developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutsch@williams.edu) to indicate whether you intend to take this class in-person or remotely.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**
REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

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**REL 281 (S) Religion and Science**

**Cross-listings:** REL 281 STS 281

**Primary Cross-listing**

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

**Requirements/Evaluation:** tutorial format. one paper every two weeks

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** preference for religion majors or future religion majors

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)
This course is cross-listed and the prefixes carry the following divisional credit:

REL 281 (D2) STS 281 (D2)

Spring 2021
TUT Section: RT1    TBA     Georges B. Dreyfus

REL 284 (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe (WS)

Cross-listings: REL 284 WGSS 284 ARTH 218

Secondary Cross-listing

This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries--each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 284 (D1) WGSS 284 (D1) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2021
TUT Section: RT1    TBA     Peter D. Low

REL 285 (S) Haunted: Ghosts in the Study of Religion

Haunting offers a powerful way to speak about forces that affect us profoundly while remaining invisible or elusive. "What is it that holds sway over us like an unconditional prescription? The distance between us and that which commands our moves—or their opposite, our immobility—approaches us: it is a distance that closes in on you at times, it announces a proximity closer than any intimacy or familiarity you have ever known" (Avital Ronell, Dictations: On Haunted Writing [1986] xvi-xvii). The figure of the ghost has been developed by those seeking to grapple with the ongoing effects of modern slavery, colonialism, state-sponsored terrorism, the holocaust, and personal trauma and loss. Building upon the insights about memory,
history, and identity that haunting has been used to address, this course will challenge you to explore the study of religion by way of its "seething absences." We shall ask how the study of religion has endeavored to address loss, trauma, and its persistent effects, what "holds sway" over various approaches to the study of religion, as well as how "religion" constitutes its own ghostly presence, haunting other domains.

Class Format: tutorial; meeting in pairs, each student will either write and present a paper or respond to their partner's paper

Requirements/Evaluation: two 1-page papers (written and presented), five 5-page papers, and five oral critiques (based on written notes) of their partner's paper; students will revise two papers

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Religion majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

Spring 2021
TUT Section: HT1 TBA Denise K. Buell

REL 412 (F) Gandhi: History, Ideas and Legacy (WS)

Cross-listings: LEAD 412 REL 412 ASST 412 GBST 412 HIST 496

Secondary Cross-listing

This course studies the life, work, and ideas of M.K. Gandhi (1869-1948), one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. This tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

Requirements/Evaluation: 5-7-page essays or 2-page critique due each week and a final report (3-4 pages) at the end of the semester.

Prerequisites: None, except students who have taken HIST488T will not be permitted to take this class.

Enrollment Limit: 10

Enrollment Preferences: Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 412 (D2) REL 412 (D2) ASST 412 (D2) GBST 412 (D2) HIST 496 (D2)

Writing Skills Notes: As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

Attributes: HIST Group B Electives - Asia
RLSP 228 (S) Velázquez, Goya, and Picasso

Cross-listings: ARTH 228 RLSP 228

Primary Cross-listing

This course will provide an introduction to three major Spanish painters--Velázquez, Goya, and Picasso--who lived and worked, respectively, in the 17th, 18th, 19th and 20th centuries. Though these painters are world famous, they are rarely studied comparatively, and in the context of their Spanish artistic roots. The syllabus will cover the historical and social contexts in which they started working, and how they followed, and departed from, artistic conventions of the time. Through specific paintings, we will consider the historical evolution of the artists' relationship to their patrons and subjects, from the elite status of Velázquez within the royal court, to Goya's dramatic rise with the reigns of Charles III, and Charles IV, and his subsequent exile to France. Picasso was free of royal patronage and also lived in France, yet despite this freedom he remained deeply connected to the themes and concerns of his Spanish artistic predecessors. In addition to key paintings including Velázquez's "Las Meninas" and other royal portraits, Goya's "Maja Desnuda" and his series "The Disasters of War," Picasso's "Guernica," and his own 20th century reinterpretation of "Las Meninas," we will focus on the artists' shared subjects of portraits and war, and consider the following issues: How does the role of the Spanish artist change over the periods covered? How did the artist exercise his freedom whilst under the scrutiny of the court and the Catholic Church? How were these painters' lives and work shaped by key historical events such as the Inquisition, Napoleon's invasion of Spain, or the Spanish Civil War? How does the work of art evolve in its role from private royal commission to public display in museums open to all? We will read short literary pieces from each period, primary materials such as letters and other documents, and historical and critical works. All readings will be in English. Knowledge of Spanish is encouraged, but not required.

Requirements/Evaluation: 3- to 5-page weekly assignment

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ARTH 228 (D1) RLSP 228 (D1)

Spring 2021

TUT Section: HT1 TBA Soledad Fox

RUSS 219 (S) Cults of Personality (WS)

Cross-listings: COMP 215 RUSS 219

Primary Cross-listing

First uttered by Soviet leader Nikita Khruushchev in 1956, the phrase "cult of personality" was formulated to discredit the hero-worship that accompanied Joseph Stalin's iron-fisted rule of the Soviet Union. Since then, the phrase has gained currency as a condemnation of a variety of seemingly all-powerful leaders in oppressive political regimes, including China's Mao Zedong, Iran's Ayatollah Khomeini, and the ruling Kim family in North Korea. In this course, we will examine the phenomenon of the cult of personality from a variety of perspectives, beginning with the cult surrounding Stalin and ending with that of Vladimir Putin. Our course material will encompass scholarship from multiple disciplines, including history, sociology, political science, cultural and media studies, as well as artistic expression typically labeled propaganda in literature, the visual arts, and film. Although our course will begin in the Soviet Union and end in contemporary Russia, we will explore how the cult of personality has been adapted and updated for different cultural and political purposes in fascist Germany and Spain, China, Iran, North Korea, and Cuba. All readings will be in English, and all films will have English subtitles.

Class Format: remote

Requirements/Evaluation: completion of weekly reading and writing assignments, as well as active engagement during tutorial sessions

Prerequisites: none
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, Latvia and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D2)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies Electives
In ancient Greece, Democritus took his ontological bearings by atoms he took not to come to be, change, or pass away, but to move and interconnect in space so as to compose everything else. Plato also took his ontological bearings by entities that do not change, but ones that are not in space or time: mathematical structures and, at least aspirationally, the forms or ideas of the good, the beautiful, etc. Aristotle, finally, took his ontological bearings by temporal entities, i.e., organisms. In these terms, modern science combines central teachings of Democritus and Plato: the universe is understood as a mechanism whose components—ultimately, atoms—interact in ways governed by mathematical laws, and—for Descartes and his followers—animals, too, are machines rather than organisms. Hence, Laplace’s (1814) thesis that “An intellect which at a certain moment would know all forces that set nature in motion, and all positions of all items of which nature is composed, if this intellect were also vast enough to submit these data to analysis, it would arrive in a single formula the movements of the greatest bodies of the universe and those of the tiniest atom; for such an intellect nothing would be uncertain and the future just like the past would be present before its eyes.” This deterministic, mechanistic, and reductionist way of thinking has, for the past several hundred years, powerfully influenced such diverse fields as philosophy, biology, and economics. Over the past few decades, however, it has been challenged by new discoveries, particularly in physics and biology, and by theoreticians in a variety of disciplines. These theoreticians focus on complex, dynamic systems as, in one terminology, wholes that are more than the sums of their constituents. In this tutorial, we examine some of the most promising and intriguing trends in this potentially revolutionary movement. Our central focus will be on autopoietic systems, i.e., entities that subsist over time despite changing their material constituents. The smallest such entities are cells, but the tissues, organs, and organisms of which many cells are constituents are also autopoietic systems, as are yet more complex entities such as universities, economies, ecosystems, and states. The process ontology required by autopoietic systems is a radical alternative to the ontology that has been dominant for the past several centuries. It has many exciting implications for various subdisciplines in philosophy and for various academic disciplines beyond philosophy.

Class Format: Virtual
Requirements/Evaluation: Presentations, responses to presentations, essays, response papers, participation in discussions.
Prerequisites: None.
Enrollment Limit: 10
Enrollment Preferences: Philosophy majors and potential majors.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

PHIL 252 (D2) STS 252 (D2)

Writing Skills Notes: Students will write 6-8 page essays and 6-2-3 page response papers. I will comment on all the essays, and my comments will aim to help students improve their writing skills. Among the issues to be addressed will be the challenge of writing essays to be presented rather than simply to be read.

Attributes: PHIL Contemp Metaphysics + Epistemology Courses

Fall 2020

TUT Section: HT1 TBA Alan White

STS 261 (S) Science and Militarism in the Modern World

Cross-listings: STS 261 ENVI 261

Secondary Cross-listing

In 1961, United States President Dwight D. Eisenhower warned about the global dangers of what he called the "military-industrial complex." In this course, we will interrogate the military-scientific complex, or the imbrication of militarism and scientific knowledge. Surveying conflicts from World War II through to the present-day War on Terror, this course will consider how empire, networks of expert knowledge, resource extraction, environmental contamination, and land degradation have shaped the modern world. Students will engage a range of textual materials including books, films,
photographs, and news reports. Course requirements include weekly writing assignments and participation in small group discussions.

**Class Format:** This course adopts a tutorial model. Students will be divided into 5 groups of 2. Each week the groups will meet with me. Each pair will include one "presenter," who shares a 4-6 page paper responding to the week's theme, and one "respondent," who will offer a 2-3 page response to the presenter's paper. The roles of presenter and respondent will alternate each week. Each student will produce 5 papers as "presenter" and 5 papers as "respondent."

**Requirements/Evaluation:** Each student will produce five (4-6 page) papers as "presenter" and five (2-3 page) papers as "respondent." Grades will be issued based on the portfolio of papers and active participation in discussions.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** ENVI and STS majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

   STS 261 (D2) ENVI 261 (D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

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**Spring 2021**

**TUT Section:** RT1  TBA  Brittany  Meché

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**STS 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience**  (DPE) (WS)

**Cross-listings:** REL 269 STS 269 ASST 269 ANTH 269

**Secondary Cross-listing**

This course offers a social analysis and condensed genealogy of mindfulness from its roots as a Buddhist meditation practice through its modern application as a tool to improve our awareness of the related processes of mind, behavior, and emotions. We consider how mindfulness relates to Buddhist discourses and practices, and to the rapid rise of fields like contemplative neuroscience, affective neuroscience, and integrative neurobiology. How and why has the research on mindfulness and other applied meditative practices exploded since 2000? How has this research helped us understand and explain the intersection of mind, emotion, behavior, and human development? We critically examine the models of the mind developed by clinical and evolutionary psychologists and researchers in fields such as affective neuroscience to better understand the applications of mindfulness in the US today. Specifically, we consider how mindfulness and other forms of meditation are being used to improve the training of health care providers and educators, while augmenting and deepening the quality of their engagement with patients, students, and others they serve. We examine and train in a variety of meditation practices including mindfulness and forest bathing, while unpacking the subjective experience of our minds and emotions first-hand. Students will be asked to engage in mindfulness practices the entire semester.

**Class Format:** Offered in a hybrid format, but students are encouraged to attend in person if they can. Studies will be grouped in pairs or threesomes, that will meet in-person or remotely. Please email me (Kgutscho@williams.edu) to indicate whether you intend to take this class in-person or remotely.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

   REL 269 (D2) STS 269 (D2) ASST 269 (D2) ANTH 269 (D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that
mindfulness can alleviate pervasive and population-wide health issues in the US including rising rates of anxiety, depression, and other mental health issues that are exacerbated by stress related to social inequality and structural violence. It also explores the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives  PHLH Social Determinants of Health

Fall 2020
TUT Section: HT1  TBA  Kim Gutschow

STS 280 (F) Silicon Valley: Digital Transformation and Democracy

Cross-listings: POEC 280  PSCI 280  STS 280

Secondary Cross-listing

Nearly every country in the world seeks to drive economic growth by promoting digital technologies. In the twenty-first century, the universal model is Silicon Valley. But as much as tech may drive economic growth, it may also threaten democratic politics. This tutorial explores this tension. We do so in four steps by examining (1) the origins of the Silicon Valley model, (2) other countries’ attempts to emulate it, (3) what it’s like to work in tech, and (4) possibilities for regulating the tech sector. Each step will deepen students’ understanding of tech. By engaging multiple analytical lenses, students will develop the tools to articulate the possibilities and imperatives of democratic politics in the twenty-first century.

Requirements/Evaluation: Five 5-page papers; five 2-page responses; participation

Prerequisites: One introductory course in political science and/or permission of the instructor.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to sophomores or juniors majoring in a Division II field

Expected Class Size: 10

Grading: no pass/fail option,  no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
POEC 280 (D2) PSCI 280 (D2) STS 280 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses  PSCI American Politics Courses  PSCI Comparative Politics Courses  PSCI Political Theory Courses

Fall 2020
TUT Section: RT1  TBA  Sidney A. Rothstein

STS 281 (S) Religion and Science

Cross-listings: REL 281  STS 281

Secondary Cross-listing

In the last few years the deniers of religion such as Dennett and Dawkins have forcefully argued that recent scientific developments show the degree to which religion is irrelevant to a modern understanding of what it means to be human. Atran and Boyer have made a similar case, arguing that recent progresses in our understanding of human cognition demonstrate that religion is a purely natural phenomenon that has little if any value for human development. Theologians such as Haught and Polkinghorne have rejected these views, arguing that a proper understanding of scientific developments such as evolution and quantum mechanics suggests religiously relevant views of the universe and our place therein. This course considers these competing perspectives while offering critical reflections on the views and categories involved in these controversies. We also examine the works of reflective naturalists such as Bellah and Herrstein, who argue that far from showing the irrelevance of religious ideas and practices, the new mind and life sciences suggest a much more nuanced view according to which religion is both grounded in the natural world and central to the development of human culture. Hence, it cannot be easily discounted as irrelevant to a scientifically informed understanding of what it means to be human.

Requirements/Evaluation: tutorial format. one paper every two weeks

Prerequisites: none

Enrollment Limit: 10
Enrollment Preferences: preference for religion majors or future religion majors

Expected Class Size: 10

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 281 (D2) STS 281 (D2)

Spring 2021

TUT Section: RT1    TBA     Georges B. Dreyfus

THEA 233  (S) Theatre Masters: Become One of Them

Cross Listings: ENGL 235 THEA 233

Primary Cross-listing

How well do you know Stanislavsky, Strasberg or Adler? This tutorial offers an exploration of the most notable theatre artists from the past and present. Students will select a specific master with a unique theatrical style, and will study that iconic artist's particular method or approach. Students will be encouraged to choose any master who had made a significant contribution to theatre -- such as Constantine Stanislavsky, Stella Adler, Sanford Meisner, Lee Strasberg, Bertolt Brecht, Michael Chekhov, Jerzy Grotowski, Tadeusz Kantor, Pina Bausch, Tadashi Suzuki, Anne Bogart, etc. Each student will conclude their exploration by writing a script and presenting the essence of their research in a brief performance (for the camera) -- portraying the legendary icon at work, in a social situation, or in solitude. You learn more about others when you become them, if only for a moment.

Requirements/Evaluation: Research, development, creativity, final performance.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: none

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:

ENGL 235 (D1) THEA 233 (D1)

Spring 2021

TUT Section: RT1    TBA     Omar A. Sangare

THEA 250  (S) Feminist Theatres: A Global Perspective  (DPE) (WS)

Cross Listings: ENGL 253 WGSS 250 THEA 250

Primary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and collaboratives from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.
Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253 (D1) WGSS 250 (D1) THEA 250 (D1)

Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: HT1    TBA    Amy S. Holzapfel

THEA 275  (F) American Drama: Hidden Knowledge

Cross-listings: THEA 275 AMST 275 ENGL 224

Primary Cross-listing
The Buddha is said to have identified three things that cannot stay hidden: the sun, the moon, and the truth. What's the secret? Who is lying? Who is breaking the rules? American drama abounds with hidden knowledge and false representations. (This is not surprising: theatre is always on some level a deceptive practice, a place where one person pretends to be another, and where what is spoken is always open to skeptical scrutiny. We might say theatre is always lying as much as lying is always theatre.) This tutorial course will examine what lies hidden in American plays from the late nineteenth century to the early twenty-first. Beginning with excerpted critical and historical writings on secrecy and lying (The Adventures of Pinocchio, Machiavelli's The Prince, Thomas Carlson's Lying and Deception: Theory and Practice, among others), we will proceed to a set of American plays from across a wide spectrum of playwrights, including Eugene O'Neill, Edward Albee, Sarah Ruhl, Arthur Miller, Amy Herzog, Susan Glaspell, Sophie Treadwell, Annie Baker, and others. Student papers will explore how hidden knowledge structures dramatic action, how different characters create and respond to untruths, and what can we learn in particular from American drama about a national relationship to honesty and its opposites. For Fall 2020, the tutorial will be conducted primarily online. Depending on enrollments, we may divide into groups with three students, instead of the traditional two-student tutorial format.

Requirements/Evaluation: weekly papers/response papers; weekly meeting with instructor and tutorial partner
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Theatre and English majors
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
WGSS 127  (S)  Spring Grass: A Peek into Inequality in China  (DPE) (WS)

Cross-listings:  WGSS 127  ASST 127  CHIN 427

Secondary Cross-listing

Spring Grass (Chuncao) is a Chinese novel written by award-winning author Qiu Shanshan (1958-). Using the literary techniques of social realism, the novel chronicles the life of a young rural woman from 1961 to 2001. Spring Grass, the protagonist of the novel, was born in a rural village to a mother who preferred sons over daughters. At a young age, Spring Grass was deprived of the opportunity to attend school. Against all odds, she managed to marry for love, venture into the city, and become an enterprising migrant worker. This novel not only reflects the struggles of women in contemporary China but also captures the economic transformation of modern China since 1978 when the Reform and Open-Door Policy (gaige kaifang) was initiated. The novel was adapted into a television drama series and became an instant hit in 2008. This course takes an interdisciplinary, cultural studies and humanistic approach to studying a literary text, using literature as a means to help students better understand social and cultural issues. Through close readings of the novel, the eponymous TV drama series, documentaries, films, and short stories depicting rural life and women's roles in China, as well as in-depth discussions of both primary and secondary sources that deal with the cultural, historical, and socioeconomic background of the unfolding story of Spring Grass, this course aims to provide a window for students to examine the issues of inequality in the Chinese village and society at large. Why would mothers be harsh to their own daughters and bar girls’ right to education? Why would young people leave their village and migrate to the city? Why would migrant workers leave their children behind in the village? Why would economic developments in China exacerbate the problem of gender inequality in society? Why would the ideology and cultural logic behind Mao Zedong's proclamation "women can hold up half of the sky" add more burden to women rather than truly liberate them? Why would city people discriminate against country folks? After taking this course, students will gain a deeper understanding of the issues related to gender inequality (nannya bu pingdeng) and the urban/rural-gap (chengxiang chabie) in China. Throughout the course, they are also encouraged to critically think about how to achieve equity in different societies. This tutorial is conducted in either Chinese or English. Students wishing to take the course in English should register under ASST or WGSS and language learners wishing to take the course in Chinese should register under CHIN.

Class Format: remote instruction

Requirements/Evaluation: active participation in tutorial meetings, five 4-5 page tutorial papers, five 2-page critiques, online writing portfolio as the final project.

Prerequisites: For students registering under CHIN, the prerequisite is CHIN 402 or a language proficiency interview conducted by the instructor. For students registering under ASST or WGSS, there is no prerequisite.

Enrollment Limit: 10

Enrollment Preferences: Enrollment priorities will be given to freshmen and sophomores who register under ASST or WGSS, and to Chinese language learners who register under CHIN.

Expected Class Size: 10

Grading:  no pass/fail option,  no fifth course option

Materials/Lab Fee: books and course packet.

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 127 (D2)  ASST 127 (D1)  CHIN 427 (D1)

Writing Skills Notes: Writing is taught using the writing-as-process pedagogical approach. The writing process consists of invention, composition, and revision. Detailed writing prompts will be provided to students to generate and organize ideas for each essay. The instructor gives detailed feedback to students’ first drafts and students are required to turn in a revised version. At the end of the semester, students will compile an online writing portfolio to include their best works.

Difference, Power, and Equity Notes: The issue of “inequality,” including both gender inequality and regional inequality is the driving force behind the readings and discussions of this tutorial. Students are guided to develop an empathetic way of interpreting a literary work that features a rural woman/migrant worker. They will critically analyze the sources of inequality in the Chinese cultural context and explore ways to address such
inequality.

Spring 2021
TUT Section: RT1    TBA     Li Yu

WGSS 138 (F) Spectacular Sex (DPE) (WS)
Cross-listings:  WGSS 138  ANTH 138
Primary Cross-listing

From Beyoncé’s Coachella performance to Donald Trump’s social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

Requirements/Evaluation:  weekly response papers; students will also select past papers to develop and rewrite as more formal essays
Prerequisites:  none
Enrollment Limit:  10
Enrollment Preferences:  first- and second-year students; a statement of interest will be solicited from pre-registrants
Expected Class Size:  10
Grading:  no pass/fail option, no fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 138 (D2) ANTH 138 (D2)

Writing Skills Notes:  This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

Difference, Power, and Equity Notes:  This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

Fall 2020
TUT Section: RT1    TBA     Gregory C. Mitchell

WGSS 207 (F) She Speaks in Color: Examining the ‘Color Complex’ in Toni Morrison’s Writings
Cross-listings:  AFR 205  WGSS 207
Secondary Cross-listing

The practice of colorism, or skin color discrimination, is very familiar to people of color globally. Often described as intra-racial racism, colorism within the Black American context is part of the colonial legacy of institutionalized slavery where the vestiges of white supremacy have created color castes among Blacks that still, to this day, have serious consequences for those on the darkest end of the color spectrum. The impact of this practice is far-reaching, influencing everything from romantic partnering, economic and educational attainment, and perceptions of beauty, attractiveness, and criminality. Although the vast majority of colorism scholarship is empirically based, there is much that we can glean from a literary investigation of this practice by analyzing the works of renowned writer, theorist, and folklorist Toni Morrison. Her work is particularly useful in examining issues of skin color, as this topic has been persistent yet underexplored in Morrison’s writings. Employing the methods of literary and rhetorical criticism, this tutorial will investigate five Morrison novels, The Bluest Eye (1970), Sula (1973), Song of Solomon (1977), Love (2003) and God Help the Child (2015), and some of her non-fiction writings. In our discussions of each text, we will examine the problem of the “color complex” at the intersections of race,
gender, sexuality, class and sexual violence, and how the characters manage these overlapping issues. We will bring the novels into conversation with social science articles on the practices of colorism in daily life. Because the tutorial blends different kinds of investigations into colorism, it will equip first year students with tools to critically engage and interrogate fictional literature; help them identify the real and nuanced ways that color discrimination affects Black communities; and consider how Morrison, one of our foremost writers, bridges literary creativity with ethnographic observation.

Class Format: Remote

Requirements/Evaluation: six 2-page papers, two 5- to 7-page papers, 10 minute vlog, annotated bibliography

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: this course is specifically for first-year students and they will receive preference in this class

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 205 (D2) WGSS 207 (D2)

Attributes: AFR Core Electives AMST Arts in Context Electives

Fall 2020

TUT Section: RT1 TBA VaNatta S. Ford

VGSS 219 (F) Women and Girls in (Inter)National Politics (DPE)

Cross-listings: INTR 219 PSCI 219 AFR 217 VGSS 219 LEAD 219

Secondary Cross-listing

This tutorial focuses on the writings and autobiographies of women who have shaped national politics through social justice movements in the 20th-21st centuries. Women and girls studied include: Fannie Lou Hamer, Shirley Chisholm, Safiya Bukhari, Erica Garner, Greta Thunberg, Malala Yousafzai, Marielle Franco, Winnie Mandela.

Requirements/Evaluation: Weekly 5-page primary analytical papers and 2-page response papers.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Juniors and seniors, sophomores.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

INTR 219 (D2) PSCI 219 (D2) AFR 217 (D2) VGSS 219 (D2) LEAD 219 (D2)

Difference, Power, and Equity Notes: This tutorial examines how girls and women confront capitalism, imperialism, climate devastation, patriarchy and poverty. The national and international movements that they participated in or led were based on shifting the balance of powers towards the impoverished, colonized, and imprisoned.

Fall 2020

TUT Section: RT1 TBA Joy A. James

VGSS 244 (F) Actually Existing Alternative Economies (DPE)

Capitalism has a way of constricting our imaginations so that we come to believe the only possible form of economic institution is one based on profit seeking, competition and individualism. However movements in countries including Brazil, France, Canada and Spain—and now parts of the U.S.—are demonstrating otherwise. Theorists, practitioners and social activists are adopting labels including ‘Solidarity Economy’ and ‘New Economy’ to group
together economic activities based on ideals of human provisioning, social justice and environmental sustainability. They point out that many of these activities are already taking place and are often crucial to our lives, but are rendered invisible by economic theory. In the words of Brazilian popular educator and economist Marcos Arruda, ‘a solidarity economy does not arise from thinkers or ideas; it is the outcome of the concrete historical struggle of the human being to live and to develop him/herself as an individual and a collective.’ Feminist geographers Julie Graham and Katherine Gibson developed practices of ‘mapping’ local economies with communities in Australia and Western Massachusetts in ways that bring to light the invisible resources and practices of provisioning and solidarity, and challenge what they describe, drawing on the work of feminist theorist Sharon Marcus, as a 'script' of local helplessness to resist the 'rape' of their economies by the forces of global capitalism. Do these proposed discursive practices actually present realistic possibilities for producing sustained economic change? In this tutorial we will learn and debate about some of the activities being named and built under the label of solidarity economy, such as the networks of worker-owned cooperatives in Mondragon, Spain, the growth of local currencies and time exchanges, fair trade organizations and different ways of organizing care work. We will look at some of the history and debates around worker-owned cooperatives, ranging from Victorian England through African-American experiences throughout the 20th century and examples in post-Independence Africa, to the recent establishment of Cooperation Jackson in Jackson, Mississippi. The ILO has argued that co-ops are a particularly appropriate form to African development. Is this plausible, and what role might they play in AIDS-affected communities? Why has the recent U.S. growth of the solidarity economy been so concentrated in communities of color, and how is it gendered? We will visit some examples in New York or Boston.

**Requirements/Evaluation:** six papers of 5-7 pages, six written responses to partner's papers, participation in tutorial discussion

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** open to sophomores and above

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course fulfills the DPE requirement because of its central focus on the diversity of economic institutions within and across countries and the power imbalances that call them into being and challenge some of their survival. The course considers ways the hegemonic discourse of economics tends to render that diversity invisible, and tools, both analytical and activist, for bringing it out into view. It teaches tools to evaluate economic institutions in terms of equity and solidarity.

Fall 2020

TUT Section: RT1  TBA  Kiaran Honderich

**WGSS 248 (S) Carmen, 1845 to Now (DPE) (WS)**

**Cross-listings:** MUS 278  WGSS 248

**Secondary Cross-listing**

The story of the gypsy *femme fatale* Carmen has endured for over 150 years. In Western culture and beyond, she exemplifies the seductive, exotic, independent, and dangerous woman who drives an upstanding man to a life of crime and finally murder. This course explores a broad array of treatments of this archetypal and problematic narrative, starting with Prosper Mérimée's 1845 novella on which Bizet based his famous 1875 opera *Carmen*. We will consider various staged and film versions of the opera itself, including Francesco Rosi's stunning 1984 movie, and discuss various other film transformations of the story, from DeMille's 1915 silent film through Hammerstein's 1954 all-black musical *Carmen Jones*, to the MTV version *A Hip Hopera* of 2004. Comic approaches will also be assessed, from Charlie Chaplin's *Carmen Burlesque* of 1915 through Spike Jones' 1952 *Carmen Murdered*! and *The Naked Carmen* of 1970. We will explore provocative dance interpretations ranging from Carlos Saura's 1983 flamenco version through David Bourne's choreography in his 2001 gay reading called *The Car Man*. Our journey concludes with a comparison of two post-colonial sub-Saharan African films--the Senegalese director Ramaka's *Karmen Geï* (2001) and *U-Carmen eKhayelitsha* (2005) by the South African director Dornford-May--that push critical reaction to Bizet's story and music beyond Western cultural boundaries.

**Class Format:** Remote format. After four initial 75-minute group meetings to discuss Mérimée's novella and Bizet's music, students will meet with the instructor in pairs for one hour each week. The scheduled class time is obligatory only for the first two weeks, after which weekly pair meetings will be individually scheduled.

**Requirements/Evaluation:** Each student will write a 5- to 6-page essay every other week (five in all), and provide 2-page written and oral peer reviews in alternate weeks; evaluation will be based on the quality of written work, discussions, and oral presentation.

**Prerequisites:** None; ability to read music useful but not necessary
Enrollment Limit: 10

Enrollment Preferences: Preference given to current or prospective Music and Women's Gender & Sexuality Studies majors, then seniors and juniors.

Expected Class Size: 8

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 278 (D1) WGSS 248 (D2)

Writing Skills Notes: Students will write five short essays of 5-6 pages each, and receive oral and written feedback addressing structure, argumentation, and style from their tutorial partner and the instructor on every essay.

Difference, Power, and Equity Notes: This course satisfies the DPE requirement through a critical examination of the ways in which the Carmen story has served as a stage on which multifaceted textual and musical constructions and conflicts express the power dynamics between individual and group identities, encompassing gender and sexuality, nationality, race, ethnicity, and class.

Spring 2021
TUT Section: RT1 MW 11:45 am - 1:00 pm M. Jennifer Bloxam

WGSS 250 (S) Feminist Theatres: A Global Perspective (DPE) (WS)

Cross-listings: ENGL 253 WGSS 250 THEA 250

Secondary Cross-listing

What makes a work of theatre feminist? How do plays, social practices, and performances engage with different models of feminism: liberal, radical, materialist, intersectional, reluctant? Why has feminism mattered to theatre makers of the past? Should it still matter to us now? If so, what forms might future feminist theatres and performance practices take? In this tutorial, students will work in pairs to examine the political relation of models of feminism to plays and performances by theatre artists, companies, and movements from across the globe, from the late-twentieth century to today. Interrogating feminism's own legacies of exclusionary and biased tactics, we will focus on the racialized and class-based aspects of feminist performance practices and the history of radical and intersectional feminism in theatre. Artists, companies, and movements to be considered may include: Spiderwoman Theatre, The WOW Café, Hélène Cixous, Adrienne Kennedy, Caryl Churchill, Sphinx Theatre Company, Wendy Wasserstein, Ntozake Shange, Griselda Gambaro, Manjula Padmanabhan, Cherrie Moraga, Karen Finley, Suzan-Lori Parks, Young Jean Lee, Lisa Kron, Tori Sampson, Arethusa Speaks, Women's Project and Productions, Sarah DeLappe, and others. Close reading and analysis of source material will occur alongside engagement with critical essays and writings by: Audre Lorde, Judith Butler, bell hooks, Gloria Anzaldúa, Kimberlé Crenshaw, Eve K. Sedgwick, Gayatri Spivak, Jill Dolan, Sue-Ellen Case, José E. Muñoz, and Donna Haraway. This course will follow a standard tutorial format, with students alternating the presentation and reading of a series of 5-page papers.

Class Format: For Spring 2021, the format for the course is to be determined. Ideally, we will meet weekly and in-person in groups of 3 (two students and professor). Should necessary social distancing measures be in place, we will conduct our tutorial meetings remotely in either Zoom or Google Meet.

Requirements/Evaluation: students will meet with instructor in pairs for an hour each week; they will write a 5-page paper every other week (five in all), and comment on their partner's papers in alternate weeks; emphasis will be placed on developing skills in reading, interpretation, critical argumentation, and critical written and oral response

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Theatre majors; WGSS majors; ART majors; COMP majors. Students from all majors are welcome and invited to contact Prof. Holzapfel about their interest in the class: ash2@williams.edu

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 253 (D1) WGSS 250 (D1) THEA 250 (D1)
Writing Skills Notes: As a tutorial, this course will require extensive practice in writing, editing, and revising. Emphasis be directed towards building and developing a compelling argument, providing thorough evidence for one's interpretation, and fluidly integrating theory into one's argumentation.

Difference, Power, and Equity Notes: This tutorial examines intersections between gender, race, sexuality, class, and ethnicity in relation to theatre's ongoing engagement with feminism. We will consider how articulations of difference, power, and equity arise and are, in fact, prioritized in quite different ways within the politics of feminism itself, leading to their variable expressions through art.

Spring 2021
TUT Section: HT1   TBA     Amy S. Holzapfel

WGSS 284  (S) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe  (WS)
Cross-listings:  REL 284  WGSS 284  ARTH 218

Secondary Cross-listing
This tutorial provides students with the chance to investigate in-depth three of the most astonishing works of art created during the entire Middle Ages: the Bayeux Tapestry (c.1077-1082), the Cappella Palatina (c.1130s-1166), and the Psalter of Christina of Markyate (1120s-1160s). Created within a hundred years of each other all within territories controlled by the Normans—a warrior dynasty that settled in northern France in the 10th century and then expanded north into England and south into Italy in the 11th and 12th centuries—each of these works is unprecedentedly ambitious in scale, dazzling in its material properties, and survives in its original wholeness, a rarity in the medieval world. Despite these similarities, however, each work is very different from the other two and so sheds light on very different aspects of Norman experience, across Europe. The Bayeux Tapestry, likely made by female embroiderers for a baronial hall, is a giant textile (over 70 meters long) that in gruesome and fascinating detail tells the story of the Norman invasion of England by William the Conqueror in 1066. The Cappella Palatina in Palermo, in turn, commissioned by King Roger II, is a royal chapel covered in sumptuous mosaics that reveals through its decoration and ritual the dynamic interaction of Islamic, Byzantine, and Latin Christian traditions in the multicultural Norman kingdom of Sicily in the 12th century. And the Psalter of Christina of Markyate, a large prayerbook made for the use of a female recluse in southern England, contains 40 full-page paintings and 215 decorated initials, a vast and inventive program of imagery that through its creative profundity helped reshape private devotional art and culture for centuries to come. Through their variety, then, these three objects—an embroidery, a building, and a book—give students insight into the rich array of concerns and aspirations, from the political to the spiritual and from the public to the private, that gave substance and meaning to 11th- and 12th-century European life, for women as well as men. What is more, these three remarkable works of art have been the focus of much interesting scholarship in recent years, so an exploration of some of that literature provides a compelling introduction to the discipline of art history itself, past and present.

Requirements/Evaluation: Participation in discussion; five 5-7-page tutorial papers; five 1-2-page response papers.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: First years and sophomores, but open to all.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
REL 284 (D1) WGST 284 (D1) ARTH 218 (D1)

Writing Skills Notes: In this tutorial, students will develop skills of critical reading and focus on how to craft clear and persuasive arguments of their own. To help them achieve these goals, they will receive timely comments on their written work, especially the five 5-7-page papers they will submit, with suggestions for improvement.

Attributes: ARTH pre-1800 Courses

Spring 2021
TUT Section: RT1   TBA     Peter D. Low

WGSS 304  (S) Rebels and Conformists: Postwar Germany from The 'Economic Miracle' to the Fall of the Wall
Cross-listings:  WGSS 304  GERM 304
Secondary Cross-listing

In postwar West Germany, a thorough examination of the Nazi past took a backseat to economic recovery and repairing the country’s international standing, whereas to some extent the reverse was true for the East. An authoritarian democracy, an emphasis on consumerism and the qualitatively different experiences of younger generations led them to question whether the Federal Republic was a restoration or a new beginning? In the East, the cold war led to an increasingly Stalinist interpretation of communist principles, while communist ideals were upheld as an antidote to Nazism and the new materialism. This tutorial will cover a wide range of social protest as reflected in literature and film of the two Germanies: critical responses to the Holocaust in the two countries, anti-capitalist terrorism by the Baader-Meinhof gang, the feminist and gay rights movements, reformers and repression under Ulbricht and Honecker in the GDR, minority rights and environmental activists. Authors will include: Peter Weiss, *Die Ermittlung*, Heinrich Böll, *Und sagte kein einziges Wort*, Gisela Elsner, *Riesenzwerge*, Emine Sevgi Özdamar, *Das Leben ist eine Karawanserei*, Volker Braun, *Unvollendete Geschichte*, Alice Schwarzer, *Der kleine Unterschied und seine großen Folgen*, Christian Kracht, *Faserland*, Thomas Brussig, *Wasserfarben*. Films may include: Gerhard Klein, "Berlin-Ecke Schönhauser," Ulrich Plenzdorf, "Die Legende von Paul und Paula," Rainer Werner Fassbinder, "Angst essen Seele auf," Reinhard Hauff, "Messer im Kopf," Uli Edel, "Der Baader-Meinhof Komplex," Margarethe v. Trotta, "Das zweite Erwachen der Christa Klages," Heiner Carow, "Coming Out," Hans Weingartner, "Die fetten Jahre sind vorbei."

Class Format: remote

Requirements/Evaluation: alternating 4-page tutorial papers in German, and 2-page critiques

Prerequisites: GERM 202 or permission of the instructor

Enrollment Limit: 12

Enrollment Preferences: German majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $80 books

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 304 (D1) GERM 304 (D1)

Spring 2021

TUT Section: RT1  TBA  Helga Druxes

**WGSS 335 (S) Michelangelo: Self and Sexuality** (WS)

Cross-listings: ARTH 331  WGSS 335

Secondary Cross-listing

Who are artists? We each have different answers to this question, but our responses would probably share some common assumptions about human individuality and the centrality of the self to artistic creation. In this tutorial, we will take a critical lens to these ideas by studying the life, work, and passions of the Italian artist, Michelangelo Buonarroti (1475-1564). Michelangelo is a towering archetype of the autonomous artistic self: the distinctive personality who telegraphs individual beliefs, feelings, and desires through the creative act. His lifelong engagement with the physicality, beauty, and sensuality of the (male) human body has encouraged the connection between the man and his work on the most intimate levels of pleasure and desire. Ironically, Michelangelo would not have understood our modern conceptions of artistic selfhood or sexuality, but his own Renaissance moment was obsessed with questions surrounding the nature of human identity and subjectivity. His artistic practice—from painting to poetry—wrestles with them in countless, fascinating ways. Students’ writing and critical conversation will venture into the spaces between man and myth, selfhood and self-fashioning, artist and patron, past and present.

Class Format: Tutorial meetings will take place primarily on Zoom, with the hopeful possibility of some in-person meetings for students in residence on campus.

Requirements/Evaluation: Five 5-7 page essays, five 1-2 page responses to partner’s essays, critical conversation

Prerequisites: Any ARTH course

Enrollment Limit: 10

Enrollment Preferences: ARTH majors and WGSS concentrators (or sophomores intending to pursue the ARTH major or WGSS concentration)

Expected Class Size: 10
WGSS 336 (S) **Foucault Now** (DPE) (WS)

Cross-listings: WGSS 336  PHIL 326

Secondary Cross-listing

If we think of Michel Foucault as engaged in writing histories, or genealogies, of his own present designed to undercut the sense of the obviousness of certain practices and ways of thinking, categorizing, and knowing, we can easily imagine that he might now be questioning different aspects of our contemporary "present" than the ones standardly associated with his name, namely, panopticons and surveillance, discipline, criminalization, the biopolitics of health, the normal and the abnormal, etc. In this course we address the question: How is the present we find ourselves living today different from the one that the author Foucault wrote about in the 1960s, 70s and early 80s before his untimely death in 1984? What differentiates today from yesterday? And what present practices and ways of thinking and knowing might be questioned using Foucault's tools, genealogy in particular, for resisting unnecessary constraints on freedom and the perpetuation of unnecessary suffering? What is his legacy today? In this tutorial you will read from a selection of Foucault's texts (books, lectures, interviews) in order to acquire a firm grasp of his method of "critique" and his way of looking at the interconnections between forms of power and the knowledge associated with particular disciplines. We will also read more recent work by scholars who draw on Foucault to address problems in today's present. Among the contemporary texts assigned might be the following: *Bernard Harcourt's Exposed: Desire and Disobedience in the Digital Age*, Saidiya Hartman's *Wayward Lives, Beautiful Experiments* (2019), Verena Ehrlenbusch's *Terrorism: A Genealogy*, Cressida Heyes' *Anaesthetics*, Ladelle McWhorter's *Racism and Sexism in Anglo-America: A Genealogy*, and *Active Intolerance: Michel Foucault, The Prisons Information Group, and the Future of Abolition*, eds. Perry Zum and Andrew Dilts.

Class Format: I will meet with students in a seminar format at various points throughout the semester. I have requested a class block for this reason.

Requirements/Evaluation: evaluation will be based on written work (six 5- to 6-page papers, and six 2-3 page commentaries on their partner's papers) as well as the quality and level of preparation and intellectual engagement in our weekly meetings.

Prerequisites: Relevant background in critical theory, social theory, political theory or philosophy.

Enrollment Limit: 10

Enrollment Preferences: I will give preference to philosophy majors and to upper class students with a demonstrated background in critical theories. Some sophomores may be eligible.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

WGSS 336 (D2) PHIL 326 (D2)

Writing Skills Notes: This is a tutorial. Students will write five or six 5-6-page papers during the course of the the semester and receive significant feedback on each paper. At the end of each tutorial meeting the student is asked to reflect on how they would approach the paper differently if they were to rewrite it. In this version of the course, I may ask students to select one paper to revise as a final assignment.

Difference, Power, and Equity Notes: In this course we address power and domination, reflect on the difference between them, and treat power relations as not only an inevitable feature of any society, but as both enabling and constraining. Moreover, we will read material that uses Foucauldian tools to address contemporary issues involving sexism and racism, digital surveillance, and the abolition of prisons.

Attributes: PHIL History Courses