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.

AAS 351  (F)  Racism in Public Health  (DPE)

Cross-listings: PHLH 351

Secondary Cross-listing

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.
Requirements/Evaluation: bi-weekly tutorial papers, weekly journaling, oral commentaries and tutorial discussion

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

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:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

AFR 128 (S) James Baldwin's Song

Cross-listings: MUS 179 / COMP 129

Primary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in Notes of a Native Son in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel Go Tell It on the Mountain, the metaphor of the blues in the play written during the civil-rights movement Blues for Mr. Charlie, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in A Lover's Question set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

Requirements/Evaluation: Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

Prerequisites: None

Enrollment Limit: 10

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

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

MUS 179(D1) AFR 128(D2) COMP 129(D1)

Attributes: AFR Core Electives

Spring 2025
AFR 159 (F) Crossing the Color Line: A History of Passing (DPE) (WS)

Cross-listings: HIST 159

Secondary Cross-listing

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her white parents stated publicly that Dolezal is a white woman passing as black. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to become white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries—class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be 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) (DPE) (WS)

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

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of identic intelligibility.

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

Fall 2024

AFR 202 (S) Narrating Color: Black Women Sing and Write About Complexion

Cross-listings: WGSS 206 / COMP 236

Primary Cross-listing

Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn't protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of
anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks "Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

**Requirements/Evaluation:** Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

**Prerequisites:** N/A

**Enrollment Limit:** 10

**Enrollment Preferences:** This class is specifically designed for first year students. Sophomores can register only with advanced permission.

**Expected Class Size:** 8-10

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

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

WGSS 206(D2) AFR 202(D2) COMP 236(D1)

**Attributes:** AFR Core Electives AFR Culture, Performance, and Popular Technologies

Spring 2025

TUT Section: T1  TBA  VaNatta S. Ford

**AMST 490  (S) The Suburbs  (WS)**

**Cross-listings:** 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:** Students will meet with the professor either in assigned pairs or “trios” at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

**Requirements/Evaluation:** This class follows a 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 course work related to the topic.

**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:
ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

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

Spring 2025
TUT Section: T1   TBA   Karen R. Merrill

ANTH 216  (F) Cities and Urbanism of the Ancient World  (WS)

Cross-listings: GBST 216

Primary Cross-listing
This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation:  5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites: none

Enrollment Limit:  10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

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:
GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes: GBST Urbanizing World

Fall 2024
TUT Section: T1   TBA   Antonia E. Foias

ANTH 243  (S) Reimagining Rivers  (DPE) (WS)

Cross-listings: ENVI 243

Secondary Cross-listing
In the era of climate change and widening inequality, how we live with rivers will help define who we are. 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 increased flooding, drought, pollution, 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.

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

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

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:
ENVI 243(D2) ANTH 243(D2)

Writing Skills Notes: Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, the students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1   TBA   Nicolas C. Howe

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

Cross-listings: WGSS 284 / REL 284

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 profusely 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 4-5-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:
WGSS 284(D2) REL 284(D2) 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

Fall 2024
TUT Section: T1 TBA Peter D. Low

ARTS 204  (F) Introduction to Performance Art: Bodies, Borders and Resistance
In this introductory tutorial class, we will explore time, space and politics through the presence of the artist's body as well as the relation between the artist and the audience. We will study the history of Performance Art, beginning with its origins in the early 20th century and leading us to contemporary Performance Art work presented in art contexts and in everyday life. We will read and discuss texts, watch films and videos, attend live events and analyze the role of photography as documentary witness, all via themes of liveness and ephemerality. Using this information as inspiration, we will create our own performances, which will include designing, writing and performing, as well as watching and documenting the performances through photography and video, accumulating in intimate conversations, feedback and critique. Specifically, we will think about and create Performance Art through our own body's lived experiences--exploring the borders of the body through race, gender and ability as well as relationships to place and land--to create, rebel and resist.

Requirements/Evaluation: We will discuss weekly readings and create live performances which will be evaluated throughout the semester. You will be required to create a unique performance art piece for your midterm and final that will also be documented photographically and via video/sound.

Prerequisites: One studio art class or permission of the instructor

Enrollment Limit: 12
Enrollment Preferences: Art Majors
Expected Class Size: 8
Grading: no pass/fail option, no fifth course option

Materials/Lab Fee: $100-$300 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024
TUT Section: T1 T 1:10 pm - 3:50 pm Ohan Breiding

ARTS 254  (S) Architecture as Politics: Space, Design, Technology  (DPE)

Cross-listings: ENVI 264

Primary Cross-listing
This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools--from traditional to digital and computational--helps shape buildings and public spaces, shifts power structures, and hinders or promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound
Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

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

Materials/Lab Fee: $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ARTS 254(D1) ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025

TUT Section: T1 TR 11:20 am - 12:35 pm Giuseppina Forte

ARTS 322 (F) The Empowered Object

The development of "found object" in the language of art has played a significant role in constructing meaning in the consciousness of the twenty-first century. This tutorial will have students explore that tradition further through their own creative endeavors. They will be asked to add to the lineage of art that uses "found objects" in a creative and meaningful way. They will have the freedom to choose which medium will convey their ideas most effectively. They include, but are not limited to: sculpture, painting, drawing, photography, printmaking and video. For example, within the investigation of the "found object", projects might focus on: still life painting or incorporating real objects via collage, assemblage, etc. The "found object" in art will be examined through: art practice, readings and presentations. As a tutorial, the course is designed to meet individual needs and to stress student participation and responsibility for learning. Students will meet weekly with a peer and the professor to review work.

Requirements/Evaluation: Evaluation is based on the conceptual and technical quality of the work, as well as the level of participation in the tutorial meetings.

Prerequisites: Any 200-level art course in the area that you are planning to work that is housed in the studio wing of the art department.

Enrollment Limit: 10

Enrollment Preferences: Art majors have priority.

Expected Class Size: 10

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

Materials/Lab Fee: 300-500 lab fee charged to term bill

Distributions: (D1)

Spring 2025

TUT Section: T1 R 1:10 pm - 3:50 pm Amy D. Podmore

ARTS 328 (F) The Art of Almost Nothing

In this studio tutorial class, students will create studio art projects by using materials that are mainly not bought but found, repurposed, and/or overlooked and ubiquitous. In this time of extreme material production and consumption, with a great deal being thrown out and unrecoverable, how
can we make intentional, creative meaning from what is around us? This class is concerned with impacts on the environment but also with how consumer culture has wielded profound influence in the current production of studio art. How can we engage with our major concerns—aesthetic, topical, critical—and use what is around us mindfully and creatively with desired impact? Some of the artists we will look at: William Pope L., Ana Mendieta, David Hammons, Tania Bruguera, and the Yes Men. This class is a hands-on studio class with weekly assignments.

Class Format: studio class, 3 hours per week

Requirements/Evaluation: projects, assignments, class participation, attendance

Prerequisites: Three studio art classes of any kind at Williams or previous studio experience with permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Any student who has taken at least three or more previous studio art classes at Williams

Expected Class Size: 10

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

Materials/Lab Fee: Under $100. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)

Fall 2024

TUT Section: T1  W 10:00 am - 12:50 pm  Laylah Ali

ASIA 109 (S)  The Art of Yoga: Practice, Philosophy, Politics, Possibilities  (DPE)

Cross-listings: THEA 109

Secondary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines, including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali’s Yoga Sutras, and some current commentaries on that text, by means of expanding the significance of our practice to all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner’s essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

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

Materials/Lab Fee: $50 for yoga mat, belt, and balls.

Distributions: (D1) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025
TUT Section: T1 TBA Shanti Pillai

ASIA 111 (S) The Asia-Pacific War (WS)

Cross-listings: HIST 112

Secondary Cross-listing

The “Asia-Pacific War,” as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the analysis of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation: Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner’s papers (6 total)

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: History majors and Asian Studies concentration students, then everyone else.

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 112(D2) ASIA 111(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-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.

Attributes: HIST Group B Electives - Asia

Spring 2025
TUT Section: T1 TBA Viktor Shmagin

ASIA 351 (S) Disinterest in the Bhagavad Gita

Cross-listings: ENGL 353 / COMP 313 / REL 353

Secondary Cross-listing

In this course, students will read the Bhagavad Gita alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later “Bhakti” poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the Gita's theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a
Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: History and Asian Studies majors/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 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia

Fall 2024
TUT Section: T1 TBA Anne Reinhardt
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 taken using the rooftop telescope.

**Class Format:** Tutorial meetings will be scheduled with the professor. Students will also complete observing projects using the rooftop telescope.

**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.

Spring 2025

TUT Section: T1  TBA  Anne Jaskot

**BIOL 209 (F) Animal Communication (WS)**

**Cross-listings:** NSCI 209

**Primary Cross-listing**

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will include the use of syntax to carry meaning in chickadee calls, synchronous signaling by fireflies, gestural communication by primates, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

**Requirements/Evaluation:** evaluation will be based on five 5-page papers, five short response papers, and the student’s effectiveness in tutorial discussions.

**Prerequisites:** BIOL 101 and 102; open to sophomores, juniors, and seniors

**Enrollment Limit:** 10

**Enrollment Preferences:** Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

**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:**

NSCI 209(D3) BIOL 209(D3)

**Writing Skills Notes:** This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

**Attributes:** COGS Related Courses  NSCI Group A Electives
BIOL 440 (S) Cell Signaling and Tissue Engineering: A Potential Fountain of Youth? (WS)

It is a long quest of mankind to have a healthy and long life but it is inevitable that our bodies lose function due to injury, disease or as we grow old. At the heart of tissue engineering is the idea that we can restore tissue function by replacing with or rebuild the right structure. To artificially generate tissues, organs or even organisms, one fundamental question must be addressed: How do our different organs, composed of cells with the identical genetic information, develop into such functionally different organs? Through the lens of tissue engineering, we will explore the mechanism by which cells sense the surrounding physical and chemical cues, and respond by changing their gene expression and consequent behaviors. We will devote most of our discussion to the scientific rationale and challenges of tissue engineering. Topics to be covered include 3D organoids in regenerative medicine, disease modeling, biobanking and drug discovery, computational modeling of stem cell dynamics, tissue growth and pattern formation, mechanotransduction, biomaterial fabrication, immunomodulation and cultured meat. Bioengineering of bone and cartilage, cardiovascular and nervous systems, etc. will be presented as case studies to illustrate details of certain aspects of tissue engineering in the broader context of the overall strategic approach used to solve a clinical problem. We will also consider the role of social factors like legislative regulation, health care philosophy, ethics and economics in the process of moving concept into the clinic and market.

Requirements/Evaluation: six 4-5 page papers; six 1-2 page response papers; tutorial presentations; contribution to the intellectual enterprise

Prerequisites: BIOL202 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Junior and seniors, with preference to senior Biology majors who have not had a 400-level course

Expected Class Size: 10

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

Distributions: (D3) (WS)

Writing Skills Notes: Each student will write six 4-5 page papers that address questions given by the professor and six 1-2 page critiques of their tutorial partner's papers, either adding to or refuting the main points made. Both papers and critiques will receive feedback from professor regarding structure, style and argument. As a final assignment, each student will write a paper that requires synthesizing/revising their ideas from the previous five papers and also a peer review of their partner's final paper.

Attributes: BIMO Interdepartmental Electives

Spring 2025

TUT Section: T1 TBA Pei-Wen Chen

COMP 129 (S) James Baldwin's Song

Cross-listings: MUS 179 / AFR 128

Secondary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in Notes of a Native Son in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel Go Tell It on the Mountain, the metaphor of the blues in the play written during the civil-rights movement Blues for Mr. Charlie, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in A Lover's Question set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

Requirements/Evaluation: Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an
original song composition for the final project

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

**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:

MUS 179(D1) AFR 128(D2) COMP 129(D1)

**Attributes:** AFR Core Electives

Spring 2025

**TUT Section:** T1  TBA  Rashida K. Braggs

**COMP 227 (F) Outdoor Pools: Where Eros Meets Thanatos**  (WS)

In an outdoor swimming pool is where Eros meets Thanatos: in both F. Scott Fitzgerald's novel *The Great Gatsby* (1925) and Billy Wilder's movie *Sunset Boulevard* (U.S.A., 1950), the protagonists are shot dead in their pool, and in his adaptation of *Romeo and Juliet* (U.S.A., 1996) Baz Luhrmann transposes the balcony scene to an outdoor pool where romance unfolds. What is it about outdoor swimming pools that they irremediably capture our imagination? This interdisciplinary tutorial explores the function and significance of outdoor swimming pools in French, German, and U.S. culture through literature, painting, photography, and film. Whether we regard them as a symbol of status and wealth, the remnants of Hollywood's Golden Age era, the embodiment of order and discipline, or a major environmental impact factor, they nevertheless fascinate us. Because outdoor swimming pools, whether private or public, are a microcosm of society and a metaphor for human civilization, they have also been at the center of discussions about racial segregation and religious discrimination in Europe as well as in the U.S.A.. Although pools are mostly governed by tacit rules, such as respect for personal space and the desexualization of encounters, visitors have often disregarded and broken these regulations. That explains why outdoor swimming pools have often served as the perfect backdrop for literature and cinema's steamiest and most violent scenes. We will start the course with a brief social history of pools and read a few sociological studies of swimming pools by experts (Jeff Witse, Kate Moles, Susie Scott) to lay the theoretical ground for our analysis. In the course of the tutorial, we will explore through novels, photographs, paintings, and films the various functions assigned to outdoor swimming pools depending on the time period. We will also delve into the genre of summer pool side literature (the satirical *Summer House with Swimming Pool* (2011) by Hermann Koch, the thriller *The Swimming Pool* (2018) by Clare Mackintosh, and Julie Otsuka's latest novel, *The Swimmers* (2022))) and try to explain its great popularity. While the outdoor pool functions as a mirror of excess and decadence in the 1920's as evidenced by the lavish pool parties thrown by *The Great Gatsby* by F. Scott Fitzgerald (1925), it becomes the epitome of white middleclass suburban life in the 60's as John Cheever's short story *The Swimmer* narrates. During the 1970's, the pool advances as a symbol of sexual liberation as the erotic thriller *The Swimming Pool* (France, 1969) by Jacques Deray, the sexually charged pool paintings *Peter Getting Out of Nick's Pool* (1966) or *Portrait of an Artist (Pool with Two Figures)* (1972) by David Hockney, or the male nudes by Tom Bianchi in his *Fire Island Pines: Polaroids 1975-1983* attest. In the 1980's the outdoor pool becomes once more the mirror of opulence and eroticism, which Helmut Newton's photographs of Hollywood celebrities (Liz Taylor swimming in her jewels) and for Playboy magazine capture as well as Paul Thomas Anderson's film *Boogie Nights* (U.S.A.,1997) about the booming porn industry during the Reagan-era. Starting in the late 90's, the outdoor swimming pool takes on greater political significance, largely due to the emergence and increasing visibility of female and gay filmmakers. In François Ozon's thriller *Swimming Pool* (France, 1996), the pool is the setting of female solidarity and feminist revenge. In her character study movie *Everyone else* (Germany, 2009), Maren Ade carefully examines how gender roles and stereotypes play out and get reinforced during a pool party. At last, in her recent comedy *Freibad*, (Germany, 2022) Doris Dorrie chooses a women-only public outdoor pool as the backdrop to raise questions of racial segregation and religious discrimination

**Requirements/Evaluation:** six 5- to 7-page argumentative papers; six 2- to 3-page response papers; final paper optional

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Freshmen, sophomores, and juniors

**Expected Class Size:** 8

**Grading:** no pass/fail option, no fifth course option
In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

Class Format: After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

Requirements/Evaluation: participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

Prerequisites: a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Comparative Literature majors, students with a demonstrated interest

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:
ENGL 266(D1) COMP 231(D1)

Writing Skills Notes: Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

Attributes: ENGL Criticism Courses
look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn’t protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison’s, The Origins of Others (2017), Brit Bennett’s, The Vanishing Half (2020), Tressie McMillian Cottom’s, Thick (2019), Marita Golden’s, Don’t Play in the Sun (2004), Yaba Blay’s, One Drop: Shifting the Lens on Race (2021), Nina Simone’s, “Four Women” (1966) and “Young, Gifted and Black” (1958), Sara Martin’s, “Mean Tight Mama” (1927), India.Arie’s, “Brown Skin” (2001), Azealia Banks “Liquorice” (2012), and Beyoncé’s “Creole” (2012), “Formation” (2016) and “Brown Skin Girl” (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

Requirements/Evaluation: Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

Prerequisites: N/A

Enrollment Limit: 10

Enrollment Preferences: This class is specifically designed for first year students. Sophomores can register only with advanced permission.

Expected Class Size: 8-10

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 206(D2) AFR 202(D2) COMP 236(D1)

Attributes: AFR Core Electives AFR Culture, Performance, and Popular Technologies
**Writing Skills Notes:** Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

**Attributes:** AMST Arts in Context Electives  ENGL Criticism Courses  ENGL Literary Histories C

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### COMP 268 (D1) ENGL 243 (D1)

**Spring 2025**

**TUT Section:** T1  TBA  Ricardo A Wilson

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### COMP 313  (S) Disinterest in the Bhagavad Gita

**Cross-listings:** ENGL 353  / REL 353  / ASIA 351

**Secondary Cross-listing**

In this course, students will read the *Bhagavad Gita* alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later “Bhakti” poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the *Gita*’s theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

**Requirements/Evaluation:** Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

**Prerequisites:** No prerequisites

**Enrollment Limit:** 10

**Enrollment Preferences:** Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

**Expected Class Size:** 8-10

**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 353(D1)  COMP 313(D1)  REL 353(D2)  ASIA 351(D1)

**Attributes:** ENGL Literary Histories A

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### DANC 210  (F) LET'S MAKE A DANCE: Dance Making and Re-Making

This tutorial is designed for both first-time dance makers as well as more experienced dance students who seek the opportunity to practice dance making in a structured, intimate setting. Any genre or style of dance may be explored. Projects are designed primarily to empower the creator to clarify the intent and vision for their work. Central to this is the practice of giving and receiving feedback, using Liz Lerman’s Critical Response Process (CRP). Tutorial partners will be active artistic advisors for each others’ projects. Projects may include solo and group work, site-specific dance making, and creating in collaboration. Students are expected to rigorously build upon and revise their work(s) in three possible roles: artist, responder, and facilitator. Studying the work and philosophies of dance makers in a variety of genres, such as Akram Khan, Pina Bausch, Camille A. Brown, and William Forsythe will give further context to our work. Weekly presentation of assignments, active participation in CRP sessions, reading assignments, identifying to the group one’s intended goal(s) for the week, written reflection on sessions, and final showing will be required. The full class will meet periodically for group feedback.

**Class Format:** plus one periodic full class meeting

**Requirements/Evaluation:** weekly presentation of assignments, participation in CRP sessions, identifying to the group one’s intended goal, written reflection on sessions, and final showing
How can we capture the "liveness" of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Class Format: enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

Requirements/Evaluation: This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Students with some prior dance experience in technique and/or performance; no experience with choreography is required

Expected Class Size: 10

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

Distributions: (D1)

Fall 2024
TUT Section: T1 TBA Erica Dankmeyer

DANC 302 (S) Moving Words, Wording Dance (DPE) (WS)

Cross-listings: ENGL 335

Primary Cross-listing

Spring 2025
TUT Section: T1 TBA Munjulika R. Tarah
ECON 219 (S) Global Economic History (WS)
What generated the rise of agricultural civilizations and early empires in the ancient world? Why did Western Europe—and not China, India, or the Middle East—first experience the Industrial Revolution? Why did Latin America stagnate over the 20th century, while Japan and eventually China and India boomed? What explains the historical success of the US economy? Why did the Soviet Union rise and fall? And why was African economic growth slow for so long before taking off in recent decades? These and other questions will guide our exploration of global economic development over the past several millennia. Our focus will be broadly comparative across space and time, with an emphasis on how institutions, resource endowments, culture, technology, and market forces help explain economic differences and change around the world. Throughout the course, we will draw on micro and macroeconomic concepts and simple empirical tools to understand and interpret the historical roots of the modern global economy.

Class Format: tutorial; weekly one hour meetings in groups of two
Requirements/Evaluation: evaluation will be based on five 5- to 6-page papers, critiques of fellow students’ papers, a longer revision of a paper, and engagement in discussion
Prerequisites: ECON 110 and ECON 120 or equivalent courses subject to instructor approval
Enrollment Limit: 10
Enrollment Preferences: first-year students and sophomores intending to major in Economics and/or History
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
Writing Skills Notes: This tutorial course requires students to write five 5-7-page papers, to write 1-2 page responses to their tutorial partner's papers, and to revise and extend one of their papers into a larger final paper of approximately 10-12 pages. Along the way, I offer detailed comments on all of their writing, with an eye towards producing a very polished final paper.
Attributes: GBST Economic Development Studies

Spring 2025
TUT Section: T1 TBA Steven E. Nafziger

ECON 375 (S) Inclusive Growth and Crisis Response: The Role of Social Protection Systems
Cross-listings:

Secondary 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 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: CDE Fellows; Junior and senior Economics majors at instructor's discretion.
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)

Spring 2025
TUT Section: T1    TBA    Michael Samson
TUT Section: T1    TBA    Michael Samson

ENGL 243 (S) The Contemporary African American and Latin American Novella (WS)
Cross-listings: COMP 268

Primary Cross-listing
This tutorial examines how the novella has been deployed in the African American and Latin American contexts in our present century. Throughout the term, we will grow a vocabulary to understand how, from the perspective of craft, an elongated brevity can often lend itself, perhaps counterintuitively, to such an immersive reading experience. We will also contemplate why so many of the texts appear focused on countering established historical narratives. What unique possibilities does the form of the novella offer in this regard? In these explorations, we will encounter novellas from, among others, César Aira, Yuri Herrera, Jocelyn Nicole Johnson, Gayl Jones, John Keene, Bruna Dantas Lobato, Toni Morrison, and Alejandro Zambra. These readings will be paired with brief critical texts that will frame the essays to be written each week.

Requirements/Evaluation: five tutorial essays (4-5 pages); five responses to partners tutorial essays; thoughtful participation in tutorial meetings
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)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 268(D1) ENGL 243(D1)

Writing Skills Notes: Beyond the quantity of assigned writing, significant class time will be spent covering strategies for effective and persuasive academic writing. Throughout the semester, students will receive written feedback from the instructor with specific suggestions for revision and improvement.

Attributes: AMST Arts in Context Electives ENGL Criticism Courses ENGL Literary Histories C

Spring 2025
TUT Section: T1    TBA    Ricardo A Wilson

ENGL 266 (F) Postmodernism (WS)
Cross-listings: COMP 231

Secondary Cross-listing
In one definition, postmodernism in art and literature is what you get when you combine modernism's radical experimentation with pop culture's easy appeal. This term has been used to describe works from Andy Warhol's paintings of Campbell's soup cans and Jean Baudrillard's critical essays on Disneyland to Murakami Haruki's euphoric conspiracy novels. Theorists of the postmodern have argued that it represents not only a radical change in aesthetic sensibilities, but a fundamentally new relationship between art, language, and society. In this tutorial, we will read some of the most important theoretical essays defining the postmodern (essays which themselves often embrace this playful and sometimes ironic style), and we will pair them with artistic texts that are said to illustrate the features of postmodernism. The latter will be mainly novels and short stories from around the world, but one feature of this theory is a flattening of the distinction between high and low culture as well as between the written and the visual, so we will also examine examples from architecture, visual art, and/or broader pop culture. Texts will include essays by critics like Jean Baudrillard, Fredric
Jameson, Jean-François Lyotard, and Azuma Hiroki; novels and short stories by writers like Don DeLillo, Italo Calvino, and Murakami Haruki; painting and sculpture associated with Pop Art and Superflat; the architecture of Williamstown-area museums; etc. Writing assignments will focus on reading the theoretical texts closely and applying their ideas to the artistic texts in creative and interesting ways. Open to sophomores as well as advanced students.

**Class Format:** After an introductory lecture meeting, students will meet with the instructor in pairs for approximately an hour each week.

**Requirements/Evaluation:** participation plus 4 papers (4-5 pages), 2 short papers (1-2 pages), and 4 peer critiques (1 page)

**Prerequisites:** a previous literature or critical theory course at Williams plus sophomore standing or higher, or permission of instructor

**Enrollment Limit:** 10

**Enrollment Preferences:** Comparative Literature majors, students with a demonstrated interest

**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:

ENGL 266(D1) COMP 231(D1)

**Writing Skills Notes:** Students will write several regularly spaced papers that build on one another by revisiting, extending, and/or rewriting earlier material. Students will receive detailed written feedback from the instructor on each paper, addressing argument, organization, and style, as well as written peer feedback on the longer papers. (See requirements for details about the number and type of assignments.)

**Attributes:** ENGL Criticism Courses

Fall 2024

TUT Section: T1 TBA Christopher A. Bolton

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**ENGL 335 (S) Moving Words, Wording Dance** (DPE) (WS)

**Cross-listings:** DANC 302

**Secondary Cross-listing**

How can we capture the “liveness” of dance and performance through writing? How can the spoken and written word promote a deeper understanding of felt emotions expressed through embodied practice? In this tutorial, we will explore different modes of writing about performance such as ethnography, non-/fiction, and performative writing. While there will be skill-based goals and a set outline for the tutorial, core texts that will anchor the conversations and paired writing assignments will be selected according to the interests of enrolled students. Texts will be complemented with visual materials and/or virtual conversation with artist-scholars to encourage a multilayered experience with writing about performance. The course is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

**Class Format:** enrollment in the course will require each student to have in-person or zoom meeting with the instructor before the first class meeting, and attendance in the first organizational meeting or class session.

**Requirements/Evaluation:** This tutorial is reading and writing intensive, and oriented towards juniors, seniors, and those with deep interest in analytical and creative writing. Students will (i) read several monographs during the semester, (ii) produce creative and critical writing (at least 5-6 pages every two weeks and a longer final essay) (iii) be committed to the peer review and revision process of their own work and that of their writing partners, and (iv) participate in discussions about course materials and reflections about their writing process.

**Prerequisites:** none

**Enrollment Limit:** 8

**Enrollment Preferences:** Juniors and seniors, and those with specific interest in performance, creative, and analytical writing. Prior dance or performance experience not required.

**Expected Class Size:** 6

**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 335(D1) DANC 302(D1)

Writing Skills Notes: Each student will write three 5- to 6-page papers on which the professor and peers will provide critical feedback on content, style, and form. After each cycle of feedback, students will have the option to submit a revision, and discuss the revision process and the revised paper. As the final assignment, students will select one of the three papers to develop into a longer essay, which will be 10-15 pages.

Difference, Power, and Equity Notes: The monographs that will anchor the tutorial engage with politics of identity as it manifests in both staged and in everyday performances. The introductory points of exploration and the objects of analysis in the course are bodies in motion. So our inquiry throughout the semester will necessarily include how bodies "make meaning" in a network of power relationships within the context of historical associations to markers of race, class, gender, sexuality, and socially constructed differences.

Spring 2025
TUT Section: T1 TBA Munjulika R. Tarah

ENGL 353 (S) Disinterest in the Bhagavad Gita
Cross-listings: COMP 313 / REL 353 / ASIA 351

Primary Cross-listing
In this course, students will read the Bhagavad Gita alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the Gita's theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.
Prerequisites: No prerequisites
Enrollment Limit: 10
Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.
Expected Class Size: 8-10
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 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)
Attributes: ENGL Literary Histories A

Spring 2025
TUT Section: T1 TBA Paresh Chandra

ENVI 243 (S) Reimagining Rivers (DPE) (WS)
Cross-listings: ANTH 243

Primary Cross-listing
In the era of climate change and widening inequality, how we live with rivers will help define who we are. 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 increased flooding, drought, pollution, 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.

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

**Prerequisites:** None

**Enrollment Limit:** 10

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

**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:

ENVI 243(D2) ANTH 243(D2)

**Writing Skills Notes:** Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

**Difference, Power, and Equity Notes:** This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

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

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ENVI 244 (S) Environmental Ethics (WS)

**Cross-listings:** 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, among others. Most 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.

**Requirements/Evaluation:** five essays (5-7 pages each) and five 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 five 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 2025
TUT Section: T1    TBA    Julie A. Pedroni

ENVI 264  (S)  Architecture as Politics: Space, Design, Technology  (DPE)

Cross-listings: ARTS 254

Secondary Cross-listing

This course delves into the intersection of architecture as a form of political expression, technology, and their collective impact on societal change. Emphasizing architecture as a discipline deeply intertwined with politics and shaped by technological advancement, this course will examine how a spectrum of art tools—from traditional to digital and computational—helps shape buildings and public spaces, shifts power structures, and promotes social justice. The curriculum blends theoretical exploration with practical application. Students will engage in critical analysis, technology-driven design workshops, and peer evaluations, culminating in a final project that melds techno-political theory with cutting-edge architectural practices. This course is ideal for students keen on leveraging technological architectural techniques to craft spaces with profound political and social impact.

Requirements/Evaluation: This is an intensive studio tutorial requiring working outside of scheduled class hours. In this course, students can work with the following media assuming that they can master them for a 200-level course: architecture models (physical and digital), photo reportages, 2D collages (e.g., Photoshop), digital humanities (cartographies, counter mapping, oral histories, digital archives), and curatorial platforms. Students will participate in tutorials plus a final project of significant scope. Evaluation will be based primarily on the quality of the final project but also on participation.

Prerequisites: Drawing I or permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: Studio Art majors, Art History and Studio Art majors, ENVI majors and concentrators.

Expected Class Size: 10

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

Materials/Lab Fee: $350-$450 lab fee charged to term bill. Lab and materials fees for all studio art classes are covered by the Book Grant for all Williams financial aid recipients.

Distributions: (D1)  (DPE)

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

ARTS 254(D1)  ENVI 264(D1)

Difference, Power, and Equity Notes: This tutorial will employ theories and approaches from design activism and critical environmental studies to analyze the relationship between space and difference, including, but not limited to, race, class, ethnicity, gender, sexuality, religion, and species. Students will apply these theories and approaches to creating place-based projects.

Spring 2025
TUT Section: T1    TR 11:20 am - 12:35 pm    Giuseppina Forte

ENVI 291  (F)  Religion and Ecology in America  (WS)

Cross-listings: REL 291 / SOC 291

Primary Cross-listing

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including
struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

**Requirements/Evaluation:** Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner’s paper.

**Prerequisites:** None

**Enrollment Limit:** 10

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

ENVI 291(D2) REL 291(D2) SOC 291(D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

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

Fall 2024

TUT Section: T1  TBA  Nicolas C. Howe

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**ENVI 491 (S) The Suburbs (WS)**

**Cross-listings:** AMST 490 / 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:** Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

**Requirements/Evaluation:** This class follows a 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 course work related to the topic.

**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:**

ENVI 491(D2) AMST 490(D2) HIST 491(D2)

**Writing Skills Notes:** Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the
professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester's course content.

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

Spring 2025

TUT Section: T1  TBA  Karen R. Merrill

**GBST 216 (F) Cities and Urbanism of the Ancient World** (WS)

**Cross-listings:** ANTH 216

**Secondary Cross-listing**

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

**Requirements/Evaluation:** 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first years, sophomores, or majors in Anthropology or Sociology

**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:

GBST 216(D2) ANTH 216(D2)

**Writing Skills Notes:** Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

**Attributes:** GBST Urbanizing World

Fall 2024

TUT Section: T1  TBA  Antonia E. Foias

**GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference** (DPE) (WS)

**Cross-listings:** RUSS 348 / SOC 348

**Secondary Cross-listing**

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 post-socialist 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 Russia's invasion of Ukraine, or the lingering 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 Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. 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 post-socialist condition.
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:
GBST 348(D2) RUSS 348(D1) SOC 348(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

Fall 2024

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

GEOS 211 (F) Rates and Dates: Calibrating the Rock Record (WS)
Late in the eighteenth century, the Scottish naturalist, James Hutton, argued that Earth had "no vestige of a beginning, no prospect of an end" challenging the widely held biblical view that Earth was a mere 6,000 years old. Yet it was not until the discovery of radioactive decay that geologists were able to accurately date rocks and assign absolute ages to the geologic time scale, which had been developed using fossils and relative dating of rocks. Before radiometric dating, there were numerous attempts to estimate the age of Earth using the rates of natural phenomena, but these early approaches were plagued by faulty assumptions about geologic processes. We still endeavor to estimate the rate of a wide variety of geologic processes, and many are critical to society, such as climate change, sea-level rise, plate motions, and mass extinctions. In this tutorial, we explore the methods of radiometric dating that allow us to determine the age of igneous rocks that cooled from a magma, estimate when deeply buried metamorphic rocks cooled below certain temperatures, and determine the age of organic materials from their radiocarbon signatures. We then examine methods used to estimate the rates of geologic processes with particular emphasis on diffusion -- the movement of matter or energy in response to a gradient in concentration, temperature, or potential energy -- and the explicit and implicit assumptions that are critical to rate calculations. Topics include the basic isotope systematics of geochronology (U-Pb, K-Ar, and 14C ages) and thermochronology (U-Th/He or 40Ar/39Ar), as well as the rates of processes such as plate motion, sea-level rise or fall, glacial advance or retreat, magma storage and ascent, and/or mineral growth rates. 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.

Requirements/Evaluation: Four 5-page papers and four oral critiques of partner's papers, plus 2 problem sets

Prerequisites: Any 100-level Geosciences course

Enrollment Limit: 10

Enrollment Preferences: Geosciences majors or students with a strong interest in Geosciences.

Expected Class Size: 10

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

Distributions: (D3) (WS)

Writing Skills Notes: Students will write four 5-page papers and will receive peer and instructor feedback on how to improve their writing skills and formulate sound arguments. In addition, there will be two quantitative problem sets.

Attributes: GEOS Group C Electives - Solid Earth

Fall 2024

TUT Section: T1 TBA Mike R. Hudak, Paul M. Karabinos
HIST 112  (S)  The Asia-Pacific War  (WS)  

Cross-listings:  ASIA 111

Primary Cross-listing

The “Asia-Pacific War,” as it is known in Japan, raged from the full-scale Japanese invasion of China in 1937 until Japan's total defeat in 1945. This war, though certainly tied to the Allied war against Germany and Italy, was viewed by many participants at the time as truly a war apart due to the immense distances involved, the gleeful, racism-fueled brutality on both sides of the conflict, and the resultant abuses of POWs, use of atomic weapons, and other atrocities. Students will explore the intersection of colonialism, racism and opportunism that fed the conflagration, and the remarkable rapprochement between American and Japanese former enemies immediately after the war. It will examine in depth the roles of China and the USSR in this conflict, which are often mentioned but functionally ignored in the West. It will cover the various warzones and home fronts, focusing as much as possible on conveying the experiences of participants through primary sources. It will likewise seek to bridge the analysis of the military and socio-political sides of this conflict, which are often treated as distinct, by drawing on key academic works in the field.

Requirements/Evaluation:  Weekly meetings with professor and one peer partner; 5-page papers (6 total); 2-page critiques of partner’s papers (6 total)

Prerequisites:  None

Enrollment Limit:  10

Enrollment Preferences:  History majors and Asian Studies concentration students, then everyone else.

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 112(D2)  ASIA 111(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-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.

Attributes:  HIST Group B Electives - Asia

Spring 2025

TUT Section:  T1    TBA  Viktor Shmagin

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. For three-quarters of the semester, the tutorial follows a traditional format in which weekly tutorial meetings center on the writing of a paper and the partner’s critique. The last segment of the course is structured around a research paper assignment, introducing students to archival research and longer-format writing.

Requirements/Evaluation:  bi-weekly 5- to 7-page papers; bi-weekly written critiques; one revised paper; final 8- to 10-page research 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)
Throughout the 20th century, parents, students, teachers, and policymakers have fought bitterly about the purpose of and practices in public schools. Public schools have been the site of a series of intense conflicts over the meanings of democracy and equality; the relationship between the individual, the family, and the state; and about completing claims to recognize the rights of teachers, children, and parents. Organized both chronologically and thematically, this course examines a series of "school wars" in the 20th century, focusing especially on battles over religion, race, and sex. Topics will include evolution/creationism, segregation and desegregation, bilingual education, sex education, free speech, and school prayer. This course asks how, why, and with what consequences schools have been an arena of cultural conflict in the United States? How do these debates help us understand the contested relationship between the rights of children and students, the rights of parents and families, the rights of communities and states, and the obligations of the federal government? How can historical analysis shed light on our present-day "school wars"? Many of these conflicts wind up in court, and we will be looking at some key Supreme Court decisions, but we will also draw upon memoirs, social histories, oral histories, popular culture, and other archival and documentary sources that focus on the experience of teachers and students. Tutorials meet in pairs. Every week, each student will either write an essay (1000-1250 words) that responds to and analyzes the readings OR a short essay (no more than 500 words) that responds to their partner's paper and raises further questions for discussion.

Requirements/Evaluation: four to five tutorial papers (approximately 5 pages) and four to five short response papers (approximately 2 pages)

Prerequisites: first-years or sophomores

Enrollment Limit: 10

Enrollment Preferences: first-year students, and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write bi-weekly 5-page papers about the readings, and bi-weekly 2-page responses to their tutorial partner's paper. For the final paper, each student will revise and expand one of the papers they wrote in the semester. Students will receive regular written and oral feedback on their work from the professor and their tutorial partner. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group F Electives - U.S. + Canada TEAC Teaching Sequence Courses

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her white parents stated publicly that Dolezal is a white woman passing as black. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to become white. Inspired by the controversy surrounding Dolezal, this tutorial will explore the history of passing in the United States. Whereas our attention will primarily be focused on black-to-white passing, we will expand our understandings of passing by emphasizing the variety of ways that identities have been shaped through the crossing of boundaries--class, ethnic, gender, intellectual, political, religious, and sexual. To accomplish our goals, we will read and cross-examine fictional and nonfictional as well as primary and secondary historical
accounts of boundary-crossers. We will also screen several films that engage the theme of passing.

Requirements/Evaluation: Weekly formal response papers and written critiques.

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: First and second-year students will be prioritized, followed by history majors. Should the course be 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) (DPE) (WS)

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

HIST 159(D2) AFR 159(D2)

Writing Skills Notes: Students will be required to complete formal writing assignments each week, alternating between response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement.

Difference, Power, and Equity Notes: Narratives of racial passing provocatively raise questions about the construction, logics, reinforcement, and subversion of racial categories and identities. Tutorial students will have the opportunity to deconstruct the meanings of race and identity in addition to thinking culturally, historically, and ontologically about the implications and value of these constructs. In essence, we will theorize racial identity, reconsidering, if not challenging, its stable notions of ideant intelligibility.

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

Fall 2024

TUT Section: T1 TBA Tyran K. Steward

HIST 481 (F) History of Taiwan (WS)

Cross-listings: ASIA 481

Primary Cross-listing

Almost all discussions of contemporary Taiwan reference the fierce debate over its sovereignty and international status: is the island of Taiwan an independent nation, or an "inalienable part" of the much larger and more powerful People's Republic of China? Part of the argument for Taiwan's separate nationhood derives from its claim to a unique history different from that of the P.R.C.. In this tutorial course, we will look closely at the distinctive aspects of Taiwan's history that underlie this claim, including its aboriginal populations, maritime history, experience of Japanese colonialism, settlement by mainland Chinese after World War II, role in the Cold War, and the development of a Taiwanese ethnic and political identity in the postwar period. We will also examine contemporary arguments for Taiwan as part of China. The goal of the course is neither to debate nor resolve the "Taiwan question", but to explore the history and historical arguments that inform it.

Requirements/Evaluation: weekly papers and critiques

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: History and Asian Studies majors/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 481(D2) ASIA 481(D2)

Writing Skills Notes: In this tutorial course, students will write bi-weekly 5- to 7-page papers with feedback from both the instructor and tutorial partner. Students will revise one of their tutorial papers as a final assignment. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: HIST Group B Electives - Asia
This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

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

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, 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) (DPE) (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 written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions spite of various and complex inequities.

Attributes: AFR Core Electives GBST African Studies HIST Group A Electives - Africa
prompted efforts to rebuild, reform, and reimagine. To accomplish our goals, we will engage primary and secondary sources in addition to screening films that focus on histories directly or indirectly related to fire.

**Requirements/Evaluation:** Weekly formal papers and written critiques. 10-12 page research paper.

**Prerequisites:** None.

**Enrollment Limit:** 10

**Enrollment Preferences:** Open to sophomores, juniors, and seniors. History majors will be prioritized. Should the course become overenrolled, I will have non-history majors complete a 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 response papers (4 pages) and written critiques (2-pages) of their peers' work. Students will receive substantial feedback on their writing skills, with verbal and written suggestions for improvement. Students also will receive feedback from their tutorial partners.

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

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**HIST 488  (F)  Sites of Memory and American Wars  (WS)**

This tutorial will examine the ways that U.S. military ventures have been memorialized through a variety of physical sites, including landscapes, monuments and statues, museums, and other depictions. Given the enormous national conversation and reconsideration of many of these sites over the last decade, we will ask such questions as: How and why has the memorialization of U.S. wars changed since the country's founding? Who determines what is preserved and what stories are told? What is the relationship between individual experiences, collective memories, and national narratives? What do "sites of memory" tell us about society's views of wars and soldiers and about the United States? Throughout, we will pay attention to how these sites reflect historical understandings of the time and have also served as focal points of social and political protests.

**Class Format:** Students will meet with the professor either in assigned pairs or "trios" at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

**Requirements/Evaluation:** This course follows a 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 course work related to the topic.

**Expected Class Size:** 10

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

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

**Writing Skills Notes:** At the start of the semester, students will outline what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

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

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**HIST 491  (S)  The Suburbs  (WS)**

**Cross-listings:** ENVI 491 / AMST 490
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: Students will meet with the professor either in assigned pairs or “trios” at a regularly scheduled time each week. Students in pairs will meet for one hour; students in trios will meet for 75 minutes.

Requirements/Evaluation: This class follows a 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 course work related to the topic.

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:
ENVI 491(D2) AMST 490(D2) HIST 491(D2)

Writing Skills Notes: Students will reflect on what their writing goals are for the semester, and they will receive feedback on their writing from the professor and from their tutorial partner. The final writing assignment will afford students the chance also to reflect back on their previous papers and the semester’s course content.

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

Spring 2025
TUT Section: T1 TBA Karen R. Merrill
Distributions: (D2) (WS)

Writing Skills Notes: Students will meet in pairs with the instructor 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.

Attributes: HIST Group G Electives - Global History HIST Group P Electives - Premodern

Fall 2024
TUT Section: T1 TBA Joel S. Pattison

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

Cross-listings: PHIL 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? 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 key question, then, is whether, and how, agency 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.

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

Prerequisites:one PHIL course (or permission of instructor; please email with any questions)

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: JLST Theories of Justice/Law PHIL Contemporary Value Theory Courses

Spring 2025
TUT Section: T1 TBA Melissa J. Barry

LEAD 290 (F) How Change Happens in American Politics (WS)

Cross-listings: PSCI 290

Secondary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of Roe v. Wade, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary
or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)

Prerequisites: one prior course in political science

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective Political Science majors and Leadership 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:
LEAD 290(D2) PSCI 290(D2)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: LEAD Facets or Domains of Leadership POEC Depth PSCI American Politics Courses

Fall 2024

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 2024

MATH 382  (S) Fourier Analysis  (QFR)
Fourier analysis is the study of waves and frequencies. More precisely, the goal of Fourier analysis is to decompose a complicated function into a simple combination of pure waves, thereby gleaning insight into the behavior of the function itself. It's difficult to overstate the impact of this branch of mathematics; it is foundational throughout theoretical mathematics (e.g., to study the distribution of prime numbers), applied mathematics (e.g., to solve differential equations), physics (e.g., to study properties of light and sound), computer science (e.g., to compute with large integers and matrices), audio engineering (e.g., to pitch-correcting algorithms), medical science (e.g., throughout radiology), etc. The goal of this course is to cover the basic theory (fourier series, the fourier transform, the fast fourier transform) and explore a number of applications, including Dirichlet's theorem on primes in arithmetic progressions, the isoperimetric inequality, the heat equation, and Heisenberg's uncertainty principle.

Class Format: Every week, each student will either give a lecture (based on provided readings) or explain solutions to selected problems.

Requirements/Evaluation: Evaluation will be based on lectures and presentation of problem solutions.

Prerequisites: MATH 350 or MATH 351 or permission of instructor.

Enrollment Limit: 10
Enrollment Preferences: By lottery.

Expected Class Size: 10

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

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: It's math!

Spring 2025
TUT Section: T1 TBA Leo Goldmakher

MUS 179 (S) James Baldwin's Song

Cross-listings: AFR 128 / COMP 129

Secondary Cross-listing

"It is only in his music [. . .] that the Negro in America has been able to tell his story. It is a story which otherwise has yet to be told and which no American is prepared to hear," wrote James Baldwin in Notes of a Native Son in 1955. In this course, we strive to listen more closely to racialized experience through James Baldwin's musical literature. Through analysis and creation of music, we hope to better understand cultural difference and collective humanity. In this course, we closely analyze James Baldwin's use of song names, creation of musician characters, and replication of musical elements in his writing. Baldwin's musical word play crosses historical and genre boundaries. So we will explore texts from his early to late career, such as the gospel music of his youth in the semi-autobiographical novel Go Tell It on the Mountain, the metaphor of the blues in the play written during the civil-rights movement Blues for Mr. Charlie, the jazz musician protagonist in "Sonny's Blues" written after World War II in Paris, and his only musical recording in A Lover's Question set down near the end of his life. In addition to closely analyzing James Baldwin's attention to music throughout his literature, students will learn basic music writing and production skills. The tutorial will draw on a range of musical resources, including playlists, music workshops, guest lectures and performances. All of these resources will guide students to a more attuned hearing not only of music but also of the African American experience it reflects. By the end of the course, students will have written several short 1-2 page close analysis essays and song lyrics. For their final project, students will produce an original song based on key insights from the course. No musical experience is required, though an openness to learn and practice songwriting is expected.

Requirements/Evaluation: Several short 1-2 page close analysis essays of Baldwin's work, oral peer feedback presentations, song lyrics, and an original song composition for the final project

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This course is specifically for first-year students and they will receive preference in this class; a statement of interest will be solicited from pre-registrants.

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:

MUS 179(D1) AFR 128(D2) COMP 129(D1)

Attributes: AFR Core Electives

Spring 2025
TUT Section: T1 TBA Rashida K. Braggs

NSCI 209 (F) Animal Communication (WS)

Cross-listings: BIOL 209

Secondary Cross-listing

Animal communication systems come in as many varieties as the species that use them. What they have in common are a sender that encodes information into a physical signal and a receiver that senses the signal, extracts the information, and adjusts its subsequent behavior accordingly. This tutorial will consider all aspects of communication, using different animal systems to explore different aspects of the biology of signaling. Topics will
include the use of syntax to carry meaning in chickadee calls, synchronous signaling by fireflies, gestural communication by primates, long-distance chemical attractants that allow male moths to find the object of their desire, and cultural evolution within learned signaling systems.

Requirements/Evaluation: evaluation will be based on five 5-page papers, five short response papers, and the student's effectiveness in tutorial discussions.

Prerequisites: BIOL 101 and 102; open to sophomores, juniors, and seniors

Enrollment Limit: 10

Enrollment Preferences: Biology majors and Neuroscience concentrators who need a Biology elective to complete the concentration; then sophomores.

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:

NSCI 209(D3) BIOL 209(D3)

Writing Skills Notes: This course is a tutorial, and each student will write five position papers and five response papers. Extensive feedback will be provided; students will be required to rewrite one position paper, and may rewrite any of them.

Attributes: COGS Related Courses  NSCI Group A Electives

Fall 2024

TUT Section: T1  TBA  Heather Williams

NSCI 319  (S)  Neuroethics  (WS)

Cross-listings: PSYC 319 / STS 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions

Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Psychology majors and Neuroscience 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:

PSYC 319(D3)  STS 319(D2)  NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes:  NSCI Group B Electives  PSYC Area 1 - Behavioral Neuroscience

Spring 2025

TUT Section: T1  TBA  Noah J. Sandstrom
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? How can science contribute to our understanding of these issues? We'll examine these and related questions through historical and contemporary readings. This course aims to teach skills required for good philosophical thinking, including those involved in reading texts closely, reconstructing and evaluating arguments, articulating ideas clearly in discussion, and crafting well-structured and carefully-reasoned papers.

Class Format: Students will meet in trios for this tutorial. We will meet on a fixed weekly schedule agreed to by the instructor and participants.

Requirements/Evaluation: Four lead tutorial papers (5-6 pages in length), seven critiques (2 pages in length), and one rewrite.

Prerequisites: First-years and sophomores only.

Enrollment Limit: 12

Enrollment Preferences: First-years and sophomores, and students who need to fulfill their 100-level requirement for the philosophy major. This tutorial is an appropriate first course in PHIL.

Expected Class Size: 12

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

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

Distributions: (D2) (WS)

Writing Skills Notes: Each student will write a lead tutorial paper (5-6 pages in length) or a peer critique (2 pages) in alternating weeks. The instructor will provide timely comments on writing skills, with suggestions for improvement.

Fall 2024
TUT Section: T1  TBA  Melissa J. Barry

Spring 2025
TUT Section: T1  TBA  Melissa J. Barry

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.

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: PHIL majors, PHLH concentrators, those who have a curricular need for the course, those who have been dropped from the course in previous semesters due to over enrollment

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will write five tutorial papers of 5-7 pages in length, one of which they will revise and resubmit. 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: PHIL Contemporary Value Theory Courses  PHLH Bioethics + Interpretations of Health

Spring 2025

TUT Section: T1  TBA  Julie A. Pedroni

PHIL 224  (S)  Nietzsche, Marx and Freud  (WS)
Nietzsche, Marx and Freud have had a profound influence on literature, philosophy, and critical theories of the 20th and 21st centuries. In this tutorial we will treat them as diagnosticians of modernity who engaged in unveiling illusions and opening up possible alternative human futures. Each questioned the emancipatory effects of dominant understandings of reason and freedom as well as idealist and humanist accounts of moral progress in history; each aimed to liberate human beings from unnecessary suffering. We will focus on questions concerning their distinctive diagnostic and critical methods, the problems they identified, and their respective understandings of religion and and modern science.

Class Format: We may also meet in a seminar format once or twice during the semester.

Requirements/Evaluation: Bi-weekly papers, 2-3 page commentaries, and tutorial discussions.

Prerequisites: One of the following: 100-level Philosophy course or permission of instructor. Exposure to history of modern European philosophy and/or intellectual history will be very helpful.

Enrollment Limit: 10

Enrollment Preferences: Philosophy majors or prospective majors and students with background and interest in modern philosophy and critical theories more generally.

Expected Class Size: 10

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

Distributions: (D2)  (WS)

Writing Skills Notes: Students write five or six 5-6 page tutorial papers. Each will receive regular feedback to improve their ability to present clear, well-supported and engaging written arguments and interpretations.

Attributes: PHIL History Courses

Spring 2025

TUT Section: T1  TBA  Jana Sawicki

PHIL 243  (S)  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 some controversies in American higher education, and then turn to contemporary controversies such as campus free speech, cancel culture, divestment, decolonization, and admissions criteria.

Class Format: This course is a tutorial. Students will meet in pairs with the instructor one hour per week.

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.
PHIL 244 (S) Environmental Ethics (WS)

Cross-listings: ENVI 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, among others. Most 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.

Requirements/Evaluation: five essays (5-7 pages each) and five 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 five 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
**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:** JLST Theories of Justice/Law  PHIL Contemporary Value Theory Courses

Spring 2025

TUT Section: T1  TBA  Melissa J. Barry

**PHIL 274 (F) Messing with People: The Ethics of Human Experimentation**  (WS)

The Tuskegee Syphilis Study and Stanley Milgram's Obedience experiments are infamous. Yet, other lesser known experiments are equally important landmarks in research ethics that continue to shape the design, conduct, and regulation of research involving human participants. In this tutorial we'll closely examine a series of contemporary and historical cases of human experimentation (roughly, one case per week) with an eye toward elucidating the moral norms that ought to govern such research. A number of conceptual themes will emerge throughout the course of the term, including notions of exploitation and coercion, privacy and confidentiality, and the balance between public interests and individual rights. The cases will be drawn from different domains of research, including clinical medicine, public health, social and behavioral sciences, and education. Specific issues are likely to include the ethics of placebo research; deception in research; studies of illicit/illegal behavior; genetic research; research involving social media; experimentation with children, pregnant people and fetuses; research involving persons with mental illness, justice and research with marginalized populations, among other topics.

**Requirements/Evaluation:** evaluations will be based on written work, on biweekly papers, oral commentaries, and tutorial discussions

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Philosophy majors (declared and prospective); Public Health concentrators (declared and prospective)

**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 resubmit. 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:** PHIL Contemporary Value Theory Courses  PHLH Bioethics + Interpretations of Health

Fall 2024

TUT Section: T1  TBA  Julie A. Pedroni

**PHLH 351 (F) Racism in Public Health**  (DPE)

**Cross-listings:** AAS 351

**Primary Cross-listing**

Across the nation, states, counties and communities have declared racism a public health crisis. This push to identify systemic racism as a high priority in public health action and policy is an important symbolic and political move. It names the faults of histories, systems and institutions but also brings to the spotlight the individual and community responsibility to dismantle racism in the US. In this tutorial, we will examine racism in public health policy, practice and research through an investigation of several mediums of evidence and information, ranging from peer reviewed literature to news editorials, podcasts and documentaries. We will explore specific pathways by which legacies of colonialism and racism function in various public health disciplines such as epidemiology, social & behavioral sciences, health policy and environmental health while also examining the dynamics of power
and history in research and community practice. We will take deep dives into issues on how health can be impacted by redlining, racist medical algorithms, racial trauma and stress and police violence, to name a few. Students will also have two opportunities to select their own case studies, as a way for you to research and learn about particular racial health issues that are of personal interest. This course is also about self-reflection and exploration of the ways in which our identities and lived experiences impact our understanding and perspective. We will gain skills in speaking across differences and articulation of how our own perceptions and lived experiences of race and racism impact our study of public health. This tutorial requires an openness to self-reflection and the practice of listening and articulation.

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

Prerequisites: PHLH 201 or instructor approval.

Enrollment Limit: 10

Enrollment Preferences: 1-Public Health concentrators. 2- Asian American Studies concentrators.

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:

AAS 351(D2) PHLH 351(D2)

Difference, Power, and Equity Notes: In this course students will examine and critically examine the inequities and race based social and health injustices, and the ways racism infiltrates public health action and policy, both historically and currently. They will also refine their self reflection skills in understanding how their own positions of privilege and power, or lack thereof, inform their understanding of public health.

Attributes: AAS Non-Core Electives PHLH Social Determinants of Health

Fall 2024

TUT Section: T1 TBA Marion Min-Barron

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.

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 2025

TUT Section: T1 F 1:10 pm - 2:25 pm Betul Pamuk

PHYS 411 (F) Classical Mechanics (QFR)

This course will explore advanced topics in classical mechanics. Central ideas include the calculus of variations, the Lagrangian and Hamiltonian formulations of mechanics, phase space, central-force motion, non-inertial reference frames (including implications for physics on a rotating Earth), rigid-body rotations, and non-linear dynamics & chaos, with additional topics from continuum and fluid mechanics as time permits. 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 will meet weekly as a whole to introduce and discuss new material.
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 309

Enrollment Limit: 30

Enrollment Preferences: majors

Expected Class Size: 24

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

Distributions: (D3) (QFR)

Quantitative/Formal Reasoning Notes: weekly problem sets requiring substantial quantitative reasoning using analytical and numerical methods.

Fall 2024

TUT Section: T1 F 1:10 pm - 2:25 pm Katharine E. Jensen, Frederick W. Strauch

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, and for whom this chronic crisis is a solution. We investigate who refugees are, in international law and popular understanding; read refugee stories; 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 and direct a type of aid; 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: Ten essays: five lead, five response. The first two weeks’ essay grades will be unrecorded.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, to be selected randomly from list of those enrolled.

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 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: PSCI International Relations Courses

Fall 2024

TUT Section: T1 TBA Cheryl Shanks

PSCI 259 (S) George Orwell: Capitalism, Socialism and Totalitarianism

It is hard to overstate the enduring influence of George Orwell on political discourse in the 20th century and beyond. Before his death in 1950 at the young age of forty six, Orwell produced a stunningly large and diverse body of work in the fields of journalism, literature, and political commentary. Much of this work was inspired by his own experiences as a police officer in Burma, several years working and traveling with destitute workers in England and France, as well as his experiences fighting against fascism during the Spanish Civil War in the late 1930s. While a fairly obscure and struggling author for much of his life, Orwell achieved worldwide fame after the Second World War with the publication of Animal Farm (1945) and 1984 (1949). This tutorial has two main objectives. First, it will introduce students to Orwell's most important books and essays in the context of a turbulent political era marked by the Great Depression, the rise of totalitarianism, world war, and the emerging Cold War. Second, the tutorial will examine the past and ongoing uses and abuses of Orwell's legacy by scholars and analysts on both the political left and the right. As Louis Menand argues, “almost everything in the popular understanding of Orwell is a distortion of what he really thought and the kind of writer he was.” The course
will conclude by examining what Orwell's thought contributes to a consideration of current issues ranging from the emergence of cancel culture to the possibilities of democratic socialism in the 21st century.

Requirements/Evaluation: 4 lead essays of 5-6 pages and 4 response essays of 2 pages.

Prerequisites: At least one introductory political science course.

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective political science majors.

Expected Class Size: 10

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

Unit Notes: This course could also be listed in other subfields.

Distributions: (D2)

Attributes: PSCI International Relations Courses

Spring 2025
TUT Section: T1  TR 8:30 am - 9:45 am  James McAllister

PSCI 290  (F)  How Change Happens in American Politics  (WS)

Cross-listings: LEAD 290

Primary Cross-listing

An unprecedented assault on the U.S. Capitol, the rise of white nationalism, a pandemic, economic volatility, racial reckoning, the overturning of Roe v. Wade, and rapidly evolving environmental crises -- American politics in the last four years has been tumultuous. What might we expect to come next? From the Founding to the present, the American political order has undergone cataclysmic and thoroughgoing transformations, yet it has also proven to be remarkably stable and enduring. How can this be? Where do we find continuities and where upheavals? Who or what has been responsible for the continuities, and who or what for the changes? What sorts of transformations have been possible, and why -- what marriage of individual action and contextual factors have created political change in the past and in the present? Finally, what are the costs of change (and of continuity) -- and who pays them? In this tutorial, we assess American political change, or lack of, to gain a sense of the role that political leaders have played in driving change. We examine when and how individuals and leadership have mattered vis-à-vis broader historical and contextual factors, including war, economic developments, demographic change, and constitutional and institutional practices. We consider general models of change, as well as specific case studies, including civil rights and social justice for racial and ethnic groups, gender equality and family relations, and reactionary or traditionalist politics. Finally, we will look at arguments that America has been "exceptional" -- or, unlike other countries -- as well as critiques of these arguments to help us gain an understanding of future prospects for political transformation.

Requirements/Evaluation: participation in weekly meetings as well as 4 lead essays (5-6 pages) and 4 critiques (2 pages)

Prerequisites: one prior course in political science

Enrollment Limit: 10

Enrollment Preferences: Declared and prospective Political Science majors and Leadership 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:

LEAD 290(D2) PSCI 290(D2)

Writing Skills Notes: Extensive written feedback will be provided on tutorial essays and critiques. Additionally, the tutorial sessions will include attention to the quality of the written argument in the paper that is the focus of each session. At the end of the semester, students will be required to revise one of the tutorial papers incorporating the feedback, oral and written, provided by their tutorial partner and the instructor.

Attributes: LEAD Facets or Domains of Leadership  POEC Depth  PSCI American Politics Courses

Fall 2024
TUT Section: T1  TR 8:30 am - 9:45 am  Nicole E. Mellow
This is a course about how the advent of digital technologies, and especially those related to cybersecurity, have reshaped international politics, as well as how they might affect the world order in the future. At its most basic level, it addresses a question that is of fundamental importance to both scholars and policymakers alike: Have cyberweapons and digital technologies revolutionized the way that international politics works, in a manner similar to the impact that nuclear weapons have had on the international system since 1945? Specifically, the course will focus on what is known as the “theory of the cyber revolution”; threats to critical infrastructure; the most significant cyberattacks that have occurred to date, namely, the US-Israeli Stuxnet attack on Iran's nuclear facilities in 2006-2010 and Russia's NotPetya attack on Ukraine in 2017; zero-day markets; information warfare and its effects on, respectively, authoritarian and democratic political systems; and the role that critical information technologies--such as advanced semiconductors, quantum computing, and artificial intelligence systems--might play in the evolution of international security competition in future decades.

Requirements/Evaluation: Biweekly analytical essays, biweekly critiques, final paper, class participation
Prerequisites: PSCI 120
Enrollment Limit: 10
Enrollment Preferences: Preference given to PSCI majors, especially those concentrating in the international relations subfield
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (WS)
Writing Skills Notes: Students will be writing biweekly analytical essays, biweekly critiques of their partner's work, and a final paper. Moreover, they will be providing peer review of one another's work throughout the semester.
Attributes: PSCI International Relations Courses

Spring 2025
TUT Section: T1 TBA Galen E Jackson

PSYC 319 (S) Neuroethics (WS)

Cross-listings: STS 319 / NSCI 319

Primary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Psychology majors and Neuroscience 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:

PSYC 319(D3) STS 319(D2) NSCI 319(D3)

Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives PSYC Area 1 - Behavioral Neuroscience
REL 281 (F) Religion and Science

Cross-listings: 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: no pass/fail option, no fifth course option

Distributions: (D2)

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

STS 281(D2) REL 281(D2)

REL 284 (F) From the Battlefield to the Hermit’s Cell: Art and Experience in Norman Europe (WS)

Cross-listings: 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—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.
REL 291 (F) Religion and Ecology in America (WS)

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorism, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and 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:

ENVI 291(D2) REL 291(D2) SOC 291(D2)

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe
Cross-listings: ENGL 353 / COMP 313 / ASIA 351  
Secondary Cross-listing

In this course, students will read the Bhagavad Gita alongside selected responses to it. These responses range from philosophical and theological commentaries written in Sanskrit by Shankaracharya, Abhinavagupta, and Ramanuja, to later "Bhakti" poetic responses in other Indian languages, to 18th and 19th century European aesthetic and political commentary (Herder, Schlegel, Hegel), to the work of 20th century commentators like M.K. Gandhi, B.G. Tilak, B.R. Ambedkar and D.D. Kosambi. We will examine the Gita's theory of action and the place of disinterest in this theory. We will inquire into the social, metaphysical, and political conditions of possibility of such disinterestedness, and think about disinterestedness itself as a condition for political action and aesthetic experience. Finally, we will reflect on how such a comparative history of interpretation might help us model a dialectical history of thought.

Requirements/Evaluation: Weekly meetings, weekly reading; weekly essay or response. Attendance in 2-3 lectures over the semester.

Prerequisites: No prerequisites

Enrollment Limit: 10

Enrollment Preferences: Majors in English and Comparative Literature; Religion, Classics, or Philosophy majors; Sophomores looking to major in any of these.

Expected Class Size: 8-10

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

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 353(D1) COMP 313(D1) REL 353(D2) ASIA 351(D1)

Attributes: ENGL Literary Histories A

Spring 2025

TUT Section: T1 TBA Paresh Chandra

RLFR 330 (S) Unveiling Herstory: Heroines of the Francophone Enlightenment (DPE)

On May 10, 2022, Paris unveiled the first statue of a black woman, Solitude, an emblematic figure of courage and resilience in the eighteenth-century fight against slavery in Guadeloupe. Against the backdrop of the contemporary French movement wherein statues of Enlightenment thinkers like Diderot, Rousseau, and Voltaire have been vandalized and sparked intense debates on memory and politics, Solitude's recognition adds a profound dimension. Once revered as iconoclastic and progressive these male figures have in recent years been scrutinized for perpetuating ideals associated with white male hegemony, challenging conventional notions of freedom and equality. This tutorial invites students to reevaluate the Enlightenment movement, navigating beyond traditional narratives centered around male figures like Voltaire and Rousseau. It explores the transformative era post-French Revolution, shining a spotlight on the exceptional contributions made by women who defied societal norms within the eighteenth-century francophone world. Adopting a global perspective, the course not only examines events in France but also delves into its former colonies, particularly Haiti and Guadeloupe. By scrutinizing literary and ethnographic texts, as well as visual imagery, the course unravels the stories of remarkable women like Charlotte Corday, a key influencer during the Reign of Terror, and Sanité Belair, an active participant in the Haitian Revolution. The overarching goal is to underscore the significant roles and contributions of these women, often marginalized in historical narratives. Moreover, the course addresses the impact of archival gaps, shedding light on how the destruction of judicial archives by the French in their former colonies has shaped the remembrance of figures like Solitude and Belair.


Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 10

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; and those with compelling justification for admission

Expected Class Size: 10

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

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: This course examines the history of slavery and French colonialism. It also explores issues of female empowerment, racism, social justice and equity.
RUSS 348  (F)  Altering States: Post-Soviet Paradoxes of Identity and Difference  (DPE) (WS)

Cross-listings:  GBST 348 / SOC 348

Secondary Cross-listing

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 post-socialist 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 Russia's invasion of Ukraine, or the lingering 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 Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. 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 post-socialist condition.

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:

GBST 348(D2) RUSS 348(D1) SOC 348(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
partner's paper.

**Prerequisites:** None

**Enrollment Limit:** 10

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

ENVI 291(D2) REL 291(D2) SOC 291(D2)

**Writing Skills Notes:** Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

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

Fall 2024

TUT Section: T1  TBA  Nicolas C. Howe

**SOC 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference**  (DPE) (WS)

**Cross-listings:** GBST 348 / RUSS 348

**Primary Cross-listing**

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 post-socialist 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 Russia’s invasion of Ukraine, or the lingering 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 Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. 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 post-socialist condition.

**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:

GBST 348(D2) RUSS 348(D1) SOC 348(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

Fall 2024
STS 281  (F) Religion and Science

Cross-listings: REL 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: no pass/fail option, no fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
STS 281(D2) REL 281(D2)

Fall 2024
TUT Section: T1 TBA Georges B. Dreyfus

STS 319  (S) Neuroethics  (WS)

Cross-listings: PSYC 319 / NSCI 319

Secondary Cross-listing

Neuroscience studies the brain and mind, and thereby some of the most profound aspects of human existence. In the last decade, advances in our understanding of brain function and in our ability to manipulate brain function have raised significant ethical challenges. This tutorial will explore a variety of important neuroethical questions. Potential topics will include pharmacological manipulation of "abnormal" personality; the use of "cosmetic pharmacology" to enhance cognition; the use of brain imaging to detect deception or to understand the ability, personality or vulnerability of an individual; the relationship between brain activity and consciousness; manipulation of memories; the neuroscience of morality and decision making. In addition to exploring these and other ethical issues, we will explore the basic science underlying them.

Requirements/Evaluation: six 5-page position papers and five 2-page response papers as well as participation in discussions
Prerequisites: PSYC 212 (same as BIOL 212 or NSCI 201); or permission of instructor
Enrollment Limit: 10
Enrollment Preferences: Psychology majors and Neuroscience 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:
PSYC 319(D3) STS 319(D2) NSCI 319(D3)
Writing Skills Notes: In alternating weeks, each student in a tutorial pair will write a 5-page essay based on the assigned readings. Essays will be discussed during tutorial meetings and written feedback from the professor will be provided for each essay. At the end of the semester, students will choose one of their prior essays to revise as their final submission. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Attributes: NSCI Group B Electives  PSYC Area 1 - Behavioral Neuroscience

Spring 2025
TUT Section: T1  TBA  Noah J. Sandstrom

THEA 109  (S)  The Art of Yoga: Practice, Philosophy, Politics, Possibilities  (DPE)

Cross-listings: ASIA 109

Primary Cross-listing

This course offers an immersive, interdisciplinary approach to hatha yoga, the branch of yoga that emphasizes bodily techniques for channeling energy, and achieving balance and quietude. It has been practiced and theorized variously in South Asia since ancient times. More recently, beginning in the late 19th century, it has been popularized throughout the globe, and has served as a source of inspiration for artists in various disciplines, including the theatre. Our work will follow four interrelated paths that will provide a broad context for our own experience and offer us tools for developing creativity: 1) We will dedicate ourselves to the careful study of the physical practice of yoga asanas, giving emphasis to biomechanical principles of alignment. Our study will include some basics of yoga anatomy; 2) We will study some allied philosophical principles, as they emerge from the Sanskrit text, Patanjali's Yoga Sutras, and some current commentaries on that text, by means of expanding the significance of our practice to all areas of our lives; 3) We will attend to the cultural politics of yoga by discussing new scholarship on its ancient origins as well as critical inquiry about how issues of appropriation, Orientalism, and racism shape its current manifestations; 4) We will examine how artists have incorporated elements of yoga into their practice. To explore how yoga might support our own artistic and innovative thinking, we will pair our practice with creative exercises. In this way, the course aims to explore the relationship of theory and practice. It will be of interest to students in the arts and anyone interested in fostering artistry and the imagination. Students must be prepared to engage in a physical practice of asana, as well as commit to reading, writing, and discussion. No previous experience with yoga is required.

Requirements/Evaluation: Students will write 3-page weekly papers, either in response to readings or embodied exercises, or the tutorial partner's essay. Written feedback will be given by instructor. Students will be expected to demonstrate that they are regularly practicing outside of class both by the quality of questions they bring to our sessions together, as well as their continuous refinement of the poses. Students will not be evaluated in relation to a standard, but according to their own dedicated and steady progress with respect to the experience of yoga practice. The evaluation process includes attendance.

Prerequisites: Prospective students will be asked to submit an online form with questions about their interest in the class.

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to first-year students.

Expected Class Size: 10

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

Materials/Lab Fee:  $50 for yoga mat, belt, and balls.

Distributions:  (D1)  (DPE)

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

THEA 109(D1)  ASIA 109(D1)

Difference, Power, and Equity Notes: Throughout the course we will reflect on the ways in which the knowledge created through yogic practice and philosophy disrupts and provincializes European epistemological systems. Moreover, we will engage in critical inquiry into the ways in which the global popularity of yoga is shaped by colonial legacies of Orientalist representation, as well as contemporary modes of cultural appropriation and consumerism.

Spring 2025
TUT Section: T1  TBA  Shanti Pillai

WGSS 206  (S)  Narrating Color: Black Women Sing and Write About Complexion
Colorism, skin color discrimination where light skin is privileged over dark skin, is not a new phenomenon, but globally entrenched in our society and one of the many vestiges of white supremacy. For Black Americans of all backgrounds, colorism is a familiar and a living legacy concretized by the institution of slavery in the Americas. Although some believe that we are "post-color," similarly to those that naively believe we are "post-race," one can look to the recent example of misogynoir (misogyny directed at Black women) and skin color politics that Meghan Markle, the Duchess of Sussex, has faced at the hands of the British Monarchy, that her light-skinned color, biraciality, and class privileges couldn’t protect her from. Alternatively, we can look at the numerous examples of colorism and anti-Black racism that tennis icon Serena Williams is subjected to because of her dark-brown skin complexion and body shape. One cannot fully understand the issue of colorism without understanding that it is an outgrowth or an extension of anti-Black racism firmly rooted in white supremacy, and so insidious that it impacts all aspects of Black life. Examining colorism through literary texts and music, provides a depth of understanding that both compliments and expands these empirical studies. Literature and music provide the narratives and rhythm that paint a vivid picture of the many ways that colorism impacts the lives of Black people. Through the methods of literary and rhetorical criticism we will examine the works of five Black women authors and music artists that take up issues around colorism and passing. We will explore, Toni Morrison's, *The Origins of Others* (2017), Brit Bennett's, *The Vanishing Half* (2020), Tressie McMillian Cottom's, *Thick* (2019), Marita Golden's, *Don't Play in the Sun* (2004), Yaba Blay's, *One Drop: Shifting the Lens on Race* (2021), Nina Simone's, "Four Women" (1966) and "Young, Gifted and Black" (1958), Sara Martin's, "Mean Tight Mama" (1927), India.Arie's, "Brown Skin" (2001), Azealia Banks" Liquorice" (2012), and Beyoncé's "Creole" (2012), "Formation" (2016) and "Brown Skin Girl" (2020). By examining colorism in both literature and music, it will give first year students a foundational and nuanced understanding of skin tone bias and equip them with the tools to critically engage literary and music texts.

**Requirements/Evaluation:** Three, short papers (4-5 pages) discussing aspects of the readings and songs; three response papers to tutorial partner's papers (2 pages long); two, video essays; two, Twitter threads explaining aspects of one of the books and one of the songs; and a curated playlist of songs that would serve as accompaniment to one of the texts from the class.

**Prerequisites:** N/A

**Enrollment Limit:** 10

**Enrollment Preferences:** This class is specifically designed for first year students. Sophomores can register only with advanced permission.

**Expected Class Size:** 8-10

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

**Distributions:** (D2)

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

WGSS 206(D2) AFR 202(D2) COMP 236(D1)

**Attributes:** AFR Core Electives  AFR Culture, Performance, and Popular Technologies

Spring 2025

TUT Section: T1  TBA  VaNatta S. Ford

**WGSS 284 (F) From the Battlefield to the Hermit's Cell: Art and Experience in Norman Europe  (WS)**

**Cross-listings:** REL 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 4-5-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:

WGSS 284(D2) REL 284(D2) 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

Fall 2024

TUT Section: T1  TBA  Peter D. Low