THE WILLIAMS TUTORIAL PROGRAM

The Tutorial Program offers Williams 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 at the 100/200 level are designed primarily for first-year students and sophomores; they are usually given enrollment preference for such courses, though interested juniors and seniors are often welcome. Tutorials at the 300/400 level are designed primarily for juniors and seniors (and, often, for majors in the discipline); first-year students and sophomores are welcome to apply, but are urged to consult the instructor before registering.

Tutorials place much greater weight than do 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 others’ work. Tutorials place particular emphasis on developing analytical skills, writing abilities, and the talents of engaging in rigorous conversation and oral debate.

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 ten 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 the heart of every tutorial course is the weekly meeting of the two students with the instructor.

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.

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.

**Registration information:** Students register for tutorials as they would for any other course (but should first check the description for prerequisites and to see if permission of the instructor is required). Because of limited enrollments and the special arrangements involved in organizing tutorials, students are encouraged to determine, as early as possible, their interest in and commitment to the course. Students may not drop or add a tutorial after the first week of class. Tutorials may not be taken on a pass/fail basis.

**TUTORIALS OFFERED 2010-2011**

Students may obtain detailed information about particular tutorials from the course descriptions and the instructors.

**Anthropology and Sociology**

ANTH 328T(S) Emotions and the Self (W) JUST
SOC 242(F) Food and Society (W) GOLDSTEIN
SOC 317T(S) The Public and the Private (W) SHEVCHENKO

**Art**

ARTH 300T(F) Rembrandt Tutorial: Case Studies of Individual Works and Controversial Issues (W) FILIPCZAK
ARTH 300T(F) Inventing Christian Art (W) LOW
ARTS 111T(S) Photographic Montage and Collage LALIEN
ARTS 364T(F) Artists’ Books TAKENAGA

**Asian Studies**

CHIN 251T(S) Crises and Critiques: The Literature and Intellectual History of Early 20th Century China (Same as Comparative Literature 256T and History 215T) (W) (D) NUGENT

**Biology**

BIOL 422T(S) Ecology of Sustainable Agriculture (Same as Environmental Studies 422T) (W) ART
BIOL 426T(F) Frontiers in Muscle Physiology: Controversies (W) SWOAP
BIOL 430T(S) Genome Sciences: At the Cutting Edge (W) TING

**Chemistry**

CHEM 262T(S) Applying the Scientific Method to Archaeology and Paleoanthropology (Same as Anthropology 262T) (W) SKINNER
CHEM 344T(F) Physical Organic Chemistry GOH
CHEM 368T(S) Quantum Chemistry and Molecular Spectroscopy PEACOCK-LOPEZ

**Classics**

CLAS 320T(F) Enchantment and the Origins of Poetry (Same as Comparative Literature 320T and CLGR 410T) (W) DEKE

**Computer Science**

CSCI 336T(F) Computer Networks (Q) MURTAGH
CSCI 374T(S) Machine Learning (Q) DANYLUK

**Economics**

ECON 225T(S) Global Financial Crisis and African Economic Development (W) SAMSON
ECON 228T(F) Water as a Scarce Resource (Same as Environmental Studies 228) (W) BRADBURY
ECON 381T(S) Health in Poor Countries (W) Q Wilson
ECON 390T(S) Financial Crises: Causes and Cures (Same as Economics 523T) (W) CAPRIO

**English**

ENGL 127T(F) Film Montage (W) ROSENEHIM
ENGL 318T(F) Inescapable Evil, or the Transformative Horror Film (Same as Comparative Literature 316) (W) J. SHEPARD
ENGL 322T(F) Novel Arguments (W) DAVIS
ENGL 330T(F) Romantic Experiments (W) MURPHY
ENGL 343T(S) Whitman and Dickinson in Context (W) KENT
ENGL 350T(S) The Problem of Modernity and the Modernist Imagination (Same as Comparative Literature 350T) (W) RHE
ENGL 372T(S) American Modernist Fiction (Same as American Studies 372T) (W) LIMON

**Geosciences**

GEOS 218T(F) The Carbon Cycle and Climate (Same as Environmental Studies 218T) (W) COOK
GEOS 254T(S) Gulf of California Tectonics and Coastal Ecosystems...
(Same as Environmental Studies 254T) (W) M. JOHNSON

German
GERM 304T(F) Rebels and Conformists: Postwar Germany 1945–1989
(Same as Women's and Gender Studies 304T) (W) DRUXES
GERM 306T(S) Enlightenment and its Discontents (Same as Comparative Literature 314T) (W) NEWMAN

History
HIST 121T(S) The Two Koreas (Same as Asian Studies 121T) (W) SINIAWAR
HIST 135T(F) The Great War, 1914-1918 (Same as Leadership Studies 135T) (W) WOOD
HIST 178T(S) Marriage and the American Nation (Same as Women's and Gender Studies 178T) (W) DUBROW
HIST 483T(S) African Political Thought (Same as Africana Studies 483T) (W) MUTONGI
HIST 487T(S) The Second World War: Origins, Course, Outcomes, and Meaning (W) WOOD
HIST 490T(S) Memory, History, and the Extermination of the Jews of Europe
(Same as Jewish Studies 490T) (W) GARBARINI
HIST 492T(F) Revolutionary Thought in Latin America (D) (W) KITTLESON

Interdepartmental Program
INTR 219T(F) Women in National Politics
(Same as Political Science 219 and Women's and Gender Studies 219) (W) JAMES
INTR 221T(S) Racial–Sexual Violence
(Same as Africana Studies 221 and Women's and Gender Studies 221) (W) JAMES

Mathematics
MATH 101T(F) Mathematical Analysis with Descriptive Statistics S. JOHNSON
MATH 308T(F) Analysis and Number Theory (Same as Mathematics 406T) (Q) MILLER
MATH 318T(S) Numerical Problem Solving (Same as Computer Science 318T) (Q) STOICIU

Music
MUS 203T(F), 204T(S) Composition I and II Fall: PEREZ–VELAZQUEZ, Spring: KECHLEY
MUS 206T(S) Verdi and Wagner (W) SHEPPARD

Philosophy
PHIL 213T(F) Biomedical Ethics (W) PEDRONI
PHIL 235T(S) Morality and Partiality: Loyalty, Friendship, Patriotism (W) MLADENOVIC
PHIL 240T(S) Truth, Goodness, and Beauty (W) WHITE
PHIL 274T(S) Messing with People: The Ethics of Human Experimentation (W) PEDRONI
PHIL 304T(F) Authenticity: From Rousseau to Poststructuralism (W) SAWICKI

Physics
PHYS 402T(S) Applications of Quantum Mechanics (Q) JONES
PHYS 411T(F) Classical Mechanics (Q) STRAUCH

Political Science
PSCI 314T(F) Leadership in American Political Development (Same as Leadership Studies 314T) (W) MELLOW
PSCI 325T(S) Grand Strategy (W) P. MACDONALD
PSCI 345T(F) Cosmology and Rulership in Ancient Chinese Political Thought (W) CRANE

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The Class of 1953
The Class of 1954
The Class of 1956
The Class of 1958
Hugh Germanetti 1954
David A. Gray 1954
Robert L. Guyett 1958
The Hunter Family
John D. Mabie 1954
John H. Simpson 1979
The Testa Family
Tutorial Honoring Williams Health Center Nurses