**Winter Study Specials**

SPEC, short for Specials, are courses with topics that are outside our academic department areas of study OR are being sponsored by the Winter Study Committee.

**SPEC 99 (W) Independent Study: Special**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2023

IND Section: 01  TBA

**Winter Study**  

**SPEC 11 (W) Investing: Real money in a Real Fund**

As we explore the world of investing, we'll focus on how to think about valuation, including both public and private firms/investments. Along the way, we'll touch on a host of topics: basic financial accounting, investment instruments, corporate capital structure, portfolio theory, equity and fixed income markets, derivatives, securities analysis, portfolio management, market efficiency, the role of benchmarks, non-financial drivers (ESG, etc.) and algorithmic trading versus fundamental investing. We'll conclude with some thoughts on behavioral finance and its impact on markets. Students will present/teach various topics in the first two weeks culminating in investment pitches to invest the Williams Investment Group’s funds. Students will continue to work as a group to actively manage a live brokerage account for the balance of the year through Thanksgiving of 2023. During winter study, will meet three times each week (likely T/Th/F) for two hours each time. Students should expect to put in at least as much time out of class as in.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** There are no prerequisites. Students will apply for spots via two very short short answer questions. There's no mathematical prerequisite, but a comfort with basic algebra and Excel is helpful.

**Enrollment Limit:** 24

**Enrollment Preferences:** Preference will be given to Sophomores and First-years, with a slight nod to students exploring a possible interest in finance.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** David '90 P'20, a Founding Partner of Triangle Peak Partners, a venture capital firm, graduated from Williams with Honors in Mathematics. He worked for Bain & Co., MAC Group, and Fayez Sarofim & Co. He also holds an MBA from Stanford University.

**Attributes:** EXPE Experiential Education Courses  STUX Winter Study Student Exploration

Winter 2023

LEC Section: 01  TRF 10:00 am - 11:50 am  David Pesikoff

**SPEC 12 (W) Connecting the Dots: Intro to Career Development**

In this course, students will identify and reflect on their skills, interests, values, and motivations and apply this self-knowledge to their search for
meaningful work. Together, the class will embark on a path of career exploration, to uncover and expand knowledge of potential paths. Students will practice lifelong career development skills, from identifying and building their network of mentors, to uncovering the hidden job market, to crafting compelling stories in resumes, cover letters and interviews, and more. Sessions will consist of lectures, group and individual activities, panels, and group discussions. Utilizing activities inspired by Kate Brooks’ “You Majored in What?” Burnett and Evans’ “Designing Your Life,” and the 2022 update of Dick Bolles’ classic “What Color is your Parachute?,” each meeting will be active and engaging. Because career and personal development happens in every aspect of a student’s college experience, we’ll feature several visitors from within the Williams College community (peers, alumni, faculty, and staff) to foster networking connections and help students pursue their interests on campus this spring and beyond. Homework will include reading career theory, watching videos, listening to podcasts, working on resumes, cover letters, and internship search action plans, conducting informational interview in fields of interest, planning group and individual presentations on emerging topics in career development, a 2-5 page final reflective paper, and developing their framework for an e-portfolio that they can continue to use throughout their time at Williams. Because of the iterative nature of reflection and exploration, this course has something for students at every stage. However, students who are just getting started articulating potential career aspirations and/or are open to uncover new career paths may benefit most.

Requirements/Evaluation: Short paper and final project or presentation.

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: First year students and those who are undecided about their career paths.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Janine Oliver, Director of Career Education, is a high energy idealist. Her background as a special education teacher, mental health counselor, experiential/outdoor educator, and confused college student informs her work as a career educator.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023
LEC Section: 01 MWF 1:00 pm - 2:50 pm Janine E. Oliver

SPEC 13 (W) INFLUENCE(TM): A new currency

INFLUENCE(TM) as a currency: hybrid course melding principles in economics, sociology, and psychology. The intense program examines core venture capital structures, brand development, and social priming through social media influencers and applies them to create a new fund model where INFLUENCE is the currency. The London Fund’s proprietary Echo Chamber methodology and investment approach help students drive the creation of an investment memo and echo memo for two real investments. The class will meet 4 days a week for 3 hours a day. External influencers and lecturers will contribute to the class lectures. Out-of-class work includes competitive research on investments, financial modeling, and social network browsing.

Requirements/Evaluation: Final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: prior work experience, and preference to psychology, sociology, economics, and political economy majors. The class should have a 50/50 balance of creative and quantitative-focused individuals.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Creator of the Web3 platform INFLUENCE and the founding team of nearly 20 companies, 4 IPOs by 27, and $2B+ in exits. Directed $1B+ AUM in his venture and PE funds, Presidential Task Force while at the CIA, and holds a series of patents.

Attributes: STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01 MTWR 10:00 am - 12:50 pm Ashesh Shah

SPEC 14 (W) Food Justice and the Righteous Entrepreneur
The pandemic and the simultaneous racial reckoning and awakening that the country has experienced over the last two-plus years have highlighted the fragility of our food system, the thin line between food security and insecurity for so many, and the structural and systemic inequalities that create these realities. DC Central Kitchen, an iconic, food-based social enterprise that was founded in 1989 to turn the notion of charity on its head, has been at the forefront of these issues for over three decades. The Kitchen's CEO, Mike Curtin ’86, will lead the class on an exploration of food access, food justice and economic opportunity through the lens of DC Central Kitchen’s growth and evolution. We will also work through DC Central Kitchen's Eight Rules for Righteous Entrepreneurs, principles that have defined the organization's impact. The class will also discuss the basics of nonprofit management and the roles social enterprise and innovation can have in disrupting a more traditional nonprofit structure. The main text for the class will be [Food Fighters, DC Central Kitchen's First Twenty Five years on the Front Lines of Hunger and Poverty] by Alex Moore, the Kitchen’s Chief Development Officer. This will be supplemented by readings and other materials provided by guests who are also engaged in the fight against hunger and for systemic changes to our food system and access to economic opportunity and liberation. Guest speakers will engage with students, share their work and challenge students to look at food justice from environmental, legal, political, racial and economic perspectives. Past guests have included and will include chef and humanitarian, Jose Andres; Pulitzer Prize winning author, Marcia Chatalain; former US Deputy Secretary of Agriculture, Kathleen Merrigan ’80; Congressman Jim McGovern; food and racial justice activist, Chris Bradshaw; and several DC Central Kitchen alumni and staff.

Requirements/Evaluation: Short paper and final project or presentation.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: If over enrolled, preference will be given to students closest to graduation.

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Mike Curtin ’86 is the CEO of DC Central Kitchen and has been responsible for taking the Kitchen from a small mom and pop nonprofit to one of the most respected and impactful social enterprises in the world.

Attributes: STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01    TR 10:00 am - 12:50 pm     Mike  Curtin

SPEC 15 (W) Past Patterns, Future Visions: Data in the Museum

The course introduces students to analyzing and visualizing humanities data with a focus on questions that are critical to the future of art museums and other cultural heritage institutions: How can the format and content of museum metadata, especially collections catalogs, be used to promote works of art, and the people and cultures who created them, that have been marginalized? How can museums use data and data analysis in ways that are transparent, accessible, and allow for critique? How can we use data visualization and data storytelling to make museum collections more accessible and welcoming? Students will spend about six hours a week in class learning tools and approaches to humanities data and discussing case studies of museum and cultural heritage data projects at institutions like the Getty and National Gallery of Art. We will use the Williams College Museum of Art Data set, often alongside data sets from other museums, to explore different approaches to data using methods like mapping, text analysis, and network modeling. Outside of class, students will have short readings on different approaches to humanities data and the challenges of humanities data, as well as short assignments that work toward the final project. The final project will be a data analysis and visualization project, with accompanying project journal, on a topic of the student's choice incorporating WCMA's data set.

Requirements/Evaluation: Final project or presentation

Prerequisites: There are no prerequisites. However, students will find the class more approachable if they have already worked with data in spreadsheet formats like google sheets or excel (for example, sorting content and using basic formulas).

Enrollment Limit: 15

Enrollment Preferences: Sophomores and juniors

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Beth Fischer '05 is the Postdoctoral Fellow in Digital Humanities at the Williams College Museum of Art, where she develops digital resources and provides consultation and training in the use of digital tools and methods for museum objects.

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration
SPEC 16 (W) Stress reduction and focus-finding with kanban: managing self and workflows in small steps

This course will give students guided instruction and direct practice in using a series of tools intended to help them reduce their stress, improve their focus, and get more out of their learning time. This is the daily practice of personal Kanban and Kata. Using the flipped classroom model, students will spend their time outside of class encountering learning content so that their time in class can be spent practicing and doing the skills of Kanban-Kata, so as to apply the tools of stress reduction to their own lives. As they learn these valuable tools and processes, rooted in an Agile framework, students will also be learning a set of sought after career skills that many companies (most of the technology and finance sectors) hire consultants to deliver to industry leaders. Because of the premium employers put on this collaborative skill-set in the current hiring market, students will benefit from this course not only by learning a proven way to decrease stress and increase focus in their own lives but by establishing a foundation of readiness to enter team-based work environments upon graduation from Williams. Students will read selections from the following works: J. Smart, Sooner, Safer, Happier; M. Rother, KATA; L. Tilman, Agility; Benson & Barry, Personal Kanban Mapping Work Navigating Life; C. Walker, From Contempt to Curiosity; and S. Tendon, Hyper-Productivity for Knowledge Work Performance. Students will leave the course with the following abilities: 1. Better visualize your work to clear your mind: Create your workspace; Modify your workspace as circumstances change; Sort your work items. 2. Better flow your work to create progress: Leverage Work In Progress [WIP] limits; Break stressors down into smaller pieces. 3. Better attack your challenges: Understand current state of challenge; Define target state/resolution. Students leave the course able to continue running their personal organization system thereafter.

Requirements/Evaluation: Final project or presentation.
Prerequisites: Willingness to try new things and to welcome a sense of play in the pursuit of knowledge.
Enrollment Limit: 15
Enrollment Preferences: seniors, juniors, sophomores, then first-years
Expected Class Size: NA
Grading: pass/fail only

SPEC 17 (W) Personal Resilience in the Face of the Climate Crisis

Climate anxiety has been demonstrated to negatively impact students worldwide. Hickman et al. (2021), for example, reported that 59% of young people are very or extremely worried about climate change, and 45% say it impacts their daily functioning (2021). In the face of very real environmental challenges, this response is understandable but can lead to feelings of helplessness and inaction. This course seeks to explore the concept of resilience while developing practices for students’ own well-being so they can be part of climate solutions. This course will build personal climate resilience in two ways. First, by exploring stories of hope through readings and local field trips, students will learn from people who see reason for action and have found concrete ways to promote equity and resilience in their own communities. The primary text will be “All We Can Save,” a book composed of essays, poetry, and art of women leading climate adaptation and mitigation strategies. Local field trips will visit organizations focusing on food sovereignty, material reuse, and environmental justice. Second, students will learn concrete skills in both self-care and personal climate action. Taking small steps in the right direction like these can help students regain a sense of agency that is often lost in the face of issues as large as climate change. The course will meet 3x a week for 2-3 hours at a time. The classes will rotate between reading discussions, field trips, and skill development classes. Out of class work will involve readings, preparing for the paper and presentation, and selected local events. The means of evaluation include a short essay exploring an author from the text in more depth, as well as sharing a personal resilience skill that they currently practice with the Williams community in the form of an interactive demonstration.

Requirements/Evaluation: Short paper and final project or presentation
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences:  Students with a demonstrated interest in climate, sustainability, environmental justice, and mental health will be given preference. This interest can be demonstrated in terms of work experience or coursework.

Expected Class Size:  NA

Grading:  pass/fail only

Unit Notes:  Christine Seibert is the Sustainability Coordinator for the Zilkha Center for Environmental Initiatives and is working toward a master's degree in sustainability from Harvard Extension School.

Attributes:  EXPE Experiential Education Courses  WELL Winter Study Wellness

Winter 2023

LEC Section: 01  WF 10:00 am - 12:50 pm  Christine Seibert

SPEC 18  (W)  Call-In Walk-In Training for Peer Health

This course is the full training for students who would like to cover Call In Walk In (CIWI) shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Homework/Outside of Class Work: occasional readings, video viewings, information gathering, requested attendance at campus-wide educational events. Reading Materials: will be provided in class

Requirements/Evaluation:  Final project or presentation.

Prerequisites:  none

Enrollment Limit:  24

Enrollment Preferences:  Current active members of Peer Health will be chosen first; beyond that, class is open to any student interested in promoting the health and wellness of the student body and/or providing a helping role on campus (RASAN, SAPA, JA, HC/NLT, SAAC, etc)

Expected Class Size:  NA

Grading:  pass/fail only

Unit Notes:  Laini is a Health Educator at Williams College, focusing on substance use education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions. She also serves as staff advisor to the Berkshire Doula Project, and ProjectConnect.

Winter 2023

LEC Section: 01  M-F 10:00 am - 11:50 am  Laini Sporbert

SPEC 19  (W)  Exploring Healthcare

Experience in a healthcare environment is essential to exploring the health professions. Through this experiential course, students have an opportunity to clarify their understanding of the rewards and challenges of the practice of allopathic and osteopathic medicine, veterinary medicine, dentistry, allied health professions, or public health. Students will participate in an intensive shadowing internship through a self-identified placement in a geographic location of their choosing. Generally, a shadowing experience focuses on provider-patient interactions within out-patient and in-patient settings. These experiences provide students with the opportunity to observe clinical interactions and to learn about the systems within which healthcare is delivered. Students will be introduced to fundamental concepts related to patient interviewing, diagnosis, and medical decision making. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region, and expand their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their healthcare experiences with a dual focus: from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally, and these sessions will now be offered remotely so that they can be attended by both on-site and off-site students and to facilitate a broader range of speakers. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and/or factors affecting the health of individuals and communities. They will write a final reflective paper on their experiences. Students are welcome to participate in self-sourced shadowing or volunteering internships in a geographic area where they have housing and transportation. Learn more about sourcing your own shadowing opportunity here. Additionally, we are currently assessing the interest level and capacity for facilitating placements through the "68
Center. Please fill out this interest form (https://docs.google.com/forms/d/e/1FAIpQLSfI8HwsCTs5UrAW6CEqnquyE-Eraya4OkXjyfswJgcoiRHQ/viewform) by October 28, 2022 and we will get back to you during the first week of November about what opportunities will be available within SPEC 19.

Requirements/Evaluation: a 10-page paper; participation
Prerequisites: open to current sophomores, juniors, and seniors
Enrollment Limit: 40
Enrollment Preferences: Brief application required Priority will also be given to juniors and seniors who have not previously taken the course
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness

Winter 2023

INT Section: 01  TBA  Janine E. Oliver

SPEC 20  (W)  Getting to the Big Ideas
What is the central idea behind any creative enterprise and how does one discover it? What is the artistic inspiration that fuels the creative journey? In this course, we will attend to these questions through an unearthing of the collaborative process of creative discernment. Led by the Emmy-Award Producer and Williams Alumnus Frank Doelger '75 (Rome, John Adams and Game of Thrones), and in conversation with award-winning documentary filmmaker and Professor of Africana Studies Rhon Manigault-Bryant, students will consider multiple narrative forms as they take a deep dive into the big ideas that generate stories. The course is informed by the work of African American science fiction writer Octavia E. Butler (1947-2006). With her collection Blood Child and Other Stories as a springboard, and a dynamic scaffolding process, we will explore the manifold creative decisions that inform the transformation of stories from one medium to the other. Each week, student groups will tackle the logistics that drive the creative process, including character formation, animation, music, and storyline. They will develop stories as writers and designers (week one); directors and composers (week two) and producers (week three), and at the end of the course present a culminating project of their collaborative storytelling journey. That final project—the creation of a lookbook—visually tells the stories creatives in a format that is used throughout the television and film industries. Informed by the tutorial style 15 students will be placed into groups of 3, and together will design the lookbook. The entire class will meet twice per week from 11am to 1pm, and each trio will have their own individual meeting times with the instructor(s) for 1.5 hours between 11am and 3pm. Groups will also meet a minimum of 2 hours outside of organized class time. Experts throughout the film and television industries will be “zoomed” in at no additional cost to students.

Requirements/Evaluation: final project or presentation
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: students will be selected to the ensure broadest sense of diversity and inclusion (race, gender, identity, etc) as well as diversity of major and field
Expected Class Size: NA
Grading: pass/fail only
Materials/Lab Fee: $15

Winter 2023

LEC Section: 01  M-F 10:00 am - 11:50 am  Frank G. Doelger

SPEC 21  (W)  Career Exploration: Winter Study Internships!
Internships amplify academic learning, empower professional development, and increase students’ career options. SPEC 21 offers students the opportunity to learn beyond the classroom by providing substantive applied learning experiences focusing on issues such as racial justice/social justice, non-profit/community service, government/policy/law, environment, education & many more! Students have the option of applying to the designated SPEC 21 WS internships posted on Handshake, or to submit self-sourced WS internships. For WS 2022, remote, hybrid, and on-site internship opportunities are eligible. Each student will intern for 5 days per week working on project(s) for 3 1/2-4 weeks. Previous WS Internship Sponsors include: Stockbridge Munsee Community Band of Mohican peoples, Berkshire County Chapter, NAACP, Vera Institute of Justice, Nuclear
Age Peace Foundation, and many others! Throughout the month, students will reflect upon their experiences: Impressions about the organization and its workplace culture. Insights about the structure of their role, the organization and the industry. Professionally—What they have learned about themselves within a professional environment; may solidify an interest in a particular industry and build upon this experience when pursuing future opportunities or support the decision to change direction and explore a new industry. Academically—Future course selection, selection of major, and enhanced, grounded, contributions to class discussions. Williams College Alumni/Parents and other employers will be recruited as Winter Study (WS) Internship Sponsors and create meaningful projects/experiences during the month of January. It is expected that our WS Sponsors will mentor the Williams intern(s) during the course, meet with intern(s) on a regular basis to discuss projects/goals/challenges for the week, and support students’ success.

Requirements/Evaluation: Short paper and final project or presentation. Students must write a short paper that will become a public record and used as a resource by future students or create a 3-5 minute video; weekly assignments will include completing a Career Action Plan and responding to three questions posted to the EphLink WS Discussion Group. In addition, SPEC 21 winter study interns will have the opportunity to participate in a Winter Study Internship/Summer Experience Fair, career panel discussions, or ‘68 Center workshops.

Prerequisites: Interested students must attend an information meeting in late September or early October and follow up with Dawn Dellea if they have questions about specific WS internships listed in the SPEC 21 syllabus or self-sourced WS internships.

Enrollment Limit: 150

Enrollment Preferences: 1st priority- Designated SPEC 21 internships posted on Handshake-WS Internship Sponsors select students based on their applications/possible interviews. 2nd priority-Separate application/evaluation process for students with self-sourced WS internships.

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023

INT Section: 01 TBA Dawn M. Dellea

SPEC 23 (W) Climate Change Science and Solutions: A Practical Guide for protecting our Climate

The course couples climate change science with a rigorous investigation into solutions that are fair and equitable, economically and technologically feasible, and supported by research in social psychology and behavioral change. It covers the physical basis of global climate change, measurements and climate models, and links them with the psychology of risk perception, social influence, and collective action. The course is motivated by the fact that despite broad scientific consensus on the origins and risks posed by climate change, public and governmental mobilization around the issue has remained remarkably limited. The course is conducted seminar style and includes individual and group projects. We start with the global carbon cycle and the role of greenhouse gasses in the atmosphere. Climate scientists use powerful models and large amounts of data to track past and predict future changes in the climate. We will look at the building blocks of these models and how they feed into reports such as the Intergovernmental Panel on Climate Change (IPCC) Assessment. Next, we will examine climate change solutions. In individual and group projects we will take a look at renewable energy, sustainable farming and forest management practices, dietary changes, and more to assess their potential for reducing carbon emissions, costs, socio-economic fairness, and political acceptance. This will help us become knowledgeable in designing climate solutions at different scales, for diverse communities and various cost constraints. I also plan for us to visit a few sites and hear from guest speakers. Your final project will be a presentation of a realistic and impactful action to combat climate change that uses the scientific, technical, cultural, and climate justice knowledge gained in the course. Your peers will have the opportunity to critically examine your proposal, ask questions and together practice being effective advocates for climate change action.

Requirements/Evaluation: Short paper and final project or presentation; Final project or presentation

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: 24, if over-enrolled, student selection will be by timestamp of enrollment record or by random selection

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: As director of the Zilkha Center, I have deep knowledge of climate change science & policy, experience teaching in higher ed (faculty member), and an active research record. I hold a PhD in envi stats & policy and have worked at UN, NRDC, think tank.

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration
**SPEC 24 (W) Class of 1959 TeachNYC Urban Education Program**

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at $400 for the term. Further assistance is available for financial aid students.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** seniority

**Expected Class Size:** NA

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses

---

**SPEC 26 (W) Entrepreneurship Essentials: the Mindset, the Method, the Reality**

Entrepreneurship is the art and science of generating and applying ideas that solve real-world problems. In this course, students will learn the entrepreneurial method and discover where ideas come from and how they are vetted through the customer discovery process. Students will visit numerous Start Ups and meet dozens of entrepreneurs and their co-founders, funders, and employees to learn what happens, what to watch out for, and how to think about entrepreneurial opportunities. The course will begin in WT (3hrs/day, 9 days) with a review of the idea development tools used in today's startup environment, particularly those pioneered by the Stanford d.School such as the Business Model Canvas and Design Thinking. Particular focus will be on customer discovery and how one determines if an idea is worth pursuing, the "pivots" along the way, and the adaptive mentality needed in a startup. We will also look at the creative process from a personal perspective - how can each student learn to think creatively and what actions can they take. We will compare the creative process in different disciplines to see what is different and what is the same. The second half of the course will take place in San Francisco where we will tap into the strong Bay Area alumni network allowing us to visit start-ups and fast-growing tech companies to compare how they approach their markets. We will look at the influence of company culture, different financing models, and the entrepreneurial ecosystem of the Bay Area. Students will also be given a consulting project from an alumni-run company addressing a current and as yet unsolved problem. Readings: *The Lean Start-up* by Eric Ries, *Thinking Course* by Edward deBono's, *Where Good Ideas Come From* by Steven Johnson, *The Mom Test* by Bob Fitzpatrick as well as articles and podcasts.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** No academic prerequisites

**Enrollment Limit:** 12

**Enrollment Preferences:** Students with a demonstrated interest in Entrepreneurship

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tonio has many years of entrepreneurial and business experience both in the US and internationally. These include the launching of a German language TV channel and inventing a fabric gift wrap product. Bowdoin with an MBA/MA from Wharton/UPenn.

**Materials/Lab Fee:** $3,100

**Attributes:** EXPE Experiential Education Courses TRVL Winter Study Travel Course
SPEC 27 (W) Arab-American & African-American Communities of Detroit: An Exploration through Interfaith Dialogue

The Chaplains’ Office’s Winter Study Course looks at two significant people movements in Michigan -- African Americans during the Northern Migration and Arab Americans, particularly from Syria and Lebanon. These people will give students an opportunity for interfaith dialogue in the context of cultural and ethnic differences. This trip will look at issues related to the environment, poverty and racism in the context of the diversity of religious and spiritual perspectives. This trip allows students to learn from those who are doing the social justice and humanitarian work in an area with a rich but complex history. We hope this course will inspire students to learn more about these issues and how surface explanations are not the ones that lead to solutions. Throughout the entire trip, students will be invited to reflect on questions of ethnicity and race, privilege, and social justice. To this end, students will visit numerous religious and cultural locations, including the Charles H. Wright and the Arab American National museums. Students will also meet with religious leaders about their experiences with social justice in their communities. Instructors: The Rev. Valerie Bailey Fischer, Chaplain to the College, Aseel Abulhab, graduate student at Northwestern University and former Muslim Program Coordinator, and The Rev. Teresa Wakeen, priest missioner, Episcopal Diocese of Michigan (https://www.edomi.org/congregationallife/the-church-at-crossroads/).

Requirements/Evaluation: final group presentation that will be divided into smaller presentations done by teams of two or three; short paper consisting of a journal that is kept during the course

Prerequisites: a reader will be compiled as we consult with faculty

Enrollment Limit: 13
Enrollment Preferences: based on application
Expected Class Size: 13
Grading: pass/fail only

Winter 2023
LEC Section: 01  MW 10:00 am - 11:50 am  Valerie D. Bailey Fischer

SPEC 28 (W) Prosecutorial Discretion: Exploring Prejudice, Race and Bias in the Justice System

For aspiring law students and attorneys, judges or policy makers, civil rights advocates or academics, a keen understanding of the prosecution function is imperative. Prosecutorial decision making is the very core of the criminal justice system. And yet--unlike other arms of the justice system, such as law enforcement or the judiciary--prosecutors have little or no oversight or checks and balances on their decisions and authority. Students will explore the U.S. Constitution's guarantees of Due Process and Equal Protection and aspects of the 4th, 5th and 6th Amendments. Students will read selected works and cases which illustrate the potential for--and consequences of--a justice system vulnerable to unchecked prejudice, racism and bias. Students are encouraged to collaborate with the instructor (available days and evenings) and classmates in their preparation of a 5-7 page research paper. Each student will also do a brief oral presentation sharing their research and findings. This course will require approximately 20 hours of work per week, which includes 6 hours of class time. While this course is designed to stimulate and engage students from ALL majors, it likely will be particularly helpful for those contemplating various careers in law.

Requirements/Evaluation: Short paper and final project or presentation.

Prerequisites: none

Enrollment Limit: 30
Enrollment Preferences: Enrollment preference is given to students planning to pursue further studies or careers in law, criminal justice or closely related fields.
Expected Class Size: NA
Grading: pass/fail only

Unit Notes: Andrew McKenna is a former Special Assistant U. S. Attorney for the Eastern District of Virginia and prosecutor with the U.S. Department of Justice in Washington, D.C., investigating and prosecuting international criminal organizations.

Attributes: STUX Winter Study Student Exploration

Winter 2023
SPEC 29 (W) Down the Road and Across the World: Transformative Education in Pittsfield Public Schools

By the time you graduate high school, you will have spent somewhere around 12,600 hours sitting in classrooms. When you're a student, you only experience one class at a time—but have you ever thought about the work that goes into running an entire district? From choosing a curriculum to training new teachers, from spending a $65 million budget to hiring over 2,000 employees, there are countless decisions that district administrators need to make each day. How do they design a school system that meets the needs of thousands of students, and what is their role in creating a more equitable society-starting in pre-school? Over the course of your Winter Study, you will work closely with Judy Rush, Curriculum Director, and Ryan Buggy '19, Equity of Learning District Data Coordinator at Pittsfield Public Schools. Each week, we will explore a new topic within K-12 education, such as the use of data to eliminate identity-based opportunity gaps, the alignment of instructional practices with scientific evidence, and the different services we provide to meet the needs of a diverse range of students. Throughout the entire month, you will also try your hand at creating curriculum resources for our teachers-and even get a chance to use them yourself with students of your own. We will meet once a week virtually and twice a week in person for a total of ~12 hours. During virtual sessions, we will check in on the curriculum design projects and discuss readings from texts such as The Knowledge Gap by Natalie Wexler, Solving Disproportionality and Achieving Equity by Edward Fergus, and Culturally Responsive Teaching and the Brain by Zaretta Hammond. Then, during our in-person sessions, you will have the opportunity to sit-in on meetings between educational administrators and ask questions about their roles. You will also spend some time in the classroom, seeing what it's like to teach in a high-needs public school district, and discuss it with your peers over dinner.

Requirements/Evaluation: Short paper and final project or presentation.
Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: If overenrolled, students will be asked to provide a brief summary (1-3 paragraphs) of relevant K-12 experience and explain why they're interested in the course, particularly if they're considering a career in public education.
Expected Class Size: NA
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2023
LEC Section: 01 Cancelled

SPEC 30 (W) Emergency Medical Technician Training

This course will prepare students for the National Registry of Emergency Medical Technicians (NREMT) certification, a first step towards applying for state licensure. Upon successful completion of this course and the Commonwealth of Massachusetts Psychomotor (Practical) Examination students are eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) computer-based cognitive exam. Please note that this course requires an intensive time commitment both in the classroom and for self-study. SPEC 30 is a full-time commitment. Classes will be held Tuesdays and Thursdays from 9 a.m. to 3 p.m. and there will be a significant amount of required work to be completed outside of class. If you're interested in registering for SPEC 30 please fill out this Application Form: https://docs.google.com/forms/d/e/1FAIpQLSfjXLEkEB3nJzDKIdYwy0-69a6RxeWEm_ZRbRwA3R-aX6Z9fw/viewform. The deadline to apply is October 28th, 2022. There is a $1,400 cost associated with this course, if this is a barrier to entry for you we will work with financial aid to find a way for you to participate. Those who have a strong interest in healthcare and would actively utilize this training are encouraged to apply.

Requirements/Evaluation: comprehensive quizzes; participation
Prerequisites: Open to all class years. All participants must be 18 years of age or older.
Enrollment Limit: 24
Enrollment Preferences: Priority will be given to students who have not taken SPEC 19 or those who have participated in the on-campus version of SPEC 19. A short application essay might also be required.
Expected Class Size: NA
Grading: pass/fail only
Materials/Lab Fee: $1400
Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration WELL Winter Study Wellness
SPEC 33 (W) Community Arts in Education

In this course, students will explore the diverse opportunities that fall within community arts and education. As part of the exploration students will research the work of artist educators and arts education programs in a variety of community contexts, develop skills to plan, implement and evaluate arts education programming, and document creative processes and arts education program outcomes. Examine the opportunities for artist-educators in a variety of settings. Develop skills as community arts practitioners including program design, implementation, documentation and assessment.

Explore education theories grounded in social justice education with a focus on diversity, equity, and inclusion. Explore the creative process as a means of activism, community development, and youth development. Explore flexible strategies in arts integration across art forms. Students will explore community arts education examples across a variety of settings, matching individual interests and career paths. Each student will participate in the design and implementation of a community arts education program providing a practical, real-world experience that links theory and practice. We will meet as a class 3 days a week for 2-3 hours. Each class will have: -a hands on exploration of arts based strategies that can be used flexibly to foster learning, -discussion of the readings/viewings -students will draw from the Integrating the Arts Across the Curriculum text, and a series of video examples. -writing/reflection -students will design their own mini-workshop based on their area of interest

Requirements/Evaluation: Final project or presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: I would prefer a limit of about 15 students in order to be able to allow for presentations of student workshop ideas engaging the class in experiential exploration.

Expected Class Size: NA

Grading: pass/fail only

Attributes: EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration WELL Winter Study Wellness

SPEC 34 (W) Reading, Writing, and Eating

You may have heard that the way to one's heart is through their stomach. How can something as fundamental as food help us understand more about our identity? How can food help us write creatively and convincingly about who we are, whom and what we love, and what we stand for? In this course, we will read about growing, eating, and cooking food, as well as about dining out. We will write in response to the texts we're reading and to the food we're eating. Our goal is to learn how to engage in critical analysis and self-inquiry to better understand writing skills like argument, analysis, grammar, and style, and how to write the personal for a public audience. This course is designed to support students who need extra instruction in the fundamentals of English composition, especially students for whom English is an additional language. Readings and texts will include excerpts from Zauner's Crying in H Mart, Lee's "Coming Home Again," Laymon's Heavy, Foster Wallace's "Consider the Lobster," Chang's The Next Thing You Eat, and more. We'll meet for six hours each week, and the class will occupy significantly more time outside of the classroom-roughly twenty hours a week during which you'll be engaged in the writing process, the eating experience, and reading for class. There will be at least one group meal at a local restaurant. Students will write three major assignments: a narrative nonfiction essay and two longform reviews.

Requirements/Evaluation: A 10-page paper

Prerequisites: N/A

Enrollment Limit: 12

Enrollment Preferences: This is a course ideally for EAL students

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Elizabeth Mikesch is the author of Niceties: Aural Ardor, Pardon Me (Calamari). She teaches at the Bard Microcollege in Holyoke, UMass Amherst, and sometimes Smith.
**SPEC 35  (W)  Making & Managing Choice with Design Thinking**

This course will introduce Design Thinking (or Designerly Thinking) as a practice for making and managing choice across a broad range of meaning-making scenarios, from problem-solving to innovation. Design Thinking enables people to create multiple opportunities for positive change that may consist—in a worst-case scenario—in failing fast, and failing cheaply. While learning and practicing Design Thinking participants will develop empathic listening, problem framing, divergent and convergent thinking, creative and analytical problem-solving, risk and failure management, visualizing information, and cross-disciplinary teamwork, among other skills. The course consists of daily (Monday through Friday) 75-minute sessions of instruction, followed by approximately 3 hours of self-directed, practical fieldwork in teams of 5 to 6 people. Each session will consist of four components: 1. a presentation, recap, or variant of the framework of Design Thinking (including references for further reading, listening, or viewing as appropriate); 2. a description of a specific practice within the framework; 3. illustrations of that specific practice with real-world examples; 4. a description of the self-directed fieldwork assignment, with clarifications as required. Following the first fieldwork assignment, each session will begin with Q&A on challenges or other considerations that arise from the previous sessions’ assignment(s). Each team may choose a practical topic to work on in the field for the duration of the course. The topics may be original with each team or shared. We suggest topics familiar enough to the participants to avoid steep learning curves, but not to the point of risking too much bias during the problem framing. The instructor will provide a template for teams to present the outcome of their project during the last session. Failed projects will be integral to the learning experience, and accepted as deliverables.

**Requirements/Evaluation:** Final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Applied arts or applied sciences majors

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Trained in architecture, engineering, design, and city planning, Ralf Korbmacher has practiced Design Thinking since 1988 to create growth opportunities for businesses, GOs, NGOs, and cities in the Americas, Europe, the Middle East, and North Africa.

**Attributes:** EXPE Experiential Education Courses

---

**SPEC 36  (W)  Thinking About Thinking About Healthcare?**

This class will focus on current topics in healthcare (e.g. burnout, health disparities, holistic therapies, communication, health literacy) with the primary objective aimed at exploring career options within the larger healthcare setting. Required reading, viewing, and/or listening assignments will inform classroom discussions. Relevant readings will be taken from books, academic journals, and periodicals. Students will be asked to write weekly reflections that will be used as a tool to contextualize course content and note areas that are of particular interest (or disinterest). Classes will be held primarily in person on Monday, Tuesday, and Thursday evenings between 7 and 9 pm with a (non-mandatory) field trip to a local mobile health van at a time and date to be determined (likely on a weekday during business hours). Selected scheduled classes may be held remotely via Zoom as needed. In-person class time will consist of a combination of short lectures, classroom discussion, and invited talks by individuals who are currently working or who have extensive experience in a broad spectrum of healthcare fields. This class is best suited for any student who is interested in pursuing a career or advanced degree in a healthcare or healthcare adjacent field, or students who are interested in learning about the wide variety of health-related careers that are possible. However, anyone with an interest in healthcare is encouraged to sign up.

**Requirements/Evaluation:** Short paper and final project or presentation.

**Prerequisites:** none

**Enrollment Limit:** 15
**SPEC 37 (W) Drum2Talk: Rhythm, Relationship, and Race**

The students will create music cooperatively in drum circles using West African percussion instruments and participate in guided conversations about Race in America. Recognizing that racism has a profound impact on the lives of ALL Americans, the course will offer many opportunities to engage in and benefit from the emotionally healing aspects of rhythmic expression. The course will be expected to engage with selected readings and audio/visual from the deep breath of literature and media materials on Race, Identity, and Wellness. Additionally, drawing on our class conversations, the students will write and reflect daily in their journals. Although the journals are only for the eyes of the author, the students will submit a 2-page “Reflection of Position paper” due at the beginning and end of the course. The students will learn several important West African Ensemble pieces and the cultural context they fit into their country of origin. The participants will develop and practice the skills of Drum Circle Facilitation in their expected regular small group practice/jam” sessions outside of the class. They will develop and use rhythmic improvisational skills. They will be able to publicly perform these West African Drum Ensemble rhythms. The students will be expected to have daily conversations with others outside of the course on issues around Race in America, reflect on those conversations in their journals daily, and summarize the essence of those conversations in the class.

**Requirements/Evaluation:** Regular appropriate full participation in discussion about the readings, media materials, and the drumming. Writing reflections in their journal from the frequent conversations they will be expected to have with persons outside of the course. There will be a public performance of the rhythms and music learned during the process of the course.

**Prerequisites:** This course is primarily for those with NO EXPERIENCE playing West African instruments however all levels and ranges of experience are welcomed and will gain in skill level. The primary focus is participation in conversations about Race and Racism.

**Enrollment Limit:** 16

**Enrollment Preferences:** 1.) Those with a stated STRONG desire to engage in conversation on race and identity. 2.) Those willing to explore their own family’s relationship to the issues of racism.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Otha is a Drum Circle Facilitator working with a wide range of clients from corporate thru all levels of education, and Wellness. He has taught music at various schools in New England, including Williams College. He has toured as a Concert Pianist.

**Materials/Lab Fee:** $300

**Attributes:** EXPE Experiential Education Courses  SLFX Winter Study Self-Expression  STUX Winter Study Student Exploration  WELL Winter Study Wellness

---

**SPEC 95 (W) Gaudino Fellowship: Immersive Engagement and Reflection**

The Gaudino Fund is offering Gaudino Fellowships for a group of 2 to 4 students during Winter Study, based upon a proposed domestic or foreign collaborative project. Student teams should organize their proposed projects around two main components: direct encounter with otherness and self-reflection. Projects will be evaluated on whether they subject the students to "uncomfortable learning", i.e. having an experience that challenges and perhaps alters one’s view of what it is to live a good life and the group’s commitment to incorporate separate home stays for each fellow as part of their project, either joint or separate work/engagement internships, and a structure to facilitate collaborative action and learning. The team selected will be guided and overseen by the Gaudino Scholar who will conduct appropriate preparatory discussions and follow-up sessions to optimize and help students articulate lessons learned from the overall experience. The intent of the program is to open the student to an understanding (of both the familiar and unfamiliar), and to a development of empathy, that could not be achieved without the fellowship experience. N.B. Each prospective team
needs to meet with the Gaudino Scholar as early as possible, but no later than September, and submit their group application by September 30. Application guidelines can be found at winterstudy.williams.edu. Each student is expected to write a short (3-4 page) self-reflection before leaving for WSP, keep a journal of their experience, as well as write a 8-10 page paper by the end of the Winter Study period reflecting on their experiences and what has changed in the student's perceptions and beliefs from the opening essay. They will also meet the other members of the team on a weekly basis during Winter Study and regularly update the Gaudino Scholar by email and/or Skype calls. The team that receives the Gaudino Fellowship will give a brief presentation to the Board about their experience at the Board's spring meeting in April. The team whose project is approved will receive the Gaudino Fellow designation. In addition, students on Financial Aid will receive Gaudino funding from a minimum of 50% to a maximum of 90% of the budget for the project up to $2,500, as determined by the Financial Aid office. No additional funding for students' projects will be provided by the College.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: selection is made on basis of proposal

Expected Class Size: NA

Grading: pass/fail only

Unit Notes: Once proposals are approved, the Registrar's Office will register students.

Attributes: EXPE Experiential Education Courses

Winter 2023

IND Section: 01 TBA Gregory C. Mitchell
IND Section: 02 TBA Benjamin Twagira