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 10 (W) Counseling Skills Intensive
Are you the person your friends turn to for support? Good listening and communication skills are of benefit to everyone, but particularly for students with support responsibilities and those interested in helping professions. This course will prepare you to be a better listener and more effective, confident communicator. Develop a deeper sense of presence to help others feel more at ease with sharing, facilitate decision-making and problem-solving using validation and active listening skills, and learn effective strategies and boundaries appropriate to more urgent situations. We will practice fundamental counseling skills, learn about factors influencing our own communication styles and the roles we gravitate toward in our relationships with others. You will learn how to communicate about sensitive issues and find your own style in helping roles. Emphasis will be given to understanding one's limits within a given situation, knowing when to refer to other resources, and what resources are available to students. We will meet twice a week for 3 hour sessions. This is an experiential training augmented by relevant readings, journaling, and out of class exercises designed to deepen your understanding and practice. Adjunct Instructor Bio: Karen Theiling is psychotherapist at Williams College where she has provided counseling to students since 2000. She is a licensed mental health counselor whose particular interests include trauma, gender and sexuality, Dialectical Behavior Therapy and outreach of all kinds. Adjunct Co-Instructor Bio: Laini Sporbert is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and has been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Class Format: afternoons
Requirements/Evaluation: evaluation is based on participation, attendance, and the 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: reverse seniority on campus
Materials/Lab Fee: none

Winter 2019
LEC Section: 01 MR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Karen M. Theiling, Laini Sporbert

SPEC 11 (W) Pod Save Williams: Audio Stories about Making the College More Sustainable
How can we all create a more sustainable Williams? In this course students will explore sustainability challenges, successes, obstacles, and opportunities on the Williams campus by interviewing staff, faculty, and fellow students and then weaving those interviews into compelling audio stories for the campus community. Students will study interviewing, storytelling, and podcasting best practices and will use what they learn to create interesting podcasts that are both rich in content and in sound. Guiding questions will include: How is sustainability being integrated - or not - into the operations of campus? What daily activities are most impactful both carbon emissions-wise and ethos-wise? How do social justice and environmental justice intersect with sustainability on campus and in this region? Who are the unsung “campus sustainability heroes”? What opportunities and challenges lay ahead related to these issues? How does one tell a story in a way that is universal or at least relevant to one's intended audience? What are the opportunities to enhance storytelling by using an audio format as the medium? Informative and impressive podcast creations will be used as resources on the Williams sustainability website and will be posted to Stitcher, iTunes, and Soundcloud. A number of assignments will involve listening to and critically analyzing podcasts. Our time together will be a combination of learning about campus sustainability issues, analyzing content and audio choices, practicing interview techniques, and getting feedback from peers. Adjunct Instructor Bio: Mike Evans is the Assistant Director of the Zilkha Center for Environmental Initiatives at Williams College. Prior to working at Williams, he was the associate director of Utahns Against Hunger and founded and directed Real Food Rising, a youth-empowerment sustainable farming program.

Class Format: mornings
Requirements/Evaluation: evaluation will be based on participation, two short essays, and a final project
Prerequisites: none
Enrollment Limit: 11

Enrollment Preferences: preference will be given to sophomores and juniors and the need to create a group that is diverse in terms of majors and interests

Materials/Lab Fee: cost of books

Winter 2019
LEC Section: 01 MWF 10:00 am - 11:50 am PORG 10:00 am - 11:50 am Mike A. Evans

SPEC 12 (W) What’s Advertising and Why Should We Care About It?

Admittedly, only a handful of Williams students will enter the advertising business, especially the classic Madison Avenue version of it. On the other hand, an appreciable percentage of graduates will join fields where some form of advertising and promotion is a critical but complicated success factor, whether in NGOs, business, non-profit organizations or startup ventures. The proposed course is a high level view of one of the most important levers in society today. In one form or another, advertising influences not just our purchase decisions but also (and increasingly) politics, public policy, use of social media and a host of cultural issues, including perceptions about diversity, gender and the role of women in society. This course teaches how insights, strategy and positioning come to creative life, are assessed and how they percolate through brand experience and within the organization. We will consider why and how marketers align themselves with different demographic and age groups creatively and how they build positive perception. It will also help students understand why—after all the metrics and analysis and research—a brilliant creative idea is worth its weight in gold. The course is intended as an overview and will necessarily proceed at a rapid pace. Course content will be a mix of case studies, examples drawn from the current marketing world and original research by students. Where appropriate and possible, guest speakers will be invited in order to provide particular insight or participate in debate. The final project presentation will ask student teams to ‘reverse engineer’ the observed advertising and communications strategies of a marketer (broadly defined) using publicly available data and course materials. The course would meet twice per week in three hour sessions. Out-of-class expectations are approximately 10 hours/class in research, writing and group work projects.

Adjunct Instructor Bio: Steve Harty worked in advertising for 30 years, spanning developments such as the launch of cable networks, interactive and digital platforms and into today's highly diversified communications environment. He was CEO or Chairman for four firms and served clients such as American Express, Johnnie Walker, Axe deodorant, Cadillac, Verizon, IBM and Miller Lite. He helped launch jetBlue Airlines, Ally Bank and the Voom HDTV service. He is a 1973 graduate of Williams and a trustee emeritus.

Class Format: mornings
Requirements/Evaluation: short written assignments weekly; final presentation prepared in teams and presented to class
Prerequisites: none
Enrollment Limit: 16-20
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01 T 1:00 pm - 3:50 pm R 10:00 am - 12:50 pm PORG 1:00 pm - 3:50 pm Steve Harty

SPEC 13 (W) Cooking for the Real World

Crosslistings: PHYS15 / SPEC13

Secondary Crosslisting

The course assumes you know nothing about cooking, and, with that in mind, will focus on the basics. The course will teach you how to prepare simple, healthy, and delicious food. You’ll learn about basic knife skills, sanitary kitchen practices, cooking equipment and menu planning. Some of the foods you will learn to make during the course of winter study will include Mac ‘n Cheese, quick breads, soups and salads, pie crusts and cookies. Time permitting, we may take a field trip to a local farm. You will also get to meet with some local chefs to help you understand why everything we do revolves around food. The reading list will include: Kitchen Confidential, by Anthony Bourdain, The Flavor Bible: The Essential Guide to Culinary Creativity, Based on the Wisdom of America’s Most Imaginative Chefs, by Karen Page and Andrew Dornenburg, and one of the basics cookbook.

Class Format: MWF 3:5:30pm
Requirements/Evaluation: daily journal and a final cooking demonstration
Prerequisites: none
SPEC 15 (W) Self Care: Exploring Acupressure, Reflexology and Aromatherapy

Crosslistings: MATH15 / SPEC15

Secondary Crosslisting

Learn techniques to take care of yourself and others! In this course, students will explore acupressure and reflexology through hands-on practice with partners. Modalities will first be demonstrated by the instructor, and then will be reinforced through in-class practice. The course will also cover essential oils and the chemistry behind aromatherapy, studying chemical families and their main characteristics. With this knowledge, students will create custom aromatherapy blends to address specific health issues. These blends will be made in class, and can be taken home. This class is designed to be useful to students and their loved ones, providing the student with tools to cope with life events. The focus will be on using acupressure, reflexology and aromatherapy to help with stress, anxiety, sleep, skin health, and sickness. Assigned reading and/or online videos will be required to prepare for each class. In addition, students will complete 16 hours of acupressure and reflexology practice outside of class on volunteers. These hours will be signed off on a log sheet by the volunteers. In-class assessments of techniques will also occur. Each student will prepare at least one presentation to share with the class. Adjunct Instructor Bio: Graduate studies in zoology took Jennifer Turek to the University of Otago in New Zealand, where she also attended the Lotus College of Natural Therapies. After graduating, Jennifer opened up her business, Koru Therapies first in New Zealand, then California and now in Williamstown, MA. Jennifer provides a custom holistic health experience which is a unique blend of Eastern, Western, Kiwi and American techniques that is unlike what most have experienced before.

Class Format: mornings

Requirements/Evaluation: 16 out-of-class logged practice hours are required leading up to an in-class practical assessment for the acupressure and reflexology components of the course

Extra Info: the aromatherapy portion of the class will be evaluated by a presentation to the class on a particular aspect of aromatherapy and also in-class completion of specific tasks and products

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be selected based on emailing the instructor the reasons behind choosing this course; preference will be given to seniors, and also to students with immediate wellness needs

Materials/Lab Fee: $20 plus cost of books

Attributes: EXPE Experiential Education Courses

Winter 2019

LEC Section: 01   MR 10:00 am - 12:50 pm PORG 10:00 am - 12:50 pm   Jenna L. Turek

SPEC 18 (W) Call In Walk In training for Peer Health

Crosslistings: PSYC18 / SPEC18

Primary Crosslisting

This course is the full training for students who would like to cover Call In Walk In 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. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies.

Class Format: mornings
SPEC 19 (W) Healthcare Internships

Experience of a clinical environment is essential to making the decision to enter the health professions. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of medicine (human and animal) and dentistry. 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, as well as to learn about the systems within which healthcare is delivered. Students will also be introduced to core concepts of population health, providing a broad perspective on health outcomes within a geographic region and expanding their perspective on the individual clinical interactions which they observe. This course will encourage participants to reflect on their clinical experiences with a dual focus- from the perspective of the individual provider-patient relationship and within a systems-level context. Weekly didactic sessions (3) will focus on "substance abuse" as a thematic construct for the discussion of related chronic and acute conditions frequently encountered in clinical and social/behavioral contexts. The thematic focus on substance abuse will allow students to reflect on their clinical experiences across a wide range of clinical specialties and also to engage in discussion of a public health crisis affecting quality of life across the lifespans of Berkshires residents. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions. Students will also demonstrate an enhanced awareness of the systems through which medical care is delivered and the challenges of health care delivery within a rural community. Students will also be expected to reflect on their clinical experiences through didactic sessions and case presentations, as well as in a final paper. Adjunct Instructor Bio: Barbara Fuller is the Director of Science and Health Professions Advising.

Class Format: Students are shadowing healthcare providers for 20-25 hours per week.

SPEC 21 (W) Experience the Workplace; an Internship with Williams Alumni/Parents

Field experience is a critical element in the decision to enter a profession. Through this internship, students can clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession, and understand the psychology of the workplace. Internship placements are arranged through the Career Center, with selected alumni and parents acting as on-site teaching associates. The expectation is that each student will observe some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate will assign a specific project to be completed within the three-to-four week duration of the course depending upon appropriateness. Participation in this winter study will require the student to quickly assess the work environment, make inferences about corporate culture, performance norms and expectations, and to take initiative not only to learn from this experience, but also to contribute where and when appropriate. Understanding the dynamics within a work environment is critical to success in any organization and this hands-on experience will illuminate lessons learned in the classroom. Upon completion of the winter study, it is expected that the student write a thorough report evaluating and interpreting the experience. Students will be required to read one of two books selected for this course. There will also be reading selected from such works as What Should I do with My Life? by Po Bronson, 2003 and Working by Studs Terkel, 2004. Interested students must attend an information
meeting in late September or early October and follow up with Dawn Dellea if students have questions about specific internships listed in the SPEC 21 syllabus. Application are submitted via Handshake.

**Class Format:** At least 30 hours per week, 5 days per week, 6 hours per day

**Requirements/Evaluation:** completion of readings, daily journal, and a 5- to 7-page expository review and evaluation that will become public record as a resource for other students

**Prerequisites:** qualifications for internships

**Enrollment Preferences:** placements will be determined by the individual alum or parent sponsor based on application and possible telephone interview

**Materials/Lab Fee:** cost of books

**Attributes:** EXPE Experiential Education Courses

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**SPEC 22 (W) Organics and Biochemistry**

The course will cover the technical proficiency and leadership skills required to effectively and efficiently administer emergency medical care in outdoor and wilderness environments. Successful completion of all 3 sections of the course, along with demonstrating ski/snowboard proficiency, can lead to certification as a member of the National Ski Patrol. The course is based upon 1. National Ski Patrol's Outdoor Emergency Care (5th Edition), a curriculum containing textbook/web-based learning and hands-on, practical skill development. 2. CPR for the Professional Rescuer. 3. Approximately 18 hours of outdoor training in Ski Patrol rescue techniques. Specifically, the course teaches how to recognize and provide emergency medical care for: Wounds and Burns; Environmental Emergencies (e.g., frostbite, hypothermia, heat exhaustion); Musculoskeletal Trauma (e.g., breaks, sprains, etc.); Shock, Respiratory, Poisoning, Substance abuse emergencies; Medical emergencies (e.g., heart attack, stroke, seizures, etc.) The course will teach the use of various splints, bandages, and other rescue equipment as well as methods of extrication, use of oxygen, and how to deal with unusual emergency situations such as mass casualty incidents. On-line and textbook learning will be supplemented by classroom work that includes lectures, videos, and hands-on skill development and practice. There will be a written and practical final exam. The outdoor portion of the course includes rescue toboggan handling, organization and prioritization of rescue tasks, and practical administration of emergency care in the outdoor environment. Each week there will be ~15 hours of classroom work plus ~8 hours of practical outdoor work at Jiminy Peak ski area. Homework (online and textbook based) will be required. Attendance at all classes is mandatory. The course is limited to 16 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Thomas Feist ('85) is a 35-year ski patroller, certified OEC Instructor and Instructor Trainer. He has taught chemistry at Williams College and served as acting director of the Williams Outing Club in 1990-91.

**Class Format:** mornings

**Requirements/Evaluation:** final written and practical exam

**Prerequisites:** none

**Enrollment Limit:** 16

**Enrollment Preferences:** ski/snowboard interest and ability as well as prior first aid experience

**Materials/Lab Fee:** $175 plus cost of textbook (~$100)

**Attributes:** EXPE Experiential Education Courses

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**SPEC 23 (W) Liberal Arts for Epic Challenges: Design Thinking for Social Change**

Liberal Arts for Epic Challenges is an introduction to the techniques of design thinking to help liberal arts students gain the necessary skills and confidence to tackle complex social and economic problems: attention to the human dimensions of problems and solutions, creative confidence, risk taking, learning from failure, effective collaboration, and story-telling. Design thinking has become an increasingly prevalent approach in encouraging innovative solutions among start-ups, corporations repositioning themselves, government agencies seeking to improve their citizen services, and NGOs addressing major social problems like rural health care. This winter study course will expose students to the tools of design thinking and then will take on several challenges selected by the students. Students will undertake the research phase in Williamstown, then go to the IBM Design Lab to act on their ideas.
Studio in Austin, Texas (or a similar consulting firm design lab) for the ideation phase in collaboration with designers at IBM and Watson, using the same facilities that IBM design thinkers use. Solving truly difficult problems facing society in the 21st century requires a purposeful approach that draws on a full range of the experiences and perspectives of those who have studied the liberal arts. Only with the advantage of those with an understanding of the social sciences, physical sciences, arts, and humanities provide a sensitivity to both the dimensions of difficult problems and how to address them for human-centered solutions. There will be two 3 hours workshops in the afternoons when in Williamstown. All day in the Design Studio in Austin for 3 days. Light reading, but necessary team meetings between classes.

Class Format: Travel

Requirements/Evaluation: based on observation of active constructive participation in team efforts and evaluating a final team presentation for relevance,

Extra Info: sensitivity to human-centered concerns, completeness, effective communication, and realistic probability of success, all of which will be documented in an electronic field journal

Prerequisites: interested students must attend an informational meeting and submit a short essay about their interest in the course

Enrollment Limit: 10

Enrollment Preferences: none; not open to first-year students

Materials/Lab Fee: $2600

Attributes: TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Ric Grefé

SPEC 24 (W) Transformative Moments in the Education of a Preschool Child

This course will provide an opportunity for immersion in the life of a preschool community in the Bronx. Future of America Learning Center (FALC) is a nationally-accredited program that is recognized for its quality and standard of excellence in the field of Early Childhood Education. Students from varied educational institutions, teachers and instructional coaches are recommended by the Department of Education to visit FALC's classrooms to observe, experience and learn about the Plant-a-Dream curriculum. Winter Study students will actively participate in the daily classroom activities with the children in order to develop a sense of best practices in Early Childhood Education. Students will live with families whose children are in the program, in the model of Gaudino's experiential learning, to access a deeper sense of context and a better understanding of the issues facing children and families from this community. Opportunities for dialogue between families, staff, and students, will also be central to the learning experience. Furthermore, our mentors will guide students in robust self-reflection, as well as inquiry into the environment in which they are immersed, and the personal meaning derived from these experiences. More information about FALC and the course mentors can be found at https://goo.gl/PEJsoq.

Requirements/Evaluation: 5-page summary paper, daily journal

Prerequisites: none

Enrollment Limit: 4

Enrollment Preferences: by interview

Materials/Lab Fee: none

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Randall S Thomas

SPEC 25 (W) Williams in Georgia

Crosslistings: RUSS25 / SPEC25

Secondary Crosslisting

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students
experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience. Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics, including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Class Format: travel

Requirements/Evaluation: 10-page paper

Prerequisites: none; knowledge of Russian or Georgian is not required; not open to first-year students

Enrollment Limit: 8

Enrollment Preferences: interested students must attend an informational meeting and submit a short essay about their interest in the course

Materials/Lab Fee: $2785

Distributions: (D1)

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Vladimir Ivantsov

SPEC 26 (W) Field Work in a Bay Area Start-Up

This course is designed to give students insight into how technology start-ups work and well as a chance to practice their problem-solving skills and gain deeper insight into the customer discovery process. The course will start in Williamstown with a review of idea development tools used in today's start-up environment, particularly those pioneered by Stanford d.School such as the Lean Start-up method, Business Model Canvas and Design Thinking. Reading will include The Lean Start-up by Eric Ries, Zero to One by Peter Thiel and Edward deBono's Thinking Course as well as articles and podcasts. The class will be split into three teams of four students and paired with a Bay Area start-up looking to enter a new market, a new customer segment or are considering certain product modifications. The student teams will work on identifying customer needs, qualifying customer feedback and making recommendations to management. The class will tap into the strong Bay Area alumni network which will allow for visits to several different start-ups and fast-growing tech companies and compare how they approach their markets. The final project will be a ten-minute presentation to management. Student should submit a short statement of why they would like to participate and what they expect to learn. Adjunct Instructor Bio: Entrepreneur-in-Residence at Williams.

Class Format: travel

Requirements/Evaluation: 5-page paper; final project; short summaries of customer interactions

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

Enrollment Preferences: preference will be given to students with a demonstrated interest in entrepreneurship

Materials/Lab Fee: $2,800

Attributes: EXPE Experiential Education Courses; TRVL Winter Study Travel Course

Winter 2019

TVL Section: 01 TBA Tonio Palmer

SPEC 27 (W) Social Justice, Activism, and Advocacy in New York City

This 2019 Winter Study course examines social justice advocacy and activism in New York City's nonprofit organizations, churches, and private and public universities. The focus is on antiviolence and human rights initiatives based in New York City's institutions that shape the perspectives not only of the city but influence debates about democratic values and political perspectives throughout the nation and the world. Students would work with non-profit and advocacy organizations such as the Social Justice Committee of Trinity Luther Church (TLC) Immigrants Rights Coalition; and ConnectNYC, a Harlem-based non-profit that works city-wide to end domestic, social, and religious violence. For three weeks in the city students
would attend forums on social justice, anti-racism/feminist/lgbtq rights at Barnard; Columbia University; City College, and CUNY Graduate Center. The three weeks in NYC focus on three overlapping themes central to social justice advocacy: domestic/family safety; community values in policing and citizen's and prisoners' rights; immigration and human rights.

**Class Format:** travel

**Requirements/Evaluation:** daily journal; volunteer with one of the participating non-profits to assist in digital or community outreach and organizing for 3-4 hours daily;

**Extra Info:** attend a weekly educational event(s) at city universities or nonprofits; attend a mini-seminar to discuss readings and experiential learning;

**Extra Info 2:** write a 10-page analytical paper at the conclusion of the winter study evaluating political trends in each of the three areas; attend a community council meeting at the 24th Precinct in Manhattan (West 100th St.).

**Prerequisites:** not open to first-year students

**Enrollment Limit:** 4

**Enrollment Preferences:** interview with the instructor

**Materials/Lab Fee:** $2750

**Attributes:** TRVL Winter Study Travel Course

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**SPEC 28 (W) Class of 1959 Teach NYC 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. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

**Class Format:** wsp internship

**Requirements/Evaluation:** Evaluation will be based on a journal and a 5-page paper

**Prerequisites:** prerequisites: Sophomore, Junior or Senior standing; not open to first-year students

**Enrollment Limit:** 12

**Enrollment Preferences:** statement of interest

**Materials/Lab Fee:** $400

**Attributes:** EXPE Experiential Education Courses

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**SPEC 29 (W) The "Television" Industry: Legal, Business and Policy Issues in the Distribution of Video Content**

This course will explore how video content is distributed in the United States and examine how a business deal to do so may actually take shape. Topics may include the history of television, various business models used to distribute video content to consumers, governmental policy and regulatory impacts on the television business, contract law and its application to video content distribution, and negotiation theory and practice. Students will explore the various ways video content is distributed, how content owners and distributors make money, the relationship between content ownership and distribution, and how the industry is changing. The course will provide students with a basic introduction to contract law and explore a video content distribution agreement in detail. Students will be expected to read articles from the trade press on a daily basis, lead and participate in class discussions, debates and negotiation case studies, analyze legal opinions, read and dissect a video distribution agreement, and, yes, watch...
“television.” The class will culminate in students working in teams to negotiate and draft a video distribution agreement. Class is expected to meet for 6-8 hours per week. Adjunct Instructor Bio: Robert Goldstein has practiced law for over twenty years, the most recent fifteen of which have been in the television industry. He has been the General Counsel for a privately-held telecommunications venture, worked in-house at a Fortune 500 media company, and represented a wide range of communications companies in various stages of development.

Class Format: two consecutive midweek class days
Requirements/Evaluation: final project; class participation
Prerequisites: students will be asked to write 1-2 sentences about why they want to take the class
Enrollment Limit: 10
Materials/Lab Fee: none

Winter 2019
LEC Section: 01 WR 1:00 pm - 3:50 pm PORG 1:00 pm - 3:50 pm Bob Goldstein, Debbie Goldstein

SPEC 35 (W) Making Pottery on the Potter's Wheel
Learning to form pottery shapes with your hands on the potter's wheel is challenging but accessible to any student who invests time and effort. This is a very old-fashioned skill--archaeologists tell us potter's wheel skills were widespread in world culture by 3000 BCE. YouTube videos will not help you to learn the subtle hand positions and pressures needed to succeed in shaping symmetrical pleasing forms. A teacher/coach will help you understand and learn these skills, but it is up to you to apply yourself with repeated practice, patience and persistence. Each class will begin with an explanatory demonstration followed by student practice on the potter's wheel. Woven into pottery making demonstrations will be presentations, in response to student interest, on various topics relating to the science and history of pottery making. Every student will have exclusive use of a potter's wheel for each class. Pottery making classes will be held in the mornings, 9 AM to 12:00 PM, at Oak Bluffs Cottage Pottery in Pownal, Vermont. We will use both stoneware and porcelain clay bodies, and will work on mugs, bowls, pitchers, plates, jars, lids, vases, and bottles, and will finish these shapes by trimming and adding handles, lugs, spouts, and knobs. We will also work on hand-building projects. Early in the Winter Study Session there will be a 1.5-hour slide presentation held one afternoon at a location on campus. After the tenth pottery making class meeting, all completed work will be kiln-fired to biscuit, approximately 1750F. The eleventh meeting will be devoted to glazing your biscuited pieces. Glazing techniques will include pouring, dipping, layering, brushing, and stamping, and using wax resist and other masking techniques to develop pattern and design. The completed work will then be glaze-fired to cone 5, approximately 2150F. The last meeting, held at Oak Bluffs Cottage Pottery early in the new semester, will be devoted to a "final project positive-orientation critique" in the studio of your finished work. Adjunct Instructor Bio: Ray Bub is a ceramic artist and teacher at Oak Bluffs Cottage Pottery in Pownal, Vermont, 10 minutes north of the Williams College campus. All class meetings except the slide show take place at Oak Bluffs Cottage Pottery. Learn more about Ray Bub at www.raybub.com

Class Format: mornings, 9am-12pm; plus 1 afternoon powerpoint slide presentation, and 1 final 1-hour critique session early in the spring semester at times to be arranged
Requirements/Evaluation: attendance at all class sessions and enthusiasm for learning the craft of pottery making
Prerequisites: none
Enrollment Limit: 9
Enrollment Preferences: discretion of the instructor
Materials/Lab Fee: $385
Distributions: (D1)
Attributes: EXPE Experiential Education Courses

Winter 2019
LEC Section: 01 M-F 9:00 am - 12:00 pm Ray Bub

SPEC 39 (W) Composing A Life: Finding Success and Balance in Life After Williams
"Composing a Life:” Finding Success and Balance in Life After Williams Description: To be at Williams you have experience as a successful student, but how do you learn to be successful in life? How will you define success in both your personal life and in your career? How will you achieve balance between the two? In short, what will constitute the "good life" for you? We borrow the concept of "composing a life" from Mary Catherine Bateson, as an apt metaphor for the ongoing process of defining success and balance in life. This course is designed: (1) To offer students an opportunity for
self-reflection, as well as to examine and define their beliefs, values, and assumptions about their future personal and professional lives; (2) To encourage students to gain a better understanding of how culture, ideology, and opportunity affect their life choices; (3) To provide an opportunity for students to consider different models of success and balance through "living cases" (in the form of guests from various professions and lifestyles); and (4) To aid students in contemplating their own life/career options through individual advising and introducing various career and life planning resources. Using selected readings, cases, and guest speakers, we will explore both the public context of the workplace as well as the private context of individuals and their personal relationships in determining life choices. Weekly assignments include cases and readings from a variety of related fields, and some self-reflection exercises. Adjunct Instructor Bio: Geraldine Shen ’01 is a former management consultant, development officer, curriculum coordinator, and admissions officer who currently leads a community non-profit organization in Williamstown. Adjunct Co-Instructor Bio: Joe Bergeron ’01 is a technology consultant, entrepreneur, and software developer.

Class Format: mornings

Requirements/Evaluation: regular attendance, class participation, field interview, and a 10-page final paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference to juniors and seniors

Materials/Lab Fee: none

Winter 2019

LEC Section: 01  MTR 10:00 am - 11:50 am PORG 10:00 am - 11:50 am  Joe Bergeron, Geraldine Y. Shen

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

Winter 2019

IND Section: 01