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 2022
IND Section: 01

Winter Study

SPEC 11 (W) Investing: The Real Deal, Not a Game–Theory and Real World Practice with Real World Money
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 their investment ideas weekly and will be assigned to lead short discussions of defined/abbreviated concepts culminating in investment pitches for real investment opportunities. Students will invest actual funds and hold each other accountable for investment performance. Students will continue to work as a group to actively manage a live brokerage account for one year through January 2022. The initial value of the fund will be up to $100,000, dependent on alumni contributions. During winter study, will meet three times each week (likely T/Th/F) for two hours each time.

Requirements/Evaluation: class participation and final project or presentation
Prerequisites: open to first-years, sophomores, and juniors; a sincere interest in investing of all sorts, very basic knowledge of Excel, comfort with basic algebra
Enrollment Limit: 30
Enrollment Preferences: email Robin Meyer in the ’68 Center (rmeyer@williams.edu) with a short paragraph discussing your investing knowledge/history and your interest in participating in an investment student group by 11:59 PM ET, Sunday, Oct 31, 2021.
Grading: pass/fail only

Unit Notes: David ’90 P’20 is a Founding Partner of Triangle Peak Partners, LP, a Texas/California venture capital firm. After graduating from Williams with a degree in Mathematics with Honors (Thesis Advisor: Colin Adams), David worked for Bain & Co. in Boston, got his MBA from Stanford, managed a range of investments for Fayez Sarofim & Co. in Houston over 14 years before founding TPP. David is a longtime Williams volunteer serving as head agent, 25th reunion chair, and Co-Chair of the Alumni Fund.

Materials/Lab Fee: $20

Winter 2022
LEC Section: 01    TRF 10:00 am - 11:50 am     David Pesikoff

SPEC 13 (W) Curation and Context: From Museums to Marketing
Nothing is truly "presented without context." The circumstances and framing of an image or information matter as much as the object, artwork, or datapoint itself. This course will examine how curation is always at play, complex layers of context exist, and a specific perspective is always being presented—whether we're in a museum, looking at a website, or anything else humans made. You've heard of the Museum of Modern Art in New York and the British Museum in London, but what about the Wine Cultures and Civilisations Museum in Bordeaux or the Sex Machines Museum in Prague? Or perhaps you've scrolled through insta photos taken at the Museum of Ice Cream or the Color Factory? Speaking of social media, perhaps you've already begun to build your brand online? While we may be introduced to some concept of a critical eye towards curation & the information we're being presented during our classes and research at Williams, it only becomes more important as we encounter art, advertisements, stories, products, and propaganda in the real world. In this course, we will explore how different museums, exhibits, and experiences curate and contextualize art & other assets for visitors—and we will apply that same analytical approach to brands, business, and individuals in the digital and online space. We will practice asking ourselves—What am I looking at? What am I being told about it? Who is showing this to me, and why? Where does this fit into larger narratives of culture and history? And with all that in mind—what do I think about it? Evaluation will be based on class participation (2 hours x 3 days / week), two short (2-3 page) papers, and a final project presentation. Outside of class, you will have reading assignments as well as researching & developing your final project. We will take advantage of the local museums available by taking class field trips to WCMA, The Clark Art Institute, and Mass MoCA.

**Requirements/Evaluation:** short paper and final project or presentation  
**Prerequisites:** any Art History course  
**Enrollment Limit:** 15  
**Enrollment Preferences:** prefer juniors and seniors; can select further if needed by asking for a short 1-2 paragraphs about why they are interested in this course  
**Grading:** pass/fail only  

**Unit Notes:** Katherine Conaway ’09 is a freelance consultant & writer and founder of Conaway Creative. She previously worked as Head of Content for an e-commerce clothing company in New York (while working remotely from around the world), was on the production team at a digital design studio in Brooklyn, and taught abroad in Morocco, Switzerland, and Bulgaria. Katherine has traveled to over 50 countries, is the coauthor of "The Digital Nomad Survival Guide", and produces & hosts the Modern Work podcast.  

**Materials/Lab Fee:** $10  

This course is cross-listed and the prefixes carry the following divisional credit:  
SPEC 13 ARTH 13  

**SPEC 14 (W) Food Justice and Nonprofit Management for Social Entrepreneurship**  
C Central Kitchen CEO, Mike Curtin ’86, will lead students in examination of the successes, challenges, and opportunities to food insecurity through holistic initiatives such as those of the DC Central Kitchen. He and his guest speakers (national and local) will share their philosophies of nonprofit management and strategic approaches in both pre- and post-COVID contexts. Students will have the opportunity to critique existing initiatives and brainstorm new ones. The course will explore issues of food access, food justice, innovation, and social entrepreneurship, among others. Guest speakers will include DC Central Kitchen founder Robert Egger, DC Central Kitchen Chief Development Officer, Alex Moore, Former Deputy Secretary of Agriculture (under President Obama) Kathleen Merrigan ’96. U.S Representative Jim McGovern, (D-MA), Chef, Philanthropist and Founder of World Central Kitchen Jose Andres, and Mark Rondeau, President of the North Berkshire Friendship Center Food Pantry. Readings will include excerpts from Begging For Change by Robert Egger, The Food Fighters by Alexander Moore and We Fed an Island by Jose Andres as well as sample grant proposals and related documents.  

**Requirements/Evaluation:** Group presentation and a 2-5 page paper.  
**Prerequisites:** none  
**Enrollment Limit:** 20  
**Enrollment Preferences:** seniority  
**Grading:** pass/fail only  

**Unit Notes:** Mike Curtin ’86 joined DC Central Kitchen(DCCK) in 2004. Mike has spent significant time expanding the Kitchen's revenue-generating
social enterprise initiatives. For over 30 years, DCCK has been a nationally recognized leader in the fight against hunger and poverty; they have worked to break down barriers that create inequities in our food and economic systems by thoughtfully and creatively developing a model of social enterprise that has been replicated across the country and around the world.

**Materials/Lab Fee:** none

Winter 2022

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

**SPEC 15 (W) Investing for Return and Impact**

The course will provide an introduction to impact investing, or the growing practice of investing for both financial return and positive social and/or environmental effect. It will also involve students in the type of research that a junior analyst would perform to support an impact-oriented investment. No prior experience is required. The main focus of the course will be team-based project work. The class will divide into, depending on total enrollment, 3 or 4 groups of 4-5 students. Each team will be assigned to a participating investment firm to work on a specific project. Collaborating firms will be representative of the different actors in the impact investing ecosystem, i.e. asset owners, asset managers, and intermediaries that assist asset owners in allocating capital to asset managers. Projects may involve diligence on an investment opportunity that the firm is considering or research to understand a new area of possible interest. The mix of projects will provide exposure to a range of investment types (e.g., fixed income, venture capital, private equity), as well as to a variety of impact themes (e.g., climate change, community economic development, food and agriculture). The project work will include interaction with contacts at participating firms. Delivering to the expectations of collaborating firms will require substantial outside-of-class time. In-class meetings will focus mainly on complementary presentations by invited speakers and discussion of related readings. In-class time will average 6 hours per week. At the conclusion of the course, each team will prepare a report on its assignment (generally in the form of a PowerPoint presentation) and present that report to representatives of the firm that sought the team's assistance. All members of the class will attend the presentations. Student evaluations will be based on the quality of the final reports and presentations, as well as participation in class meetings and discussions.

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

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** based on a written statement of why the student desires to take the course and what specifically he/she hopes to gain from the experience

**Grading:** pass/fail only

**Unit Notes:** In the 1990s, Bill McCalpin '79 led one of the early initiatives by a major philanthropic foundation (the MacArthur Foundation) to make investments that generated competitive financial returns and advanced foundation philanthropic objectives. More recently, he served as CEO of an impact advisory firm that was sold to Goldman Sachs in 2015 and later directed the impact advisory business of another registered investment adviser serving taxable high net worth clients and institutional investors.

**Materials/Lab Fee:** none

Winter 2022

**LEC Section: 01**    TWR 1:00 pm - 2:50 pm     Bill McCalpin

**SPEC 17 (W) Introduction to Advertising**

Creativity and connection are the engines of effective advertising. This quick tour of the industry will focus primarily on creativity as manifest in strategy, brand positioning, execution and consumer insights. In addition, we will explore the many and powerful ways that advertising both reflects and changes society. The course prerequisite is only curiosity and an interest in how advertising does its job. Meeting twice weekly, most out-of-class assignments will be completed in teams, which will present their research in class. There are two end-of-term projects. The first is a group presentation ‘reverse engineering’ a major brand's public face to understand what it knows about its customers, how it establishes a bond with them and how it builds brand equity over time. The second is a brief paper summarizing the student's learning during Winter Study. Readings include ‘textbook’ chapters about marketing and advertising and also the published works of industry greats like David Ogilvy and Sir John Hegarty. Where possible, Zoom sessions with current agency leaders will be scheduled.

**Requirements/Evaluation:** short paper and final project or presentation
Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: professor will seek a range of backgrounds and interests

Grading: pass/fail only

Unit Notes: Steve Harty is a former executive with creatively renowned agencies including Ogilvy, Lowe and BBH as well as the cofounder of Merkley Newman Harty. He's currently an Adjunct Professor of Management and an Executive-in-Residence at Columbia Business School.

Materials/Lab Fee: $25

Winter 2022

LEC Section: 01    M 1:00 pm - 3:50 pm W 10:00 am - 12:50 pm   Steve  Harty

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

Cross-listings: PSYC 18  SPEC 18

Primary Cross-listing

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), and meets most weekday mornings. 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, and information gathering for the final project.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: not applicable

Grading: pass/fail only

Unit Notes: Laini 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 been the Peer Health Staff Advisor since 2006. She has an M.Ed.in Counseling Psychology with a specialty in addictions.

Materials/Lab Fee: none

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

PSYC 18 SPEC 18

Winter 2022

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

SPEC 19  (W) Exploring Healthcare

Experience in a clinical environment is essential to exploring the health professions. Through this experiential learning course, students will clarify their understanding of the rewards and challenges of medicine, veterinary medicine, dentistry, allied health professions, or public health. Option A: Students will participate in a shadowing internship through a local Williams-facilitated placement or an independent placement in their location of choice. Students will observe clinical interactions and learn about healthcare delivery systems. Students will be introduced to key concepts related to patient interviewing and history taking, diagnosis, and medical decision making. Students will also be introduced to core concepts of population health and expand their perspective on the individual clinical interactions that they observe. Students will be encouraged 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 experiences and/or area of expertise of healthcare professionals in the Berkshires and/or nationally. These sessions will now be offered virtually so that on-site and off-site students can attend as well as to facilitate a broad range of speakers. By the end of the course, students will demonstrate an understanding of the fundamentals of patient-provider interactions and key factors affecting the health of individuals and communities.

A final reflective paper is required. Option B: Should clinical internships not be possible, this course will transition to fully virtual. This alternative course format would not include shadowing but instead 2-3 didactic sessions per week with guest speakers from the health professions to cover a similar
There would also be a weekly discussion board. In lieu of a reflective paper, students would write a research paper on a relevant topic of their choice.

**Requirements/Evaluation:** 5- to 10-page paper; active 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

**Grading:** pass/fail only

**Materials/Lab Fee:** none

**Attributes:** EXPE Experiential Education Courses

Winter 2022

**INT Section:** 01  Cancelled

**SPEC 20 (W) Getting to the Big Ideas**

**Cross-listings:** MUS 20  ENGL 18  AFR 20  THEA 20  SPEC 20

**Primary Cross-listing**

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

**Grading:** pass/fail only

**Materials/Lab Fee:** $250

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

MUS 20  ENGL 18  AFR 20  THEA 20  SPEC 20

Winter 2022

**LEC Section:** 01  TBA  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 35 hours 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; 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 that will become a public record, daily journal entries reflecting upon their experiences, responses to three questions posted to EphLink WS Discussion

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: based on application and possible interview

Grading: pass/fail only

Materials/Lab Fee: cost of transportation

Attributes: EXPE Experiential Education Courses

Winter 2022

INT Section: 01 TBA Dawn M. Dellea

SPEC 22 (W) Ski Patrol: Outdoor Emergency Response

Cross-listings: SPEC 22 LEAD 22

Secondary Cross-listing

The course will teach and develop technical and leadership skills required to effectively and efficiently provide emergency medical care in outdoor environments. Successful completion can lead to certification as a member of the National Ski Patrol (NSP). The course implements NSP’s Outdoor Emergency Care and Outdoor Emergency Transport curricula in a hands-on, “on-hill” environment to address: Wounds and Burns - Musculoskeletal Trauma; Shock, Environmental and Medical emergencies. Students will practice the use of splints, bandaging, rescue equipment, methods of extrication, organization/prioritization of rescue tasks, and dealing with unusual emergencies. Emphasis will be placed on the Leadership Skills required to handle complex and stressful emergency situations. Each week there will be ~12 hours of mandatory outdoor training at Jiminy Peak ski area. Exact timing (mornings vs. afternoons; specific days; # hours/day) will be determined based on student and instructor availability. Additional homework/practice may be required. The course will culminate with a written and practical exam. Costs: Students who have taken Outdoor Emergency Care: $20 (CPR certification). Students with WFR or EMT certification: $145 (NSP membership and exam materials). $20 CPR certification (if needed). These students might also want to acquire the Outdoor Emergency Care textbook (~$100). Students need to supply their own ski/snowboard equipment. The course is limited to 15 students, chosen on the basis of ski/snowboard interest and ability. Preference given to students who completed the Outdoor Emergency Care PE class in the preceding fall term. Successful completion of a written and practical first aid exam, along with demonstrating ski/snowboard proficiency, will qualify the student to be certified as a National Ski Patroller. Pre-requisite: Outdoor Emergency Care, Wilderness First Responder, or Emergency Medical Technician.

Requirements/Evaluation: skill and knowledge demonstration in written and practical exam

Prerequisites: Outdoor Emergency Care OR Emergency Medical Technician OR Wilderness First Responder

Enrollment Limit: 16

Enrollment Preferences: ski/snowboard proficiency; prior first aid experience

Grading: pass/fail only

Unit Notes: Tom Feist is an alumnus of Williams College (’85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.
Materials/Lab Fee: $165

This course is cross-listed and the prefixes carry the following divisional credit:
SPEC 22 LEAD 22

Attributes: EXPE Experiential Education Courses

Winter 2022
LEC Section: 01 TBA Thomas P. Feist

SPEC 23 (W) American Red Cross Lifeguard Training with CPR/AED & First Aid
Red Cross Lifeguarding course trains individuals to become a certified Red Cross Lifeguard. Individual will learn lifesaving techniques and how to carry them out in a professional manner. You will also learn how to use surveillance techniques, rescue equipment, and how to manage a suspected spinal injury victim. Participants MUST attend all classes and MUST successfully pass written and practical skills test to receive certification. Upon completion of the course participants will receive an American Red Cross Lifeguard/CPR pro/AED/First Aid certificate which is valid for 2 years.

Requirements/Evaluation: practical exam and written exam
Prerequisites: must be able to swim 300 yards continuously, tread for 2 minutes and retrieve a 10 pound weight from 8 feet deep
Enrollment Limit: 10
Enrollment Preferences: priority will be give to those needing this certification for a summer job.
Grading: pass/fail only
Materials/Lab Fee: $100/student

Winter 2022
LEC Section: 01 TWR 10:00 am - 12:50 pm Carolyn D. Miles

SPEC 24 (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.

Requirements/Evaluation: final 10-page paper or project
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: seniority
Grading: pass/fail only
Unit Notes: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.
Materials/Lab Fee: $400
Attributes: EXPE Experiential Education Courses

Winter 2022
TVL Section: 01 TBA Tracy Finnegan

SPEC 25 (W) Williams in Georgia
Cross-listings: SPEC 25
Secondary Cross-listing

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week 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. We will visit the sacred eleventh-century Cathedral of Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia’s capital city. Students will submit weekly reports on their work while in the country (6 pages in total or the equivalent in another medium), as well as an overall reflection (4 pages or the equivalent in another medium) upon their return from Georgia.

**Requirements/Evaluation:** weekly reports on their work while in Georgia (6 pages in total or equivalent in another medium); overall reflection (4 pages or equivalent in another medium) upon return

**Prerequisites:** none; knowledge of Georgian or Russian is not required

**Enrollment Limit:** 8

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

**Grading:** pass/fail only

**Materials/Lab Fee:** $3,002.50

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

**SPEC 25**

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

**Not offered current academic year**

**SPEC 26 (W) Essentials for Entrepreneurship: Creative Process, Tools, & a Deep Dive into SF Start-up Culture**

This course is designed to provide students with actionable insights into how to develop an idea and exposure to a variety of startups in the Bay Area. Students from all majors are encouraged to apply as creative thinking and solution building is important to every discipline. The course will begin in Williamstown with a review of idea development tools 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 look at the creative process from a personal perspective—how can each student learn to think creatively and what can they do each day. 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 several start-ups and fast-growing tech companies. We will look at the influence of company culture, different financing models, and the entrepreneurial ecosystem of the Bay Area. Students will do a consulting project for Minted, a fast-growing consumer focused company, will present their findings to senior management during the company visit. They will also keep a journal of ideas and observations with a short summary due at the end of the course. There will be time to check out San Francisco and the surrounding area. Reading will include *Creative Confidence: Unleashing the Creative Potential Within Us All* by David and Tom Kelly, *The Lean Start-up* by Eric Ries, *Thinking Course* by Edward deBono’s and *Where Good Ideas Come From* by Steven Johnson as well as articles and podcasts.

**Requirements/Evaluation:** presentation to executives at Minted; short paper reflecting lessons learned and best ideas they came up with during the course; daily participation in team discussions

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** students submit a 2-minute video on 1) why they are interested, 2) what they bring to the course and 3) past entrepreneurial experience

**Grading:** pass/fail only

**Unit Notes:** Tonio Palmer is the Associate Director/Director of Entrepreneurship at Williams. Tonio has had a long career in international business and founded a number of companies.

**Materials/Lab Fee:** $2,875

**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

Detroit and the surrounding area boasts the highest percentage of Black residents and the largest Arab American population in the United States. This course will explore the vibrant and complicated history of each of these communities and consider them in relationship to one another. We will also look at issues related to the environment, poverty and racism in the context of the diversity of religious and spiritual perspectives in this region. Students will be invited to reflect on questions of ethnicity and race, privilege, and social justice. To this end, students will learn about the history of the Arab American and African American communities of Detroit and the surrounding metropolitan areas. Students will explore this history of and the relationships between these communities through readings, movies, and virtual visits and conversations with members of these communities and local sites, including religious leaders, youth engaged in social justice work, and the Charles H. Wright and the Arab American National museums. Students will explore how faith communities worked together to address the recent history of the economic depression in the area and the history of racism and the Civil Rights Movement in Michigan. As a final assignment, students will be expected to give presentations on a related topic of their choice or submit a reflection paper.

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

Grading: pass/fail only

Winter 2022

LEC Section: 01 MW 1:00 pm - 3:50 pm Valerie D. Bailey Fischer, Aseel Abulhab

SPEC 28 (W) The Roots of the Boots- The journey to the English Premier League

We will explore the rise of Football (soccer) from its humble beginnings in working-class towns to the world-class game it is today. Students will read texts related to the early days of British football. Each student will be assigned a team to research and present on for their final project. As a culminating event, the class will travel to Greater Manchester to experience the English Premier League by visiting one of the oldest teams training facilities (Burnley FC) and taking in a game. We will also visit the national football museum in Manchester.

Requirements/Evaluation: Final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: priority will be given to upperclassmen/women

Grading: pass/fail only

Materials/Lab Fee: $3,845

Attributes: TRVL Winter Study Travel Course

Winter 2022

TVL 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.

Requirements/Evaluation: comprehensive quizzes; participation

Prerequisites: open to all class years

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.

**Grading:** pass/fail only

**Materials/Lab Fee:** $1,400

Winter 2022

LEC Section: 01    MTR 8:30 am - 3:30 pm    Rebecca Counter