

## 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

Not offered current academic year

## Winter Study -----

### **SPEC 10 (W) Relating Your Research: Making STEM Work Meaningful to Multiple Audiences**

Interested in continuing in academia, working in a research lab, or operating within a highly technical field after Williams? Such roles require people to make their work meaningful to a multitude of audiences: from non-profit and government organizations, to the public, to wealthy individuals looking to change the world. This course focuses on how the field of rhetoric conceives of those audiences and how you can approach them. Through this course, students will identify a topic of interest, investigate potential audiences to appeal to, and develop proposals tailored to those audiences. We will meet for six hours each week, during which we will discuss theoretical approaches to audiences alongside real-world examples within STEM, develop practices for investigating audiences of your work, and workshop different ways of approaching audiences. Work outside of class will involve reading journal articles and book chapters for class discussion, three short writing assignments identifying the topic and analyzing the audiences of your project, and a culminating statement of purpose or project proposal that targets those audiences.

**Requirements/Evaluation:** Paper(s) or report(s)

**Prerequisites:** Successful completion of one Division III course.

**Enrollment Limit:** 15

**Enrollment Preferences:** If oversubscribed, preference will be given to second and third year students with majors in Division III.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Nick Hanford is the Director of Quantitative Skills Programs at Williams College. He has spent almost ten years in student success and learning support and holds a doctorate in communication and rhetoric from Rensselaer Polytechnic Institute.

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

Not offered current academic year

### **SPEC 11 (W) Investing in a Real Fund**

We will use financial fraud as an entryway into the world of investing. Through the lens of how bad actors have tricked markets, we will learn how to analyze firms and stocks with a bit of a cautious eye. The focus of the course is to learn how to analyze and value a company. Along the way, we'll touch on a host of topics: basic financial accounting, investment instruments, corporate capital structure, equity and fixed income markets, derivatives, market efficiency, behavioral finance, and non-financial drivers (ESG, etc.) to arrive at a sound base of securities analysis. We'll conclude with student pitches for stocks we will buy (or not) in the fund we manage. And while we will employ a classic textbook, we'll also read about true financial frauds that are just jaw-dropping. (This course is designed for students with anywhere from no experience in investing to a moderate amount.) Interested students should submit a resume and brief paragraph about their interest in this course through Handshake by October 17, 2023,

<https://app.joinhandshake.com/edu/jobs/8319121>

**Requirements/Evaluation:** Performance(s); Other: The final presentations are team-based exercises, but I expect students to come to class prepared and to talk and think and debate. One of the things we're teaching here is the ability to engage in discussion in a civil, genteel manner.

**Prerequisites:** None.

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to First Years and Sophomores. Students are asked to submit a short answer (50-100 words) to a question: Why do you want to take this course and what do you hope to get out of it?

**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 Faye Sarofim & Co. He also holds an MBA from Stanford University.

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

Not offered current academic year

### **SPEC 12 (W) Yoga for Athletes**

Designed for any and all athletes - both those who are currently on a team or those who are simply into being active - this course will help you enhance your performance by improving your flexibility, increasing your range of motion, and promoting mindfulness. Students will learn the core asanas (yoga poses) along with variations that work best for them. We'll explore hip, hamstring and shoulder openers and we will move through a variety of yoga flow sequences. We'll examine which kinds of stretches and poses benefit which sports, and we will promote a greater balance between the left and right sides of the body, which often become dissimilar through repeated movements on one side only. Yoga for Athletes is not "Athletic Yoga," but a mindful way to bring more stretching and awareness into your daily activities so as to avoid injuries and promote overall health and well-being. There will be a course packet with required reading and students will be expected to keep a journal. At the end of the month, students will design a 30 minute yoga practice that is tailored to your particular sport and/or needs.

**Requirements/Evaluation:** Presentation(s); Creative project(s)

**Prerequisites:** No prior yoga experience is required to take this course. If you currently have an injury and are unable to bear weight on your hands or on your feet, this probably isn't the right time for you to enroll in this course.

**Enrollment Limit:** 20

**Enrollment Preferences:** Please send me a brief email telling me why you would like to take this course, how you think it would benefit you, if you have had any previous experience with yoga, and if you have had any injuries.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Mary Edgerton is a certified yoga teacher who has taught yoga at Williams College and elsewhere in Berkshire County for more than ten years. She has done specialized teaching at Kripalu in Yoga for Athletes.

**Materials/Lab Fee:** \$80

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

### **SPEC 13 (W) INFLUENCE®, Venture Capital and Marketing**

INFLUENCE® as an investment method for start-ups: 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 company where INFLUENCE drives growth and value. The London Fund's proprietary Lal Toofan methodology and investment approach help students develop a start-up, its business plan, and a venture capital presentation. The class will meet 4 days a week for 3 hours a day. Celebrity influencers and seasoned entrepreneurs will contribute to the class lectures. Out-of-class work includes competitive research on investments, financial modeling, and social network browsing.

**Requirements/Evaluation:** Presentation(s)

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Prior work experience, and preference for 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:** Founder, The London Fund, serial entrepreneur; managed of two \$1B+ VC and PE funds; four IPOs by 27, \$2B in exits; seven patents; Presidential Task Force while at the CIA; held every CxO title (except COO); BA Williams College

**Attributes:** STUX Winter Study Student Exploration

Not offered current academic year

### **SPEC 17 (W) Asking Questions through Wonder and Play**

Wonder and Play utilizes mindfulness and creativity to improve our problem-solving abilities. We will play with words, randomness, found objects, and more, to learn new ways of engaging with the world around us. We will also practice strategies for interrupting assumptions, asking what could happen if things were different. Assessment: This course includes individual, pair, and group work. Students will be expected to complete assigned reading, participate in class activities and discussion, perform independent research, and individually document their experiences outside of class. Students will be expected to commit to a 5-minutes /day mindfulness practice. Learning objectives: increased understandings of knowledge creation, problem solving, and intentionality.

**Requirements/Evaluation:** Creative project(s)

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** Pre-enrollment survey

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Landon A. Marchant ('20) lives in the intersection of innovation, activism, and art. Before attending Williams they studied at Northern Virginia Community College, worked as a plumber/welder apprentice, and served in the United States Air Force.

**Materials/Lab Fee:** \$250

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

Not offered current academic year

### **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. 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 expose students to broader perspectives in healthcare. 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, or will have the opportunity to be placed in the Williamstown area. Students can express interest in this course by filling out this google form by October 15: <https://airtable.com/app9x9EE4VJdUmTlf/shrC7EQ2pEOK6CuFm>

**Requirements/Evaluation:** Paper(s) or report(s)

**Prerequisites:** Open to current sophomores, juniors, and seniors.

**Enrollment Limit:** 30

**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

Not offered current academic year

**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. The application deadline for all SPEC 21 applications via Handshake and Airtable is **October 15th by 11:59 p.m.** Each student will intern for 5 days per week working on project(s) for 3 1/2-4 weeks. If you are an F1 Student, CPT is required for this course. Please submit your internship offer and information to the International Student Portal <https://internationalportal.williams.edu/> In January, 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; and what they have learned about themselves within a professional environment. More information can be found here: <https://careers.williams.edu/winter-study-internships/#spec-21-requirements>

**Requirements/Evaluation:** 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 (5-6 Steps) and responding to three questions (one per month) posted to the Winter Study Internship Discussion Group.

**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

**Unit Notes:** Since August 1996, I've worked at the '68 Center for Career Exploration in various roles. Currently I manager our Signature Internship Programs the Alumni Sponsored Internship Program (ASIP) and SPEC 21 Career Exploration: Winter Study Internships!

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

Not offered current academic year

**SPEC 28 (W) Prosecutorial Discretion: Exploring Racism and Bias in the Justice System**

Prosecutors hold enormous power in our justice system, with very little oversight. The decision to initiate a criminal investigation, the manner and conduct of the investigation, and the ultimate decision to charge a crime, rests solely with prosecutors. Unlike any other governmental entity, prosecutors have very few external guidelines informing their decisions. Does this unfettered discretion cause racially disproportionate results in charging decisions; bail recommendations/pretrial detention; plea negotiations; convictions, and sentencing? This question is not easily answered, indeed, cause and effect are not always evident despite what we have witnessed during the era of mass incarceration. In this course, we will examine the role of the prosecutor during all stages of a criminal case; consider the danger of unchecked power; and discuss possible safeguards against injustices, both perceived and real.

**Requirements/Evaluation:** Paper(s) or report(s); Other: Class discussions

**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 federal prosecutor and Special Assistant United States Attorney in Washington, DC. Research interests include prison reform; civil rights and liberties; universal access to mental health and addiction treatment.

**Materials/Lab Fee:** \$20

**Attributes:** STUX Winter Study Student Exploration

Not offered current academic year

### **SPEC 30 (W) EMT 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://airtable.com/app9x9EE4VJdUmTlf/shrS1Fn3HD3B1XY85> The deadline to apply is **October 30th by 11:59 p.m.** 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:** Those who have a strong interest in healthcare and would actively utilize this training are encouraged to apply.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** This class will be taught by our local EMT Service. Bios can be provided as needed.

**Materials/Lab Fee:** \$1400

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

Not offered current academic year

### **SPEC 31 (W) Leadership + Communication = Leadership Communications**

Hello: Anyone out there? Who am I? Is this thing on? It seems like just about everyone has a favorite example of a leader who flubbed their communications, often leading to personal ridicule, collective outrage and reputational harm for them and their organization. The world expects great communication from its leaders. It's hard to even envision a model of effective modern leadership that doesn't depend on successful communications. In this course, one leader and one communicator, who have found strength and joy in their working partnership, will introduce you to ideas and skills that can aid your own future success. Through selected readings, discussions, interesting guest speakers, real-life case studies and creative assignments we'll help you understand the relationship between strong communications and sound leadership. In the process you'll learn about voice and style, personality and institutional brand, the importance of empathy for one's audience and communications in times of crisis, among other topics. Whether you want to be an entrepreneur or an economist, a corporate CEO or a symphony conductor... or maybe even a college president?... this class will give you early experience with skills you'll need to succeed. The workload will be manageable but real, and the expectations high: come prepared to learn and we'll have fun in the process!

**Requirements/Evaluation:** Students will be asked to complete assignments both in and outside of class. The final project will be a collaborative project that will include an in-class presentation and a written submission.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** None

**Expected Class Size:** NA

**Grading:** pass/fail only

Not offered current academic year

### **SPEC 39 (W) "Be"ing Whole; exploring mindfulness-based movement and meditation to maintain balance**

Want to focus this winter study on being in the moment; explore mindfulness-based movement practices such as yoga, and practices in nature? In this years' rendition of the class on "be"ing and learning how to maintain or achieve homeostasis in the autonomic nervous system (balancing "fight or flight" and the "rest and digest" parts of our nervous system) we will explore the neuroscience behind why mindfulness practices can be helpful in restoring the homeostasis of a stressed nervous system while practicing different types of mindful movement (yoga, hiking/snowshoeing, walking, etc.), mindfulness activities (mandala making, tactile and sensory activities, games, etc.), and meditative exercises (body scans, gratitude, loving kindness, etc.) Each class will start with an invigorating yoga flow (modifications are always welcome) and will then continue to highlight a specific

activity followed by a 5-10 minute journal prompt. The final project will be for students to take what they've learned about mindfulness exercises and practices as well as their own physical and psychological reactions to these practices and to customize a toolkit that includes soothing reminders, activities, prompts, and supplies. What to Expect: - Playful yoga practices! - Calming/soothing meditative practices - loving-kindness, gratitude, body scans, visualization exercises - Creative mindfulness through art (observing art, creating mandalas, other tactile or sensory activities) - Mindful outdoor exploration that we will adapt to based on the weather (be prepared to wear rainboots and coats if we have to - within reason, of course) - hopefully this will be snowshoeing and sledding! - Learning about yourself through reflection and mindfulness practices and creating a customized kit for self-soothing during overwhelming moments/periods in life to maintain balance. The course will include weekly visits to a local elementary school(s) to teach and integrate well-being practices into elementary education. This will be an opportunity that students can choose to participate in at least once during winter study. We will be "testing" our inner childhood "skills" throughout the course by exploring children's yoga techniques, games, and activities and getting to practice them, of course, as well!

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

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** If overenrolled, preference will be given to first year students or athletes/Junior Advisors who must be on campus during winter study.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Amy, class of '05, works at the CLiA as the North Adams Program Coordinator. She has an MD and M.Ed, multiple yoga certifications, and experience in working in wellness with individuals of all ages and from a variety of different backgrounds.

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

### **SPEC 40 (W) Exploring Careers in STEM**

Join '68 Center staff for an immersive career exploration course, focused on STEM Professions. This field is quickly growing and changing. It includes opportunities for emerging technologists, aspiring researchers, academics, and more. These professions provide a unique opportunity to influence the common good through rewarding, challenging, and impactful work. This course is broken into three stages: During the first stage, students will identify and reflect on their skills, interests, values, and motivations and apply this self-knowledge to their career exploration. 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. During the second stage, students will break into small groups specifically focused on strengthening networks and learning from alumni and other industry experts. This course will also feature panels on behavioral and technical interviewing; graduate programs in STEM; and diversity, equity, inclusion, and access in the workplace. During the third stage, the students will travel together to New York City (for three days and two nights) to meet with alumni and employers at organizations related to scientific research, entertainment, big tech, fintech, scientific entrepreneurship, and more. The course will conclude with a reflective session back on campus at Williams. For this immersive course, the group will meet for two hour sessions 5 days/week and will have some preparation to do between sessions. Interested students will complete the following application to articulate their interest in the course by **11:59 pm on November 20**:

<https://airtable.com/appLN37taapdMaZ7V/shrZs46Fmm9NH98Ch> Preference will be given to first years and sophomores who are eager to explore.

**Requirements/Evaluation:** Other: Participation and a career-related document portfolio

**Prerequisites:** Interested students will complete a brief application process to articulate their interest in the course during the fall semester to aid in selection.

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to first years and sophomores who are eager to explore.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** As Assistant Director of STEM and Health Careers, Dale's goal is to help students translate their passions, academic successes, and professional goals into meaningful and rewarding careers. 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.

**Materials/Lab Fee:** \$250

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

Not offered current academic year

### **SPEC 42 (W) Exploring Careers in Business**

Join the '68 Center staff for an immersive career exploration course focused on professions in the field of Business. The term "business" is a big umbrella, and covers all of the job functions that work together to support for-profit organizations, including human resources, sales, operations, market research, strategy & analytics, real estate, finance, consulting, and more. In this course, you will identify the role(s) that you want to explore and experience in this dynamic industry. This course is broken into three stages: During the first stage, students will identify and reflect on their skills, interests, values, and motivations and apply this self-knowledge to their career exploration. Students will develop and 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. During the second stage, students will dive deeper into the different roles in business, meet industry professionals, identify industry specific skill development opportunities and interview techniques, and learn about DEIA opportunities in the workplace through alumni panels and informational interviews. During the third stage, the students will travel together to New York City (for three days and two nights) to meet with alumni and employers on the business side of technology, media, biotech, fintech, consumer products, and more. The course will conclude with a reflective session back on campus at Williams. For this immersive course, the group will meet for two hour sessions 5 days/week and will have some preparation to do between sessions. Interested students will complete the following application to articulate their interest in the course by **11:59 pm on November 20: <https://airtable.com/appLN37taapdMaZ7V/shrZs46Fmm9NH98Ch>** Preference will be given to first years and sophomores who are eager to explore.

**Requirements/Evaluation:** Participation and a career-related document portfolio.

**Prerequisites:** Interested students will complete a brief application process to articulate their interest in the course during the fall semester to aid in selection.

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to first years and sophomores who are eager to explore.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Robin is the Associate Director/Director of Business, Finance & Consulting. Her biggest goal is to ensure that students understand that "business" is a big umbrella! Not sure what you want to do in business? She's here to help you explore. 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.

**Materials/Lab Fee:** \$250

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

Not offered current academic year

### **SPEC 44 (W) Exploring Careers with Social Impact**

Join '68 Center staff for an immersive career exploration course, focused on various fields with social impact, including law, government, policy, education, social/racial justice, non-profits, human behavior, social sciences, and environment/sustainability. Students who want to make a difference in their career can find roles with social impact across sectors and in endless job functions. This course is broken into three stages: During the first stage, students will identify and reflect on their skills, interests, values, and motivations and apply this self-knowledge to their career exploration. 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. During the second stage, students will dive deeper into different roles, responsibilities, and employers with social impact. The group will explore what social impact means to them and will analyze ways advocacy is practiced within various focus areas. Additionally, students will learn about DEIA opportunities in the workplace through alumni panels and informational interviews. During the third stage, the students will travel together to New York City (for three days and two nights) to meet with alumni and employers at organizations related to public policy, education, corporate social responsibility, sustainability, healthcare, urban planning, and more. The course will conclude with a reflective session back on campus at Williams. For this immersive course, the group will meet for two hour sessions 5 days/week and will have some preparation to do between sessions. Interested students will complete the following application to articulate their interest in the course by **11:59 pm on November 20: <https://airtable.com/appLN37taapdMaZ7V/shrZs46Fmm9NH98Ch>** Preference will be given to first years and sophomores who are eager to explore.

**Requirements/Evaluation:** Other: Participation and a career-related document portfolio

**Prerequisites:** Interested students will complete a brief application process to articulate their interest in the course during the fall semester to aid in selection.

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to first years and sophomores who are eager to explore.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Alexa Icenia, Associate Director/Director for Inclusive Career Exploration, is the advisor for Careers with Social Impact. 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.

**Materials/Lab Fee:** \$250

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

Not offered current academic year

### **SPEC 45 (W) Exploring Careers in Arts, Communications, and Entertainment**

Join the '68 Center staff for an immersive career exploration course focused on professions related to arts, communications, and entertainment. Students will have a chance to explore potential avenues to funnel their creativity into a variety of paths within design, fine arts, media, publishing, journalism, performing arts, fashion, art administration, and more. This course is broken into three stages: During the first stage, students will identify and reflect on their skills, interests, values, and motivations and apply this self-knowledge to their career exploration. Students will develop and 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. During the second stage, students will dive deeper into the different roles in arts communications, and entertainment, meet industry professionals, identify industry specific skill development opportunities and interview techniques, and learn about DEIA opportunities in the workplace through alumni panels and informational interviews. During the third stage, the students will travel together to New York City (for three days and two nights) to meet with alumni and employers in a variety of creative settings, such as advertising firms, media companies, art museums, theaters, and more. The course will conclude with a reflective session back on campus at Williams. For this immersive course, the group will meet for two hour sessions 5 days/week and will have some preparation to do between sessions. Interested students will complete the following application to articulate their interest in the course **by 11:59 pm on November 20:**

<https://airtable.com/appLN37taapdMaZ7V/shrZs46Fmm9NH98Ch> Preference will be given to first years and sophomores who are eager to explore.

**Requirements/Evaluation:** Other: Participation and a career-related document portfolio

**Prerequisites:** Interested students will complete a brief application process to articulate their interest in the course during the fall semester to aid in selection.

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference will be given to first years and sophomores who are eager to explore.

**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.

**Materials/Lab Fee:** \$250

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

Not offered current academic year

### **SPEC 46 (W) Feast, Fasts, & Holy Pasts: Religion & Food**

In this course students will investigate the intersections of religion, history, and food around the world and in their own lives. Through readings, films, exploratory mapping, site visits, and interviews we will explore: how does food nourish and/or harm physically, socially, psychologically, and spiritually? [This is a project-based course]: each week students will engage in larger class-wide collaborative discovery projects and work on individual recipe notes. We will reflect on scarred histories of foods from feasts and famine, peel and slice onions slowly and thoughtfully, consider the metaphysical lessons of an orange, create a class food ritual, and spend a lot of time with one recipe from a friend or family member reflecting on its history, cultural significance, means of transmission, dependence on ingredients and technology, and learning from "performing" the recipe instructions yourself.

**Requirements/Evaluation:** Paper(s) or report(s); Other: Participation in collaborative discovery projects

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** Preference to first and second years.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Jon Kara Shields is a scholar of ethics, religion, and gender. She holds a PhD from the University of Notre Dame, an MDiv from Yale, and an MA (cantab) from Cambridge University. She previously taught at Simpson College.

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

Not offered current academic year

### **SPEC 47 (W) Practical Applications of Sports Performance**

Effective training programs involve the coordination of many variables in a systematic fashion that enables the body to adapt and performance level to improve. Students will be exposed to a complete system of sports performance training and methodologies. The course includes theoretical classroom, and practical hands-on portions. Participants will learn strategies for maximizing performance levels and mitigating injury. Training program variables include test selection and administration, warm up and flexibility training, speed and agility training, core training, energy system development, exercise techniques, recovery and regeneration. Throughout the course, students will complete content (article) briefs as well as design and present, in small groups, components of strength and conditioning programs.

**Requirements/Evaluation:** Paper(s) or report(s); Presentation(s)

**Prerequisites:** No previous experience with health and physical fitness is required but recommended.

**Enrollment Limit:** 30

**Enrollment Preferences:** none

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Vic comes to Williams College with a 20+ year career as a strength and conditioning coach and athletic trainer launching and optimizing sport performance programs and applied sports science initiatives at the professional, collegiate and HS level.

**Attributes:** EXPE Experiential Education Courses WELL Winter Study Wellness

Not offered current academic year

### **SPEC 48 (W) Braided Rug Workshop: Resistance to Throw-away Culture**

Braided textiles with the use of fabric scraps can be traced to the indigenous tribes in North America, who made saddles and blankets. Colonial settlers were quick to adopt their weaving techniques to make rugs for their homes. In this studio course, suitable for anyone with hand dexterity, students will be introduced to the history of rug making in North America and its evolution over time. Homework will include short readings each week that explore the rich and varied methods of rug making, as well as an exploration of the art as an act of resistance to throw-away culture and overproduction in the textile industry. The reuse of textiles, the manipulation with one's own hands provides a powerful tactile experience and brings awareness to what is required to produce these goods that we utilize every day and their varied use, from functional interior accessory to intricate pieces of art. As part of this exploration, we will adventure to one or two nearby textile recuperation mills. Coursework will culminate with an artistic and/or functional final rug of the student's choosing.

**Requirements/Evaluation:** Presentation(s); Creative project(s)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Open to all.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Nadia Lucchin is an artist living in North Bennington, VT. Nadia's love of nature has driven her to center her work around sustainability, consciously refusing the purchase of materials to create new works and instead using what is readily available.

**Materials/Lab Fee:** \$25

**Attributes:** EXPE Experiential Education Courses

Not offered current academic year

### **SPEC 49 (W) Hard Hats, Gloves, and Flashlights: Explore Campus Sustainability and Develop Practical Solutions**

This hands-on course offers students the opportunity to take a deep dive-physically and conceptually-into Williams' campus sustainability efforts. Applying a weekly theme, such as Energy Systems, Food and Waste, and Landscaping, overlaid with an environmental justice perspective, instructors will take students on tours of our physical plant, climb into the bowels of our steam tunnels, peek into the machine and electrical rooms of a geothermally-powered building, look behind the serving stations at the dining halls, and more to see and discuss with experts the efforts implemented and under way to make Williams a more sustainable campus. In addition, students-in small groups-will develop concrete sustainability proposals for college sustainability funding, thereby giving them the opportunity to shape campus sustainability themselves and develop skills in project proposals.

**Requirements/Evaluation:** Paper(s) or report(s); Presentation(s); Other: course participation in discussions and solutioneering

**Prerequisites:** none

**Enrollment Limit:** 25

**Enrollment Preferences:** First years have preference, then first come, first serve

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Tanja is the director of the Zilkha Center and has worked extensively on sustainability and climate strategy and operations in academia and other settings. She holds a PhD in environmental statistics and policy from the Yale Environment School.

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

Not offered current academic year

### **SPEC 50 (W) Musicianship and wellness**

Physical and mental health are both equally important to success in music performance and other rigorous disciplines such as athletics and dance. In this course, we will examine strategies to promote general wellness, maintaining both physical and mental wellbeing, while studying and performing in the field of music at all levels. In terms of the physical challenges of musical performance, we will look at ways of coping with the stress of repetitive movements and, more importantly, we will encounter important resources such as physical therapy, Roling, yoga, and conventional medicine. In considering elements of mental health in musical practice, we will consider topics related to performance anxiety, perfectionism, and the impact of social media, both positive and negative. The course will also bring in guest speakers that have experienced performance injuries, such as tendonitis or focal dystonia, as well as toxic work cultures and other problematic work and study spaces that contribute to poor mental health. The goal of this course is to help students achieve a more centered approach to music physically, mentally, and emotionally. The class will meet twice a week for three hours. Students will be required to complete a daily journal activity, two music reviews, and a creative project designing a wellness program either for themselves or for a potential student.

**Requirements/Evaluation:** Creative project(s); Other: Journal of goals and daily self evaluations and two performance reviews.

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Students who are interested in studying and/or teaching music, as well as those involved with the department of music will be given preference. Please email me to share your interest in the course and how it connects to your current/future goals.

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Dorian Jackman has performed as a double bassist with the Indianapolis, Charlotte, and Charleston Symphonies and also The Who, Weird Al, and Andrew bird. He holds a Doctor of Music from the Jacobs School of Music at Indiana University.

**Attributes:** SLFX Winter Study Self-Expression

Not offered current academic year

### **SPEC 51 (W) The Arts in Pre-war Paris**

In the years just before World War I, Paris attracted creative talents from across Europe. This explosively fertile cultural moment witnessed an

extraordinary collection of artists collaborating on projects, exchanging ideas, and exploring new ways of perceiving the world. This course will immerse you in vibrant Belle Époque Paris, through works of music, visual art, dance, theater, and literature. We will spend the most time on the work of two especially prolific artists who were friends and collaborators: Pablo Picasso and Igor Stravinsky. Other artists examined will include Claude Debussy, Guillaume Apollinaire, Gertrude Stein, Erik Satie, Natalia Gontcharova, Piet Mondrian, and others. Students will examine artworks from the WCMA collection and Williams Libraries Special Collections, and watch orchestral and ballet performances online or at the library. This course will meet 6 hours a week for lecture and discussion of artworks viewed. For most class days, students will complete brief reflection assignments on what they heard, read, and watched.

**Requirements/Evaluation:** Presentation(s); Other: Class participation/discussion

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Students with background or interest in music, visual art, dance, or literature

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Nathan Cornelius pursues a multifaceted career in music composition, guitar performance, and teaching. He has a DMA in guitar and MM in music theory pedagogy from Peabody Conservatory and an MM in guitar and composition from University of Denver.

**Attributes:** SLFX Winter Study Self-Expression

Not offered current academic year

### **SPEC 52 (W) Visible Mending as a Political Act**

In this course students will explore a variety of hand mending techniques including patching, sashiko, darning, applique and embellished mending. We will approach this activity as both a sustainable practice and a relaxing skill-building experience. Learning about the waste produced by the textile industry will provide us with the impetus to resist our culture of fast fashion. Mending clothes is a political act that gives us a way out of the fast fashion loop and is a step towards divesting from the billionaires who own clothing chains. Visible mending can be a fashion statement that shows others that we have taken the time and care to extend the lives of our clothes. Students will be encouraged to bring in their own clothing with holes, stains, tears, and worn spots to strategize and create fun and fashionable mends of different types. Demonstrations and hands-on work will be supplemented with readings from "Mend! A Refashioning Manual and Manifesto" by Kate Sekules. All skill levels are welcome. Some hand sewing experience is good for this course but not entirely necessary. Anyone can learn to mend!

**Requirements/Evaluation:** Creative project(s)

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Instructor permission

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Megan Piontkowski is an artist and illustrator living and working in Brooklyn, NY. In her spare time she gardens, knits, mends, and bakes.

**Materials/Lab Fee:** \$80

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression

Not offered current academic year

### **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](http://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

Not offered current academic year