

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 2024

IND Section: 01

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

Winter 2024

LEC Section: 01 TBA Nick Hanford

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.)

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

Attributes: EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2024

LEC Section: 01 TBA David Pesikoff

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

Winter 2024

LEC Section: 01 TBA Ashesh Shah

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 (To be provided later) by October 15.

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

Winter 2024

INT Section: 01 TBA Sharon D. Gonzales

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. 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.

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

Winter 2024

INT Section: 01 TBA Dawn M. Dellea

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: (To be shared at later date) The deadline to apply is October 28th, 2022. There is a \$1,400 cost associated with this course, if this is a barrier to entry for you we will work with financial aid to find a way for you to participate. Those who have a strong interest in healthcare and would actively utilize this training are encouraged to apply.

Requirements/Evaluation: comprehensive quizzes; participation

Prerequisites: Open to all class years. All participants must be 18 years of age or older.

Enrollment Limit: 24

Enrollment Preferences: 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

Winter 2024

LEC Section: 01 TBA Sharon D. Gonzales

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: 20

Enrollment Preferences: None

Expected Class Size: NA

Grading: pass/fail only

Winter 2024

LEC Section: 01 TBA Maud Mandel, Jim Reische

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 in order to maintain balance

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

Winter 2024

LEC Section: 01 TBA Amy Sosne

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 a brief application process to articulate their interest in the course during the fall semester to aid in selection. 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

Winter 2024

LEC Section: 01 TBA Janine E. Oliver, Suzannah M. Haasbroek

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 a brief application process to articulate their interest in the course during the fall semester to aid in selection. 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

Winter 2024

LEC Section: 01 TBA Janine E. Oliver, Suzannah M. Haasbroek

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 a brief application process to articulate their interest in the course during the fall semester to aid in selection. 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

Winter 2024

LEC Section: 01 TBA Janine E. Oliver, Suzannah M. Haasbroek

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 a brief application process to articulate their interest in the course during the fall semester to aid in selection. 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

Winter 2024

LEC Section: 01 TBA Janine E. Oliver, Suzannah M. Haasbroek

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

The Gaudino Fund is offering Gaudino Fellowships for a group of 2 to 4 students during Winter Study, based upon a proposed domestic or foreign

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

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: selection is made on basis of proposal

Expected Class Size: NA

Grading: pass/fail only

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

Attributes: EXPE Experiential Education Courses

Winter 2024

IND Section: 01 TBA Amy S. Holzapfel