Winter Study Specials

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

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

Class Format: afternoons
Requirements/Evaluation: evaluation is based on participation, attendance, and the 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: reverse seniority on campus
Grading: pass/fail only
Materials/Lab Fee: none
Not offered current academic year

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

Class Format: mornings
Requirements/Evaluation: evaluation will be based on participation, two short essays, and a final project
Prerequisites: none
Enrollment Limit: 11
**Enrollment Preferences:** preference will be given to sophomores and juniors and the need to create a group that is diverse in terms of majors and interests

**Grading:** pass/fail only

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

**Not offered current academic year**

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

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

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

**Class Format:** mornings

**Requirements/Evaluation:** short written assignments weekly; final presentation prepared in teams and presented to class

**Prerequisites:** none

**Enrollment Limit:** 16-20

**Enrollment Preferences:** discretion of the instructor

**Grading:** pass/fail only

**Materials/Lab Fee:** $10 plus cost of books

**Not offered current academic year**

**SPEC 13 (W) Cooking for the Real World**

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

**Class Format:** MWF 3-5:30pm

**Requirements/Evaluation:** daily journal and a final cooking demonstration

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** limited to juniors and seniors but would like an email from the students applying on what food means to them

**Grading:** pass/fail only
SPEC 19 (W) Healthcare Internships

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

Adjunct Instructor Bio: Barbara Fuller is the Director of Science and Health Professions Advising.

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

Requirements/Evaluation: 10-page paper

Prerequisites: must be at least a sophomore, on the "premedical" track, and in good standing

Enrollment Limit: 30-35

Enrollment Preferences: seniors have preference

Grading: pass/fail only

Materials/Lab Fee: none

Distributions: No divisional credit

Attributes: EXPE Experiential Education Courses

Not offered current academic year

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

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

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

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

**Prerequisites:** qualifications for internships

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

**Grading:** pass/fail only

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

**Attributes:** EXPE Experiential Education Courses

*Not offered current academic year*

**SPEC 22 (W) Outdoor Emergency Care**

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

**Class Format:** mornings

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

**Prerequisites:** none

**Enrollment Limit:** 16

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

**Grading:** pass/fail only

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

**Attributes:** EXPE Experiential Education Courses

*Not offered current academic year*

**SPEC 25 (W) Williams in Georgia**

**Cross-listings:** RUSS 25  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-long internships in a wide variety of fields. Our students have helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-iskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their internship experience.  Adjunct Instructor Bio: Vladimir Ivantsov holds a PhD in Russian Studies from McGill University (Canada). Prior to coming to Williams, he taught at McGill University and St. Petersburg State University (Russia). His research interests cover a broad spectrum of topics,
including Dostoevsky, existentialism, and rock and pop culture. He published a book on the contemporary Russian writer Vladimir Makanin.

Class Format: travel

Requirements/Evaluation: 10-page paper

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

Enrollment Limit: 8

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

Grading: pass/fail only

Materials/Lab Fee: $2785

Distributions: (D1)

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

RUSS 25 (D1) SPEC 25 (D1)

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Not offered current academic year

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

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

Class Format: travel

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

Prerequisites: none; not open to first-year students

Enrollment Limit: 12

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

Grading: pass/fail only

Materials/Lab Fee: $2,800

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Not offered current academic year

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

Distributions: No divisional credit

Winter 2020

IND Section: 01