**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**

Whether you want to better support your friends, be more effective as a leader, or pursue a career in the helping professions, good listening and communication skills are essential. This course will prepare you to be a better listener and a more effective, confident communicator. You will learn techniques that help put others at ease while you learn and practice active listening over a variety of topical areas that increase in intensity as we learn and build trust as a group. We will also address what is needed in more charged, personal or urgent situations, exploring our limits, values and responsibilities. You will learn to communicate skillfully about sensitive issues, support others with different experiences/identities than your own, and find your own style in a helping role. Besides improving self-awareness and interpersonal self-confidence, students have found this training applicable to subsequent leadership roles in campus life and beyond. We will meet twice a week for 3 hour sessions. This is an experiential training augmented by relevant readings and out-of-class assignments designed to deepen your understanding and practice of communication, connection and basic counseling skills. Adjunct Instructor Bio: Karen Theiling is a licensed mental health counselor at Integrative Wellbeing Services and has worked at Williams in this capacity for about 20 years. Though she loves the work of psychotherapy, she is passionate about opportunities to teach students to be more skillful in their lives through teaching, trainings, outreach, and group experiences. Adjunct 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 been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

**Requirements/Evaluation:** 10-page paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** reverse seniority; preference given to 1st yrs, etc

**Grading:** pass/fail only

Winter 2020

LEC Section: 01 TBA Karen M. Theiling, Laini Sporbert

**SPEC 11 (W) Climate Justice & Audio Storytelling: Podcasting Climate Change, Equity, and a Sustainable Future**

How do issues of climate change and equity intersect? While we've heard that climate change disproportionately affects vulnerable and marginalized communities, what does that look like, how do those inequities pile up, and what are the avenues of resistance and progress? In this course, students will explore the links between environmental justice and climate justice first in class and then in conversation with members, various communities impacted by climate change and societal inequities, and then weave these stories into compelling audio stories. Students will research climate change impacts and the related inequities in a community with which they have a personal relationship (such as their home community or the greater Northern Berkshires) and conduct interviews with people who can speak from personal experience about how climate change has affected their community and the justice implications. Students will learn interviewing, storytelling, and podcasting best practices in order to gather intriguing stories and to weave those interviews into compelling audio stories that are both rich in content and in sound. Guiding questions will include: 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? How does one tell a story that honors and doesn’t exploit interviewees’ experiences? Informative and impressive podcast creations will be used as resources on the Williams sustainability website and will be posted to iTunes and other places where you get your music and podcasts. Assignments will involve listening to and critically analyzing podcasts, writing, editing, and giving positive and constructive feedback to peers. Our time together will be a combination of learning about climate justice, 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 where he delves into issues of sustainable food, waste diversion, the built environment, and equity and justice. Prior to his time at Williams, he worked in the nonprofit world--in Boston, Austin, and Salt Lake City--at organizations focusing on food security, youth development, sustainable agriculture, urban farming, and food justice.
SPEC 12  (W)  Introduction to Advertising and Creativity
First offered in 2019, this course is an introduction to the field of advertising with a special emphasis on creativity. Topics include the nature of brands; how they are created and sustained in today's consumer, media and technology environments; how brands are positioned (and repositioned); how agencies are organized; the role of big ideas in leading brands to success; what distinguishes an effective ad from an ineffective one?; and the vital and powerful importance of creativity in connecting with audiences on multiple platforms. The course will be of interest to students considering a future in advertising, marketing or journalism--but also to anyone curious about the pervasive influence of marketing communications in culture, style and politics. Classes are a combination of lecture and the presentation of short team projects in which students collaborate to research and analyze ads and other communications related to the topic of the day. Final projects include developing and presenting an original ad and a deep dive into a single brand across all media. There will be two, three-hour classes per week. Out-of-class work will include readings, a short reflective final paper and team research projects examining advertising on assigned topics. Adjunct Instructor Bio: Steve Harty ’73 worked in advertising for 30 years. Along the way he served major clients like JetBlue, American Express, Ally Bank, Mercedes-Benz, Miller Lite and AT&T working for agencies such as Ogilvy, Lowe and BBH in addition to co-founding Merkley Newman Harty. He is now a strategy consultant and Executive-in-Residence at Columbia Business School. For Williams, Steve is president of his class and a trustee emeritus.

Winter 2020
LEC Section: 01    TBA    Steve  Harty

SPEC 13  (W)  Reality Real Estate
Cross-listings:  MATH 13  SPEC 13
Secondary Cross-listing
Is the reality of real estate the way it looks on TV? Learn about buying and selling, real estate investments, mortgages, renovation, construction, and design. Class will meet Monday, Tuesday, and Wednesday afternoons. Students will learn about each of the topics above, and have the opportunity to do a final project on a real estate topic of their choice, from architecture to designing their dream home to proposing a successful real estate investment to on-site construction work. Guest lecture(s) by experts in the field. The instructor Allison Pacelli is a licensed MA real estate agent, and co-owner of a design and renovation business that renovates investment properties as well as clients' homes.

Requirements/Evaluation:  final project, equivalent to a 10-page paper
Prerequisites:  none
Enrollment Limit:  15
Enrollment Preferences:  questionnaire
Spec 14 (W) Race, Education, and Pop Culture

Cross-listings: AMST 14  SPEC 14

Secondary Cross-listing

This course will explore the educational experience of Black students as portrayed in popular culture and compare that to the K-12 and higher education literature that documents and examines the lived experiences of Black students. How accurately do we see the experience of Black students represented in popular culture? What choices or biases might be reflected in these depictions? What might the consumption of these media have on the ways in which people build narratives around the experiences of Black students throughout the American educational system? Potential topics include the experience of students at historically Black colleges and universities (A Different World, School Daze, The Quad), experiences in gifted and talented education (Smart Guy, Akeelah and the Bee, Finding Forrester), experiences at predominately White institutions (Higher Learning, Grown-ish, Dear White People), experiences as student-athletes (Love and Basketball, Coach Carter), and experiences in public and public charter schools (Lean on Mean, The Steve Harvey Show, Dangerous Minds, On My Block, Boston Public, Waiting for Superman, The Lottery). Students will be expected to choose some popular culture medium and explore how it connects to the literature in a final paper of 10 -12 pages and contribute actively to classroom discussions.

Adjunct Instructor Bio: Christopher Sewell is an Associate Dean of the College at Williams College in Williamstown, Massachusetts. His scholarship focuses on studying the experiences of gifted students of color, how schooling and policies around gifted and talented education affect students of color long-term experiences, the ways in which LGBTQ+ gifted students negotiate their academic, racial and sexual identities, and the experiences of Black students at Predominantly White Institutions.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: preference given to first-years and seniors

Grading: pass/fail only

Materials/Lab Fee: $25

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

AMST 14 SPEC 14
**Requirements/Evaluation:** combination of class participation, short essays on assigned readings, successful completion of class exercises, and a 10-page research design paper

**Prerequisites:** none

**Enrollment Limit:** 24

**Enrollment Preferences:** Priority will be given to Div II students who may need GIS (mapping & spatial analysis) for an independent study or senior thesis; students who have not taken GEOS 214 have preference in this course; this is not a prerequisite for GEOS 214

**Grading:** pass/fail only

**Materials/Lab Fee:** approximately $70 for books

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

SPEC 15 ANSO 15

Winter 2020

LEC Section: 01 MTWR 1:00 pm - 3:50 pm Cory E. Campbell

**SPEC 16 (W) Liberal Arts for Epic Challenges: Design Thinking for Social Change**

A workshop that will involve learning and applying design thinking techniques to develop creative human-centered solutions to a significant, complex social problem, like loneliness in the community or transforming travel around small towns. The actual topic will be one of several proposed in a global competition from London's Royal Society of Arts; course projects will be submitted against students from around the world in March. Work will occur in two teams; the experience will emphasize techniques for creative confidence, learning to take risks and advance from failures, creative collaboration, and focusing problem solving on human-centered solutions-similar to how innovation is explored in design firms, start-ups, government agencies, and NGOs. The workshop will meet twice a week for 3 hours. There are few readings (mostly manuals on techniques from leading consultancies), but will involve ethnographic research in observing and exploring how real people perceive the problem and solution and team meetings between classes to brainstorm ideas. For more on design thinking, see Williams.edu/designthinking.

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** experience, curiosity, interests of students in applying problem solving techniques to complex world problems

**Grading:** pass/fail only

Winter 2020

LEC Section: 01 TBA Ric Grefé

**SPEC 17 (W) Emergent Strategy: Creating Systemic Change from Small to Large**

Albert Einstein said "we cannot solve our problems with the same level of thinking that created them," encouraging us to rethink our assumptions and process for instigating change. But what kind of thinking and process should we use to solve our problems? This course will use the guiding principles of adrienne maree brown's Emergent Strategy to explore how to build the community and the economic, political, social, and interpersonal systems that we want to see in the world. We need not confine ourselves, in defeat, to incremental lifestyle changes because we feel we do not have the power to incite large scale change; rather we will work to embody, through a varied practice of reflection, movement work, conversation, facilitation, and peer-to-peer dialogue and mediation, the world we want to construct. How can we institutionalize justice and sustainability in the place of institutional racism, heteropatriarchy, xenophobia, exploitation etc.? We will explore how systems of oppression shape and intersect with daily habits and community structures even as we build movements to overcome these oppressive systems. For instance how can we challenge our inclination for hierarchical and majority-rules group governance, or how do we create and maintain boundaries for working relationships that effectively disrupt implicit biases and inherent power imbalances? The course will meet frequently with practitioners, educators, and researchers who are doing movement building work. Students will learn facilitation skills and use systems theory throughout course discussions in order to address challenging topics that they identify. This course relies on numerous perspectives from readings, audio stories, and in-person/video conversations with movement builders from on campus and across the Northeast. Adjunct Instructor Bio: Caroline Bruno is the Sustainability Coordinator at the Zilkha Center for Environmental Initiatives and works to incite and connect conversations across campus about enacting social change, meaningful community involvement, environmental justice and sustainability.
Required/Evaluation: the course will focus heavily on personal reflection and active participation, including a final reflection paper and an outline for a teach-in/session created by the class to be presented at Claiming Williams Day 2020 and other points throughout the end of Winter Study and/or Spring Semester.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students will be asked to write 1-2 paragraphs explaining their interest in the course; preference will go to students demonstrating passion and nuanced thinking related to the subject matter.

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2020
LEC Section: 01

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

Cross-listings: PSYC 18 SPEC 18

Primary Cross-listing

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies. Adjunct Instructor Bio: Laini is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Required/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: current members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health

Grading: pass/fail only

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

PSYC 18 SPEC 18

Winter 2020
LEC Section: 01 TBA Laini Sporbert

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 health care is delivered. Students will be introduced to fundamental concepts related to patient interviewing and history taking, diagnosis and medical decision making. 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. Didactic sessions for (on-campus students) will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally. Students will be introduced to concepts of health and wellness, epigenetics, and environmental influences that have a demonstrable, sustained impact on individuals before and after clinical symptoms of illness emerge. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and factors affecting the health of individuals and communities.
SPEC 20 (W) The Writing Process: from Inquiry to Essay

In a perfect world, we all have a fully-developed, time-proven writing process. It's the approach that you read about in well-intended books on effective writing and that professors occasionally recommend, where you start an essay well before the deadline, progressing thoughtfully and methodically toward a completed essay that is thoughtful, effective, and on time. But for most of us, the reality falls well short of that ideal. We procrastinate, stress out, glare at the empty computer screen, and ultimately rush at the last minute to crank out something that hopefully fulfills the assignment. In fact, for many, this is the only way essays get written. This course provides an opportunity for you to develop a better approach to writing assignments: one where completing an essay is less about a looming deadline and more about the meaningful exploration and masterful articulation of your ideas. Each class meeting will be a writing workshop guided by prompts that will navigate you through the cumulative process of composing a single essay. You'll leave the course with a fresh outlook on the real purpose of academic writing and new methods for approaching essay assignment in your classes. Whether you're a first-year student still getting a feel for college writing or senior finally hoping to make writing more manageable, this course will help you develop the writing process that works for you. Topics covered will include: 

- attending to the writing assignment
- finding a meaningful topic
- developing an effective argument
- incorporating research
- determining structure and organization
- understanding voice and style
- appreciating the impact of audience

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: preference will be given to first-year students

Grading: pass/fail only

Materials/Lab Fee: approximately $25 for books
Prerequisites: 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 WS internships listed in the SPEC 21 syllabus; application are submitted via Handshake

Enrollment Preferences: 1st priority--students applying for winter study internships listed in the SPEC 21 syllabus; 2nd priority--students developing independent Internships with Williams alumni/parents; first-years limited to applying for local internships

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

Winter 2020

INT Section: 01 TBA Dawn M. Dellea

SPEC 22 (W) Outdoor Emergency Care

Cross-listings: SPEC 22 LEAD 22

Secondary Cross-listing

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 12 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.

Requirements/Evaluation: completion of daily homework; written and practical final exam

Prerequisites: none

Enrollment Limit: 12

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

Grading: pass/fail only

Materials/Lab Fee: $180 and approximately $110 for books

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

SPEC 22 LEAD 22

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01

SPEC 24 (W) Class of 1959 Teach NYC Urban Education Program

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants
will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs—estimated at $400 for the term. Further assistance is available for financial aid students. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

Class Format: wsp internship

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

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

Enrollment Limit: 12

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: $400

Attributes: EXPE Experiential Education Courses

Winter 2020

LEC Section: 01 TBA Tracy Finnegan

SPEC 25 (W) Williams in Georgia

Cross-listings: SPEC 25 RUSS 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 Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their overall trip 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.

Requirements/Evaluation: 10-page paper

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

Enrollment Limit: 8

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

Grading: pass/fail only

Materials/Lab Fee: $2,922

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

SPEC 25 RUSS 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020

TVL Section: 01 TBA Vladimir Ivantsov
SPEC 26 (W) Essentials for Entrepreneurship: An Immersion In the San Francisco Start-Up Culture

Interested in Entrepreneurship and seeing first-hand what it takes to launch a venture? Visit over ten startups in the Bay area to find out! This course is designed to give students interested in Entrepreneurship in-depth insight into the Customer Discovery process, i.e. how startups figure out if their ideas are worth pursuing. We will meet with the founders of 10-15 start-ups in the Bay Area and track their professional and personal journeys. We will look at the impact of company culture, the Bay Area ecosystem and values, financing, and how a Liberal Arts background prepares students for the challenges of entrepreneurship. Student teams will have the opportunity to work on an actual project for one or more of the companies to be visited and present their findings to senior management. We will also visit the Google campus and Stanford School While many of the companies will be technology driven, no technical background is needed and we will strive to have a diverse background in the class. The course will start in Williamstown with a review of idea development tools used in today's startup environment, particularly those pioneered by Stanford d.School called the Business Model Canvas. Workshops on Design Thinking and maximizing the Williams network will round out the pre-trip coursework. Reading will include “The Lean Startup” by Eric Ries, “Zero to One” by Peter Thiel and Edward deBono’s “Thinking Course” as well as articles and podcasts. Then we will go see what is actually happening in the market! Meeting times: 1/6/20 - 1/14/20 Williamstown. 10am-1pm 1/15/20 travel to San Francisco 1/16/20-1/28/20 San Francisco 10am-5pm or as needed based upon project 1/29/20 Travel back to Williamstown 1/29/20 Travel back to Williamstown Adjunct Instructor Bio: Tonio Palmer is the Entrepreneur in Residence at Williams. Tonio has had a long career in international business and founded a number of companies. He holds an MBA from Wharton and MA from Upenn as a graduate of the Lauder Institute.

Requirements/Evaluation: final project or presentation
Prerequisites: none; not open to first-year students
Enrollment Limit: 12
Enrollment Preferences: preference given to students with a demonstrated interest in entrepreneurship
Grading: pass/fail only
Materials/Lab Fee: $3,100
Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020
TVL Section: 01 TBA Tonio Palmer

SPEC 27 (W) Community Development Health and Education Work Project in Liberia, W. Africa

Interested in a great opportunity to immerse yourself in the culture of West Africa and do some service work at the same time? This course will explore the close historical ties that exist between Liberia, the US and Williams and how NGO's have succeeded and not succeeded. We'll experience rural living in the tropical environment of the interior of Liberia as we work in the River Gee county. Our project will include health care and preparing classes to be presented in the local schools. We will be directed and supported by the Honorable Francis Dopoh,Il, CDE class of 2010 who represents this county in the Liberian Congress.

Requirements/Evaluation: short paper and final project or presentation
Prerequisites: informational and training meetings with the instructor and some reading of current books on Liberia, eg. "The House at Sugar Beach" by Helene Cooper
Enrollment Limit: 8
Enrollment Preferences: any student interested in this offering will be required to attend an informational meeting and be required to submit a written statement of purpose as to why they want to participate and what they hope to gain from this experience
Grading: pass/fail only
Materials/Lab Fee: $3,150
Attributes: TRVL Winter Study Travel Course

Winter 2020
TVL Section: 01 TBA Scott A. Lewis

SPEC 28 (W) The GYROKINESIS® Movement Method

Cross-listings: DANC 16 SPEC 28
**Primary Cross-listing**

The Gyrokinesis Method is an original and unique movement practice, which has roots in Yoga, Tai Chi, gymnastics, dance and swimming. This method gently works the entire body, opening energy pathways, stimulating the nervous system, increasing range of motion and creating functional strength through rhythmic, flowing movement sequences performed with corresponding breathing patterns. We will work in a group setting. Students will learn the basic concepts of this movement system, as well as more complex sequences. They will be expected to learn and execute all sequences for Format I. They will be asked to practice between classes. Ultimately, students will be paired up to teach each other, which will increase their understanding of this unique form of exercise. Finally, students will be expected to perform all Format I sequences as a group with music. They will then be qualified to take the Gyrokinesis Pre-training Course. Each student will receive a questionnaire at the beginning of the course and, again, at the end, to understand how their experience has changed their answers and how they can apply this movement system to their everyday life, their sport and, their chosen course of study at Williams. Method of evaluation/requirements: Questionnaire at the beginning and then again at the end of this course, teaching each other, and a final performance as a group. Adjunct Instructor Bio: Patrie Sardo has been a Licensed Gyrotonic & Gyrokinesis Trainer and Pre-Trainer for over 10 years. She owns her own studio in Santa Monica, Ca and is licensed to teach all Gyrotonic Specialty equipment; Archway, Jumping Stretching Board, Leg Extension, and the Gyrotoner.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Dance majors, athletes, seniors

**Grading:** pass/fail only

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

DANC 16 SPEC 28

Winter 2020

LEC Section: 01

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**SPEC 29 (W) Introductory Photography: People and Places**

**Cross-listings:** SPEC 29 MATH 14

**Secondary Cross-listing**

This is an introductory course in photography, both color and black & white photography, and using the digital camera. The main themes will be people and the landscape. No previous knowledge is assumed, but students are expected to have access to a 35 mm (or equivalent) digital camera, with manual override or aperture priority. The topics covered will include composition, exposure, camera use, direction and properties of light, and digital imaging. Students will develop their eye through the study of the work of well-known photographers and the critical analysis of their own work. We will discuss the work of contemporary photographers such as Mary Ellen Mark, Joel Meyerowitz, Constantine Manos, and Eugene Richards. Students will be expected to spend a considerable amount of time practicing their own photography outside of class. There will be three required local half-day field trips. Students will also be introduced to Photoshop and Lightroom, and will work on their own images with these programs. In 2010 Adjunct Instructor Bio: Mr. Washburne joined the stable of photographic artists who are represented by the Sun to Moon gallery in Dallas. Since then he has worked exclusively as a fine art photographer concentrating on landscapes, abstracts and street shooting. He also published travel stories alongside his photography in both D Magazine and The Robb Report.

**Requirements/Evaluation:** class participation, an in-class quiz and a final project

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** e-mail questionnaire

**Grading:** pass/fail only

**Materials/Lab Fee:** $35 and cost of books

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

SPEC 29 MATH 14

Winter 2020
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 2020
IND Section: 01

SPEC 10 (W) Counseling Skills Intensive
Whether you want to better support your friends, be more effective as a leader, or pursue a career in the helping professions, good listening and communication skills are essential. This course will prepare you to be a better listener and a more effective, confident communicator. You will learn techniques that help put others at ease while you learn and practice active listening over a variety of topical areas that increase in intensity as we learn and build trust as a group. We will also address what is needed in more charged, personal or urgent situations, exploring our limits, values and responsibilities. You will learn to communicate skillfully about sensitive issues, support others with different experiences/identities than your own, and find your own style in a helping role. Besides improving self-awareness and interpersonal self-confidence, students have found this training applicable to subsequent leadership roles in campus life and beyond. We will meet twice a week for 3 hour sessions. This is an experiential training augmented by relevant readings and out-of-class assignments designed to deepen your understanding and practice of communication, connection and basic counseling skills. Adjunct Instructor Bio: Karen Theiling is a licensed mental health counselor at Integrative Wellbeing Services and has worked at Williams in this capacity for about 20 years. Though she loves the work of psychotherapy, she is passionate about opportunities to teach students to be more skillful in their lives through teaching, trainings, outreach, and group experiences. Adjunct 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 been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: reverse seniority; preference given to 1st yrs, etc
Grading: pass/fail only

Winter 2020
LEC Section: 01 TBA Karen M. Theiling, Laini Sporbert

SPEC 11 (W) Climate Justice & Audio Storytelling: Podcasting Climate Change, Equity, and a Sustainable Future
How do issues of climate change and equity intersect? While we've heard that climate change disproportionately affects vulnerable and marginalized communities, what does that look like, how do those inequities pile up, and what are the avenues of resistance and progress? In this course, students will explore the links between environmental justice and climate justice first in class and then in conversation with members, various communities impacted by climate change and societal inequities, and then weave these stories into compelling audio stories. Students will research climate change impacts and the related inequities in a community with which they have a personal relationship (such as their home community or the greater Northern Berkshires) and conduct interviews with people who can speak from personal experience about how climate change has affected their community and the justice implications. Students will learn interviewing, storytelling, and podcasting best practices in order to gather intriguing stories and to weave those interviews into compelling audio stories that are both rich in content and in sound. Guiding questions will include: 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? How does one tell a story that honors and doesn't exploit interviewees' experiences. Informative and impressive podcast creations will be used as resources on the Williams sustainability website and will be posted to iTunes and other places where you get your music and podcasts. Assignments will involve listening to and critically analyzing podcasts, writing, editing, and giving positive and constructive feedback to peers. Our time together will be a combination of learning about climate justice, 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 where he delves into issues of sustainable food, waste diversion, the built environment, and equity and justice. Prior to his time at Williams, he worked in the nonprofit world—in Boston, Austin, and Salt Lake City—at organizations focusing on food security, youth development, sustainable agriculture, urban farming, and food justice.

Requirements/Evaluation: participation and a final project audiostory

Prerequisites: none

Enrollment Limit: 12

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

Winter 2020

LEC Section: 01 Cancelled

SPEC 12 (W) Introduction to Advertising and Creativity

First offered in 2019, this course is an introduction to the field of advertising with a special emphasis on creativity. Topics include the nature of brands; how they are created and sustained in today's consumer, media and technology environments; how brands are positioned (and repositioned); how agencies are organized; the role of big ideas in leading brands to success; what distinguishes an effective ad from an ineffective one?; and the vital and powerful importance of creativity in connecting with audiences on multiple platforms. The course will be of interest to students considering a future in advertising, marketing or journalism--but also to anyone curious about the pervasive influence of marketing communications in culture, style and politics. Classes are a combination of lecture and the presentation of short team projects in which students collaborate to research and analyze ads and other communications related to the topic of the day. Final projects include developing and presenting an original ad and a deep dive into a single brand across all media. There will be two, three-hour classes per week. Out-of-class work will include readings, a short reflective final paper and team research projects examining advertising on assigned topics. Adjunct Instructor Bio: Steve Harty '73 worked in advertising for 30 years. Along the way he served major clients like JetBlue, American Express, Ally Bank, Mercedes-Benz, Miller Lite and AT&T working for agencies such as Ogilvy, Lowe and BBH in addition to co-founding Merkley Newman Harty. He is now a strategy consultant and Executive-in-Residence at Columbia Business School. For Williams, Steve is president of his class and a trustee emeritus.

Requirements/Evaluation: short paper and final project or presentation; each student will develop and present a script for an original ad

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: a mix of students from all class years and backgrounds is the goal

Grading: pass/fail only

Materials/Lab Fee: approximately $30 for books

Winter 2020

LEC Section: 01 TBA  Steve Harty

SPEC 13 (W) Reality Real Estate

Cross-listings: MATH 13 SPEC 13

Secondary Cross-listing

Is the reality of real estate the way it looks on TV? Learn about buying and selling, real estate investments, mortgages, renovation, construction, and design. Class will meet Monday, Tuesday, and Wednesday afternoons. Students will learn about each of the topics above, and have the opportunity to
do a final project on a real estate topic of their choice, from architecture to designing their dream home to proposing a successful real estate investment to on-site construction work. Guest lecture(s) by experts in the field. The instructor Allison Pacelli is a licensed MA real estate agent, and co-owner of a design and renovation business that renovates investment properties as well as clients' homes.

Requirements/Evaluation: final project, equivalent to a 10-page paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: questionnaire
Grading: pass/fail only
Materials/Lab Fee: $80 and cost of books

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

Winter 2020
LEC Section: 01 Cancelled

SPEC 14 (W) Race, Education, and Pop Culture
Cross-listings: AMST 14 SPEC 14

Secondary Cross-listing
This course will explore the educational experience of Black students as portrayed in popular culture and compare that to the K-12 and higher education literature that documents and examines the lived experiences of Black students. How accurately do we see the experience of Black students represented in popular culture? What choices or biases might be reflected in these depictions? What might the consumption of these media have on the ways in which people build narratives around the experiences of Black students throughout the American educational system? Potential topics include the experience of students at historically Black colleges and universities (A Different World, School Daze, The Quad), experiences in gifted and talented education (Smart Guy, Akeelah and the Bee, Finding Forrester), experiences at predominately White institutions (Higher Learning, Grown-ish, Dear White People), experiences as student-athletes (Love and Basketball, Coach Carter), and experiences in public and public charter schools (Lean on Mean, The Steve Harvey Show, Dangerous Minds, On My Block, Boston Public, Waiting for Superman, The Lottery). Students will be expected to choose some popular culture medium and explore how it connects to the literature in a final paper of 10-12 pages and contribute actively to classroom discussions. Adjunct Instructor Bio: Christopher Sewell is an Associate Dean of the College at Williams College in Williamstown, Massachusetts. His scholarship focuses on studying the experiences of gifted students of color, how schooling and policies around gifted and talented education affect students of color long-term experiences, the ways in which LGBTQ+ gifted students negotiate their academic, racial and sexual identities, and the experiences of Black students at Predominantly White Institutions.

Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: preference given to first-years and seniors
Grading: pass/fail only
Materials/Lab Fee: $25

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 14 SPEC 14

Winter 2020
LEC Section: 01 TR 1:00 pm - 3:50 pm Christopher Sewell

SPEC 15 (W) An Introduction to Spatial Science and GIS
Cross-listings: SPEC 15 ANSO 15

Secondary Cross-listing
Space and place are so ubiquitous in our lived experience that we often fail to take their significance into account when directing and designing scientific research. How do spatial relations (presence/absence, proximity, preference/avoidance) shape natural and cultural phenomena? How do space and place reflect cultural perceptions and practices? How are landscapes and environments engineered to shape individual and social behavior? This intensive course explores the fundamentals of spatial theory and methods, with an emphasis on technical skill, data evaluation, and research design. Through readings, lectures, discussions, and exercises you will be encouraged to think spatially and to apply spatial thinking to your areas of interest. Priority for enrolling in this course will be given to Div II students who may need GIS (mapping & spatial analysis) for an independent study or senior thesis. Students who have not taken GEOS 214 have enrollment preference in this course; this course is not a prerequisite for GEOS 214 and students who take this course may also take GEOS 214.

Requirements/Evaluation: combination of class participation, short essays on assigned readings, successful completion of class exercises, and a 10-page research design paper

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: Priority will be given to Div II students who may need GIS (mapping & spatial analysis) for an independent study or senior thesis; students who have not taken GEOS 214 have preference in this course; this is not a prerequisite for GEOS 214

Grading: pass/fail only

Materials/Lab Fee: approximately $70 for books

This course is cross-listed and the prefixes carry the following divisional credit:
SPEC 15 ANSO 15

Winter 2020
LEC Section: 01 MTWR 1:00 pm - 3:50 pm Cory E. Campbell

SPEC 16 (W) Liberal Arts for Epic Challenges: Design Thinking for Social Change

A workshop that will involve learning and applying design thinking techniques to develop creative human-centered solutions to a significant, complex social problem, like loneliness in the community or transforming travel around small towns. The actual topic will be one of several proposed in a global competition from London's Royal Society of Arts; course projects will be submitted against students from around the world in March. Work will occur in two teams; the experience will emphasize techniques for creative confidence, learning to take risks and advance from failures, creative collaboration, and focusing problem solving on human-centered solutions similar to how innovation is explored in design firms, start-ups, government agencies, and NGOs. The workshop will meet twice a week for 3 hours. There are few readings (mostly manuals on techniques from leading consultancies), but will involve ethnographic research in observing and exploring how real people perceive the problem and solution and team meetings between classes to brainstorm ideas. For more on design thinking, see Williams.edu/designthinking.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: experience, curiosity, interests of students in applying problem solving techniques to complex world problems

Grading: pass/fail only

Winter 2020
LEC Section: 01 TBA Ric Grefé

SPEC 17 (W) Emergent Strategy: Creating Systemic Change from Small to Large

Albert Einstein said "we cannot solve our problems with the same level of thinking that created them," encouraging us to rethink our assumptions and process for instigating change. But what kind of thinking and process should we use to solve our problems? This course will use the guiding principles of adrienne maree brown's Emergent Strategy to explore how to build the community and the economic, political, social, and interpersonal systems that we want to see in the world. We need not confine ourselves, in defeat, to incremental lifestyle changes because we feel we do not have the power to incite large scale change; rather we will work to embody, through a varied practice of reflection, movement work, conversation, facilitation, and peer-to-peer dialogue and mediation, the world we want to construct. How can we institutionalize justice and sustainability in the place of institutional racism, heteropatriarchy, xenophobia, exploitation etc.? We will explore how systems of oppression shape and intersect with daily habits and
community structures even as we build movements to overcome these oppressive systems. For instance how can we challenge our inclination for hierarchical and majority-rules group governance, or how do we create and maintain boundaries for working relationships that effectively disrupt implicit biases and inherent power imbalances? The course will meet frequently with practitioners, educators, and researchers who are doing movement building work. Students will learn facilitation skills and use systems theory throughout course discussions in order to address challenging topics that they identify. This course relies on numerous perspectives from readings, audio stories, and in-person/video conversations with movement builders from on campus and across the Northeast. Adjunct Instructor Bio: Caroline Bruno is the Sustainability Coordinator at the Zilkha Center for Environmental Initiatives and works to incite and connect conversations across campus about enacting social change, meaningful community involvement, environmental justice and sustainability.

Requirements/Evaluation: the course will focus heavily on personal reflection and active participation, including a final reflection paper and an outline for a teach-in/session created by the class to be presented at Claiming Williams Day 2020 and other points throughout the end of Winter Study and/or Spring Semester

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: students will be asked to write 1-2 paragraphs explaining their interest in the course; preference will go to students demonstrating passion and nuanced thinking related to the subject matter

Grading: pass/fail only

Materials/Lab Fee: cost of books

Winter 2020

LEC Section: 01

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

Cross-listings: PSYC 18 SPEC 18

Primary Cross-listing

This course is the full training for students who would like to cover Call In Walk In shifts in the Peer Health Office (Paresky 212). Students should either already be a member of Peer Health, or have an interest in joining Peer Health, as those students will get priority acceptance. Topics that we will cover include alcohol and other drug use; sex, STIs and contraception; rape, sexual assault and Title IX compliance; mental health; stress and sleep; healthy and unhealthy relationships, etc. Students will meet various on- and off-campus resources for referral. Outside of class work will include readings, video viewings, information gathering, and a possible field trip to local agencies. Adjunct Instructor Bio: Laini is a Health Educator at Williams College, focusing on substance abuse education and counseling, mental health awareness, sexuality education, and sleep. She has been at the college since 1997, and been the Peer Health Staff Advisor since 2006. She has an M.Ed. in Counseling Psychology with a specialty in addictions.

Requirements/Evaluation: final project or presentation

Prerequisites: none

Enrollment Limit: 24

Enrollment Preferences: current members of Peer Health will be chosen first; other students will be enrolled based on stated commitment to Peer Health

Grading: pass/fail only

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

PSYC 18 SPEC 18

Winter 2020

LEC Section: 01 TBA Laini Sporbert

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 health care is delivered. Students will be introduced to fundamental concepts related to patient interviewing and history taking, diagnosis and medical decision making. 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. Didactic sessions for (on-campus students) will focus on the challenges and experiences of healthcare professionals in the Berkshires or nationally. Students will be introduced to concepts of health and wellness, epigenetics, and environmental influences that have a demonstrable, sustained impact on individuals before and after clinical symptoms of illness emerge. By the end of the course, students will demonstrate greater understanding of the fundamentals of patient-provider interactions, clinical diagnosis, patient interviewing, and factors affecting the health of individuals and communities.

Requirements/Evaluation: 10-page paper
Prerequisites: not open to first-years
Enrollment Preferences: grade level and potential as applicant to professional programs
Grading: pass/fail only
Attributes: EXPE Experiential Education Courses

Winter 2020
INT Section: 01    TBA     Barbara K. Fuller

SPEC 20 (W) The Writing Process: from Inquiry to Essay

In a perfect world, we all have a fully-developed, time-proven writing process. It's the approach that you read about in well-intended books on effective writing and that professors occasionally recommend, where you start an essay well before the deadline, progressing thoughtfully and methodically toward a completed essay that as thoughtful, effective, and on time. But for most of us, the reality falls well short of that ideal. We procrastinate, stress out, glare at the empty computer screen, and ultimately rush at the last minute to crank out something that hopefully fulfills the assignment. In fact, for many, this is the only way essays get written. This course provides an opportunity for you to develop a better approach to writing assignments: one where completing an essay is less about a looming deadline and more about the meaningful exploration and masterful articulation of your ideas. Each class meeting will be a writing workshop guided by prompts that will navigate you through the cumulative process of composing a single essay. You'll leave the course with a fresh outlook on the real purpose of academic writing and new methods for approaching essay assignment in your classes. Whether you're a first-year student still getting a feel for college writing or senior finally hoping to make writing more manageable, this course will help you develop the writing process that works for you. Topics covered will include: *attending to the writing assignment *finding a meaningful topic *developing an effective argument *incorporating research *determining structure and organization *understanding voice and style *appreciating the impact of audience

Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 18
Enrollment Preferences: preference will be given to first-year students
Grading: pass/fail only
Materials/Lab Fee: approximately $25 for books

Winter 2020
LEC Section: 01      Cancelled

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

Field experience is a critical component of the decision to enter a profession. Through these field placements, 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. In order to participate in this course, students must apply to the winter study internships listed in this syllabus. The expectation is that each student will observe and participate in some aspect of the profession for at least 30 hours per week, 6 hours per day for 5 days each week. It is also expected that the instructor will assign a specific project to be completed within the 3-4 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.

Teaching Associates: Williams College Alumni/Parents will be recruited to become teaching associates for this course. A broad range of professions will be represented as the course develops. Alumni and parents will receive individual orientations with the course instructor in person or via telephone conference. Students will be required to read one of two books selected for this course. Bibliography: a bibliography of readings would be selected from such works as: *What Should I do with My Life?* by Po Bronson, 2003; *Working* by Studs Terkel, 2004.

Requirements/Evaluation: it is expected that students will complete assigned readings (read one of two books assigned to this course), write a daily journal, and write a 5- to 7-page expository review; evaluation will become public record as a resource for other students

Prerequisites: 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 WS internships listed in the SPEC 21 syllabus; application are submitted via Handshake

Enrollment Preferences: 1st priority--students applying for winter study internships listed in the SPEC 21 syllabus; 2nd priority--students developing independent Internships with Williams alumni/parents; first-years limited to applying for local internships

Grading: pass/fail only

Materials/Lab Fee: cost of books

Attributes: EXPE Experiential Education Courses

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Winter 2020

INT Section: 01 TBA Dawn M. Dellea

SPEC 22 (W) Outdoor Emergency Care

Cross-listings: SPEC 22 LEAD 22

Secondary Cross-listing

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 12 students, chosen based on ski/snowboard interest and ability as well as prior first aid experience. Adjunct Instructor Bio: Tom Feist is an alumnus of Williams College ('85) and PhD in Materials Science and Engineering. Following a 20+ year career at General Electric, Tom taught Chemistry at Williams in 2017-18. He has been a ski patroller for over 35 years, having started patrolling at Williams. Tom is a certified Instructor and Instructor Trainer for Outdoor Emergency care and currently patrols at Sugarbush Resort in Vermont.

Requirements/Evaluation: completion of daily homework; written and practical final exam

Prerequisites: none

Enrollment Limit: 12

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

Grading: pass/fail only

Materials/Lab Fee: $180 and approximately $110 for books

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

SPEC 22 LEAD 22
SPEC 24 (W) Class of 1959 Teach NYC Urban Education Program

Students in this course learn about the front-line challenges of urban public education by working in one of New York City's public schools. Participants will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring in their choice of more than 20 different school situations from elementary through high school. Each of the participating schools will have a resident supervisor who will meet with the January interns to arrange individual schedules and provide mentoring during the month. There will be weekly seminar meetings of all the interns who are expected to participate in group discussions, keep a journal and write a 5 page paper reflecting upon their experience. The course will conduct orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. Dormitory-style housing will be provided along with some assistance with transportation and food costs-estimated at $400 for the term. Further assistance is available for financial aid students. Adjunct Instructor Bio: Tracy Finnegan is a master's level teacher with training and teaching experience in a variety of approaches and settings.

Class Format: wsp internship

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

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

Enrollment Limit: 12

Enrollment Preferences: statement of interest

Grading: pass/fail only

Materials/Lab Fee: $400

Attributes: EXPE Experiential Education Courses

SPEC 25 (W) Williams in Georgia

Cross-listings: SPEC 25 RUSS 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 Svetitskhoveli and the twentieth-century Stalin Museum, see the birthplace of the wine grape in Kakheti, and explore the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students will write a 10-page paper assessing their overall trip 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.

Requirements/Evaluation: 10-page paper

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

Enrollment Limit: 8

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

Grading: pass/fail only

Materials/Lab Fee: $2,922
This course is cross-listed and the prefixes carry the following divisional credit:
SPEC 25 RUSS 25

Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020
TVL Section: 01 TBA Vladimir Ivantsov

SPEC 26 (W) Essentials for Entrepreneurship: An Immersion In the San Francisco Start-Up Culture
Interested in Entrepreneurship and seeing first-hand what it takes to launch a venture? Visit over ten startups in the Bay Area to find out! This course is designed to give students interested in Entrepreneurship in-depth insight into the Customer Discovery process, i.e. how startups figure out if their ideas are worth pursuing. We will meet with the founders of 10-15 start-ups in the Bay Area and track their professional and personal journeys. We will look at the impact of company culture, the Bay Area ecosystem and values, financing, and how a Liberal Arts background prepares students for the challenges of entrepreneurship. Student teams will have the opportunity to work on an actual project for one or more of the companies to be visited and present their findings to senior management. We will also visit the Google campus and Stanford School. Many of the companies will be technology driven, no technical background is needed and we will strive to have a diverse background in the class. The course will start in Williamstown with a review of idea development tools used in today's startup environment, particularly those pioneered by Stanford d.School called the Business Model Canvas. Workshops on Design Thinking and maximizing the Williams network will round out the pre-trip coursework. Reading will include "The Lean Startup" by Eric Ries, "Zero to One" by Peter Thiel and Edward deBono's "Thinking Course" as well as articles and podcasts. Then we will go see what is actually happening in the market! Meeting times: 1/6/20 - 1/14/20 Williamstown. 10am-1pm 1/15/20 travel to San Francisco 1/16/20-1/28/20 San Francisco 10am-5pm or as needed based upon project 1/29/20 Travel back to Williamstown
Adjunct Instructor Bio: Tonio Palmer is the Entrepreneur in Residence at Williams.
Requirements/Evaluation: final project or presentation
Prerequisites: none; not open to first-year students
Enrollment Limit: 12
Enrollment Preferences: preference given to students with a demonstrated interest in entrepreneurship
Grading: pass/fail only
Materials/Lab Fee: $3,100
Attributes: EXPE Experiential Education Courses TRVL Winter Study Travel Course

Winter 2020
TVL Section: 01 TBA Tonio Palmer

SPEC 27 (W) Community Development Health and Education Work Project in Liberia, W. Africa
Interested in a great opportunity to immerse yourself in the culture of West Africa and do some service work at the same time? This course will explore the close historical ties that exist between Liberia, the US and Williams and how NGO's have succeeded and not succeeded. We'll experience rural living in the tropical environment of the interior of Liberia as we work in the River Gee county. Our project will include health care and preparing classes to be presented in the local schools. We will be directed and supported by the Honorable Francis Dopoh, II, CDE class of 2010 who represents this county in the Liberian Congress.
Requirements/Evaluation: short paper and final project or presentation
Prerequisites: informational and training meetings with the instructor and some reading of current books on Liberia, eg. “The House at Sugar Beach” by Helene Cooper
Enrollment Limit: 8
Enrollment Preferences: any student interested in this offering will be required to attend an informational meeting and be required to submit a written statement of purpose as to why they want to participate and what they hope to gain from this experience
Grading: pass/fail only
Materials/Lab Fee: $3,150
**SPEC 28 (W) The GYROKINESIS® Movement Method**

**Cross-listings:** DANC 16  SPEC 28

**Primary Cross-listing**

The Gyrokinesis Method is an original and unique movement practice, which has roots in Yoga, Tai Chi, gymnastics, dance and swimming. This method gently works the entire body, opening energy pathways, stimulating the nervous system, increasing range of motion and creating functional strength through rhythmic, flowing movement sequences performed with corresponding breathing patterns. We will work in a group setting. Students will learn the basic concepts of this movement system, as well as more complex sequences. They will be expected to learn and execute all sequences for Format I. They will be asked to practice between classes. Ultimately, students will be paired up to teach each other, which will increase their understanding of this unique form of exercise. Finally, students will be expected to perform all Format I sequences as a group with music. They will then be qualified to take the Gyrokinesis Pre-training Course. Each student will receive a questionnaire at the beginning of the course and, again, at the end, to understand how their experience has changed their answers and how they can apply this movement system to their everyday life, their sport and, their chosen course of study at Williams. Method of evaluation/requirements: Questionnaire at the beginning and then again at the end of this course, teaching each other, and a final performance as a group. Adjunct Instructor Bio: Patrie Sardo has been a Licensed Gyrotonic & Gyrokinesis Trainer and Pre-Trainer for over 10 years. She owns her own studio in Santa Monica, Ca and is licensed to teach all Gyrotonic Specialty equipment; Archway, Jumping Stretching Board, Leg Extension, and the Gyrotoner.

**Requirements/Evaluation:** short paper and final project or presentation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Dance majors, athletes, seniors

**Grading:** pass/fail only

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

DANC 16 SPEC 28

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**SPEC 29 (W) Introductory Photography: People and Places**

**Cross-listings:** SPEC 29  MATH 14

**Secondary Cross-listing**

This is an introductory course in photography, both color and black & white photography, and using the digital camera. The main themes will be people and the landscape. No previous knowledge is assumed, but students are expected to have access to a 35 mm (or equivalent) digital camera, with manual override or aperture priority. The topics covered will include composition, exposure, camera use, direction and properties of light, and digital imaging. Students will develop their eye through the study of the work of well-known photographers and the critical analysis of their own work. We will discuss the work of contemporary photographers such as Mary Ellen Mark, Joel Meyerowitz, Constantine Manos, and Eugene Richards. Students will be expected to spend a considerable amount of time practicing their own photography outside of class. There will be three required local half-day field trips. Students will also be introduced to Photoshop and Lightroom, and will work on their own images with these programs. In 2010 Adjunct Instructor Bio: Mr. Washburne joined the stable of photographic artists who are represented by the Sun to Moon gallery in Dallas. Since then he has worked exclusively as a fine art photographer concentrating on landscapes, abstracts and street shooting. He also published travel stories alongside his photography in both D Magazine and The Robb Report.

**Requirements/Evaluation:** class participation, an in-class quiz and a final project

**Prerequisites:** none

**Enrollment Limit:** 12
Enrollment Preferences: e-mail questionnaire
Grading: pass/fail only
Materials/Lab Fee: $35 and cost of books

This course is cross-listed and the prefixes carry the following divisional credit:
SPEC 29 MATH 14

Winter 2020
LEC Section: 01