

2017 - 2018 | WILLIAMS COLLEGE

# Chronicle

OF EXPERIENTIAL LEARNING  
AND COMMUNITY  
ENGAGEMENT



**CLiA**

Center for Learning in Action

Connecting  
Curriculum &  
Campus to  
Community

## WHO WE ARE AND WHAT WE DO

The Center for Learning in Action (CLiA) cultivates and sustains experiential learning opportunities, curricular and extracurricular, in service of the teaching goals of our faculty, the civic aspirations of our students, and the needs of the wider community. The Center's programming and pilot projects include support for fieldwork courses, volunteer and paid work opportunities, summer internships, and research fellowships. We also support the community engagement work of many other campus entities.

Our team of two full-time staff, nine part-time staff, and three contractors takes a collaborative and continuous learning approach, working with faculty and a wide range of community organizations, student groups, and campus partners to provide students hands-on learning opportunities to address pressing civic problems.

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## **NOTE FROM THE DIRECTOR**

### **Building Community While Learning by Doing**

In these tumultuous times, experiential learning occupies a critical place in a liberal arts education. Textbooks and published research often cannot keep pace with new social and political challenges. Students hunger to learn -- and to use what they have learned to do good in the world. In complex situations where results matter, using the methods of different disciplines, such as ethnography and statistics, helps students develop judgment in a way that complements their reading of articles and books in their classes. As students develop these skills, they expand their identities and chart unique life paths, as they come to appreciate the need to repair the world from the ground up.

In this, our third annual Chronicle of Experiential Learning and Community Engagement, we share the community-building, world-repairing work that Williams students have been doing all year. We compile this volume to take stock, to celebrate, and to hand to anyone who asks us to describe all that's been happening under our roof. As you've already gathered from the heft of this booklet, that's a lot.

I'm particularly proud of how far we've come in the five years since the founding of the Center (also known as CLiA) in March 2013 by President Adam Falk and Vice President of Campus Life, Steve Klass. Our aim from the beginning has been to fully integrate experiential learning into the curriculum and campus life of Williams. We are well on our way with increases in every major category. In 2017-18, 99 courses, offered by 31 departments and programs, involved some form of experiential learning, up from 89 in 2016-17. At least 53 student groups and an estimated 900 students engaged in some kind of community work. Sixty-six community organizations or agencies in our region partnered with Williams in some way. By our count, at least 23 other campus offices, departments or programs ran or supported extracurricular community engagement work of some kind.

In this 2017-18 edition, we go both deep and wide. We share inspiring in-depth stories and interviews in our Spotlight section. Elsewhere we give shorter summaries, including examples of experiential courses, short capsule descriptions and participant perspectives of extracurricular programs and projects, as well as campus and community partner information. The compilation points to a growing campus-wide ethos of community engagement.

As staff members of the entity at Williams responsible for cultivating and sustaining experiential learning, we at CLiA work with faculty and staff to develop and offer opportunities, connect students to those offered by others, and help students create their own. We make sure that whatever a student's interest or circumstances, meaningful "learning by doing" options are available to them -- from drop-in volunteering and paid weekly work-study positions to internships, fieldwork courses, independent studies, summer field projects and thesis work involving field research.

In 2017-18, CLiA staff supported (and in some cases, taught or co-taught) 27 of the 99 courses involving experiential learning. These talented, dedicated people also directed 34 of the 56 extracurricular engagement programs and projects available to students. We also supported 28 of the community engagement efforts (small and large scale) offered by student organizations and other campus offices by helping with funding, strategy or logistics, including transportation. Over the past year, over 15,000 miles were driven in



college vehicles (including our CLiA vans)<sup>1</sup> for both curricular and extracurricular experiential learning.

The impact of all this work has been impressive. Some of the results worth noting include:

- Over 2,000 K-12 students taught, tutored, mentored, or given workshops or presentations in over twenty schools in our region, New York City, and internationally
- 20 severely at-risk middle and high school youth mentored through two new student run programs: Converging World's Justice League and EOS@Eagle Street Mentoring
- Over 2,000 frozen meals created from unserved dining hall food, packaged and delivered by volunteers to local nonprofits for distribution to families in need
- Over \$220,000 of income tax refunds secured for 158 local clients by VITA volunteers
- 4,245 patients in rural eastern Nicaragua fitted with 7,212 pairs of glasses<sup>2</sup> by students in a travel Winter Study course
- Over 300 hours of volunteer work by orienting First-Year students and Great Day of Service volunteers cleaning yards, animal shelters, and community centers (including the regional skating rink), harvesting or preparing community farm planting beds, helping repair homes, preparing meals for shut-ins and more
- Adult Basic Education (ABE) curriculum designed for inmates, research and consulting work done on parking and neighborhood improvement, incentive-based local policy experiments and evaluation protocols for youth programming
- End-of-2017 school year donations of books, clothing, appliances, and other personal goods valued at more than \$60,000 supported the work of charities in north Berkshire as well as education initiatives in Konyango Mbotto, a rural community in Kenya.

These results, about which you can read much more in this volume, would not have been possible without the commitment of our brilliant and dedicated faculty, patient and welcoming community partners, supportive campus allies and partners and, of course, my superb CLiA team. My staff and I are grateful for the privilege of working with everyone and with all the students whose energy and commitment so inspire us. We are also deeply indebted to the visionary leadership of outgoing President Adam Falk. In the same way, Vice President of Campus Life Steve Klass continues to provide crucial guidance and support for our work and we welcome President Mandel's leadership.

With respect to this edition of the Chronicle, I offer my sincere thanks to Colin Ovitsky of CLiA for editing and technical support. I also want to acknowledge the work of our exceptionally creative Spotlight co-editors and writers Lily Gordon '20 and Anna Kim '19, who followed their insatiable curiosity to research, write and organize nearly all the stories. In addition, thanks to Anna Kim for her design of the beautiful cover for this edition.

Onward to another great year,



Paula Consolini  
Adam Falk Director

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<sup>1</sup> This number does not count the miles traveled in personal vehicles, taxis or buses.

<sup>2</sup> Not counting the free sunglasses they distributed to children to help prevent cataracts.

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# SPOTLIGHT STORIES OF STUDENT FIELD WORK

## Learning by Building: Architectural Design II

By Lilian Gordon '20, *Spotlight Co-Editor*

Something unusual was happening next to Schapiro Hall. Every day as I walked by, I wondered. I saw the comings and goings of various people in hard hats, some students, and they were building... something. Little by little, it grew, and in about a week, it was finished. On a sunny fall noon, a dozen or so students, faculty, and staff members gathered inside an unusual white structure. We drank apple cider and waited for the precise moment of solar noon when the sun's rays shining through an open slat in the roof lined up at a 90-degree angle with the wall.



Designed by Kate Latimer '19, this piece of architecture is called a “celestial pavilion.” There were two lines marked: on the winter solstice, the sun's rays would line up to the first one, and on the equinox, they'd line up to the other. When I'd met with Professor Benedict for this story, it happened to be on the summer solstice, the longest day of the year. He teaches Architectural Design II, and every year he assigns a different prompt. This year he challenged his students to build a piece of architecture

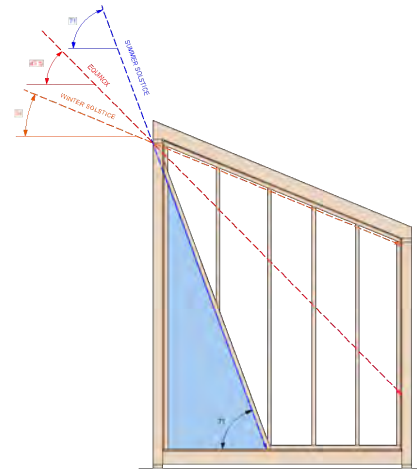
that “celebrates the relationship of the earth to the sun.” Every student drafted a design, and the class voted on the one they wanted to build. Latimer's design was the clear winner. Her idea was a building inside-out; in order to create a smooth inner surface for the sun's rays to fall on, the building was to be made with the sheathing on the inside rather than the outside. The next week, the class set to work on the actual construction. Benedict prepared and bought all the materials the weekend before, and then during the week, “from 1:00 pm on, everybody who could, came to the building site and built.”



This was the first time students actually got to build one of their designs. Prior to this, every few weeks, the students designed a different building and created a small model, and Benedict brought in a different architect/critic to give them feedback on their designs. But when they built the full-size project, the challenges of architecture became concrete. Benedict noted that this was an important lesson for the students, to go beyond the conceptual; when they have a plan and they are faced with only one week to “get out there

and build it... let's just say practical challenges become more real. It's very humbling for sure."

Professor Benedict invited me to the architecture studio on the third floor of Spencer to talk about the class. When you walk in, you can't help but notice the rows of small colorful models lining the shelves on the wall. These are the students' final projects for the class- they must construct a model of a museum facade inspired by an architect of their choosing. "It's interesting who chooses what... it surprises me. Some of the more conservative students will pick the wilder architects," Benedict told me. The buildings were a feast for the eyes; all different colors and shapes, they ranged from the austere to the whimsical.



Benedict saves these final projects from each year's class. He told me that sometimes students come back to visit and are delighted to see their own model sitting amidst the display of facades like a marker in the history of the class.

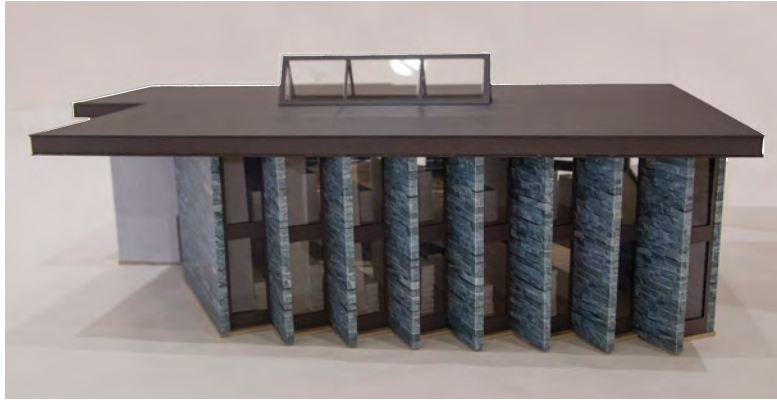
In addition to teaching, Benedict also runs his own architecture firm designing houses. He loves his work. With a smile, he told me one of his "deep failings" is his refusal to work for anyone he doesn't like. "It's intimate," he said, so you want to be comfortable with the client. Benedict

also loves teaching for the engagement with students. "I know the material, I practice it every day," he said. What thrills Benedict about teaching is the difference in each student- the unique ideas and challenges they each bring. Every week there is a day designated for "Desk Crits"- each student comes to see Benedict to show him their latest work. It is sometimes only 20-30 minutes, but the time is highly productive because it's one-on-one. He likes to challenge students, sometimes arguing against them to push them to think more deeply about their work. "It's a way to stimulate each student to do something," he said; "I try to figure out what will challenge this student, and that's different than what challenges the other student."

Jeremiah Kim '18, a Biology major, spoke fondly of Desk Crits: "Our weekly Tuesday Desk Crits transformed into lunches at Driscoll instead, turning from a twenty-minute critique about my progress into often hour-long dialogues just about everything. Following lunch at Driscoll, we'd walk over to the studio together, soft-serve ice cream in hand, ready to tackle my design progress during the past week." Kim took all three studio architecture courses available at Williams- Design I, Sustain-a-building, and Design II, designing projects including "vanity dorm rooms, alpine ski huts, even crematoriums." He called the architecture courses one of the "hidden gems at Williams."

In addition to taking Design II this past spring, Kim also pursued an Independent Study with Benedict to spend an extended period of time with one project and work closely with Professor Benedict. For his project, he decided he didn't love the new Williams Bookstore, so he redesigned it. In his project description he writes, "Rather than design another





Wal-Mart-esque conglomerate, I sought to return the bookstore to its literary roots.” The entire design is inspired by the shape of an open book. “The book is a compelling shape: it opens up and invites you in,” he writes. In the architecture studio, Benedict showed me Kim’s model. He took off the roof, and I could see how the building opened around a central axis, the spine, and the

bookshelves ran at parallel diagonals like pages. Kim said that the independent study allowed him to go beyond what he’d done before, considering “HVAC (heating, ventilation, air conditioning), structural support, and materials to a greater extent than I have in the past.”

Kim, now graduated, is working at the architecture firm in Boston that built the '62 Center. His plan is to go to dental school, but he finds the skills he learned in architecture classes to be widely applicable. “I gained fluency in the design process: the ability to take multiple variables and produce a logical and aesthetic solution. I believe this skill is one that will be relevant regardless of profession,” Kim said. When I asked Benedict what he hopes is the main thing students take away from the course, he said,



That’s really clear to me: the idea of finding and understanding what are all the influential factors that you’re dealing with. It’s reading the problem, figuring out what it means; it’s looking at the site and figuring out how the site shapes your solution. It’s figuring out all the other things that you’re dealing with... how all those things can be factored into your solution. Taking this jumble of information and somehow organizing it into a beautiful solution that works and is handsome and elegant at the same time.

Benedict knows that “not everyone in the class will go on to be an architect.” Only a few will pursue it. But he thinks that learning the design process is essential for many disciplines; “It’s everywhere,” he said. From being a lawyer to writing music to making a medical diagnosis: you need to be able to take many factors and condense them into a solution. “It’s that process of making logic and beauty out of chaos- that’s what students are learning here.”



## **Knowing How We Know What We Know: Behind-the-Scenes of ANSO 205 Ways of Knowing**

By Anna Kim '19, *Spotlight Co-Editor*

At the heart of the course, ANSO 205 Ways of Knowing, is a set of commonly posed epistemological questions: How do we know? What do we know? How do we know what we know? More specifically, ANSO 205 asks how social scientists address these questions. That is, how do we characterize the anthropological and sociological methods in fieldwork and ethnographic writing that social scientists use to create accounts of their social worlds? Thirty-two students--a record high enrollment for the course--joined Assistant Professor of Anthropology, Joel Lee, this past spring to probe these questions.

In Professor Lee's rendition of the course during the Spring of 2018, the class was organized into two modes, the first of which gave students the opportunity to engage with host scholars. Students spent nine of the semester's thirteen weeks learning from a number of established social scientists from a variety of disciplines and professions. The scholars ranged from Williams' own Associate Professor of Africana Studies, LeRhonda Manigault-Bryant, to political scientist Partha Chatterjee from Columbia University to Romani-American filmmaker and owner of [4th Nail Productions](#), George Eli.

Students were expected to read works by each visiting scholar and engage in discussions not just about the particular subject of the scholars' research but also their methodological and epistemological approaches. Meklit Tesfaye '20 recalls, "My favorite speaker was Professor Rhon Manigault-Bryant. She talked about her ethnography, *Talking to the Dead*, which is about how seven Gullah/Geechee women from the South Carolina low country communicate with their ancestors through dreams, prayer, visions as well as traditional crafts and custom, like storytelling and basket making. Her work was so interesting, and her passion was contagious."

Offering more than just an introduction to the theory and praxis of social science research, the second mode of ANSO 205 trained students to try their own hands at creating accounts of local communities. Students were tasked with conducting their own pilot ethnographic research projects wherein they applied the methods they studied in class. The class was divided into two discussion sections each comprised of 16 students. These discussion sections were "occasions for students to workshop evolving ethnographic projects...share findings [with peers] and go over [interview] transcriptions and field notes," says Lee. It was a space for students to "learn from each other and give each other feedback."

On the first day of ANSO 205, the class hosted its first guest speaker, CLiA Director Dr. Paula Consolini. Many students developed ideas for their fieldwork after being introduced to various local organizations from Consolini. "So in some ways," Lee observes, "This Ways of Knowing is deeply intersecting with CLiA itself." But a number of students came up with their own ideas. One student took up work at the TAM recycling facility in Pownal, VT that processes all of Williams College's waste and recycling. Another student conducted an ethnography of work at Chef's Hat restaurant. Sabrina Sanchez '20 decided to join Alcoholics Anonymous in Williamstown. Ultimately, all students developed their projects in consultation with Lee.

But what did it look like to enter into these communities? To actually "conduct" ethnographies of work? It was more than just the field notes and interviews that every student was required to do. Oftentimes, students were simply getting to know the members of their communities by just hanging out with them. Lee says, "One way that anthropologist Renato Rosaldo has described participant observation is 'deep hanging out.'" Many students

became deeply acquainted with their fellow workers, not just participating in the same activities alongside their new friends but also getting to know them personally.

Student Madison Miura '20 recounts how unexpectedly personal her experience was as a volunteer at the United Cerebral Palsy of Berkshire County (UCP), which she describes as “a



human services agency that advocates for and helps people with developmental and/or intellectual disabilities on their path to independence.” She explains, “When I first began my fieldwork, my intention was to be a fly on the wall and just observe the types of interactions that occur in the center. However, the UCP clients were quick to allow me into their worlds and challenge the expectations I was holding for how my study would play out. For example, I remember being shocked by how physical UCP

clients were with me after only my second visit to the center; their immediate comfort level with me – indicated by hand holding, arms around shoulders, and hair touching – seemed to accelerate my study because I did not really have to pass through an awkward introductory phase with the clients.”

Miura further remarked, “Ethnographic research is so different from other forms of research because the researcher has little to no control over what happens over the course of study and I think that was something that I didn’t fully understand until I had to carry out my own ethnographic project.”

Regarding his students’ interactions with the communities they studied, Lee observed, “They became part of the community. They got to know these people.” For some, like Tesfaye, it opened their eyes to the area. “I enjoyed learning more about North Adams through my ethnographic study. My project familiarized me with the town’s history, which has made me more appreciative of the surrounding northern Berkshire area,” she noted.

And in some cases, students continued to have correspondence with their new friends after the class. “I truly loved working with the members of AA. They remembered me and my name and would ask me about how my project was going. I was touched when they asked me if I wanted coffee. It really is common courtesy but it felt good when I realized they weren’t going to shut me out. I became particularly fond of one member. He was the first one to talk to me when I attended my first AA meeting and one of the first members I interviewed. I still have his number and I hope to catch up with him next spring when I return from being abroad. I actually felt a bit sad when I was going to my last meeting this past semester. The Sunday meetings had become a constant in my spring schedule and it was comforting to see those friendly faces,” recalls Sanchez.

These were not your typical friendships, however. They were, said Lee, “new friendships outside of the circles that [the students] would ordinarily inhabit.” When asked about tensions that might arise between students as social researchers and community members, Lee said that there is a “fundamental, irresolvable, and productive tension in the

insider-outsider role.” He continued, “in some ways, we’re all members of intersecting communities. But the moment you start to reflect on your role in a given community, you are objectifying yourself in your relationship to it. This kind of critical thought makes one an outsider of a sort, for a moment. And so, I think we’re all sort of insider-outsiders in our groups to various degrees.”

Miura recalls “activist and community-based ways of knowing” as one of the compelling things she has learned in class. In this way of knowing, “researchers actually enlist community members to help gather data and analyze results for a project. With this method, you can learn a lot about an issue while also helping to educate community members about it and initiate change,” she says. “It blurs the line between researcher and subject, the studier and the studied, such that the information learned is not privy to one over the other as is usually the case with ethnographic research.”

Students presented their ethnographic projects in the form of a paper, which Lee says is a common way social science claims are produced. By getting students to also present their accounts in print, Lee hoped that they got to see what is concealed in the ethnographic process, so they can “see it from the inside.” But the responsibility of representation can sometimes feel burdensome, for fear of producing, among other things, an unjust account. Lee explained that “An awareness of the politics of representation is absolutely crucial. At times, though, it can lead people to just not want to say anything about anybody.” But he asserts that this would “concede the field to the dominant, to those with already disproportionate power over public narratives, who would be all too happy to have their vision of the world unchecked by representations grounded in actual research... I don’t think the idea is to give up, but to engage in it ethically and in an aware and self-critical but not paralyzed fashion,” he concludes.

It is no surprise that ANSO 205 has been an experientially immersive experience for Lee’s students. The social contexts into which these students have entered seem personally transformative at the same time that they nuance our understanding of the diverse societies around us. “As someone who is shy and reserved, it was challenging for me to be brave and bold enough to ask important questions, which may have been personal to my interlocutors. But I was able to ask these questions, which allowed me to better understand and connect with my interviewees,” Tesfaye says. For Sanchez, “I have always been a bit skeptical about anthropology and ethnography, especially because of its colonial and racist history, but the course allowed me to examine my relationship, in regard to power, with the people I was working with. I want to emphasize that I was working with them because my research wouldn’t have been possible without their participation. I also enjoyed learning about the way archival work and historical sociology and anthropology can be a ‘way of knowing.’”

In more ways than one, the students of ANSO 205 are also pioneers for voicing the lived stories of local communities, stories which the students themselves witnessed first-hand. Social scientists, Lee remarks, are “not content to just hear about what...[things]...are like or read about it in books, but want to go out and find out for themselves and are certain to get some kind of truth.” Lee adds, “but [that] is going to be a limited truth.... So I try to encourage a kind of epistemological modesty. Recognizing that anthropologists and sociologists do not have by any means the entire answer. But we have part of it. And in collaborations with others maybe we can get a fuller picture of this big, unwieldy thing we call society.”



## First & Second Grade Buddies

By Julia Yarak '18

One of CLiA's many victories is getting Williams students working in North Adams public schools, which are under-resourced compared to Williamstown schools. CLiA achieves this through partnerships with student organizations, local community organizations, and its own Williams Elementary Outreach (WEO) programs, which have flourished in recent years. There are WEO programs at several elementary schools in the area, many of which involve classroom support or tutoring. First (and recently expanded into Second) Grade Buddies (FGB), a WEO program at North Adams' Brayton Elementary School, is unconventional in that it is not focused on academics. Rather, Williams students eat lunch and play during recess with a group of first graders. First Grade Buddies, commonly abbreviated as FGB, is beloved not only by the Williams students but also by the teachers and students at Brayton. Mrs. Thomas and Mrs. Patenaude are the two first grade teachers whose classes benefit from FGB. They speak glowingly of the program, praising the "wonderful opportunity for both groups to get to know one another." Mrs. Thomas highlights that the "students are great role models for our first graders and in many cases, they are the first ones to introduce the term "college" to these young children and discuss their goals for the future."

The FGB program has a high degree of retention, as many Williams students continue with the program for several semesters. Juliet Kelso '18 has worked as a First Grade Buddy every semester that she's been at Williams. Juliet found the job on Williams' former career website, Route 2, the summer before her first year. She was attracted to the program over on-campus jobs because the latter seemed more "insular" (an opinion she has since reversed, given that students who work in Dining Services and many other areas also interact with community members). Juliet wanted to start off her Williams career with an established way to get to know the community around her, which is an environment very different from the cities she'd lived in before Williams. Juliet's early involvement with CLiA has led her to many other programs in North Adams and Williamstown; throughout her four years, she's worked in five different schools with over 10 different programs. She is more drawn to North Adams programs because she feels more useful and needed there. She enjoys FGB, in particular, because of the chance to get to know the students outside academics.



For Juliet, and for others like her who have worked extensively in North Adams schools, involvement extends beyond getting to know a few local students. She's developed relationships with many teachers, particularly at Brayton. By taking the bus to Brayton weekly, she has gotten to know many of the bus drivers. Her continued involvement with Brayton, in particular, means she knows fourth graders who she first met when they were in first grade. Continuing relationships with students can be especially valuable for both parties. Many of the students who participate in FGB bring up how difficult seeing the former first graders can be the next year, as the now-second graders often are confused why the buddies are no longer with their class. Because of this, the program recently decided to include second graders on Fridays. According to Molly Polk, the coordinator of all North Adams elementary outreach programs, this expansion is "a way to grow the reach of the program" and for buddies to "be able to continue that [connection] into another year."

For Juliet and for many students who participate in North Adams programs, working in North Adams schools is a way to break out of the “Purple Bubble” and avoid being closed off



from the community. For Olivia Carlson '20, however, who goes by Liv, being disconnected from the local community has never been a possibility. Liv is the only current Williams student who went to high school in North Adams. From the small town of Stamford, Vermont, Liv attended Drury High School because it was the closest public school to the town. Now a sophomore, Liv began participating in First Grade Buddies in the fall of her first year. Though many students, like Juliet, stumble across FGB on Handshake (or Route 2, for older students) or at the Purple Key Fair, Liv came to the

program through her familiarity with the North Adams community. The mother of one of Liv's friends from Drury knows Mrs. Thomas and recommended the program to Liv based on praise for the program she'd heard from the teacher. To Liv, FGB was a “great opportunity to keep in touch with the community” where she went to high school. This connection drives her continued participation in the program.

Liv's connection with North Adams differentiates her experience from other Williams students who participate in the program. For instance, Liv knows the principal of Brayton, Mr. Franzoni, because he was her high school basketball coach. He actually wrote her a letter of recommendation for her application to Williams. Liv wants Williams students to understand that North Adams is more than simply the town with the WalMart that's written about in the news because of drugs and poverty. She sees it as a town in a transition phase that is facing many challenges but that is working to adapt and change. Liv says that she feels like Williams students often assume that the college is entirely removed from the surrounding Berkshire community. However, her presence as a student is proof that's not true, though she laments that there is not more of a connection. For example, Liv recalls that she was the only student at Drury High School to attend the Williams info session. Many Brayton students are familiar with MCLA but have never been to Williams. And many Williams students never get to know anyone from North Adams during their time here. Students like Juliet try to break down this false separation between Williams and its surrounding community. Juliet notes that her time spent in North Adams “constantly challenges my assumptions about the community.”

First Grade Buddies and other programs in North Adams schools forge connections between the community and Williams students that have lasting impacts on both parties. Williams students develop valuable skills such as patience, empathy, and compassion, while North Adams students receive academic and emotional support, and learn about the importance of education. Williams is not isolated from the surrounding community, and programs like FGB make sure that students do not feel like it is.

**The Science of Sleep:**  
**A Q&A with Professor Matt Carter, Emily Harris '19 & Tom Benz '19**  
Interviews by Anna Kim '19, *Spotlight Co-Editor*

**Why teach this Winter Study course (BIOL 19) and what were your goals?**

**Carter:** I have been giving informal talks about the benefits of sleep as a form of scientific outreach for about a decade. In 2017, I received an NSF grant to study sleep and also educate others about sleep. This course is a direct result of both of those experiences, and I wanted to tailor my experiences talking about sleep with some additional NSF funds to provide students with a great experience. I also hoped students in the class would help educate others in the campus and the wider community to inspire a better sleep culture here at Williams.

The purpose of BIOL 19 was to educate students about fundamental sleep science and also to talk about the sleep culture here at Williams. We talked about people's sleep habits through different parts of the semester and tips/tricks to get more sleep, even when people become very busy. We also talked about time management as probably the biggest reason why people don't get enough sleep.

**Why did you take this course?**

**Harris:** I came into Williams thinking I would be a biology major, and to that end, have taken a number of biology courses. My favorite has been Neural Systems and Circuits, which I had the opportunity to take with Professor Carter in the fall. This course has been one of the highlights of my education at Williams because of the deliberate and thoughtful way Professor Carter designed it. I decided to take The Science of Sleep because I thought, correctly, that Professor Carter would put the same amount of enthusiasm and care into this winter study class.

**Benz:** I'd taken a bunch of biology classes as part of the major, and I've always been excited about the science behind our everyday actions: how we think and feel, what we eat, how we move, why we sleep — generally, the way we live. Naturally, The Science of Sleep seemed super cool to me. (I had also been reading a lot about sleep science during the fall semester; through some dubious blogs and articles, I came to think you could "hack" your sleep to need only 3-5 hours a night. I was wrong. It's a good thing I took this class.

**What did a typical class look like?**

**Harris:** The first week and a half was lecture-based. Professor Carter structured these lectures to give an overview of the biology and relevance of sleep, and also shared a video in which a well-known college professor delivers a lecture about productivity.... For the remainder of the course, we split into groups and had two major tasks. The first was to research a sleep topic (for example, sleep disorders or the efficacy of naps) and deliver a presentation to the class. The second was to read an assigned book on productivity and again prepare a presentation to share the few takeaway messages that the group deemed most important. A typical class, therefore, would be working in our groups or listening to our classmates and writing down 2-3 interesting facts.

**Benz:** Prof. Carter thinks sleep habits are (for many people) strongly tied to productivity habits. We know the cycle: you're not productive during the day; you stay up late to finish work; you don't get enough sleep; you're tired and less productive the next day; you stay up late again to finish work and so on. I think many people operate with sleep and productivity as opposing forces, e.g., "I have too much work to get enough sleep." Not to sound infomercial-ly, but I definitely used to think this way. Instead, I (and many others) have found the opposite to be true: taking more time to sleep (and taking steps to have higher



quality sleep) allows us to get more work done and be more productive during the day. After taking this class, I started thinking, “I have too much work to not get enough sleep.

### **What are some memorable moments, takeaways, or reflections from this course?**

**Carter:** I think it is always valuable when people learn information that is highly specific to their own lives and habits. Therefore, it was great for athletes to learn about all of the increased benefits to athletic performance that come from regularly getting enough sleep, or for people who work early morning jobs or late-night jobs to learn about how their jobs could affect their sleep habits. Everyone enjoyed learning about how regular sleep seems to boost academic and intellectual performance on exams and cognitive tasks.

**Benz:** The most memorable takeaway was just how truly essential sleep is to our well-being. It really can’t be overstated. To quote Prof. Carter, “Basically everything good in our body happens while we sleep.” Muscle growth, fat loss, immune system function, hormonal regulation, memory integration and consolidation, and a tremendous amount more. Seriously, if you can think of something good for your body, it likely happens during sleep or is enhanced by sleep. Prior to this class, I thought sleep could be safely compromised, and that the effects of sleep debt were more functional than health-related. As long as I could “tough it out” on 4-5 hours of sleep per night, I was fine. Again, I was wrong. The effects of sleep debt—regardless of one’s determination or seeming ability to withstand it—are serious and real, and the benefits of healthy sleep are substantial. As much as sleep is touted, I think many still undervalue its role in wellness.

**Harris:** It was fun to listen to my classmates deliver their presentations and see how they found ways to connect the science of sleep to whatever else they thought was interesting—whether it was dreaming, creativity, public health, metabolism, or athletic performance. A more specific takeaway for me was from our conversations about productivity. We talked a little about a theory that most of the tasks in your life can fit into four categories: urgent and important, urgent and unimportant, non-urgent and important, or non-urgent and unimportant.... Learning about this made me more aware of how I prioritize (and sometimes mis-prioritize) things to get done.

### **What challenges did you face in taking this course?**

**Harris:** For the month of January, Professor Carter asked that everyone keep track of the amount of sleep they got each night in journals that he handed out on the first day of class. Personally, this was challenging because it made me recognize stretches of nights when I wasn’t getting as much sleep as I had hoped to or thought I should.

**Benz:** Not too many challenges, I’d say. The class was incredibly informative, engaging, and exciting. The bulk of our homework was to sleep a lot, which wasn’t too bad. I noticed how much better I felt over the course of Winter Study!

### **What did public presentations to campus and off-campus communities entail? What feedback have you received?**

**Carter:** We are just starting to engage in these activities....There are students from the class who are now making posters to educate others about sleep, and also preparing talks to visit classrooms in local schools. But they haven’t happened just yet.

### **How would/will you apply what you learned to educate the community?**

**Harris:** I run on the cross-country and track teams at Williams, and shared a lot of what I learned with my teammates on runs over the course of January.... Additionally, [the class] spent the last day of the course recapping what pieces of information we thought were most important to remember from the class, and then came up with catchy phrases about the concepts—with the expectation of using these on posters that can be distributed around

campus. Professor Carter also sets up visits to local schools to talk to students in the Williamstown and North Adams communities about sleep. At the end of The Science of Sleep, he encouraged anyone who was interesting in being a part of either of these means of “sleep outreach” (posters and talking to local schools) to let him know. Currently, Tom Benz ’19 and I have started designing some posters and look forward to continuing to work with Professor Carter on these projects in the fall.

**Benz:** Emily, myself, and Prof. Carter (Team Sleep, if you will) have been working on a “Williams sleep campaign” of sorts. The idea is to promote general sleep health. This could include posters, lectures/workshops, surveys, analyses/conversations about various Williams policies or schedules, collaboration with the Health Center, etc.

### **How has this course changed you and what you wish to do in the future?**

**Carter:** Teaching this course is always a great reminder for me about all the benefits of sleep. Sleep is always the first healthy habit to be lost in the face of a busy schedule, and I think even sleep scientists need regular reminders to develop good habits. Many of the students told me that they loved being confronted with specific statistics and scientific facts about sleep science. For example, athletes love learning that most growth hormone, the hormone that helps build muscles and bones, is released during sleep and that not getting an adequate amount of sleep decreases fat burning, muscle growth, and overall athletic performance. Other students told me that they learned tricks to make going to bed more productive, such as putting their smartphone across the room and not looking at screens just before bedtime.

**Harris:** Before this course, sleep was not something that I thought about very much or thought was super important. Like a lot of students, I feel like I’m able to function on less-than-optimal amounts of sleep. I had not really reflected on whether I was actually functioning “optimally.” Learning about the science behind sleep and its benefits made me more aware of how I felt physically and emotionally when I had adequate sleep and when I didn’t. Over the past few months, I have gradually tried to change some of my sleep habits to be consistently closer to the golden “8-9 hours.” Something that I have realized is that improving your sleep habits is not something that you can change overnight, and that small changes are still steps in the right direction.

**Benz:** I’ve changed in that I sleep a lot more! And feel better, have been more productive, am less stressed. As to my future, it’s made me more interested in pursuing primary care medicine—giving myself a chance to help others who want to improve their sleep health.

### **What kind of student would you recommend this course to?**

**Harris:** I would recommend this course to anyone who likes feeling healthy and happy, and is interested in learning a little about the basic biology behind something that is fundamental to life. Sleep has an impact on every aspect of life: learning, physical activity, and relationships—all things that Williams students can relate to.

**Benz:** All students! All people! Prof. Carter made the material very accessible (assuming hardly any formal science background), while effectively communicating the main takeaways. Of course, most people won’t take this class. That’s why we’re trying to communicate the main takeaways! I’d love an email (tlb1@williams.edu) if you have any input on sleep health at Williams or would like to get involved with Team Sleep. We hope to get stuff rolling this upcoming year!

## **Making Things Visible: Adventures in Documentary Work**

By Lilian Gordon '20, *Spotlight Co-Editor*

Olga Shevchenko, professor of sociology, Skyped me all the way from Russia. She was there working on research: studying family photos and how memories become entangled with these photos. “I developed an interest in how photographs function as social objects,” she told me. Professor Shevchenko had previously taught a class called Images and Society, but in the class, the students didn’t get to take any photographs themselves. She wanted to take it to the next level, to give students a chance to “embody the role of photographer” rather than simply studying other photographers’ work. She and Barry Goldstein, a professional photographer, came up with the idea for a class that would combine ethnographic methodologies with technical instruction for photography. *AMST 236: Making Things Visible* was born.

Professor Barry Goldstein had a career in medical research until he decided to switch it up at age 50. Having always loved to take photographs, he decided to make it his full-time profession. In addition to pursuing independent documentary work, he’s also a part-time professor at Williams. Goldstein feels that all classes should be experiential learning. “Williams tends more in the direction of reading about something as opposed to doing something,” he said, but it’s important for students to experience what they are learning about to grasp it on a deeper level. He quoted William Osler: “He who studies medicine without books sails an uncharted sea, but he who studies medicine without patients does not go to sea at all.” Goldstein had taught experiential studio art classes before, but this time he wanted to add another dimension to his teaching by introducing broader ethnographic skills.

The partnership between Shevchenko and Goldstein was designed to balance two poles. Goldstein used this metaphor: photographers use a magnifying glass, “looking at an individual subject in great depth.” Sociologists, on the other hand, “use telescopes; they ask broader questions about populations.” Combining the two? “It was an experiment,” Shevchenko said. What Goldstein and Shevchenko wanted to explore by putting their skills together was, as Shevchenko put it, “How can we mine ethnography for skills that could be useful in doing this kind of visual documentary?”

The class consisted of two parts. For the first half of the semester, led by Goldstein, the students trained in technical skills for photography. Though this part was essential to the projects that were to follow, the students had another equally important thing to learn. Goldstein said, “the most important thing about documentary work has nothing to do with how well you use your camera or your recorder; it’s how you relate to people, how you communicate with them.” The students were introduced to ethnographic methodologies and interview techniques. Shevchenko assigned ethnographic literature on subjects such as understanding one’s role in the field and how to ask the right interview questions.

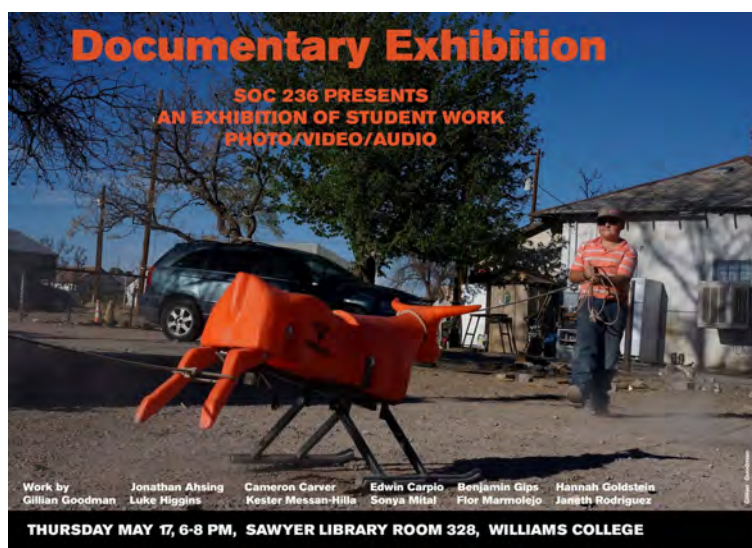
In the second half, students pursued a documentary project of their choosing. The only criteria were that “projects had to involve people, and should be done off campus. After that, it was pretty wide open,” Goldstein said. The final projects had to include photographs as well as excerpts from interviews, and they could be done in any format; presentations ranged from websites to videos. Before the students dove into interviewing and photographing, they consulted with the professors to talk in depth about their ideas. Shevchenko and Goldstein looked over thousands of photographs over the course of the semester. Shevchenko said they were committed to looking “at everything that they shot, regardless of how much it was. And it really was for most people in the hundreds each week.”



The professors agree that the connection made between the interviewer and subject is essential in documentary work. Shevchenko sometimes had the students transcribe their interviews to critically examine how they asked questions, to determine what seemed to work and what didn't in the interviews. Shevchenko said one of the most important things she teaches the students about interviews is simply asking open questions: "making sure one's question doesn't contain a preformatted answer that directs people toward a particular path." She offered this example: "Instead of saying, 'is it hard to be a teacher?' you could ask, 'what is it like being a teacher?'" Another tip she gave students is to ask for concrete anecdotes; for example, after someone says they feel a certain way, asking, "when was the last time that you felt that way?" "That gives you much more specific, vivid, colorful examples," Shevchenko remarked. She said the students picked up these skills quickly, and it was "really rewarding to see the quality of the interviews dramatically shoot up."

The interviewer's relationship to their subject also goes beyond the questions they ask. "One thing I think students discovered is that relationships in the field are never static," Shevchenko said. You can ask the same question the second time you meet a person and get a different answer than the first time. Shevchenko emphasized the need to grow a trusting relationship. One student volunteered to work at the Berkshire Food Project, the subject of his study. By investing his time and energy in this way, "He entered that setting not just as a fly-by journalist or photographer but as someone who was visibly connected and committed to the cause," Shevchenko told me. As a result, "That relationship very much blossomed."

A common struggle amongst students was fear. "A lot of our early conversations were about their apprehension, the feeling that photography was intrusive or problematic, to an extent that was kind of paralyzing to them," Shevchenko said. But she saw them get a lot braver over the course of the class. "It was really impressive and encouraging to see that they realized that there's a reason, a purpose to stepping over that initial fear. The more confidence they have in the story they are telling, the more open people are, the more



willing to participate." Goldstein echoed this; he said he hopes that if there is one lesson the students take from this class, it is: "Don't be afraid to approach people. Have an interest in their lives for reasons other than career advancement." For the final presentations at the end of the class, there was a little celebration. The subjects of the students' projects were invited, and many of them attended. Shevchenko told me it was touching to see people look at their lives from a different perspective,

and see that "their worlds are really interesting visually and substantively in a way that made them happy about being part of that project."

One of the biggest challenges of this course from the professors' perspectives was the unpredictability of the work and the sheer amount of work they were expecting from students. Time was always a crunch. There was a lot to learn even before the students began their projects. "We as faculty tend to be very ambitious," said Goldstein. He thinks that the work was a bit too much. "That said, they rose to the occasion," and did great projects, he told me. For next year, though, he wants to add a lab section so students have

more time, to take some of the pressure off. Another difficulty was the amount of time it takes to build a trusting relationship with the subjects, Shevchenko said. Thus, the professors had to impress a sense of urgency upon the students about getting started right away, because it is “difficult if not impossible to cut corners in this type of work,” Shevchenko told me.

The class was a learning experience for both professors, a dynamic partnership that yielded growth. Shevchenko said that this course has affected the way she thinks about photography. “I entered into the project thinking about photographs as objects that have a life of their own,” she said but tended not to think about the role of the photographer as much. Now, “coming out of this course I see them as part and parcel of that person’s way of seeing and being in the world.” Goldstein, as well, learned from Shevchenko lessons that he said will inform his photography going forward. He told me he will “try to think a little more broadly about the people I tend to work with,” using those ethnographic tools to broaden his view of his subjects.

And from a student’s perspective? Students had a diverse range of projects; including a study of people’s relationships to the Hoosic River, an exploration of motorcycle biking culture, and a study of familial musical duos. For his project, Cameron Carver ’21 decided to focus on agriculture. Carver grew up in rural Kentucky, surrounded by farms in his childhood. However, he said, he never experienced life on a farm, and he wanted to



understand more about the agricultural lifestyle. He’d long been interested in photography, and for the past three years has worked as a wedding and portrait photographer in his hometown. As a result of his experience, most of the technical skills were a review for him, but the ethnographic side was completely new. He learned “to develop and story and piece things together,” as well as building a relationship with his subjects. Carver loved hearing farmers’ stories, and talking to people outside of campus “was rejuvenating.” In his project description he wrote, “Growing up in a rural area, surrounded by agriculture, the stories of farming and the trials and tribulations of families, they all hold more weight now... The time I spent on these farms has opened my eyes to a new world and an old one.”

Shevchenko hopes that students take away “A general feeling that one always learns more from a setting if you walk into it with an open mind as opposed to going in with a preconceived notion of what’s happening.” Not only for research but in all areas of life.



## Great Days of Service and More!

By Franny Dean '19, *Lehman Community Engagement Leader*



Lehman Community Engagement (LCE or Lehman), the longstanding Williams student club focused on community service, strives to promote and facilitate Williams' students' relationships and interactions with our Berkshire community, both by providing regular opportunities for engagement and supporting existing initiatives with similar goals. We are known for our large-scale "Days of Service" but these days we do much more besides.

Each fall and spring, Lehman organizes Saturday morning of service events in the Berkshire area in an attempt to engage the campus community with the wider regional one. We call this day the "Great Day of Service," and the day has become a popular event on the Williams campus! Each year, Lehman typically arranges tasks and transportation for five to ten service projects on campus or at nearby farms, centers, and places of worship. This year, Lehman held its fall Great Day of Service on September 30th and had over 70 sign-ups for seven projects. Participating students volunteered at local

Bonnie Lea and Peace Valley farms, aided with the First Congregational Churches tag sale, baked cookies for the Chaplains' Office Take and Eat meal service, and even totally excavated a local cancer patient's overgrown garden! As per tradition, each participant received a free t-shirt and was fueled for service with free Doddrich bagels and coffee.

On April 21, Lehman held its spring edition of the Great Day of Service. Usually a smaller event, this day had just under 40 sign-ups for projects at Caretaker and Bonnie Lea Farms, the Louison House, the Berkshire Humane Society, the Polish Community Center, and on campus, either baking for "Take and Eat" or gardening with



Sustainable Growers. Both the fall and spring service mornings were amazing opportunities for students across campus, including those who regularly get the chance to work with CLiA and those whose schedules prohibit them from being quite as active in the community, to give back to the awesome area we students get to call home for four years.





Lehman believes that community service is an integral part of a holistic liberal arts education. Our mission is to provide opportunities for Williams to give back to the amazing Berkshire community in which Williams College is situated. In addition to the Great Days of Service, this year Lehman organized a Veterans day card making event, mailed holiday cards to inmates, baked monthly for Take and Eat, laid the foundations for a volunteer project at the Berkshire Medical Center, and expanded our weekly service update emails. In the coming year, we hope to increase our advertising in order to expand Great Day of Service participation and to provide more monthly opportunities for various individuals and groups on campus based on a broad range of interests and commitment levels.





## Served

By Lilian Gordon '20, *Spotlight Co-Editor*

For the first time since First Days, Paresky was full of faces unfamiliar to me. My friend and I were assigned to Tour Group C, and we sat there looking around at the crowd of students, professors, and people of all ages. There was even a five-year-old girl with a stuffed bunny. Many of them had come to see their family members, members of the dining service team, in an unlikely role. They were to star in [Served](#), a dance performance created by the [Forklift Danceworks](#) team and the Williams College community featuring dining services workers. The show, however, wasn't what I typically think of as dance; it was created out of movements which dining service staff perform routinely on the job. When choreographed and set to music and lighting, these movements became beautiful, dazzling, and intimate. As students with walkie-talkies and earpieces ushered us all around Paresky, from the Whitman's dish room to the '82 Grill, we saw the incredible coordination and skill of movements like washing dishes and baking a pizza in five minutes.

There wasn't enough time to take in all the sights and sounds and smells. As we watched, we heard audio clips of the dining service workers talking about their lives and what their jobs are like at Williams- the long hours, the community, the ups and downs of the job. Finally, we were escorted to Baxter Hall for the Grand Finale, a dazzling display of movement set to live music composed by Forklift composer Graham Reynolds. In their white uniforms, dining service staff synchronously pushed metal trolleys around to music charged with growing excitement. It was like a firework display, each piece more thrilling than the last. Lisa Cahill grilled the signature Snack Bar treat in front of us in "Honeybuns." Seven people chopped fruit at a fantastic speed in "Knife Work." In "Solo for a Baker," Jerry D'Achille gracefully decorated a beautiful cake. By the time the performers took their bows, there was an incredible amount of energy in the crowd. Everyone was hugging each other, talking excitedly, exchanging praise. It was clear that something special had occurred that night.

How did *Served* come to be? I wanted to know what had happened behind the scenes to make this unique performance a reality at Williams. It turns out that *Served* was nearly three years in the making. Randy Fippinger, Producing Director of the '62 Center, says that the seed of the idea was born in a conversation he had with Steve Klass, Vice President of Campus Life. Fippinger knew Austin-based choreographer Allison Orr, and he'd seen some of her previous work. Klass was impressed by how skillfully she connected "personal narrative to the embedded artistry in all movement." Orr runs *Forklift Danceworks*, a social justice-oriented dance company that shows the beauty in often invisible labor by turning it into dance performances. Fippinger and Klass were especially inspired by [Trash Dance](#), the documentary film of Forklift Danceworks performance starring sanitation workers in Austin.

Could something like this happen at Williams? Klass had been both a chef and a musician for choreographers in previous career paths, and he'd been inspired by the "remarkably fluid movement of staff preparing food." He saw a lot of overlap between this coordinated movement and the work he'd done with dance choreography. Klass suspected that something similar to Trash Dance could work with dining service staff at Williams.

A few months later, Klass and Fippinger invited Orr to Williams, and she loved the idea. Little by little, administrators started to get on board, including Paula Consolini, Director of CLiA. Fippinger said, "I admire the CLiA folks for being able to think so abstractly. Paula's like, 'Ok! Let's do it.' And I barely have an idea!" They also involved Robert Volpi, Director of Dining Services; he was enthusiastic about the idea as well. "Traditionally in

community-based work, it starts at the ground up and works up,” said Fippinger, but at an existing institution, much of the work involves complex maneuvering of various systems and subcultures, requiring, “a different model for community-based work.” Once the idea had taken off with enough administrators, the next step was reaching out to dining service staff. Fippinger took over the logistical side of the project as he stepped back to let Orr and her co-choreographers Krissie Martie and Clara Pinsky take over with their vision. In Winter Study of 2017, Orr arrived to start working with dining service staff. She aimed to get students in on the project as well, and with the help of Williams administrators and faculty, created a Winter Study fieldwork opportunity in 2016 for students to join.

That’s how Isabel Andrade ’18 got involved. Orr reached out to the board of StoryTime, of which Isabel’s a member. When Isabel heard about *Served*, she thought it sounded right up her alley: “Storytelling for people who usually don’t get platforms to share their stories? I was like, ‘Get me into this!’” However, she had some doubts about the project. She worried that the performance might be exploitative. Then she watched the documentary of Trash Dance, and what hooked her was this anecdote: one of the sanitation workers is a father worried that his young daughter will be ashamed of the work he does when she grows up. During the final performance, the camera shifts to the daughter watching. ‘Man, that’s powerful!’” Isabel said. So she signed up for that first Winter Study.

Isabel told me there was a wide range of responses from dining service staff to the project. Some staff didn’t like the idea and opted out. Others, Isabel said, did it simply as a job (all staff was paid for their time in the project). But then, Isabel said, a big group agreed to do it with some doubts “and absolutely loved it, had such a good time, are still talking about it, brought their families to see the performance all three times. Moments like that, I’m like ‘yeah, it’s a great idea.’” In response to student criticism of the project Isabel said, “It made me frustrated to see fellow students not even ask dining service staff before making the judgment that it wasn’t good.”

The first step for organizers was getting to know the dining service community. Orr and a group of students worked alongside dining service workers in all different dining halls to hear stories, start to understand the work and get to know the community of each dining hall. Isabel was worried, at first, about taking up space, “being a nuisance” to staff who were simply trying to do their job. But soon she began to feel like part of the community. She remembers a day when someone put buttered toast in the toaster, and she “was on the other side, making fun of the student.” When the fire alarm went off, she left through the staff door, laughing with the dining service workers. She realized at that moment that she was part of the group. Sam Park ’18, another student involved in the project, enjoyed the experience of working in all different dining halls. He loved hearing all the stories. “It’s so engaging. I got to see so many different sides of Williams dining service employees that I’m pretty sure no Williams student has ever seen from behind the buffet table.” Park got involved during the second winter study; although officially the class was canceled, he helped with the project as an independent internship. A videographer, Park’s job was to create a few short commercials for *Forklift*. He also helped create sound bytes, the voices of dining service staff telling stories of their lives and their work, which were played during transitional moments in the show.

After they had worked in the dining halls and built relationships with staff members, it was time for the choreographers to get to work on the dance. The choreography grew out of what the choreographers observed. Rather than imposing a set of movements onto the dining service workers, Orr created the dance out of the movements that she’d seen while working alongside staff. “We designed it around the people,” Park said. Furthermore, the show was designed around the workplace. It was important to Orr that *Served* be set in

Paresky as opposed to a theatre. As Fippinger said, “We had to contextualize their movements to their spaces.” However, Paresky posed some serious logistical challenges, the biggest one being the fire codes. They had to turn people away at the door because of these regulations. Also, the choreographers wanted to create a kitchen in Baxter, but because of the fire codes they couldn’t have significant flames. And then, “In one performance the fire alarm went off and we had to evacuate the building!” Fippinger told me. Another challenge



was creating lighting and sound in places not designed to be stages. But with the help of ‘62 Center staff, they made it happen. “The whole process was a series of creative problem-solving,” Fippinger concluded. All these logistical considerations were eventually worked around, and everything fell into place in time for the show. The result was a complex choreography of audience as well as performers, creating an essentially unique experience for multiple rotating groups of attendees within a single performance. In my group, Tour Group C, my favorite moment was watching the breathtaking efficiency with which staff cleaned hundreds of dishes at once in the dish room. To think that they accomplish this incredible feat this again and again, every single day, left me in awe.

When *Served* ultimately came together in the performance, it was a proud moment for everyone. “I couldn’t have been more grateful or proud of every one of my colleagues who put themselves out there and shared their personal narrative in this

deeply meaningful and artistic way,” said Klass. Isabel told me that she’d talked a lot about seeing beauty in everyday motions, but that this became real for her in a profound way during the show: “Flipping eggs- that’s flipping eggs. That’s nothing more, nothing less. But in the final performance, having live music and coordinated lighting shine on really good egg crackers, and them doing this coordinated movement together, was just so powerful. I got chills just watching that scene.” Fippinger was so happy to see what had started as the seed of an idea turn into a glorious reality. “I appreciate the culture of Williams that allowed this to happen. Because so many people responded like Paula, like, ‘It sounds interesting, let’s give it a try,’” he said. He was grateful that so many people took a chance on this wild idea. And they all got to experience, as Consolini put it, “the joy of seeing artistic risk pay off!”

For many dining staff, it was a proud moment. One of Isabel’s favorite stories from the show: In a large poster advertising *Served*, “there’s a picture of Tuni, who works as a



dishwasher in Mission. After the performance Tuni took over that poster- it's massive- and had everyone sign it with a sharpie, and then mailed it all the way to Cambodia, so that her family there can see it." Another: a dining staff worker realized, "My stage fright isn't as bad as I thought." And Jenna Belarger said, "My family was proud of me."

What about after the performance? Fippinger said, "One of the things that I heard was that after their performance happened, dining services got a surge in applications." Though *Served* was a Williams-specific show, the project yielded "a national model for how to tour community-based work," Fippinger told me. Using this model, *Forklift's* next project is a show at Wake Forest University with facilities workers.

Fippinger hopes the lasting impact of *Served* is "community cohesion within dining services." *Served* brought together many dining service staff, who, as Isabel noted, rarely mix because they work on different parts of campus. Park said that the show not only increased staff member's pride in their own work, but also "showed them the hard work their colleagues are doing." Isabel hopes that this community cohesion will serve as "the basis for further political organizing." Jimmy Guiden, a dining service staff member, said of the show,

It was an opportunity to work with other co-workers from other units and combine everyone's talents. It was a great team building experience that brought us all closer together. That what we are capable of doing in our day to day jobs impacts many people and we should be proud. It made me realize the passion that I had when I started this business. We notice each other and respect each other more. We communicate more because it gave us all a common bond experience that we will always share. I would highly recommend this project. It can change your life.

The show connected students like Isabel and Park to dining service staff with whom they otherwise would not have gotten a chance to spend much time. Isabel already knew many of the dining service staff members from spending a few spring breaks and summers on campus, but *Served* gave her the chance to work alongside staff in the dining halls, building a working camaraderie. She

connected more with people like her friend Ada, who she said, "taught me how to make soups and took me under her wing!" Park said that it really humanized people he wouldn't otherwise have gotten to know. After the show, he said, "It makes me happy to see these people every day in the dining hall." He told me that he realized how much students treat workers like dining service staff as invisible. It really changed his approach: "I see them now. I ask about



their day." Sam said the most important thing he'll take away is this: "See everyone around you. Open your eyes. Because you might hear some stories that change your life."



## A Program Like No Other: An Interview with Students of Williams-Mystic 2018

By Anna Kim '19, *Spotlight Editor*

Class at sea sure does not sound like your typical classroom! At Williams-Mystic, according to Meredith Carroll, Assistant Director of Admissions, “there is no “typical” day, even when we’re not traveling. One day you might be clambering around a rocky intertidal zone for marine ecology, learning about how marine organisms survive in an environment that’s constantly changing with the tide. The next day, you might be in policy class debating whether the public should have certain kinds of access to the shoreline as part of a moot court exercise.”

This program is the college’s unique immersive study away learning experience. As Carroll describes it, “Williams-Mystic seeks to empower global, creative citizens while cultivating an enduring relationship with the sea. We create an open-minded, interdisciplinary academic community through experiential learning at Mystic Seaport, along the coasts of America, and on the ocean.” This past year, students “[spent] 10 days sailing in the Atlantic, a week traveling by land along the West Coast, and 4–6 days immersed in Southern Louisiana.” In addition to taking four classes, Carroll says students also got to “create and carry out independent research projects in science, history, and policy, and take advantage of the fact that [the] campus contains a 19-acre museum with four vessels designated as National Historic Landmarks.”

How well does the program achieve its goals? We asked two alums of the 2018 program, Cristina Mancilla '20 and Jaelon Moaney '19, to share their perspectives:

### **Why did you choose to participate in Williams-Mystic this past semester?**

**Moaney:** I am a lifelong resident of Talbot County on the Maryland Eastern Shore. Growing up amidst the maritime legacy of tidewater communities, home to the earliest free African American populations, one of the two ports of entry into the colony and multi-generational industries contingent upon the Chesapeake Bay, I developed an unbreakable intimacy with the Bay. However, the majority of my interactions have been recreational. In order to effectively pursue a career in public service locally it is essential that I gain a more holistic understanding of the nation’s largest estuary and its place among the world’s oceans. Williams-Mystic offered me the first real chance in my undergraduate experience to access this knowledge in a hands-on, non-traditional classroom that resembled my childhood adventures.

**Mancilla:** I chose to participate in the Williams-Mystic program because of my curiosity about the ocean and desire to delve into the unfamiliar nautical and maritime world. There is no other program like Williams-Mystic. The interdisciplinary approach to maritime studies and the experiential, hands-on learning that Williams-Mystic offers was too good an opportunity to pass up.

### **What did a typical class in mystic look like?**

**Moaney:** Wherever we were at that point in time became our classroom. This hybrid



academic setting afforded every student an opportunity to draw upon not only written or digital resources, but those directly before them and at their fingertips. Such an immersed learning environment made each class unique, memorable and extremely engaging.

**Mancilla:** The history class, America and the Maritime Environment, began with a student prepared “material culture” project in which a student discussed a piece from the Mystic Seaport Museum such as a specific boat, longshoreman’s hook, and on field seminars, buildings and locations of historic significance. I enjoyed handling the material culture objects; it was fantastic to hold or observe a physical piece of history that is emblematic of a culture and time that we were studying.

**What were some memorable moments, takeaways, and/or reflections from the course?**

**Moaney:** Ship, Shipmate, Self. This simple formula not only gave each student guidance throughout the program but it is also a major life lesson. With this perspective, steps towards solving the world’s most pressing problems suddenly become feasible and their solutions are in reach. Sharing this mentality with an entire community produced one of the most efficient environments I have ever been a part of.

**Mancilla:** I remember exploring the northern California intertidal with one of my housemates, Brianna and being so absorbed in the life and color in the tide pools that neither of us noticed a large and powerful wave coming at us. We got soaked. On my twentieth birthday, I got to drive a tugboat in the San Francisco bay surrounded by my friends/classmates after being treated to a hearty breakfast of maple bacon donuts by the crew. It was an amazing day. It was a blessing simply living so closely with four other people, some of which became my closest friends.

**What were some challenges you faced in the program?**

**Moaney:** Becoming shipmates with strangers within the very first couple of weeks of a new program was life-changing. The teamwork, coordination and attention to detail required to sail a ship is unparalleled for an experienced crew, let alone twenty students who have never met. Throughout the program the Williams-Mystic community warmly requires each student to be themselves and selflessly offer their merits in order to collectively flourish. Having had minimal experience doing this in such a short span of time I grew in many ways. In the process I created lifelong friendships with people I may not have encountered otherwise.

**Mancilla:** It was challenging to live with other people with differing views on lifestyle and order, but it was a great learning experience.

**How, if at all, did this course prepare you to engage with the local community?**

**Moaney:** I have always felt comfortable engaging with the local community, however Williams-Mystic helped refine that skill. The interdisciplinary approach that Williams-Mystic instills in its students has enabled me to address problems and create solutions in ways that incorporate all pertinent factors in the best interest of a local community.

**Mancilla:** Many of the history lectures incorporated examples or events from local communities and some of the material culture objects were buildings in town. Williams-Mystic truly is an interdisciplinary program. My classmates and I learned about sea level rise by traveling to Louisiana to witness the physical consequences of it and spoke to people whose lives were directly hit by the disappearing lands. We were exposed to every perspective and angle of the case studies that the program focused on and it was really the best way to create understanding. One of our history classes consisted of a

walking tour of Stonington, a town just minutes away. We studied various homes to see the shift of architectural influences throughout decades. Our tour ended with a lecture on the British cannons used to defend Stonington during the War of 1812 while we stood in front of them.



**How, if at all, has Mystic changed you and what you wish to do in the future?**

**Moaney:** I now view the world's oceans, basins and their tributaries as not only fundamental aids of transportation but also vectors. In other words, the bodies of water that cover more than three quarters of the globe are mediums that have and will continue to dictate the trajectory of culture, industry and life. With forty percent of the U.S. population located near the coast, now more than ever Americans need to understand the intricacies of living in such close proximity to water. I wish to pursue a career in public service in Maryland. As a respected cohort of the maritime world, Maryland also considers its geological characteristics to be assets as well as reasons for precaution. The vitality of the Chesapeake Bay is integral to the quality of life for constituents. In order to fulfill the level of service owed to Marylanders it is key that I not only have a passion for environmental protection but I am able to effectively contribute to future decision making so these communities can pursue life, liberty and the pursuit of happiness unhindered.

**Mancilla:** The perspective that I gained during my time at Williams-mystic has made me a better thinker and problem solver and I am positive that the bonds that I created with my professors and classmates will last a lifetime.

**What kind of student would you recommend this program to?**

**Moaney:** A student who is willing to broaden their horizons, pursue a rigorous academic experience and learn just as much about the world as they will themselves.

**Mancilla:** I would highly recommend Williams-Mystic to students of any major who are open to experiential learning and small community living.



## WES Science Fellow Spotlight

By John Hincks '20 and Rock Stewart '20

Our path to working at Williamstown Elementary School (WES) is different than most. In December 2016, we learned that our lacrosse team would be signing a new player. At about four feet tall and 50 lbs, 6-year-old Parker Langenback began wearing jersey #41. We were freshman at the time, and since Parker was thus in our “recruiting class,” a few of us began to develop very close friendships with him. As the year progressed, we spent time eating lunch with Parker every Friday, having playdates with him at his house, and joking around on the sidelines of our practices. Spending an hour at WES each week, we realized that we were bonding with not just Parker, but the entire first grade. We wanted to interact with these students more than just on Fridays during lunch. Through CLiA, we stumbled across the Science Fellows program which has allowed us to continue developing our relationships with the students at WES.



The Science Fellows program at WES enables Williams College students to teach the fundamentals of science to kindergarten, first and second graders. The program is a great introduction to working at WES and throughout the local public school system due to its more relaxed commitment. Students can spend an hour a week or more working hands on with students. Despite the limited commitment, college students will still develop a bond with almost every student taught because of the small lab groups.

We got involved in the Science Fellows program after having spent some time at WES, but wanted to further engage with the students that we had come to know. As athletes, we knew that we still had practices, lifts, film meetings to attend, etc., and thus were not able to commit to what a classroom helper might do (i.e. 4-6 hours per week). The smaller time



commitment made this an easy choice. We, however, still are able to bond well with the children. The program is pretty flexible to one's schedule, and is an extremely rewarding experience.

It is important to note that anyone, regardless of scientific background, can teach this level of science to K-2nd graders. The program is about understanding the basics of science (i.e. recording data, forming a hypothesis, etc.) and being a good role model for the kids, as they love working with college students. This was clear from the first time we stepped into the classroom.

The bonds that we have created with our students have made our time at Williams all the more special. It is amazing to feel part of a community greater than just the campus. Seeing WES students' faces brighten up with a smile when we see them at the grocery store or bowling alley is a really cool and gratifying experience. We can't wait to look up from the sidelines at our games and see our students cheering us on!



## On Busting Myths and Voicing the Unheard: The Work of “No Lost Generation”

By Anna Kim '19, *Spotlight Co-Editor*

In the fall of 2016, Pittsfield, MA was getting ready to welcome 51 Syrian and Iraqi refugees for [resettlement](#)<sup>1</sup> in the Berkshires. Just a year later, with the installment of the current president, the U.S Department of State instituted a [travel ban](#)<sup>2</sup> restricting the number of incoming refugees and [cancelled](#)<sup>3</sup> resettlement plans in Pittsfield.

Of the many community members and organizations expectantly preparing for resettlement was the Williams College student chapter of the national organization No Lost Generation [NLG]. Emma Lezberg '20 recalls that the chapter's founders, Bushra Ali '17 and Jonathon Burne '17, initially focused the chapter's efforts on resettlement, but were forced to seek other ways to support the refugee communities after the travel ban. The goals of NLG at Williams have since broadened, now aiming to engage and educate local communities about the realities of the refugee crisis as well as connect with more community partners to advocate for refugee communities.

A specific goal of NLG has been to ensure that local schools are teaching about the refugee crisis. This led members to conduct a presentation informing students at Pittsfield High School in the fall of 2016. Inspired by this presentation, Jason McCandless, superintendent of Pittsfield Public Schools, reached out to NLG and suggested that members do a presentation for teachers on next year's Election Day. On this day, while school is out, public school educators in Berkshire County participate in a day of professional development. They can sign up from over 50 workshops offered in various parts of the county from 9am-3pm. And on November 7, 2017, NLG collaborated with the Williams Center for Learning in Action [CLiA] to present a workshop called *Learning Through Teaching Empathy: Stories of Refugee, Immigrant and Migrant Struggles* [LTTE] for middle and high school educators.

To prepare for their presentation, NLG members met with the superintendent, planned the workshop schedule, and reached out to potential guest speakers over the summer. Serious considerations were given in order to tailor the presentation to the audience, no longer comprised of high school students but professional teachers. Lezberg notes that one of the group's guiding principles was “assuming little background knowledge but not wanting to be patronizing.” To do this NLG began their presentation with an overview of the global refugee crisis in order to build a shared vocabulary with audience members. NLG students who participated in this presentation included: Ava Anderson '18, Julie Geng '19, Emma Lezberg '20, Maya Spalding-Fecher '21, and Sara Paulsen '21. At the end of the workshop, NLG members also facilitated one of the three breakout sessions where group members brainstormed ways to recreate or revise curricula on service learning. Additional students who helped make this workshop possible by supporting breakout sessions, compiling resource packets, and more included: Roxanne Corbeil '19, Jaya Mallela '20.5, James Reed Sawyers '18, and Anna DeLoi '18.

Teachers received handmade resources, guides, and sample lesson plans compiled by NLG members, covering topics that ranged from culture shock and cultural competence to engaging immigrant families. Each guide was only two pages and were purposefully made short, Lezberg explains, to facilitate teachers' quick and easy references to various topics

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<sup>1</sup> McKeever, Andy. “Pittsfield to Welcome Syrian Refugees.” *IBerkshires.com* / *YOUR COMMUNITY - YOUR NEWS*, Boxcar Media, 22 Sept. 2016, 3:41 a.m., [www.iberkshires.com/story/52996/Pittsfield-to-Welcome-Syrian-Refugees.html](http://www.iberkshires.com/story/52996/Pittsfield-to-Welcome-Syrian-Refugees.html).

<sup>2</sup> “Executive Order Entry Ban Litigation Updates.” *Trends in U.S. Study Abroad* / *NAFSA*, NAFSA, 25 Apr. 2018, [www.nafsa.org/Professional\\_Resources/Browse\\_by\\_Interest/International\\_Students\\_and\\_Scholars/Executive\\_Order\\_Entry\\_Ban\\_Litigation\\_Updates/](http://www.nafsa.org/Professional_Resources/Browse_by_Interest/International_Students_and_Scholars/Executive_Order_Entry_Ban_Litigation_Updates/).

<sup>3</sup> LeBoeuf, Patricia. “Plan Scrapped to Bring Iraq, Syria Refugees to Pittsfield Area.” *The Berkshire Eagle*, The Berkshire Eagle, 20 Sept. 2017, 5:27 a.m., [www.berkshireeagle.com/stories/plan-scrapped-to-bring-iraq-syria-refugees-to-pittsfield-area,519736](http://www.berkshireeagle.com/stories/plan-scrapped-to-bring-iraq-syria-refugees-to-pittsfield-area,519736).

such as: teaching ESL, trauma, and Deferred Action for Childhood Arrivals [DACA]. One of the important motivations behind creating these resource packets was to model ways teachers could relay the information learned at the workshop back in their respective classrooms. One can find examples of this effort in the lesson plans Lezberg created for middle and high school English and social studies teachers. Fully aware that teaching does not work by a one-size-fits-all approach, Lezberg created various versions of her lesson plans--some equipped with trigger warnings--based on the level of students' maturity, familiarity, and comfortability with the topics. Teachers also received an annotated bibliography of texts for them to share with their students, further testifying to NLG's arduous effort to make possible communities of learning about refugee and immigrant experiences.

Lezberg remembers the extensive time and effort researching, referencing, and communicating with sources, both on the web and in-person, to produce these resource packets, each totaling over hundreds of pages. Not discounting the challenges of seeking and condensing resources, Lezberg also recalls how especially challenging it was to reconcile conflicting reports she encountered in her research. The day before the workshop in the CLiA office was an extremely busy day for NLG members and their incredibly supportive advisor Colin Ovitsky. All hands were on deck to print and make binders for these resource packets for the 11 teachers they would meet on the big day.

Despite practicing their presentation three-times, NLG members were nervous and unsure of what to expect on the day of the workshop. But the workshop ended up being an "incredible experience," Lezberg exclaimed. She says that the teachers, hailing from Pittsfield, Lee, North Adams, Adams/Cheshire, and Mount Greylock were so nice, vocal, and inquisitive during the presentation. There were not many strong conservative voices during the workshop that might have pushed back on the topics presented.

But acknowledging that such voices do exist and are real within local communities, the NLG presentation included a couple of quotes, which were submitted by communities in response to the Berkshire Eagle [article](#)<sup>4</sup> on the approval of refugee resettlement in Pittsfield, that Lezberg claims "need to be contended with." When asked about the process by which NLG members developed the appropriate language to address sensitive issues during the presentation, Lezberg stated that it was therefore important to establish but also question fundamentals such



as the definition of a refugee. For example, Lezberg describes how there may be people who match the legal definition of refugee but do not have the status. As language is indeed important, Lezberg notes how important it was to teach not only what terms mean but when to use the appropriate terms, such as "migrant."

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<sup>4</sup> McKeever, Andy. "Pittsfield to Welcome Syrian Refugees." *IBerkshires.com* / *YOUR COMMUNITY - YOUR NEWS*, Boxcar Media, 22 Sept. 2016, 3:41 a.m., [www.iberkshires.com/story/52996/Pittsfield-to-Welcome-Syrian-Refugees.html](http://www.iberkshires.com/story/52996/Pittsfield-to-Welcome-Syrian-Refugees.html).

Feedback from the audience was empowering. After the presentation, one teacher from Lee Public Schools came up to Lezberg and said, “This was amazing,” and invited NLG to do a full school assembly. Lezberg found exchanges with teachers over lunch to be especially valuable. That was when NLG members got to listen to teachers talk about their challenges and needs when having to address issues like the refugee crisis. Many teachers recalled the shock students felt after the election of Trump and the ensuing trauma that reverberated across counties. Other teachers commented on the difficulty of acquiring resources and having the knowledge to respond to such issues appropriately. Moreover, if schools fell short of NEASC Accreditation standards, there were significant administrative barriers to incorporating lessons not part of the state core standards into school curricula.

Such real struggles teachers face help organizations like NLG contextualize the school system when designing presentations and workshops like LTTE. Conversations like these have made Lezberg have a newfound appreciation for teachers. For while she herself has taught in schools before, she admits that she has not had to contend with common core standards and strict regulations. But talking with teachers has also informed Lezberg that most teachers did not know what NLG taught, and that changed NLG’s mindset that they need to be talking to adults, not just students. Moving forward, NLG plans to reach out to more community centers such as local synagogues and churches.



At the end of the day, however, if there is one thing Lezberg wants teachers, schools, and communities to remember, it is that people move. “Educators often treat immigration as a taboo topic because it is inherently ‘political.’ Public schools are really afraid to talk about politics. But to not talk about these issues that students are hearing about everyday...is to miss a huge learning opportunity, to delude yourself that this is not happening,” said Lezberg. “There are ways to teach taboo topics.”

But in teaching such topics, Lezberg cautions that it is important not to be talking down to anyone. “We shouldn’t assume knowledge,” she said. At the same time, “We should recognize expertise...and be making sure that we were teaching but also having [public school educators] teach us.” Lezberg recognizes that teachers already have so much on their plates, so she thinks it is NLG’s role to help them find ways to bring these topics into the classroom and to “point out the desperation of people.” After all, “talking to teachers meant talking to so many more people,” she says.



## Reflections on Tutoring through the Positive Pathways Partnership (P3)

By Halle Schweizer '21

Bob<sup>5</sup> is from Philly and has two kids. He looks shockingly similar to Colin Kaepernick. Blunt and truthful, he chooses his words carefully. Although reluctant to open up, he becomes more vulnerable as he becomes more comfortable. He makes me laugh and, even though he would never admit it, I make him laugh, too. Bob is my friend, and if I didn't tell you, you would never know that he is an inmate at the Berkshire County House of Corrections (BCHoC) in Pittsfield, MA. Immediately, I'm sure, most people imagine Bob in an orange jumpsuit with a criminal demeanor (whatever that means). Positive Pathways Partnership, better known as P3, has allowed me to know Bob as so much more than an inmate; rather, he is my student, and I am his tutor. And we're friends.

P3 was the first extra-curricular I got involved in at Williams as a first-year student, and it has been incredibly rewarding. I've been working with Bob almost weekly since last



September, when I first started tutoring. All of last year, I tutored Bob as he prepared to take the high school equivalency test, the HI-SET. While he learned about math and grammar, I learned about him. Each week, he shared more details about his life and I did the same. Bob easily felt defeated when he struggled to grasp new academic concepts, but still he showed up every week, ready and willing to try again. I left after the spring semester to go home for a month, and I knew Bob was going to take the test while I was gone. When I returned to campus in July, I went back to the House of Corrections to begin tutoring again, and that's when I got the news: he passed the test! I was ecstatic, and Al (the man who runs the program on the BCHoC's end) told me that I was the first one Bob wanted to thank.

That same night, I saw Bob, and he had a new glow to him, a new aura of confidence. He thanked me for my patience and my commitment to his success. He will be

leaving BCoH in a couple of weeks, and I am so excited to see what he does "on the other side."

P3 helped Bob's aspirations become a reality, and P3 gave me a new perspective, a new friend, and a new reason to speak up for the men and women who want to make better lives for themselves upon reentry into a society that often shuns them into shame.



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<sup>5</sup>Name changed to protect identity.



## **A Close-Up of ENVI 411 Environmental Planning Workshop: Community-based Environmental Problem-Solving**

By Anna Kim '19, *Spotlight Co-Editor*

You may have heard that Pownal, Vermont was recently awarded a Recreational Trails Program grant for \$24,000 from the VT Department of Forest, Parks and Recreation, this past year. But did you know that this grant was made possible by a feasibility study done by students in an environmental planning class this past fall? Thanks to the efforts of Kathryn Cunningham '18, Natalie DiNenno '18, and Johanna Wasserman '18, the Town of Pownal has an outline for redeveloping the Tannery Superfund site as a recreation area.

But planning projects such as these could not have been accomplished without extensive collaborations between students of the ENVI 411 class and community members. In fact, the goal of the course is to introduce students to experiential environmental planning for community-based problems. Professor Sarah Gardner, Associate Director of the Williams Center for Environmental Studies and Lecturer in Environmental Studies, calls the class “where the rubber meets the road.” It is an opportunity for upperclassmen, mainly seniors, to put the ideas they have learned to the test in the greater Berkshire region.

In the first part of the course, students read and discuss planning classics (such as Frederick Law Olmsted: Writings on Landscape, Culture and Society), planning theory and law, attend local government meetings, and visit all the project sites. Gardner calls it a “speed course” in various fields of environmental planning: land use planning, rural, city, town planning, and more.

“Sarah Gardner warned us: by the end of the class, we wouldn't be able to walk into any public space without seeing its problems. And she was right! Design thinking is so important to developing efficient and effective spaces, and people forget to consider it,” says Wasserman. She recounts how she applied this kind of design thinking to influence the campus space: “I helped re-organize the Peer Health office in Upper Paresky to be more open. Using suggestions from people who visited the office, our club moved around furniture and changed our decoration. It transformed the office into something warm, safe, and welcoming. I am so proud of having improved that room during my time at Williams.”

In the second part of the course, students are expected to then tackle local community problems. According to Gardner, students can easily get swept up by global and national environmental issues because they “seem more important and exciting.” But they end up realizing just how difficult, time-consuming, and equally significant it is to tackle an issue on a “10 acre site, just five miles from Williamstown,” says Gardner.

Students were arranged in teams of three, yielding about four to six projects in total. Their planning projects consisted of research, interviews, survey research, mapping, ground-truthing, and site design. Throughout the entirety of their projects, students work closely with their clients, who had previously reached out to Gardner about issues on which they hope to collaborate with students. Gardner explained how challenging it is to select the projects that would have the most learning potential for her class, and recalls turning down many potential clients. All students end up visiting each project Gardner selected and go on field trips to see the sites and meet with the clients. By the end of September, each team has met with their respective clients, scheduled weekly consultations, and begun to plan their collaborative project.

Planning can take, and often draws on, a variety of different skills, training, and research. More importantly is the diversity of approaches to environmental planning. According to Gardner, some approaches are quantitative such that you may be crunching numbers or developing designs in an office. But in ENVI 411, students engage in what Gardner terms

“community planning,” wherein students take a “sociological, qualitative approach to planning.” According to Gardner, it is essentially a “bottom-up” approach where you “start with the people...the neighborhood, and [say] “What do you need?”

Student Jane Tekin '19 says, “Environmental planning is community-based. You can’t understand what’s at stake, the challenges to successfully implementing a plan, and the gratification of helping real people without a bottom-up approach. I think academia is too detached from real life. Liberal arts colleges should be working especially hard to involve the real world in its learning experience—because the real world is where every skill you were taught in the classroom is tested. The answers aren’t black and white. You have to think on your feet. It’s not like that in front of a laptop or textbook.”

The approach of community planning is bound up with values such as empathy, understanding, and respect, all of which are part of Gardner’s teaching philosophy and what she hopes her students learn. She believes it to be ethical and more effective to plan by interviewing people in the neighborhood spending time with the locals of the community. But that is not to say there are no distinct challenges that can come with this kind of approach. In fact, before students started working on the feasibility plan in Pownal, VT, Gardner recalls there being a large outcry at the first community meeting, where about half were against state involvement in land use plans for the town. Fortunately, the students were “very tactful and...super careful and culturally sensitive,” eventually becoming the “darlings of the [planning] committee,” says Gardner. Something that looked “dicey” in the beginning, with serious doubts over whether this planning project could continue, ended up yielding quite a “positive outcome,” says Gardner.

Wasserman recalls the many challenges her group faced in their project: “We faced a lot of setbacks in our project due to financial, environmental and physical limitations. Pownal is a low-income community and we worked at a former Superfund site. This meant that we had to constantly consider how to be cost-effective with our recommendations while also follow national and state regulations. Our project focused on transforming the area around the Wastewater Treatment Facility into a community recreation space. However, you aren’t allowed to dig around certain parts of a Superfund site, and we also had to be mindful of which sections were public and private land. We also needed to consider the ecological needs of the space, and how to tend to those. Ultimately, we needed the help of a lawyer to truly understand what we were and were not able to do. Our final recommendations were not as glamorous as we had hoped, but we knew that they were feasible, cost-effective, and safe.”

Ray Rodriguez, one of the clients for the Pownal project team, commended the students for their work. “Johanna, Kathryn, and Natalie’s work was extremely helpful in enabling us to understand the options possible as we move forward in turning the Waste Water Treatment land into a recreational area. They had explored other Superfund sites that had been reclaimed, interviewed a wide range of stakeholders in Pownal, and shared their information and questions as they proceeded. We really appreciate their efforts, for they provided us a sound basis to make our project a success.”

The end of the course culminates in a public presentation given by each team to select audiences depending on the team’s project. Tekin’s group presented to the City Council in North Adams. Wasserman recalls, “We had over 25 people attend, and they were from all different corners of Pownal!” The hearing rooms for these presentations were very professional, formal settings for which students prepared extensive reports for their clients and, in the case of the Pownal team, a grant proposal for their feasibility study. Gardner

surmises that some students will stay in touch with their clients and other community members with whom they have interacted after their projects.

In a way, the public presentation was meant to serve as a synthesis of all the work students have done in their projects. But, more notably, it was a testimony of the kind of role Gardner wanted her students to embody. A big part of Gardner's teaching philosophy is to encourage students to be experts in their endeavors by seeking information by themselves, being responsible for and to peers, initiating and sustaining relationships with people in the community, clients, and recognizing by themselves the sincere efforts and extraordinary dedication many people have to their towns/communities.

"I love Prof. Gardner. She is extremely open, frank, and easy to talk to. She listens to everyone's voice and encourages us to explore all the options and trust our instincts. She really cares about the Berkshires and is so dedicated to helping the people who live here—it inspired me to do my very best every single day," says Tekin.

"I want students to get into another community outside of the purple bubble...not just...learning from teachers, but from peers, and all the people out there who work so hard to improve their communities," says Gardner. In what is meant to be a non-hierarchical learning environment, Gardner finds that she can best support her students, foster their interests, and establish great connections with her students. "I think that everyone learns better if it's more of like an adventure...we're embarking on together."

And what perfect way to do this than through an experiential course! Gardner herself wishes there were a lot more experiential learning classes. In fact, the question that Gardner struggles with frequently is how "to incorporate more hands-on learning into the existing educational structures of high schools and colleges." Moreover, how can we bridge universities and communities together to bring the benefits a college can provide to the surrounding neighborhoods that need them the most? "I think it is the role of higher education to get out there, to care, [and] to dedicate time to those communities... The college as a citizen of the community...is really important," says Gardner.

ENVI 411 has certainly left an indelible impact on its students. For Wasserman: "It taught me that 'consulting projects' are most effective if the consultants really do the work. Making recommendations is easy, but doing the legwork, research, and interviews takes a lot of commitment and energy. It invests you into the community and the project on the deeper level. It can teach you how to connect with people in a way that is respectful and open, and can be extremely rewarding. After this project, I know that grassroots projects can really affect change. I would like to continue being engaged in them!"

She continues, "I think that anyone looking to become a consultant (in the Williams way of working for Bain or something) should take a class like this. It builds compassion and reminds you how much you have left to learn. It also reminds you that your recommendations affect real people with jobs, families, and values. Respect and humility must be at the core of any consulting project."



**Mentoring with EOS @ Eagle Street:**  
**Questions and Answers with Halle Schweizer '21 and Michael Crisci '21**  
Interview by Anna Kim '19, *Spotlight Co-Editor*

**What does EOS stand for? What are its mission and goals?**

**Schweizer:** EOS stands for Educational Opportunities for Success and is a mentorship program designed for Williams students to build meaningful relationships with at-risk high school students in Pittsfield. EOS @ Eagle Street is the name of the actual program that the students attend each day in Pittsfield's alternative learning facility. We adopted the name for our Williams organization as well because it is reflective of our desire to see these kids succeed. Our goals for 2017-2018 were not lofty, and that was purposeful. Because this was our first year, our focus was on establishing trust and rapport with the teachers and students. Michael and I have often discussed "the power of being present," meaning we wanted to assure the teachers and students that we are and will be consistent and reliable. Our goal was to show them that although we are starting small, we care about them immensely.

**Crisci:** As Halle mentioned, the goals were loose. We just wanted to create some sort of rapport and relationship with the students. We understood that our identities could cause apprehension so we had to give the EOS students time to process our involvement in their lives, and decide if it would benefit them to actively engage with us. We also had to decide if EOS would be a good fit for us. We did not want our relationships with the students to be one-sided, however, we both feel that we are having a positive impact on the students and vice versa. Our relationships are blossoming and we are excited to strengthen these connections more this upcoming school year.

**What are your positions in EOS? When and how did you get involved?**

**Schweizer:** Officially titled "Student Outreach Associates," we are liaisons between Williams and the teachers of the EOS program. We got these positions quickly after Michael told Paula [Consolini] we were looking for a way to work with at-risk youth, and she pointed us in the direction of EOS. After we visited Pittsfield to introduce ourselves and our intentions to the teachers, we began visiting on a weekly basis in early October.

**Crisci:** I've had an interest in working against the school-to-prison pipeline for a while. Coming into Williams, I was afraid that I wouldn't be in an area where that work could be done. However, Paula quickly introduced me to Pittsfield that suffers from many of the issues I was interested in. Paula was looking for someone to head the EOS program, and I knew it would be a great opportunity to do important work. However, I was not sure I would be able to do it on my own so I excitedly called Halle, who has an incredible passion for this work, and we decided to head the program together.

**What does a typical day in Pittsfield look like?**

**Schweizer:** Truthfully, it's a beautiful mess. We won't sugarcoat it- there is a lot of profanity and vulgarity, and the atmosphere is typically loud and chaotic. The students pick on each other, distract each other, and have little classroom manners you would expect of high schoolers. However, despite the chaos, there is a lot of laughter and discussion. Whether helping the students grasp new math concepts or talking about sports, shoes, or food, it's a very casual environment. Sometimes we bake cookies, play basketball at the YMCA, or eat Dunkin' Donuts. Toward the end of the year, we tried to do more workshops with the students, such as a "writing workshop" focused on how to improve their language skills, or a "job workshop" geared toward applying for jobs, how to dress for and talk at an interview, etc.

**Crisci:** As we continue our mission at EOS next semester, we are striving for a more structured program that includes more workshops that will positively influence the students rather than just our mere presence. We are usually only at EOS for an hour so we want to make sure we use our time efficiently and maximize our impact.

**What were some memorable moments, takeaways, and/or reflections during your services?**

**Schweizer:** For our Christmas party, Paula from CLiA had donated several White Elephant gifts for us to wrap up for the kids. Many of the gifts were silly, and we figured the kids would make fun of the games we had planned for them. Surprisingly, though, they responded so well! They had so much fun opening the gifts and playing games, and it warmed our hearts to see them let their guards down and, for once, just be kids without worries and burdens. One boy, Xavier, opened up a little stuffed animal when his turn came to pick a gift. Instead of complaining, he happily told us he can give it to his baby sister. He was so excited to have a gift for her, and it made for a very memorable moment.

A key takeaway is a developed sense of self-awareness. These kids know that they are considered “at-risk” and they know that outsiders come in to either judge or “save” them. They don’t need “saving;” they aren’t basket cases. Coming from [positions of] privilege and authority makes it easy to assert ourselves as superheros, but they don’t need someone to save them. They need to know people are there because they want to be, not because they have to be. A goal of EOS to remind these students of their agency and potential, to empower them beyond their circumstances at home or at school.

In late April, the students and teachers came to Williams for a day and it was incredible. The students behaved very well and it was so awesome to see them engaged in a new way. They were intrigued by the campus, and it allowed them to see us in our daily lives. It made us more vulnerable and tangible to the students, and I think it strengthened our relationships with them.

**Crisci:** Halle summed up many of my favorite moments. However, I will never forget the day we found out one of our students, Marquise, had a YouTube account where he posted pranks, reaction videos, and skits. It was so funny to see him outside a school environment being creative and having fun. All of the videos were silly and it was such a beautiful moment to see a student releasing creative content that he enjoyed making.

**What were some challenges and struggles?**

**Schweizer:** Michael and I still grapple with feeling like we aren’t having an impact. The students are not ones to express emotion, and they have their guards up. Therefore, often we wonder if our presence is productive. However, the teachers have expressed so much gratitude, and they tell us we make an impact we can’t necessarily see while we’re there.

A constant struggle is keeping their attention when we are trying to relay important information, such as when we presented our workshop on job applications. However, we have each become more comfortable working in a non-traditional setting. We have learned not to expect silence, attention, or even obedience in activities. Instead, we present the information and leave it to them to listen or participate at their own pace. Their headspace is populated by the valid concerns of every teenager (significant others, acne, jobs, sex, etc.) and also by struggles we can’t even imagine. Still, though, they take away more than we think.

**Crisci:** A struggle we face is coming up with workshops and activities that are of interest and relevant to the students’ lives. There is diversity in the students’ interests and we want to account for that, but we also want to do group activities where we can be exist as a

community. This will continue to be a challenge this upcoming semester as we bring in new Williams' students with different ideas and opinions, however, we are excited to continue to change our methods and incorporate new ideas.

**How has participation in this program changed you? and what you wish to do in the future?**

**Crisci:** Personally, my participation in the EOS program has made me more patient and less focused on outright participation or appreciation from the students. To spend time crafting workshops and activities, and not seeing lots of interest from the students can be discouraging at times. However, Halle and I often have to remind ourselves that these students have more serious worries than a writing workshop. I have learned to take all these factors into account and to be happy with the little moments like when Brian shows genuine interest in the workshop while the other students don't outwardly show their interest. For Halle and I to head this program, it takes patience and empathy to understand that we do not have the right to any of the students' attention especially when they are facing hardships in their daily lives. All we can do is keep trying to engage and develop relationships with each of them. We are not authority figures, but rather a guiding presence that ideally strives for full participation and attention, but does not demand it.

We hope to bring more Williams students down with us to volunteer and show the EOS students that there are people that care. And also have the EOS students show the Williams students that they care too! The EOS program is not one-sided but rather a program that is founded on human relationships where both parties have something to offer and gain.

**Schweizer:** This year, we spent a lot of time talking with the students and staff and getting to know each other. It was really laid-back, and I think that's what we needed—more importantly, I think it's what the students needed. They needed to see that we are there to be their mentors, yes, but more so to be their friends, to be people in their corner. In the future, we are hoping to have more purposeful visits in the sense that we have planned activities such as workshops, board games, cooking, budgeting, field trips, sewing, etc. We are hoping to get more Williams students involved either as volunteers or as paid workers to tutor the students one-on-one, and to also spend time with the students in small groups of two or three. Having established a presence the students and teachers can trust and rely on, we are now hoping to increase the productivity and manpower we bring to Pittsfield.

We are also hoping to help mend the divide that lies between Williams and Pittsfield. They are two very different worlds that would benefit from each other in different ways. For example, we would love to bring theater students, team captains, an array of majors, and even members of the Purple Bike Coalition to Pittsfield to share with these students all of the different ways they can pursue their passions and interests. Understanding the privileges enjoyed by Williams students and not the EOS students, though, will be important to consider as we encourage these students to seek healthy means of self expression.

**How has this opportunity influenced your approaches to relationship-building (with students, peers, faculty)?**

**Schweizer:** Relationship-building often seems like a daunting task, but truthfully EOS has taught me that it's actually not so difficult. It warms my heart to see the friendships we now have with the teachers in Pittsfield. Considering Michael and I walked into this makeshift program less than a year ago, I can't believe the progress we have made in regard to the trust, laughter, and encouragement we've shared with the teachers and students. I used to be intimidated by the idea of walking into a room of strangers, but now I feel much more comfortable in using commonalities *and* differences to establish meaningful relationships.



**Crisci:** To introduce yourself as a student mentor from a prestigious school like Williams automatically creates a divide in a space like EOS. We are typically viewed as ‘saviors’ that are here to beef up our resumes and pat ourselves on the back. However, Halle and I had to take a step back before we entered this program and understand how our presence affects others. Due to students’ experiences and histories, there is apprehension with higher education and privileged identities invading your space to help you with good reason. Halle and I had to think deeply about how we could move past our differences and focus on our similarities with the students. It wasn’t going to be easy which is why we dedicated our first year to building these relationships. What EOS has taught me about relationship-building is that strong relationships do not form overnight but evolve over time with consistency, understanding, compassion, and most importantly, love.

**What do you wish you knew coming into this program?**

**Schweizer:** Honestly, Michael and I knew that by piloting this program, we were navigating unknown terrain. With that being said, all that we learned along the way was a part of the



process. This experience of forming a program from nothing and watching it grow has been incredibly rewarding, and starting from scratch really allowed the program to blossom in a way that caters to the students and teachers’ needs rather than just our own. So, I’m happy Michael and I didn’t know much of what to expect when we came into this program because it humbled us and allowed us to learn and grow *with* the students.

**Crisci:** Halle and I had very realistic expectations of the EOS program. We went in with low expectations and I believe these low expectation were beneficial for both parties because we were not projecting any of our goals onto them but rather went with the flow which allowed for more flexibility and comfort for everyone.

**Why has this experience been important to you?**

**Schweizer:** EOS has helped make for a comprehensive first year for me. Like Michael mentioned, the work we do with EOS connects to the school-to-prison pipeline. Michael and I both do P3 at Williams (Positive Pathways Partnership), through which we tutor those

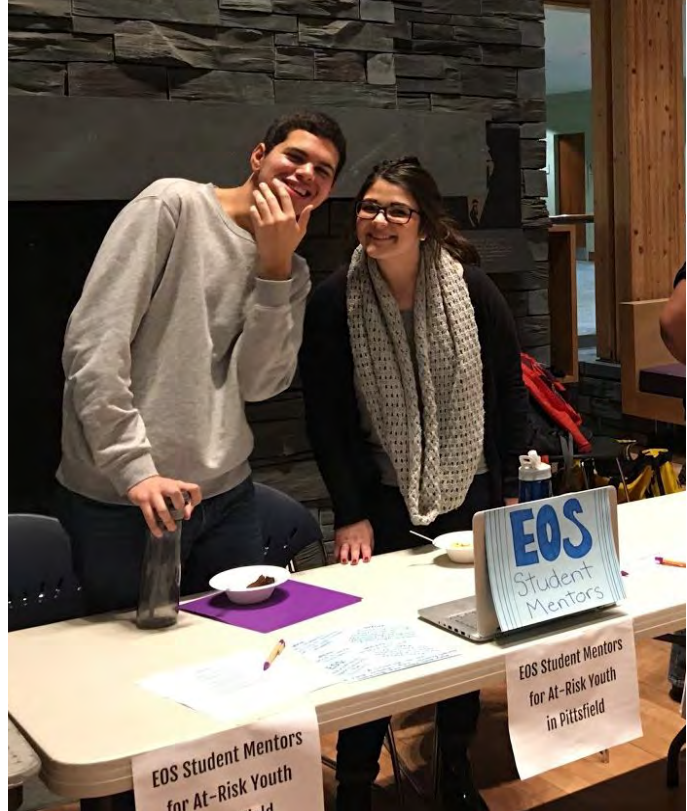
looking to pass their high school equivalency test at the Berkshire House of Correction. The harsh reality at EOS is that several of the students live in an environment where what's considered criminal activity is a means of survival. These students are "at-risk" because the path that has been laid out for them more than likely leads to prison. They don't have the resources and support available to them that would allow them to avoid the burdens and temptations of that particular means of living. Working in EOS and in P3 has allowed me to better understand two populations that in many ways reflect each other. The students both at EOS and in P3 are often stigmatized beyond revival, and Michael and I feel it is important to be active in the lives of students who are often dismissed as lost causes. Michael and I have learned and grown together as we explore the dynamics of the school-to-prison pipeline.

**Crisci:** This experience has been important to me because I've been able to do important work that impassions me while dedicating time to my academics and life at Williams as well. It's fulfilling to dedicate time to myself, but also work at EOS and dedicate my time to positively influencing others. It is incredible to be away from Williams for a little bit and center myself in reality. I can easily lose myself in the overwhelming privilege at Williams, but EOS help keep me grounded.

**Is there anything you want to talk about that I didn't ask?**

**Schweizer:** We want to mention that all Williams students are welcome to join EOS. It is a low and flexible time commitment, as we visit multiple times a week and therefore allow our peers to join on the day that best works for them. You don't have to boast any special skills or meet any specific requirements; we just ask that you come with a willingness to listen, empathize, and adjust. It's casual, fun, and incredibly rewarding; these kids are funny as hell and the relationships we have built with them inspire us each in different ways. EOS also helps remind you of the infinite privileges and benefits we all too easily take for granted in the Purple Bubble. In the fall, look out for EOS on posters and in Daily Messages!

**Crisci:** Yes, we are always looking for new members! Feel free to contact me (mjc5) or Halle (has3) for more information!



# Grand Canyon Trip 2018

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**On a Spring Breakout Trip in 2018, a group of eight students and Williams Outing Club Director Scott Lewis went to the Grand Canyon for two weeks to learn about the landscape and to repair trails.**

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**For Negasi Haskins '20, who had never been to the Canyon, it was a life-changing experience. There were stars in his eyes as he talked about the trip. "When we first got there," he told me, "I didn't have any words."**





**The group spent about a week living down in the Canyon repairing the trails.**



**"We had to remove rocks that were too big that threatened to twist people's ankles, even out the trail because of erosion, dig out water ditches so that when it rained it would go off the trail..." -Negasi**



**"Walking down, it looked like 'Jurassic Park.' I would not have been surprised if a Pterodactyl had flown down, like 'Yah!'" -Negasi**







## A Few Takeaways

- A sense of awe at “just how big the earth is and how small we are.”
- “I understand why travel is so important. Just to see what’s out there.”
- -Negasi

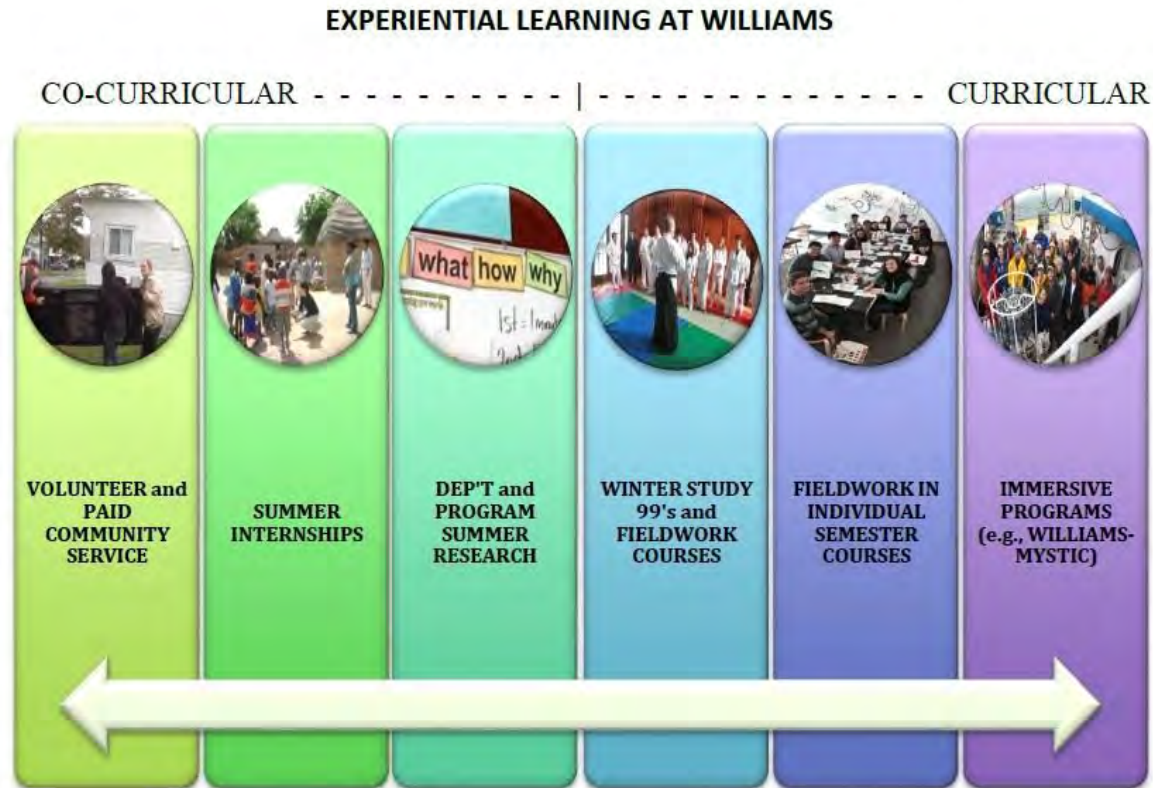


Left to right: Bobby (park ranger), Negasi Haskins '20, Scott Lewis, Bernice Lewis, Molly Knoedler '18, Brendan Harshberger '20, Erin Cohn '19, Mariah Lewis, Weitao Zhu '18, Emily Elder '20, Henry Newell '21, and Lisa Melendy (Athletic Director)



# CURRICULAR EXPERIENTIAL EDUCATION

At Williams, experiential pedagogies involving learning-by-doing are not viewed as ends in themselves. They are, like tutorials, powerful teaching tools used to deepen and broaden student learning. Faculty select from the variety of experiential learning methodologies<sup>1</sup> the tools they deem most suited to the learning goals of their course(s). In turn, students get the chance to test ideas and concepts through their fieldwork, relating theory to practice.



We encourage our students to think of their community service and other co-curricular experiences as informal learning opportunities which can inform their curricular learning and vice versa. This approach can be represented by a continuum, shown above, arraying experiential opportunities from those involving no formal academic analysis to those in which academic analysis is of primary importance. Analysis is here understood as making sense of experience in light of academic theory. Beyond specially designed courses, faculty welcome students developing their community service and work interests into curricular fieldwork, whether as a retooling of an existing assignment or an independent study.

We describe here some of the ninety-nine 2017-18 course offerings which involved some form of experiential learning<sup>2</sup>. Many are notable for their engagement in community work; others for their creativity. CLiA provided some form of support (staffing, strategic, logistical and/or financial) to all those starred. We also provided support for another seven courses not listed here or in the Spotlight section.<sup>3</sup>

<sup>1</sup> See Appendix A for key elements of experiential pedagogy and a glossary.

<sup>2</sup> See Appendix B for the complete list.

<sup>3</sup> AFR 16, AFR 200, AFR 317, ARTH 472, MUS 150, REL 171 and THEA 229.



## EXAMPLES OF SEMESTER COURSES

### **\*AMST 236/SOC 236 Making Things Visible: Adventures in Documentary Work**

Barry Goldstein (Visiting Prof. in Humanities), Olga Shevchenko (Sociology)

Photography, like ethnography, is an art of looking carefully and taking notice. This course explored the overlaps and resonances between documentary photography and field methods of social science. The students tried their hand at methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we explored a number of classical and recent examples of investigative work that blend word and image. We asked questions about the changing practices and expectations associated with the role of documentarian and the evolving platforms on which such work can be presented, both off- and online. Students spent significant time out of the classroom shooting and interviewing.

### **\*AMST 323/AFR 323/ARTH 223/ENGL 356/COMP 322 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora**

Rashida Braggs (Africana Studies)

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King: A Comic Biography*, students explored and critiqued multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges, and interventions in critical moments of resistance throughout history. They analyzed graphic novels and comic strips, with the help of critical essays, reviews, and film; the chosen texts centered on Africana cultures, prompting consideration of how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, everyone kept a journal with images, themes, and reflections and used Comic Life software and ipads to create graphic short stories based on historical and/or autobiographical narratives.

### **\*ANSO 205 Ways of Knowing**

Joel Lee (Anthropology)

This course consists of an applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions asked: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? The first half of the course approached these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course was dedicated to a hands-on training in field methods, in which the students designed and undertook their own pilot field projects in sites in northern Berkshire County.

**\*ARTH 327/ECON 227 (F): Acquiring Art: Selecting and Purchasing Objects for WCMA**

Kevin M. Murphy (Curator of American Art at WCMA)

How do museums acquire art? Factors considered in selecting objects include the museum's existing collection, its mission, the availability of suitable objects, evaluation of the art historical importance of potential purchases, and the available budget. How can objects be identified and obtained at the most reasonable cost? How do auctions work and what strategies are best for purchasing works at auction? Is it more economical to purchase art at auction or to work with dealers or (for contemporary works) directly with artists? Do museums consider value in the same way as private collectors? What roles do an object's history and condition play in the evaluation process? In this course, students work as teams to identify and propose objects for addition to the collection of the Williams College Museum of Art (WCMA). A significant budget is made available for the acquisition. We discuss approaches for identification, acquisition, and evaluation of objects. Student teams are responsible for identifying a set of objects that would make appropriate additions to the WCMA collection, and a strategy for acquiring one or more of those objects. Working with the advice of WCMA curatorial staff, one or more of these objects is acquired using the agreed strategy and becomes part of the WCMA permanent collection.

**\*ENVI 250 (S) Environmental Justice**

Laura J. Martin (Environmental Studies)

How are local and global environmental problems distributed unevenly according to race, gender, and class? What are the historical, social and economic structures that create unequal exposures to environmental risks and benefits? What do we learn about race, gender, and class by studying the patterns of exposure and creative resistance of different communities to environmental hazards? These are some of the questions we took up in this course, which was reading and discussion intensive and featured field trips to a local environmental action center and an activist conference. Environmental Justice is both a social movement and a mode of scholarship. Through readings, discussions, and case studies, we explored environmental justice in both senses. Topics



included: toxics exposure, food justice, urban planning, e-waste, unnatural hazards, nuclearism in the U.S. West, natural resources and war, and climate refugees. Occasionally, community leaders, organizers, academics, and government officials joined the class to discuss current issues.

**ENVI 411/AMST 302 (F) Practicum: Environmental Planning Workshop**

Sarah Gardner (Environmental Studies)

This interdisciplinary, experiential workshop course introduced students to the field of planning through community-based projects. Environmental Planning encompassed many fields pertaining to the natural and built landscape such as city planning, sustainable design,

natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students got out of the classroom and gained direct experience working on the planning process in the Berkshire region. The class was organized into two parts. Part 1 focused on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focused on project work in which students applied concepts and learned to tackle an actual community problem. Small teams of students, working in conjunction with a client in the region and under the supervision of the instructor, conducted a planning project using all the tools of a planner, including research, interviews, community immersion, survey research, mapping, and site design. The project work drew on students' academic training and extracurricular activities and applied creative, design thinking techniques to solve thorny problems. The midterm assignment was a creative landscape/site design project. The lab sections included field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course included several class presentations and students gained skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and teamwork. The class culminated in a public presentation of each team's planning study.

### **GEOS/ENVI 206 (F) Renewable Energy and the Sustainable Campus**

David P. Dethier (Geoscience), Amy L. Johns (Director of the Zilkha Center)

Fluctuating oil prices and rising electricity costs disrupt the economy and help fuel regional and global insecurity. Extraction and combustion of fossil fuels degrade the environment. Modern understanding of how fossil-fuel consumption contributes to global climate change and new technologies are increasing the demand for renewable sources of energy and for more sustainable campus environments. What sources of energy will supply Williams College and nearby areas in the mid-21st century? How will campus buildings, old and new, continue to be attractive spaces while making much more efficient use of heat and light? How can the College's operations and campus life become more sustainable? This course was a practical introduction to renewable sources of energy and principles of sustainability and to their application in the campus environment. Topics covered include solar energy and energy efficiency, wind energy, biological sources of energy (biomass, biogas, liquid fuels), geothermal energy, and the environmental impacts of energy, water, and food consumption. Lectures, field trips, and individual projects emphasize examples from the campus and nearby area.

### **GEOS/ENVI 214 (S) Mastering GIS**

José A. Constantine (Geosciences)

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers to identifying ideal habitat ranges for critically endangered species, to the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course teaches students how to use GIS tools to investigate environmental problems. We review fundamental principles in geography, the construction and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention is given to analysis of remotely sensed (satellite) imagery and to the collection of field data. By the end of the course, students are able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

**\*HIST 371 (F): Oral History: Theory, Methods, and Practice**

Anne Valk (History, CLiA & OIDE)

During the fall semester, students taking this course studied the recent history of North Adams by conducting interviews with current and former residents. This experiential learning class used various means to introduce students to the local history and to connect them to the local area, as well as to develop skills useful in community engagement efforts. Along with learning oral history methods, the students produced audio essays using their interviews. The interviews and audio essays will become available for others to use in their own research through a digital archive created by the College's Special Collections Library. And some of the students' work, including the audio essays and interview excerpts, can be heard via <https://soundcloud.com/northadamsoralhistory>.

**MAST/GEOS/ENVI 104 (S): Oceanography**

Ronadh Cox (Geoscience)

The oceans cover about 72% of Earth's surface, yet we know the surface of Venus better than our own ocean floors. Why is that? This integrated introduction to the oceans covers formation and history of the ocean basins; the composition and origin of seawater; currents, tides, and waves; ocean-atmosphere interactions; oceans and climate; deep-marine environments; coastal processes; productivity in the oceans; and human impacts. Coastal oceanography is investigated on an all-day field trip, hosted by the Williams-Mystic program in Connecticut.

**MAST/ENGL 231 (F, S): Literature of the Sea**

(Williams-Mystic Maritime Studies Program)

Mary K. Bercaw Edwards (Williams-Mystic)

Taking advantage of our maritime museum, coastal setting, and three field seminars, we study canonical and lesser-known novelists, short-story writers, dramatists, and poets who set their works in the watery world, often in the exact places where we travel as a class. We read, for example—depending on fall or spring semester—Ernest Hemingway when sailing on the Straits of Florida, John Steinbeck when exploring Cannery Row on Monterey Bay, and Mark Twain on a steamboat on the Mississippi. We read Kate Chopin on the sands of the Gulf of Mexico, Rudyard Kipling out on Georges Bank, and Herman Melville's masterpiece *Moby-Dick* aboard Mystic Seaport's historic whaleship, the Charles W. Morgan, a vessel nearly identical to the vessel he climbed aboard at age twenty-one. In the classroom, we examine these works through a mixture of lecture, small-group discussion, and writing. To further appreciation and analysis, this interdisciplinary course uses students' emerging knowledge of maritime history and marine science.

**MUS 205/206 (F, S) Composition I/II**

Zachary Wadsworth (Music)

Composition class consisted of one weekly group meeting and one weekly hour-long individual lesson with the professor. Each student composed three new musical works, and all of these works were performed by local or visiting musicians in a workshop-style reading session. Students received archival recordings of their compositions, and they presented and discussed those in peer critique sessions. Other, smaller assignments focused on idea-building, the creative process, and navigating the many technologies of





music-creation. Between the 14 students taking music composition last semester, they wrote more than 50 new pieces of music.

### **PHLH 402: Senior Seminar in Public Health**

Amie Hane (Psychology)

This course is designed to provide senior concentrators the opportunity to delve into the public health literature. Students read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health, including topics in the social determinants of health, environmental health risks, and access to health care. Students are divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data, and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty. Some amount of off-campus travel may be required either in spring break or the latter half of the semester. This capstone course is required of all concentrators, but is also open to other students with relevant experience at the discretion of the instructor and the advisory committee, if space permits.

### **\*SOC 244/HIST 366/AMST 244 (S): What They Saw in America**

James Nolan (Sociology)

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. It considers their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America—one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course analyzes the common themes found in the visitors' respective writings about America and pays particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

This course is part of Williams College's engagement with the Berkshire County Jail and House of Corrections (BCHOC) and is held at the jail. It follows the Inside-Out Program model and is composed equally of nine Williams students and nine inmates with a major goal of encouraging students from different backgrounds to think together about issues of common human concern. The program, begun in 2013 with a course taught by Professor Christian Thorne was initiated by Gaudino Scholar Magnus Bernhardtsson as part of the "Danger Initiative." It continues now under the guidance of a faculty advisory team (Professors Keith McPartland, Thorne, and Nolan) with staff and financial support from the Center for Learning in Action. Information on the correlated tutoring program for inmates and those recently released can be found in the Positive Pathways Partnership (P3) section of this compendium.

## **EXAMPLES OF EXPERIENTIAL WINTER STUDY COURSES**

### **\*AFR 16 Our Movement Moment**

Shanti Singham (History)

This experiential course focused on the resurgence of the left in the United States with an eye towards uncovering its historical origins, its global linkages, its innovative tactics and the ideologies and theories undergirding these movements. Books, films, music, online articles/blogs/websites, posters, and pamphlets were perused as students crafted individual research projects on the movements of their choice, participated in local struggles and responded (in writing and discussion) to class materials.

### **\*AFR 25: Paris Noir: Performances in the City of Light**

Rashida Braggs (Africana Studies) and Christophe Kone (Psychology)

There are many ways that African diasporic culture has performed throughout past and present Paris. From the spectacle-making of Saartje Bartman as Hottentot Venus in the late 1800s to the honoring of American dancer Josephine Baker as the Queen of the Colonial Exposition in 1931, the female African diasporic body has been a source of exoticism and desire in Paris. The privileging of African masks and sculptures in the visual art of Man Ray and Pablo Picasso in the early 20th century characterized the African body as primitive, simple and close to the earth. The sounds of jazz traveling to Paris via the concerts of such greats as Louis Armstrong and Duke Ellington in the 1930s further conflated notions of African and African diasporic cultures, while also exciting (and sometimes scaring) the French listening public. The mid-twentieth century brought Afro-Caribbean writers Frantz Fanon and Jeanne and Paulette Nardal as well as African American writers Richard Wright and James Baldwin; their African diasporic literature performed political dissent. Today hip-hop culture is alive and well in Paris. Morphing beyond its Bronx beginnings, hip-hop performers from West and North Africa now reign, dancing and spitting from La Place in the 1st arrondissement to Saint-Denis in the out skirted banlieues. In sum, throughout the ages, African diasporic performance has persistently found a breeding ground in Paris. Taught in English, this winter study travel course allows students to immerse themselves in past and present Paris via literary, filmic, artistic, musical and cultural performances of the African diaspora. In the first four days of winter study, students engage with literature, historical essays, film, and music in preparation for their immersive trip to Paris. These initial classes rely on a course packet and Glow audiovisual materials with posted homework assignments. Next, students participate in a ten-day field trip to the City of Light, their task to observe multiple African diasporic performances as they engage in some of the following activities and venues: jazz clubs, a city tour, a tour of African American writers and artists in Paris, hip-hop workshop, art museum exhibitions, a meal at a Senegalese restaurant, desserts from Arab bakeries, visit La Goutte d'Or of the 18th arrondissement (an area of predominately African diasporic population), and meet with professional musicians, writers and filmmakers in Paris. Students are required to maintain a travel journal and create an original final performance for the class. This performance can take many forms; it could be a short film documentary, song, spoken word performance, collage, photo essay, dance, or play. After returning to campus, students reconvene to present their short performances.

### **ARTS 11: Photojournalism, From Pitch to Post-Production**

Lili Holzer-Glier

This course mimics the experience of a working photojournalist. Through classroom critiques, discussion and an overview of the history of photojournalism, students learn how to shoot a range of photography assignments from breaking news to long-form feature stories and also learn how to pitch and shoot newsworthy stories of their own. Coursework includes the basics of photographic composition, an introduction to post-production work in Photoshop and the essentials of writing concise, informative captions on a tight deadline. Students also learn to successfully approach and interview photo subjects as well as the elements of producing a compelling visual story. One to two weekly photo shoots are assigned as homework and critiqued in class, and one or two class field trips to photograph off campus take place. Towards the end of the course, a well-known photographer presents his work and gives a critique to the class. The final project entails a longer photojournalism project of the students' choosing.

## **ASST 25: Exploring Hong Kong: Past and Present**

Li Yu (Asian Studies)

“Exploring Hong Kong: Past and Present” introduced the history, politics, economy, as well as literary and cultural life of Hong Kong. Hong Kong is a metropolitan city which used to be a British colony and now a Special Administrative Region (SAR) of People’s Republic of China. This course was jointly taught by Williams faculty and faculty from Lingnan University, a liberal arts college in Hong Kong. Eight Williams students traveled to Hong Kong and took the course together with eight Lingnan students on Lingnan campus. Students from both sides were required to have in-depth intellectual and personal interactions both inside and outside of the class. They met for two hours a day in a seminar-style course for the first two weeks and then devoted the last week to a final project. The contents of the course consisted of two modules. The first week of class was focused on the history, politics, and economy of Hong Kong, taught by Lingnan faculty. The second week of class was focused on the literature and culture of Hong Kong, taught by Williams faculty. Each Williams student was paired with a Lingnan student as “learning buddies” and they met outside of class for at least one hour a day for discussions or exchange of ideas on the assigned readings. In addition, students were required to participate in a few field trips to visit some government and social organizations, the HK monetary authority, the HK Cultural and Heritage Museum, the Qianhai Shenzhen-Hong Kong Youth Innovation and Entrepreneur Hub. Students also took self-guided tours to explore the city of Hong Kong in order to discover and experience the everyday life of Hong Kong. The instructional language for this course was English. No previous knowledge of Mandarin or Cantonese was required. Students were required to attend and actively participate in class discussions every day, keep a daily journal and complete a final project.

## **\*BIOL 11: BioEYES Teaching 3rd Graders about Zebra Fish**

Jennifer Swoap and Renee Schiek (CLiA)

BioEYES brought tropical fish to 3rd-grade classrooms in Williamstown, North Adams, and Lanesborough Elementary schools, in a science teaching workshop. Elementary school students bred fish in the

classroom, then studied their development and pigmentation during one week. Williams students adapted BioEYES lesson plans to the science curriculum for the schools we visited, worked with classroom teachers to introduce concepts in genetics and development, helped the 3rd-grade students in the classroom, and assessed elementary student learning. No zebrafish experience was necessary; during the first week students learned to set



up fish matings, learned about embryonic development and the genetics of fish pigmentation as well as practiced teaching the 3rd-grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks, students presented lessons at the schools and reviewed assessment data.

### **\*BIOL 19: The Science of Sleep (and the Art of Productivity)**

Matthew Carter (Biology and Neuroscience)

Sleep deprivation is widespread throughout American society, especially at rigorous colleges where stressful schedules often interfere with a good night's sleep. Although improving sleep quality has been shown to dramatically increase physical and emotional health, as well as academic and athletic performance, most people don't understand why sleep is so beneficial and restorative. This Winter Study Course was dedicated to improving knowledge of sleep science and healthy sleep habits with three overarching goals: (1) First, we learned about what happens in our brains and bodies when we sleep and what is meant by "a good night's sleep." We surveyed some amazing new discoveries from cutting-edge sleep research labs and examined methods that successfully help many people get a better night's sleep. (2) Next, we explored the relationship between sleep habits and a busy lifestyle. Frequently, a lack of sleep is caused by an attempt to be productive and attend to a busy schedule. We explored proven strategies developed by highly successful scientists, business leaders, and athletes to achieve a work/sleep balance such that a person can be more productive during the day to enjoy more sleep each night. (3) Finally, to impact the college and community, we developed a set of educational resources to teach others about the science of sleep and methods of improving sleep hygiene. These resources included free public presentations to campus and off-campus groups (including local classrooms), brochures and posters with easy-to-understand "sleep facts," and a website offering information about sleep science. Taken together, students in this course thoroughly learned about the science of sleep and a healthy work/sleep balance and then shared this knowledge with the local and broader community. This course met approximately 10-20 hours each week and included outside readings. Evaluation was based on a short research paper and final project to educate others about sleep. This course was partially funded by a grant from the National Science Foundation.

### **CSCI 11: eTextiles**

Iris Howley (Computer Science)

Digital data is being infused throughout the entire physical world, escaping the computer monitor and spreading to other devices and appliances, including the human body. Electronic textiles, or eTextiles, is one of the next steps toward making everything interactive and this course aimed to introduce learners to the first steps of developing their own wearable technology devices. After completing a series of introductory eTextiles projects to gain practice in necessary skills, students proposed and designed their own eTextiles projects, eventually implementing them with Lilypad Arduino components, and other found electronic components as needed. The scope of the project depended on the individual's prior background, but could include everything from a sweatshirt with light-up turn signals for bicycling, to a wall banner that displays the current air quality of the room, to a stuffed animal that plays a tune when the lights go on, to whatever project could conceivably be accomplished with Lilypad Arduino inputs, outputs, and development board in a two-week time period. People with little computer programming experience learned to edit snippets of Arduino code for their purposes. People with considerable computer programming background learned some of the idiosyncrasies of programming for Lilypad Arduino which should be transferable to other Arduino platforms.

### **\*ECON 21: Fieldwork in Global Coffee**

Ashok Rai (Economics)

This course involves an internship in a developing economy and an academic analysis of relevant development issues. Students work full-time in either Nicaragua or Kenya with an



organization active in the international coffee trade. The instructor works with each student to help arrange a placement and to help secure funding through Williams Financial Aid or other sources. Such arrangements are made well in advance of Winter Study. Students read relevant background articles distributed at the end of fall term and agree to keep a journal, maintain contact with the instructor, and write a final paper on development issues raised by their specific internship. A group meeting of all students occurs after Winter Study to reflect on individual experiences. Students are also encouraged to attend development talks at the Center for Development Economics throughout the academic year.

### **\*ECON 22: Volunteer Income Tax Assistance (VITA)**

Sara LaLumia (Economics)

This course examines the U.S. individual income tax, with a particular focus on how it affects low-income families. As part of this class, students complete an IRS online volunteer training course and become certified volunteer income tax preparers. At the end of the term, students use their newly acquired expertise to help individuals and families in Berkshire County prepare and file their tax returns. Class meetings involve a mix of discussion of assigned readings and exercises that help develop tax preparation skills and understanding of poverty, both nationally and locally. Assignments outside of class include short readings (on tax policy, the challenges of living in poverty in the U.S., and related public policies); successful completion of online IRS VITA training; and participation as a volunteer tax preparer for approximately six hours during the final week of winter study. The volunteer tax preparation sessions take place in North Adams. Once the term is over, students are invited to continue to volunteer during the rest of the tax season.

### **ENVI 22: Reimagining Rivers**

Nicolas Howe (Environmental Studies)

Rivers play a hugely important role in the artistic, religious, and literary cultures of societies around the world. They are often imagined to be timeless and eternal, yet rivers have been changed dramatically by human activity over time and they will change even more dramatically as the climate continues to warm. What can the past and present of rivers tell us about their future? What light can art, literature, film and shed on their possible role in creating a more just and sustainable society? What are rivers for? Focusing on Europe and the Americas (but making frequent forays into other parts of the world), we examine classic literary texts by authors such as Mark Twain, Norman Maclean, and others; works by visual artists such as William Turner, Andy Goldsworthy, and Ed Burtynsky; documentary and feature films such as "Damnation" and "Fitzcarraldo," as well as some environmental journalism and ethnographic writing. We also take a few field trips to local rivers. The class meets for 6 hours each week for discussion; all films are viewed outside of class.

### **\*HIST 10: North Adams, Massachusetts: Past, Present, and Future**

Anne Valk (History, CLiA & OIDE)

In January, 12 students -- mostly from the first-year class -- enrolled in WS HIST10, *North Adams: Past, Present, and Future*. Along with Professor Anne Valk and one auditor (a Williams alum and retired Williams staff person), the students explored aspects of the city's government, economy, and community organizations. The class learned about the city's history at the North Adams History Museum and the Western Gateway Heritage State Park; and toured two new developments, new Greylock Works complex and the proposed Extreme Model Railroad and Contemporary Architecture Museum, which demonstrate residents' efforts to regenerate the city's economy and cultural life. Students attended an evening City Council meeting and participated in an exchange with Mayor Thomas Bernard and former

Mayor Dick Alcombright where they heard about contemporary opportunities and challenges. And the group met with leaders of the Friendship Food Pantry, the Northern



Berkshire Community Coalition and the Hoosic River Revival to learn about the important work of these organizations. By offering this course, Valk (with CLIA's support) aims to give students an academic background and an in-person introduction to North Adams that can influence their activities throughout their Williams' career. The class will be offered again during Winter Study 2019.

### **JAPN 25: Kyoto Artisans: Exploring 1200 Years of Cultural History of Kyoto through Modern Craftsmanship**

Shinko Kagaya

Kyoto, the former imperial capital of Japan has 1200 years of history. It is called Japan's cultural treasure house and thrives on its ancient heritage of architecture, gardens, religion, performing and culinary arts and craftsmanship. Yet Kyoto's appearances can be deceiving. At a glance, its traditional architectures, sacred shrines, and temples are absent as they are tucked away behind tall buildings and busy commercial storefronts. In Kyoto, you find a monumental temple designated as a UNESCO World Heritage site under the shadow of ultramodern high-rising buildings. There is an enigmatic quality to the city with this juxtaposition of old and new. This unresolved tension between tradition and modernization can be Kyoto's fascination. The purpose of this travel course is to explore the cultural history of Kyoto and how traditional craftsmanship is perpetuated and transformed in a modern era as the city of Kyoto developed. Students visit Kyoto artisans at their studio and through a discourse with thriving artists, they will arrive at their own conclusion about what it means to sustain tradition while pursuing modernization and innovation. The first week of the course is conducted on campus when students intensively study the cultural history of Kyoto with readings, films, and discussion. Also in pairs, they conduct research on one selected area of Kyoto craftsmanship to acquire in-depth knowledge. Each pair is responsible to educate the entire group for the onsite visit in Kyoto. Then, for the second and third week, the class travels to Kyoto where they first visit historic sites to learn the context of how craftsmanship developed from courtly culture in the Heian period, samurai tradition in the Kamakura and Muromachi periods, religious ceremonies and Noh Theater and tea

ceremonies. After and during these excursions, we visit four to five artisan studios. They are a sacred mirror maker who could be the last of his kind, a textile weaver, a Noh mask maker, and a sculptor of Buddhist statues. Some of these artisans are perpetuating hundreds of years of family tradition. Some started out as an apprentice and established his/her own studio. Students also have hands-on experiences at some studios. Students are expected to participate in all the scheduled activities, keep a daily journal and share in daily reflections. At the end of the Kyoto visit, students summarize their reflections and present their views on Japanese traditional and modern craftsmanship to the local community and the Kyoto artisans at a public forum. Throughout the course, students upload their dairy journals, reflections and, at the end, their final powerpoint presentation to a course website.

### **LEAD 18: Wilderness Leadership in Emergency Care**

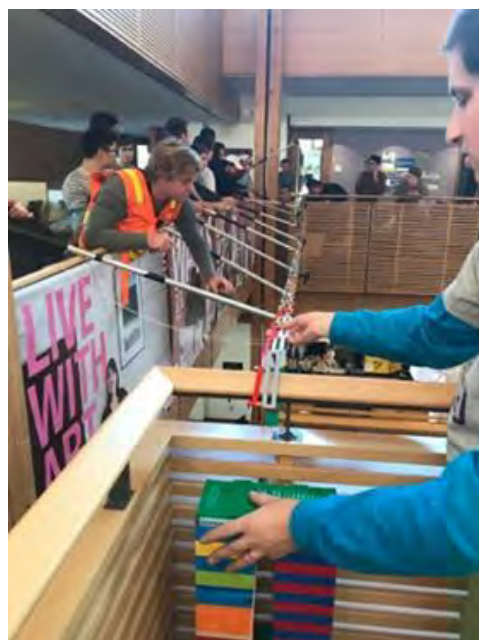
Scott Lewis (Athletics)

This Winter Study course is for students who would like to participate in a 9 day, 72-hour comprehensive hands-on in-depth look at the standards and skills of dealing with wilderness based medical emergencies. Topics covered include Response and Assessment, Musculoskeletal Injuries, Soft Tissue Injuries, Environmental Injuries, and Survival Skills. Additional topics, such as CPR, are also included. Students are required to successfully complete the written and practical exams, and not miss any of the 9 classes to receive credit and WFR/CPR certification.

### **\*MATH 12: Mathematics of LEGO Bricks**

Steven Miller (Mathematics)

Since their introduction in 1949, LEGO bricks have challenged and entertained millions. In this course, we explore some of the connections between LEGO bricks, mathematics and popular culture. Activities range from trying to do a LEGO Idea challenge to teaching an Adventures in Learning class at Williamstown Elementary to building a bridge over the gap on the 2nd floor of Paresky for MLK day (shown in the nearby photo).



### **MATH 15: Pilates: Physiology and Wellness**

Allison Pacelli (Mathematics)

During the first half of the twentieth century, Joseph Pilates developed a series of exercises he called Contrology designed to strengthen core muscles and improve overall health. Now known as Pilates, these exercises are meant to increase flexibility, strength, endurance, and spinal health. In this course, we study the physiology and origins of the Pilates exercises as well as how Pilates can be incorporated into an overall wellness plan. Class time includes both Pilates routines, discussion, and guest lectures.

### **MATH 25: Introductory Photography: People and Places in Peru**

Cesar Silva (Mathematics) and Richards Washburne

This was an introductory course in photography with an emphasis on people and places, and in particular travel to Lima, Cuzco, and Machu Picchu, in Peru. There were three assignments and a project to complete and hand in, one each week. Each assignment consisted of a number of images and in some cases, prints, to be determined each week, to be shown in class. The final project consisted of a group of slides together with an essay explaining the

creative process used in making those images. There was one main field trip for about eight days in Peru. Students were introduced to basic photographic principles and to the culture of Lima and Cuzco, Peru.

### **MUS 15: Contemporary American Songwriting**

Bernice Lewis

This longstanding course focuses on learning how to write and perform songs in contemporary styles (rock, folk, jazz, bluegrass, etc. Unfortunately, we did not address rap or spoken word). Topics addressed include song structure, how to create a lyric that communicates, vocal and instrument presentation, performing techniques, publicity for events, and today's music industry. The class culminates in a public performance of material written during the course. To successfully pass this course, students are required to create, edit, perform and possibly record two original songs. These songs have to be conceived during the course period (previously written material is not usable). Students are guided to create both music and lyrics. At least one of each student's songs is presented during the final performance. A short writing assignment based on the assigned reading is turned in on the last day of class.

### **\*PHIL 25: Eye Care and Culture in Nicaragua**

Laura Smalarz (Psychology) and Elise Harb (UC Berkeley School of Optometry)

Under the guidance of a team of faculty, students receive training in the provision of very basic eye care (eg., prescribing and fitting reading glasses) and then travel as a team to the rural east coast of Nicaragua, setting up temporary clinics and helping train local people in basic eye care provision. Readings and a lecture on the cultural, social, political and economic conditions of the region are completed in advance.

During the first week, students learn both the content and context of the work they will be doing. They read about and discuss Nicaragua's history and current political situation with help from Williams faculty experts including Political Science Professor Jim Mahon and former Williams Athletic Director Bob Peck, who first taught this course fourteen years ago. UC Berkeley Professor of Optometry Elise Harb trains the students in basic eye care and how to give eye examinations. The group then flies to Nicaragua, traveling to different communities in the Atlantic Coast region where the need is greatest, administering eye examinations and distributing donated glasses to people who have no other access to corrective eyewear. While in the country, the students keep detailed journals that they complete following their return to Williamstown. They interact with Nicaraguans during the eye clinics and have opportunities to speak with them during the evenings. Students are also expected to attend organizational and training meetings and complete a number of relevant readings prior to the trip.

In their 10 days of travel clinic work in January 2018, the team provided 4245 patients with 7212 pairs of glasses, not counting the free sunglasses they distributed to children to help prevent cataracts. These annual clinics provide the only eye care service available in the communities in this remote region.

### **PHYS 13: Electronics**

Catherine Kealhofer (Physics) and Jason Mativi (Science Center Engineering Shop)

Electronic circuits and instruments are indispensable parts of modern laboratory work throughout the sciences. This course covers the basics of analog circuits, including transistors and operational amplifiers, and briefly introduces digital circuits and the Arduino, a microcontroller. The class meets four afternoons a week for a mixture of lab and lecture, providing ample opportunity for hands-on experience. Students build and test a



variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. In the last week, they design and build a final project, or write a 10-page paper.

### **PSCI 20: Food Culture of the Berkshires**

Matthew Tokeshi (Political Science)

This course examined the people and ideas behind some of the most exciting developments in our regional food culture. Class sessions included guest presentations from food experts/enthusiasts in our community and field trips to regional places of interest. The final project was the production of a food magazine in the style of the Edible series. Each student contributed one short piece of writing for the magazine and gave an oral presentation about their piece on the final day of class. Students were also responsible for photography, artwork, and other aspects of the magazine's design.

### **\*PSCI 21: Fieldwork in Public Affairs and Private Non-Profits**

Cathy Johnson (Political Science) and Paula Consolini (CLiA)

This regularly offered course features a 90-hour participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization, political campaign or on a special project related to public affairs. The instructors work with each student either to develop a field research project, find a placement or make appropriate arrangements with ones the students found for themselves. Each student's fieldwork mentor sends a confirmation letter to the instructors, verifying the placement and describing the nature of the work to be performed by the student. Students keep a journal and write a final analytical paper. The instructors guide the students through a pre-term orientation session, theoretical and practical reading assignments and a post-fieldwork group debriefing session.

January 2018 placements and projects of the twenty participating students were wide-ranging. They included opioid crisis research with the local Northern Berkshire Community Coalition, legal aid work in Maine, LGBTQ advocacy in California, a public radio station internship in Florida, an internship with John Chiang's California gubernatorial campaign, Adult Basic Education curriculum development for the incarcerated and work with international organizations in South Korea, Tokyo and Ghana.

### **\*PSCI 22: Learning Intervention for Teens**

Cheryl Shanks (Political Science), Michael Wynn (Pittsfield Chief of Police)

Student Coordinators: Marissa Shapiro '18 and Nicholas Goldrosen '20

This ten-year-old student-led course pairs energetic Williams students with adolescents involved in the Juvenile Court System of Berkshire County. Judges assign teenagers (ages 13-17) to this alternative sentencing program—this is certified as an official Commonwealth of Massachusetts probation program—when their absence from or misbehavior in schools has been a central feature of their delinquency. The goal of this program is to show these teens that learning can be fun, can center on topics that matter to them and can be empowering. If the teens see school as something other than a form of incarceration, they will be motivated to stay there and to succeed. Each Williams student helps a teen investigate, develop a report on, and present their conclusions about a topic of the teen's choosing. In the past, these have ranged from BMX to the history of North Adams, to the causes of teen methamphetamine use. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work via PowerPoint to an audience that includes the Berkshire County Juvenile Court judges and probation officers, town and city chiefs of police, County District Attorney and assistant DAs, the teens' peers and families,

Williams faculty and community members. Williams students gain experience serving in an official capacity, learn to mentor teenagers, and gain insight into the causes of and solutions to the incidence of juvenile crime and underachievement. Williams students are expected to attend trainings, meet with their teens three times a week, co-give a final presentation, and keep a weekly journal detailing their meetings.

### **PSYC 21: Psychology Internships**

Catherine Stroud (Psychology)

This course gave students an opportunity to work full-time during Winter Study in a mental health, business, education, law or other settings in which psychological theories and methods are applied to solve problems. Students were responsible for locating their own potential internships whether in the local area, their hometowns, or elsewhere and were welcome to contact the course instructor for suggestions on how to do this. In any case, all students considering this course were to consult with the instructor about the suitability of the internship being considered before the Winter Study registration period. Students prepared a brief description of the proposed placement, noting its relevance to psychology, and the name and contact information of the agency supervisor. Enrolled students met the instructor before Winter Study to discuss matters relating to ethics and their goals for the course, and after Winter Study to discuss their experiences and reflections.

### **RUSS 25: Williams in Georgia**

Olga Shevchenko (Anthropology & Sociology) and Julie Cassiday (German & Russian)

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, 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. They visit the sacred eleventh-century Cathedral of Sveti-tskhoveli 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 write a 10-page paper assessing their internship experience.

### **SPEC 11: Podcasts from the Farm: Stories of Food Security, Workers' Rights, and Carbon Farming**

Mike Evans (Zilkha)

This course uses podcasting as a vehicle to explore how Massachusetts farmers' are working on a variety of issues to increase food security, improve farmworkers' rights, and make an impact on climate change. Guiding questions include: How do farmers view their role on issues of hunger, workers' rights, and climate change? What are they currently doing to make an impact on these issues? What opportunities and challenges lie ahead for them related to these issues? How can their stories be told in a compelling way? What are the opportunities to enhance storytelling by using an audio format as the medium? Students study interviewing, storytelling, and podcasting best practices and use what they learn to create interesting podcasts that are both rich in content and in sound.

Partnering with the Massachusetts chapter of the Northeast Organic Farming Association (NOFA Mass), the class as a whole attended the NOFA Mass Winter Conference at Worcester State University on January 13 and conducted initial interviews there with presenters and attendees. The resulting informative and podcast creations are used as resources on the NOFA website and the Williams sustainability website. A number of assignments involved listening to and critically analyzing podcasts. Time together was a combination of learning about various farming issues in Massachusetts, analyzing content and audio choices, practicing interview techniques, and getting feedback from peers.

### **\*SPEC 19: Healthcare Internships**

Barbara Fuller ('68 Center for Career Exploration)

Firsthand experience is a critical component of the decision to enter the health professions. Through these internships, students clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Internships are arranged in two distinct ways: some students live on campus and are matched with a local practitioner, while others make independent arrangements to shadow a distant professional. The expectation is that each student observes some aspect of medicine for the better part of the day, five days per week. In recent years, students have shadowed physicians, veterinarians, dentists, nurses, and public health experts.

### **\*SPEC 21: Experience the Workplace, an Internship with Williams Alumni/Parents**

Dawn Dellea ('68 Center for Career Exploration)

Field experience is a critical element in the decision to enter a profession. Through this internship, students 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 observes some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate assigns a specific project to be completed within the three-to-four week duration of the course depending upon appropriateness. In addition to observation, there may be an opportunity to work on distinct projects generated by the instructor depending upon appropriateness. Students complete assigned readings, keep a daily journal, and write a 5- to 10-page expository review and evaluation that becomes public record as a resource for other students.

### **\*SPEC 28: Class of 1959 Teach NYC Urban Education Program**

Tracy Finnegan (CLiA)

Students in this course learn about the front-line challenges of urban education by working daily in public schools, charter schools, and sometimes, parochial school settings. Participants are expected to pursue a full day's program of observing, teaching, tutoring and/or mentoring in the subject and grade level of their interest. Once the school placement is arranged, the student's site supervisor arranges a work schedule and provides mentoring during the month. Instructor Finnegan hosts weekly dinner discussions with all of the participants as a way to relax, bond and make sense of their respective experiences. The students are also required to keep a



journal and write a 5-10 page paper, reflecting upon their experience. Finnegan conducts orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject areas and a host school. In addition to the weekly discussion dinners, Williams College provides dormitory-style housing at the West Side YMCA on 63rd street, along with a monthly Metrocard for transportation and a \$500 stipend to help offset the cost of meals. Further assistance is available for financial aid students.

In the 2018 run of this course, the ten enrolled students were placed at four schools that have been both recent and longtime collaborators with this program; East Side Community High School and Dream Charter School partners have been partners for at least five years while Yorkville East and Achievement University Prep hosted our students for the second year. The latter two schools have Williams alums Corey Levin and Claire Shin working at them. There were four schools in all for 2018, two charters and two public ones.

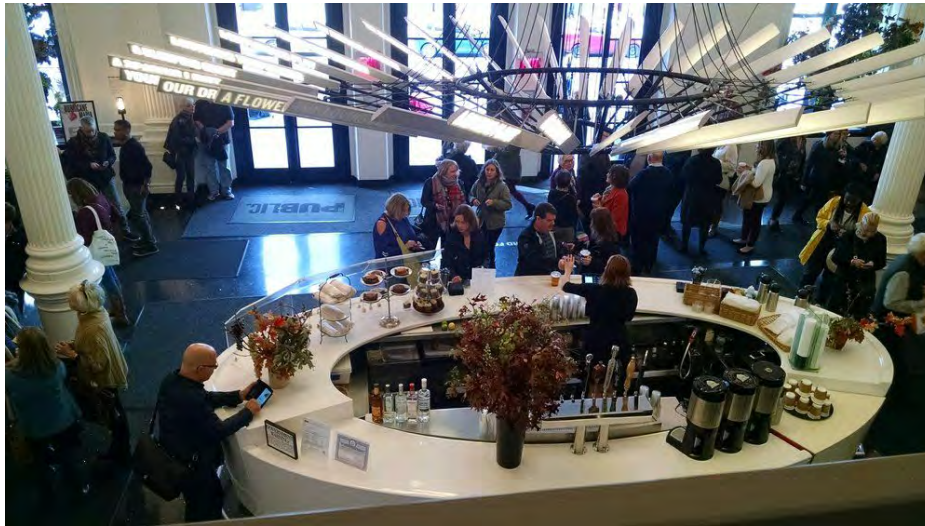


## **THEA 12: Careers in Arts Management and Producing Models**

Casey York '10

This class will serve as an introduction to the many career options “behind the scenes” in the arts and entertainment industry. Students will get an overview of the daily roles & responsibilities within Producing, Management, and Administration in fields such as live theater, dance, music, film/television and visual arts, primarily delving into not-for-profit organizations and independent producers in New York City. Coursework will include budgeting of income and expenses, fundraising, marketing and promotion, production management, curation, and business strategies across a variety of disciplines. We’ll discuss organizational structures, career trajectories, and the staff positions that support arts production in this saturated market, with a particular focus on contemporary multi-disciplinary theater, including the ever-evolving relationships between the theatrical unions, artists, and producers. As an example, we’ll chart the course of Line Producing one new play from the earliest stages of its artistic development through its New York premiere and beyond, considering the process from multiple angles and highlighting the myriad of





people required to launch a piece of art or entertainment. The group will take one trip to New York City to meet with experts in the field, learn about their roles and responsibilities, and attend live shows at venues and festivals such as Under The Radar at the Public Theater, COIL at PS122, PROTOTYPE

(opera-theater), American Realness (dance), and/or gallery visits, with opportunities to meet the curators, producers, and staff responsible for supporting and executing the vision of the artists. As a final project, each student will prepare a theoretical plan to produce a piece of their own curation, complete with contracts, timelines, venue selection, expense budget, revenue projections, fundraising plans, marketing and media plans, and analysis of the target audience.



# EXTRACURRICULAR EXPERIENTIAL LEARNING

With talented and energetic students, faculty and staff and a region chock full of dedicated communarians and innovative organizations, it's no wonder that options for our students to "learn by doing" abound outside the curriculum as well as in it. CLiA and other offices and student groups run programs and projects involving over fifty partner organizations in our region. We also connect students to initiatives run by other organizations and monitor community conditions and stakeholders, scouting for and sometimes helping build new and enhanced initiatives. We take the elements of good pedagogy and use them throughout our work- offering additional guidance to improve student learning and effectiveness. In short, we help our students learn by doing good in any area of potential interest<sup>1</sup>.

Over half of the extra-curricular opportunities run by CLiA in 2017-18 involved teaching, tutoring or mentoring in local educational institutions. We and our colleagues in other campus departments and offices also offered opportunities in many other areas, including food insecurity, other anti-poverty work, community and economic development, and public health. In addition, over 60 student groups engaged in some form of community work in our region. In what follows, we first share efforts directed by our staff and those of some other departments and offices followed by the work led by students. We also list our campus and community partners, and, finally, in Appendix C, the names of student participants in these programs.

## **WILLIAMS ELEMENTARY OUTREACH (WEO)**

**Director: Jennifer Swoap (CLiA)**

CLiA's dedicated and dynamic part-time elementary outreach staff organize opportunities for Williams students to engage in teaching, tutoring, and mentoring students primarily in four partner local elementary schools in northern Berkshire County<sup>2</sup>: Williamstown Elementary, Brayton Elementary, Greylock Elementary, and Lanesborough Elementary. WEO operates sixteen programs and pilots in partnership with these and other schools, other campus departments, and non-profits. In 2017-2018, over 350 Williams students engaged in some capacity -- academic credit, paid, or volunteer -- in local schools, serving more than 1100 elementary students. The majority of Elementary Outreach programs are helmed by Williams Student Leaders who work closely with CLiA staff and school administrators and teachers to more deeply understand the complexities of public schools. WEO Student Leaders help implement and improve communication, reflection, and evaluation of peers working in CLiA programs. New this year was an effort to create a community and sense of belonging around local education outreach work through providing more professional development and training opportunities for our students working in local elementary schools. The opportunities described here provided our students the chance to deepen and grow their understanding of frontline public education challenges while exploring their interests in education and serving the learning needs of local children, many of them disadvantaged. As the perspectives we share show, along the way they picked up valuable skills and insights along with the appreciation and respect of their hosts and the children they served!

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<sup>1</sup> We categorize opportunities into a dozen action areas: Activism; Arts & Culture; At-Risk Youth; Community and Economic Development; Education; Health & Wellness; History, Government & Politics; International Development; Media and Technology; Religion & Spirituality; Science & Environment; and Social Services.

<sup>2</sup> Additional opportunities run by student groups and other campus offices reach into more schools such as Pownal (Vermont) Elementary School, Reid and Herberg Middle Schools and Pittsfield, Taconic and Lee High Schools. Two of these programs, Crossover Academy and the Captain's Book Project, run by the Athletics Department are listed in this section.

## TEACH TO LEARN INITIATIVE

**Williams Co-Principal Investigator: Jennifer Swoap (CLiA), Coordinator: Molly Polk (CLiA), Administrator: Lindley Wells (CLiA)**

The Teach to Learn (T2L) initiative, a partnership between Williams College, MCLA, and North Adams Public Schools (NAPS) was designed in early 2014 to impact the science learning experiences of undergraduate students by engaging them in the experience of developing and implementing science curricula in K-7 classrooms in the North Adams Public School District. The initiative was awarded a four-year \$810,876 National Science Foundation grant in September 2014. The principal focus of the grant has been to gain new knowledge about the impact of the T2L program on the undergraduates, the school teachers and their elementary students. Overall objectives are to increase participant's understanding of the nature of science; undergraduates' ability to explain science concepts to a general audience; self-efficacy of all participants; the number of courses taken by education and other non-science majors/intended majors; and the completion of science majors for declared and intended majors. Multiple surveys have been gathered from undergraduates, elementary students, and teachers on specific research questions about the nature of scientific inquiry and science pedagogy.



T2L is implemented by MCLA and Williams through sending pairs of undergraduates to the three North Adams elementary schools, Colegrove, Brayton, and Greylock during the academic year to team up with a classroom teacher to teach hands-on science curricula. Undergraduates and classroom teacher teams together attend an orientation and one professional development training each semester. Trainings to date have focused on effective science teaching and learning and included topics on scientific argument, science journaling, scientific modeling, and exemplar curriculum.

With funding from the NSF grant, each summer the T2L team has been employing six undergraduate interns to develop new hands-on science curriculum that aligns with the state science standards. These curriculum developers work alongside classroom teachers under the guidance of North Adams Public School staff including the Director of Curriculum, Instruction, and Assessment, Science Coordinators, and Building Mentors. Twenty curricular units have been created, taught, and revised over the four years of the grant. We have posted these units on our websites and shared them at local, state, and national meetings.

Preliminary analysis credits the program with improving elementary science curriculum, increasing teacher efficacy associated with teaching science, and improving children's attitudes toward science and their science achievement.

*"The connection that the Williams students form with our children is amazing! Nothing pleases me more than to see happy and proud faces of children when knowledge of science topics has been achieved. The hands-on lessons that are created make learning fun." -- Melissa Boyer, Grade 3 Teacher*



*"The Science Fellows are positive role models for all my students, but I especially see them as role models for the young girls in my class. Most weeks, (the Science Fellows) added an extra element to the lessons by introducing a scientist in the lesson. Most of the scientists (they have introduced) have been women." -- Classroom Teacher*

*"Being part of the Teach to Learn work has been a great experience for me and the children in my classroom. The professional development work has deepened my understanding of the scientific process. I have been able to collaborate with college professors, college students, and other teaching professionals to better understand the content to be taught. In the classroom, the children have enjoyed having their "science teachers" deliver lessons. The students have always come prepared to teach the lessons and to answer questions the children have. The curriculum has been interesting to the students. It has provided a good balance of teacher directed work, exploration and discovery, and journal work that has been accessible to all the learners in my room." -- Maribeth Garner, Teacher, Greylock Elementary*

*"Having the T2L Science Fellows come to my classroom each week and interact with my students is not only a rewarding and enriching experience for my 4th graders, but for me as well. The Science Fellows take the time to engage, model, and develop relationships that foster enthusiasm for science and learning. Collaborating with the Science Fellows brings a fresh perspective to each lesson. My students and I look forward to having them come in each week." -- Marie McCarron, Teacher, Brayton Elementary*

*"I have been fortunate to have students from the local colleges coming into my fifth grade classroom for several years. Together we teach science curriculum that was created through a collaboration of students and teachers from North Adams Public Schools, Williams College and Massachusetts College of Liberal Arts. My fifth grade students are offered engaging, hands on science activities and lessons. They love working with the science fellows and experimenting with various topics. I also have the opportunity to work with many of the students developing curriculum during the summer and it is always rewarding for me to be creating alongside students." -- Lisa Marceau, Teacher, Colegrove Park Elementary*

*"The model of side by side content exploration between college students and elementary students has proven to be a highly successful endeavor for both sets of learners. This partnership with Williams College has afforded elementary students the opportunity to be mentored and taught by students who offer an authentic learning experience and a glimpse at what higher education means. The Williams students are mentors, teachers, and in the words of our students, "buddies." We are very fortunate to have college students who commit themselves to our students, to our curriculum, and as such, to our school system." -- Kim Roberts-Morandi, Director of Curriculum, Instruction and Assessment*

*"The Teaching to Learn collaboration has consistently provided opportunities for MCLA undergraduates to reap the rewards of a close-knit partnership focused on science education. MCLA students have developed a nuanced view of science and science education, worked with peers from both MCLA and Williams as well as professionals in the field (especially elementary teachers), and been given the space to take initiative and take on leadership roles. I have seen these benefits first hand, and such results would not have been possible if not for the collaborative spirit and focus of the project team. While each of the partner institutions brings its own strengths to the collaboration, the support of the Center for Learning in Action at Williams has served a foundational role in creating and sustaining the ideas and energy necessary to the success of the Teaching to Learn project." -- Nick Stroud, PI for NSF-funded T2L grant, Evelyn H. and Arlindo Jorge Professor of Education, Associate Professor of Science/Technology Education, Massachusetts College of Liberal Arts*



## SCIENCE FELLOWS in North Adams Public Schools

Coordinator: Molly Polk (CLiA)

During the 2017-2018 school year, 24 individual Williams students (17 in the fall and 19 in the spring) worked for almost 700 hours at Brayton and Greylock Schools in North Adams as Science Fellows and participated in related NSF-funded Teaching to Learn (T2L) activities, including professional development and project research and evaluation. The primary responsibility of Science Fellows is a weekly, 1.5-hour teaching block that they prepare and lead using T2L curriculum in collaboration with classroom teachers, serving 238 elementary students.



2017-2018 was the final year of a four-year \$810,876 NSF-funded grant for the T2L project.

*"I wanted to learn about what it is and how it feels to teach. I wanted to understand how science curriculum could be used to nurture children's creativity and teach them socio-emotional skills. These are two things I find to be immensely interconnected."*  
-- Soha Sanchorawala '19

*"One of my goals was to try to spend more time with students who didn't reach out to me. There is always a group of kids who always ask the Science*

*Fellows to come over and help them with their activity, but my goal especially in the spring was to spread my time evenly between the quiet students and the outgoing students and I think I improved."* -- Marissa Anderson '20

*"I feel as though I'm playing a small but important role in Increasing STEM interest in young students, especially those who are underrepresented by gender or race, and it seems like a great way to give back to the community. I also like working with kids so this program has been a great fit for me. I hoped to foster an environment where science was made more inclusive for people of all backgrounds. I think that my partner and I were successful in doing so, and I think that our calculated decision to stay in the same classroom for the entire year really helped in this regard, as the continuity in teaching style and environment was helpful in making an inclusive environment. I've had the privilege of being a part of the T2L Science Fellows family since my freshman year here. It has been one of my most meaningful experiences during my four years of college. The T2L Science Fellows program has allowed me to engage with my local community in a timeless way, a means of engagement usually not found in the hustle and bustle of the self-contained college bubble. As much as this program helps build strong foundations for science education and engagement, it has also facilitated the building of concrete relationships with my students. It truly has been a blessing to be such a significant part of my local community, and as a result of this program, I hope to engage in similar volunteer opportunities post-graduation."* -- Jeremiah Kim '18

*"The Science Fellows put a new spin on our lessons. They make connections with the children and are an extra set of ears when children explain what they are doing in science."* -- Elizabeth Patenaude, Grade 1 Teacher

*"The connection that the Williams students form with our children is amazing! Nothing pleases me more than to see happy and proud faces of children when knowledge of science topics has been achieved. The hands-on lessons that are created make learning fun." -- Melissa Boyer, Grade 3 Teacher*

*"The Science Fellows are positive role models for all my students, but I especially see them as role models for the young girls in my class. Most weeks, (the Science Fellows) added an extra element to the lessons by introducing a scientist in the lesson. Most of the scientists (they have introduced) have been women." -- Classroom Teacher*

## **SCIENCE FELLOWS at Williamstown Elementary**

**Coordinator: Tracy Baker-White (CLiA), Rock Stewart '20, John Hincks '20**



The current Science Fellows Program started over twenty years ago under the auspices of a Howard Hughes Medical Institute grant for science education in communities. The program is now fully supported by Williams College in the Center for Learning in Action. Science learning through this program crosses over all the grades, but is intensively provided at K, 1st and 2nd grade levels, where Williams College Science Fellows and a CLiA staff member teach science lessons on a weekly basis. Science lessons are delivered according to a curriculum consistent with the state standards for learning in science. Additional support is provided for grades 3-6 through purchasing of special materials for activities and assistance in teaching lessons. In 2017-2018, 26 Williams students worked 386 hours teaching 374 science lessons to over 150 elementary students.

*"I learned a lot about learning and children, and it really allowed me to take a step back from school and immerse myself in a different world." -- Solly Kasab '21*

*"It gave me an outlet to see what teaching is like, and I definitely felt like I got better at interacting with the students over the course of the year." -- John Hincks '20*

*"It was very nice to work with one class the whole year and see their progress. It was also interesting to see kids two years in a row, and notice their development in learning and socializing. It takes a fair amount of patience, compromising and communication to work effectively with young students, which was engaging and rewarding." -- Morgan Whaley '20*

## **ADVENTURES IN LEARNING at Williamstown Elementary**

**Coordinators: Melody Blass-Fisher (CLiA), Geraldine Shen (CLiA), Emma Lezberg '20, Cielo Perez '19 and Laura Varela '18**

Adventures in Learning (AiL) is a month-long after school enrichment program taught primarily by Williams College students and community volunteers. In its fourth year under the CLiA mantle in which Williams provides funding support for a Program





Coordinator, three student Program Assistants, as well as CLiA administrative support and some funding for supplies, AiL grew to offer 23 classes serving close to 200 students in grades 1-6 at Williamstown Elementary School in the month of January. There were 66 Williams students involved, as well as 2 faculty and 1 artist-in-residence teaching along with their Williams students.

2018 classes included:

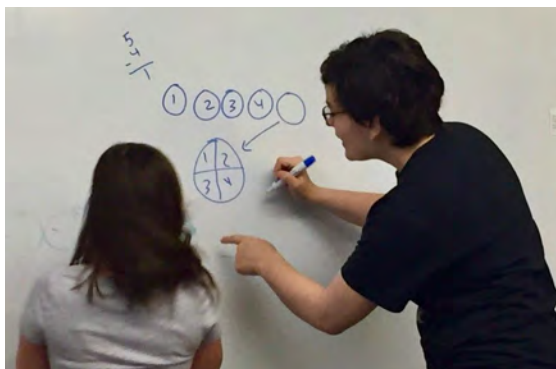
- Yoga For Kids!
- Global History Through Disney
- In the Lab: Exercise Science
- Musica Latina!
- Art for Rebels
- Engineers of Fun
- Playwriting and Performance
- Tinkering Together
- Game ON!
- Chemistry of Cooking
- Video Game Creation
- Fantastic Fairy Tales
- Just(ice) Snacks
- Math of Lego-Bricks
- Movie-Making
- Sports: Play them All!
- Make Puppets Come Alive!
- Tabletop Games
- Crazy Mazes

*"The program was awesome! The [elementary school] students were so passionate about food and justice...we were happy to see youth begin to be able to mobilize and articulate change they desire in our society and food system." -- Isaiah Blake '21*

*"AiL provided a great opportunity to connect with kids and learn about all of the nuances in each of their personalities, while helping them (and ourselves!) link learning to interactive experiences and to the exploration of creativity." -- Marya Rana '21*

## **AFTER SCHOOL TUTORING at Williamstown Elementary**

**Coordinators: Tracy Baker-White (CLiA), Emma York '19, Megan Seidman '20 & Sylvia Janda '21**



The After School Tutoring Program (AST) provides homework help to 3rd-6th Williamstown Elementary students who need it at no cost. In this paid job, Williams College tutors work one on one or in small groups with children, under the supervision of a classroom teacher at WES. Tutors develop a close mentoring relationship with students that fosters both academic and personal growth. Two college student leaders coordinate the program, and assist with recruitment, scheduling, and evaluation.

In 2017-2018, 23 Williams students tutored 23 elementary students. Williams tutors provided 402 hours of tutoring while WES students and tutors got to know each other both as learners and as people, blending personalities and individual interests into curriculum. These students were able to make meaningful, productive relationships with their work, not only learning about math and reading, but about how their subjects relates to them and their goals as individuals.



*"The best part of the tutoring experience was getting to know students and build a relationship week after week, providing encouragement that will hopefully sink in to boost their self-confidence."*  
-- Sofia Phay '19

*"I enjoyed getting to work with mostly the same students week to week, and getting to know what was going on in their lives."* -- Sylvia Janda '21

*"Contributing to the Williamstown community and taking an hour to just forget about work and help to improve the days of elementary school students was the best part of the experience."* -- Julia Mariani '21

## **BIG SIBS at Williamstown Elementary**

**Coordinator: Lindley Wells (CLiA)**



During the 2017-2018 school year, six students volunteered in the Big Sibs program at Williamstown Elementary School. The program grew from four students last year to six students this year. This year, Williams students worked in five different classrooms for an average of 1.5- 2.5 hours per week. The program has been a success over the past two years and therefore is in a great position to expand again next year.

*"Big Sibs has been a valuable program for our students at WES. All of the Big Sibs have special qualities that allow them to be positive role models and make a deep connection with our students. The relationships have flourished as the program has continued. I am grateful to be able to facilitate the growth of this program and witness the lasting effects on our students and their emotional learning."* -- Elea Kaatz, WES Assistant Principal

*"Back home, I volunteered with children on a weekly basis and being a Big Sib has allowed me to continue this. Fostering a relationship with my Little Sib has truly been enjoyable and rewarding. Whether it be playing with my Little Sib outside during recess or helping him with math, I know that I am positively influencing him. I have been his Big Sib since he was in kindergarten, and I look forward to next year when he will be a second grader."* -- Justine Felix '20

## **CAPTAIN'S BOOK PROJECT**

**Coordinator: Carolyn Miles (Athletics)**

In this Athletics-CLiA partnership service project, Williams athletic team captains across all Williams sports offer encouragement and inspiration to underserved 5th and 6th graders through personal notes accompanying gift bags of books and school supplies provided by CLiA. In the Fall 2017 run, more than 70 captains took time from their leadership training day to look back in time to their





days in middle school. They heard about the circumstances and challenges of the current Pownal, Vermont and North Adams Greylock Elementary students, many of whom have no family experience with higher education. Sifting through the 150 classic fiction books (such as *Holes* and *The Princess Bride*), each captain selected one or two they remembered and wrote an accompanying note addressed to the student who would receive that particular book. The notes shared a related reading or learning experience and/or insight. All included words of encouragement for the new school year. With the help of CLiA staff, subgroups of the captains visited the relevant classes in the two elementary schools within the first few month of the school year. After presenting the gift bags to the students, they shared their personal stories and answered questions about Williams and college life in general.

## **CLASSROOM HELP at Williamstown Elementary**

**Coordinators: Geraldine Shen (CLiA), Clara Beery '18 and Julia Yarak '18**

Classroom Help at Williamstown Elementary School is a popular program with both Williams College helpers and the 30+ classroom teachers/specialists with whom they work. Individual students assigned specifically to help one teacher made for effective working relationships between the college student and their mentor teacher, as well as strong bonds between college students and the students they served. More than 2,000 hours were logged by Classroom Helpers, and each grade level of the school from Pre-K to 6th hosted Classroom Helpers.



*"This year made me realize I want to be a teacher! I've learned so much from [my classroom] teacher... and have had such an amazing time getting to know the kids, it's been incredible seeing how much their reading has improved and their confidence and their critical thinking skills."* -- Julia Yarak '18, Classroom Helper in 1st Grade

*"[As a returning Classroom Helper,] I felt more confident in my ability to help students and found that forging relationships with them was an excellent means to that end. I loved being able to act as both friend and mentor to students, especially those that struggled with certain subjects and spent a fair amount of individual time working over problems and reading with me. It felt awesome to see progress in math and reading fluency, as well as keep up to date with their lives and hobbies. It is a truly rewarding experience to see the WES students around Williamstown and at Williams College events and to have them jump up and down with excitement when they greet you."* -- Mia Weinland '19, Classroom Helper in 5th Grade

*"The classroom helpers that I had this year have been the best ever! They were able to help during our math and reading blocks. They took initiative, completed many tasks, supported student learning, and were adored by the students... It is a true gift to me and especially to the children at WES."* -- Dawn Stewart, 3rd Grade Teacher

*"My classroom helper made [a large] impact on my kids because she was here just about every day, for at least 1.5 hours. She also got to work with every student because of her consistency. It was also great to have someone who really knew my kids, made great connections with them, and who know my classroom procedures. It was an added bonus that she was interested in teaching and wanted to learn as much as possible and had great initiative... I didn't realize how much of an impact they*

would make on my classroom and my students. I loved having them and the kids loved having them." -- Haley Ozdarski, 2nd Grade Teacher

## **CLASSROOM SUPPORT at Greylock Elementary School**

**Coordinator: Molly Polk (CLiA)**

During the 2017-2018 school year, two Williams students worked at Greylock School in North Adams to support two sixth grade teachers and 39 students in four academic subject areas: English, Math, Science, and Social Studies. Williams students went to Greylock on three different days of the week using the BRTA and a driver for transportation and worked a total of 159 hours. Following the move of grade 7 to Drury, what had been the Middle School Mentors program was reconfigured to offer a smaller-scale model in which two students could forge strong relationships with teachers and students over the course of the school year, similar to the Classroom Support program at WES.



*"Being part of Classroom Support has been a tremendous learning experience for me. Not only did I value the teaching aspect of the program, but I also really enjoyed developing relationships with each and every single one of the students. From stories about their vacations to questions regarding surface area, I was able to take part in their lives in a small but meaningful way. Going to Greylock to see the kids was what got me through the week! It is difficult for the teacher to really reach out to each one of the students. That's why I think having a TA, whether Classroom Support or some other program, is absolutely essential. One of my personal goals was to develop meaningful relationships with the 6th grade students and help them further their knowledge of math. I think I met both these goals." -- Iris Park '21*

*"Juliet Kelso '18, has been a phenomenal assistant to my 6th grade class. She came in on off days to help put together an outdoor classroom, she always had a smile on her face, and she fit in well with myself and my aide. She is very good at what she does and is just a truly wonderful person. The students loved having Juliet in the class - they all got along well with her - even those who were difficult behaviorally. She worked with any student who needed help and was always patient with them. Thank you for seeing that she was the right fit for us!" -- Mary Ellen Ropelewski, Grade 6 Teacher*

## **CROSSOVER ACADEMY**

**Coordinators: Lisa Melendy (Athletics Director), Dan Greenberg (Physical Education)**

In this program, Williams students coach and mentor North Adams 3rd and 4th graders every Tuesday afternoon in sports and life skills at Brayton Elementary School. Williams students, trained to coach through a games-based approach, help children develop practical skills and confidence to achieve their goals. In 2017-18, six Williams mentors coached 14 elementary students from two North Adams elementary schools. The program runs October through February.



## FIRST & SECOND GRADE BUDDIES at Brayton Elementary

Coordinator: Molly Polk (CLiA)

During the 2017-2018 school year, 19 individual Williams students (12 each semester, and three during Winter Study) worked at Brayton School in North Adams as First and Second Grade Buddies, mentoring 54 first and second grade students in Brayton's two first grade and two



second grade classes for one hour each weekly, on Tuesdays (FGB) and Fridays (SGB), at lunch and recess. First and Second Grade Buddies play a valuable role in the supporting the social-emotional learning of younger elementary school students, and these students worked for 319 hours over the course of the 2017-2018 school year.

*"This past Tuesday one of my friends at Brayton was playing tag and fell in a damp spot on the grass. He was sad and cried because his pants were now wet and cold. So, we sat down on the blacktop, and I taught him about "evaporation" to make the most of the learning moment. By the end of the chat, my friend knew that water can exist as a solid, liquid, or gas and that the process of the going from a liquid (wet pants) to a gas (dry pants) is called evaporation! And that in his case, the sun's light provided the energy for that to happen! And in a bit he was up and playing again on that sunny, early spring day." -- Chris Avila '21*

*"In elementary and middle school, I remember always looking forward to (recess) because I got to spend time with and play games with all my classmates. Looking back, being able to let loose and run around definitely helped me focus in the classroom. I think the most important thing these structured programs (FSGB) are doing for students is promoting inclusivity, especially among female students. I can still remember being excluded from games because I was a girl, despite having just as much capability as the boy next to me. Although this didn't affect me personally (I still went on to pursue sports), I think this had serious negative impacts on my fellow female classmates, who figured they would never be good enough to play sports. Being excluded from these games can really have a long lasting impact on the self confidence of these young students, so I think what (our) programs are*





*doing is great. I am excited to bring the insight I have gathered from this article into my work with the second graders at Brayton. I will now be even more conscious of students being excluded from any group activities, and make sure to encourage positive attitudes and language at all times. I hope to continue to foster positive school climate that is conducive to happiness, learning, and success."* -- Mikaela Topper '21

*"They are fun to play with."*

*"I look forward to every Tuesday."*

*"We play guessing games and sing."*

*"They talk with us."*

*"It is fun sledding with them."*

*"Everything about them."*

-- Comments about the First Grade Buddies from first-graders

*"Williams students help our students with social and emotional learning for certain. On so many levels, they provide a consistent caring adult, a role model, a person who helps them work through social/peer problems."* -- Nancy Gallagher, School Adjustment Counselor

*"I am grateful for each and every one of our Williams students. I envy the energy and positive attitudes they bring to us! They always greet our kids with smiles and seem genuinely happy to meet with them each week. I think the Williams students enjoy our little students as much as our little ones enjoy them!"* -- Tracy Piekos, Grade 2 Teacher

## **FIRST & SECOND GRADE BUDDIES at Williamstown Elementary**

**Coordinator: Geraldine Shen (CLiA)**



This spring was the first semester of First and Second Grade Recess Buddies at Williamstown Elementary School (WES). Williams College Buddies joined First and Second grade students for lunch and active play during recess, forming relationships based in play, encouraging and guiding positive behavior, and building trust across age lines. Six college students served all 120+ first and second grade students.

*"Recess Buddies [had a great impact] because it helps students see positive role models, mediators, and respectful conflict resolution in action. This is much more than just a job for them. They are truly invested in creating well rounded and caring children. Their commitment is evident."*

-- E. Kaatz, Assistant Principal

*"[Recently,] as we were walking in from recess, I was swarmed by six first-graders who all wanted to hold my hand, and I could remember playing games with all of them, talking to them during lunch, getting to know their patterns and their likes. It was really awe-inspiring to see that I could have an impact like this on the kids and really form connections with them."* -- Madison Onsager '21

## **HOPKINS FOREST EDUCATORS**

**Coordinator: Lindley Wells (CLiA)**

During the 2017-2018 school year Williams students supported our campus partner Drew Jones out at Hopkins Forest. This year 12 students worked for a total of 242 hours. The Williams

students contributed significantly to field trip planning and execution during both the Fall and Spring semester. It is remarkable that over 600 elementary students were able to visit the forest during the 2017-2018 school year on a total of 17 trips which focused on topics such as plants and animals, geologic history, and food webs.

*"It was rewarding to watch several kids go from being totally disinterested in the program to happily looking for bugs." -- Michael Chen '18*

*"The field trip tied in nicely to our science unit, the children were familiar with the vocabulary and concepts, and the field experience gave them the opportunity to solidify the concepts." --*

Karen Cellana, Grade 4, Brayton Elementary School



## **iTEAM at Brayton Elementary**

**Coordinator: Molly Polk (CLiA)**

During the 2017-2018 school year, 10 individual Williams students (six each semester) worked at Brayton School in North Adams as members of the WEO iTeam. Supported by the Brayton principal, grade 3 teachers, and the new School Librarian, the Williams students developed and

led lessons in coding using the Scratch and CS First platform for 79 students in four sections of 3rd and 5th grades for 45 minutes/week. In addition to teaching fundamental coding principles, the iTeam worked for more than 200 hours at Brayton, providing feedback on the elementary students' coding projects throughout the semester and inspiring them to be more curious and confident in their pursuit of computer science.



*"iTeam was a wonderful experience in which I was able to share my passion for coding and critical thinking with a younger generation. My motivation for*

*iTeam in particular was encouraging young girls to gain confidence and consider pursuing programming. I was delighted to see that in teaching them the fundamentals of code, several girls took charge and pride in their work. More generally, it was rewarding to provide and shape a learning experience in which the kids were able to display their creativity in new ways and share that with each other." -- Anya Michaelsen '19*

*"I came to Williams believing in the mission of organizations like Girls Who Code that reach out to younger students, but I doubted their ability to make a meaningful impact on kids as young as 3rd*



*graders. After working with iTeam at Brayton, I see the potential to truly get young students excited about computer science. It's so rewarding to see them understand a coding concept and want to take it further." -- Betsy Button '21*

*"The iTeam brings in not just technical knowledge, but also contagious enthusiasm for coding and for the use of technology in general. It has been incredible to watch the 3rd graders grow from hesitant coders, to confident and curious coding-wizards." -- Jaana Mutka, Grade 3 Teacher*

*"Williams students have played a significant role in my classroom, year after year, and especially this year. I have students who come in faithfully each week to mentor, to be a friend, and to spend*



*time with students who need a 'big sister/brother' and need someone they can talk to that will understand and support them. I have students who not only created and taught lessons but who fostered a love of creativity and desire to try something new and to explore areas of curriculum (coding) that was new and a little 'scary'. My iTeam students became friends of my students and learned about them, making each coding time personal and making everyone feel important and successful!" -- Robyn Lawson, Grade 3 Teacher*

*"It really has been great having the Williams students here for 5th grade*

*coding. No matter how familiar I could become with technology, I believe it's invaluable having college-age students participate in teaching the next generation of students engaging in our digital world." -- Sarah Farnsworth, School Librarian*

## **LANESBOROUGH ELEMENTARY SCHOOL PARTNERSHIP**

**Coordinator: Renee Schiek (CLiA)**

The Lanesborough Elementary School partnership with Williams is in its third year. Outreach activities include volunteer work and academic connections. Williams students are welcomed into classrooms and provide interactions with elementary school students through short term programs. The programs can be a one-time visit, like a Break Out Trip, multi-day visit, such as a course study, or a week-long activity like BioEYES. BioEYES has been run at LES for three years and is a great hands-on, one week science program. Several Williams students in past years have conducted studies with the elementary students. The strongest relationship is the field trip support to education programming at Hopkins Forest and Williamstown Rural Lands Foundation's Sheep Hill. For the 2017-2018 school year, approximately 172 students out of 215 total participated in a CLiA-sponsored field trip or activity. New ways to collaborate and expand the partnership are always being explored.



*"The students were engaged and excited about using their new knowledge about seeds. The students loved the hike in the field at Sheep Hill because it was hands on and active in a way we don't often get to be." -- Barb Fisher and Carol Daly, Grade 1*



## **MATH BUDDIES at Williamstown Elementary (WES)**

**Coordinators: Geraldine Shen (CLiA) and Ned Lauber '18**

Having piloted Math Buddies last school year, this spring semester this program was implemented in which one or two Williams students pushing in to support teachers who requested help during math instruction periods. 14 Math Buddies went to 11 different classrooms to help out for close to 200 hours with individual or small group work, as directed by classroom teachers.

*"My students really enjoyed having a new face to talk and work with when they came in. They seemed to really look up to the students who came in... It was great to have a second adult in the room when learning new content. This way, twice as many students could get their questions answered in a certain amount of time."* -- WES teacher

*"I was able to help a child learn beyond the math they were taught because he was interested in learning more."* -- Anonymous '21



## **READING BUDDIES at Williamstown Elementary**

**Coordinators: Geraldine Shen (CLiA) and Ned Lauber '18**



Reading Buddies were deployed as one-on-one reading helpers who would pull Kindergarten – 2nd grade students out of their classrooms for reading support in the fall of 2017. In the spring of 2018, this model was changed to one in which one or two Reading Buddies would push into classrooms during reading instruction periods, to aid classroom teachers in working with small groups of or individual students on reading activities. 23 different students worked as Reading Buddies for over 750 hours over the course of the fall and spring semesters as well as winter study.

*"The most rewarding experience I had was when I worked one-on-one with a student who easily gets distracted and uninterested and he actively engaged in the material and expressed pride in his work and ability to focus."* -- Thomas Eilertson '21

*"Having the reading buddies in my classroom has been a huge help. The college students were responsible and allowed me to teach my small groups while they helped students complete worksheets relating to our reading curriculum and they helped them read decodable readers."* -- WES teacher

## SUMMER SCIENCE LAB

**Coordinators: Dave Richardson (Chemistry), Chip Lovett (Chemistry), Stephen Bechtel (CLiA), Jennifer Swoap (CLiA)**

Director Stephen Bechtel ran this year's Summer Science Lab over two weeks - July 10-14 and July 17-21, 2017. 48 Elementary students experimented with a variety of substances in groups of four. Each group was guided by a college student as they investigated a variety of chemical reactions relating to solids, liquids, and gases. Professors Chip Lovett and Dave Richardson presented chemical mysteries to the elementary students and did demonstrations to show the chemistry behind student experiments. On Thursday night, elementary students and their families gathered for a pot-luck, a tour of the laboratory, and student hands-on demonstrations of experiments in Wege Auditorium.



*"Tim and Stephen took the time to meet with us in the morning and carefully go over what experiments we'd be doing that day with the kids. We also debriefed after camp each day and had the opportunity to express concerns/questions to them, which I appreciated!"* -- Undergraduate group leader

*"I think the amount of time Dave and Chip spend with the kids was great. They learned a lot and loved every minute of it."* -- Undergraduate group leader

*"It is great that kids can be elements for the week. They are unique but able to bond with others! The overnight mysteries are great too!"* -- Undergraduate group leader

*"Kids radiated energy that made my week go from exhausted to exhilarating."* -- undergraduate group leader

## WILLIAMSTOWN RURAL LANDS FOUNDATION (WRLF) EDUCATORS

**Coordinator: Lindley Wells (CLiA)**

During the 2017-2018 school year five Williams college students supported the Woodchuck Wednesday program. Williams students supported and helped to lead programming for 38 children out at Sheep Hill for a total of 99 hours. Sheep Hill welcomed a new director, David McGowan this past summer and the transition has been seamless. The Williams students also work closely with Kathy Chesney who oversees all education programming at Sheep Hill.

*"I loved how excited the kids were to get out and explore the outdoors! Although I came home tired every week, it was a good kind of tired, and it was great to have the opportunity to act a little more like a kid myself for a few hours a week."* -- Emma Levy '20

*"I really enjoyed working with kids from the Williamstown area, it has given me a wider perspective on the surrounding community. They were a great bunch to work with and hopefully I can see them again."* -- Natalia Miranda '18



## WILLIAMS CENTER AT MT. GREYLOCK & HIGH SCHOOL OUTREACH

Director: Kaatje White (CLiA)

Writing Fellows Coordinator: Jessica Dils (CLiA)

The William Center at Mt. Greylock's (WC@MG) original vision in 2008 — “to maximize the academic value the College can provide the school” — continues to serve as the focus of outreach at Mt. Greylock Regional Middle and High School as we build and expand upon the rich educational connections that now exist between the two institutions.

Over the past few years we have seen that both Williams and Mt Greylock students wish to develop and exercise their leadership skills and voices within the school community and as part of a larger national dialogue. To support this goal, we have expanded our vision to include a commitment to “to support (through the involvement of Williams students) a more inclusive, equitable, engaging and safe school community for all students.”

Williams outreach to local high schools consists primarily of programmatic work with Mt. Greylock Regional School, the public middle and high school that serves the Williamstown, Lanesborough and Hancock communities. High School outreach also supports individual Williams student initiatives and programmatic collaborations at other local high schools on a smaller scale. We are working with administrators at Drury Middle and High School in North Adams to design a pilot for a once weekly after-school program. The '62 Center for Theater and Dance partners with WC@MG to host Mt. Greylock and BArT for an annual dance residency with visiting artists. In addition, a collaboration with Pine Cobble and Buxton School, small, local independent schools, provide individual Williams students opportunities to teach, mentor and launch new initiatives. Finally, we have been developing new partnerships with the Pittsfield Public School District through which Williams students have launched “Justice League”, the restorative justice themed middle school after-school mentoring program and EOS @ Eagle Street Mentoring, an in-school mentoring program for severely at-risk youth (profiled in our Spotlight Section).

During the 2017-18 academic year **over 100 Williams students** participated in some form of activity with Mt. Greylock and other middle and high school students in our region. The increasing number of engagements include paid Fellowships in the areas of after-school tutoring, mentoring, special co-curricular group enrichment, writing, science, language (Spanish and Latin), history, music lessons and academic student support. Many students committed to working for the whole year, while others dipped in during winter study, for one semester only or visited for a one-off event. And some student were involved in multiple activities and programs. This year, two Williams students requested opportunities for in-depth teaching experiences alongside master teachers in US history and chorus at Mt. Greylock. These collaborations were not tied to a specific class at Williams, but were initiated by students seeking career experience in the field of education.

At Mt. Greylock, we are seeing more Williams students who are able and willing to run co-curricular programs with guidance and coaching from the WC@MG staff. These programs at MG include; **the after-school writing group, Sunday evening tutoring, Model UN, and Kids Who Code@MG**. In Pittsfield, they include **Justice League** (described under Converging Worlds, below) and the aforementioned **EOS@Eagle Street Mentoring**.

The school based speaker series **GreylockTalks** for high schoolers and **Storytime@MG** for middle schoolers featured four Williams professors and seven Williams students. Topics ranged from baseball math to immigration reform to virtual reality. This series is an MG student-run initiative with coaching from the Williams Center and a filming partnership with WilliNet TV.



Roughly 35 Williams faculty and staff engaged in numerous ways at Mt. Greylock, from participating in class visits and field studies to serving as independent study advisors. Sixteen Mt. Greylock faculty members served as mentors for Williams Fellows, both in the classroom and as after school enrichment group advisors.



## **WILLIAMS FELLOWS PROGRAM AT MT. GREYLOCK**

Undergraduates serve as Williams Fellows and work with Mt. Greylock students in various classrooms and subject areas including writing, academic support, history, music, and middle school math, science, and Spanish. Approximately 54 Williams students engaged with MG students in these various roles in 2017-18. Each year this number is dependent on student interest and MG faculty needs. Of particular note:

### **Writing Fellows & Student Support Fellows Program Coordinator: Jessica Dils (CLiA)**

Williams students support writing in selected middle and high school English classes through one-on-one dialogue and revision-based editing. Student Support Fellows work in academic support classrooms with high school students who benefit from extra assistance beyond the traditional classroom.

### **After-School Homework Help**

Free after-school homework help is available for students in grades 7-9. Williams Homework Fellows work one-on-one or in small subject groups with students on homework and study skills. This program is offered on Monday, Tuesday and



Thursday afternoons from 2:30 - 4:00 pm and is coordinated by middle school special education teacher, Marty Walter.



## CO-CURRICULAR GROUPS & ADDITIONAL ACADEMIC SUPPORT

These are special groups led by Williams Fellows who offer expertise and engage MG students in learning beyond the classroom on a weekly basis. Organizing and sustaining these groups is dependent on scheduling and student interest each year. 2017-18 groups included:

**Drop-in and Play:** Fellows were available in the school library from 4:00-5:00 pm for games, mentoring and additional homework support. Ryan Roehls '18 started a hugely successful Dungeons and Dragons group that met 1-2 times weekly during this period.

**Ephs Out Loud:** Musicians visited Mt. Greylock again during Williams Winter Study to help prepare high school students for their winter concert, and Erin Kennedy '19 taught and designed weekly lesson plans for middle and high school chorus during both the fall and the spring.

*"This year I worked in the Mount Greylock middle school and high school chorus classrooms under the direction of Ouisa Forhaltz. My original goal for this work when I began this fall was to prepare for a thesis in choral conducting that I had hoped would involve the Mount Greylock choirs. Even when my thesis plans changed this winter, I had found working with the Mount Greylock choirs so rewarding and the experience so valuable that I chose to continue working with the choir this spring...*

*My largest contribution to the choirs this spring has been in helping teach them music theory. Very few of the students could read music at the beginning of this year. While I spent the fall semester introducing them to elementary theory principles (solfege, simple intervals, and basic counting) whenever I led warm ups, this spring I wrote a series of theory worksheets for both the middle and high school choirs. The students would then do these worksheets (often accompanied by a short theory lesson) once per week, and learned a great deal over the course of the spring semester.*



*"Finally, my growing mentorship relationships with some of the students transferred out of the classroom as well. This spring I gave private voice lessons to one seventh grade girl, which allowed me to develop my own skills as a teacher while helping a promising young member of the Mount Greylock community at no cost to her..." -- Erin Kennedy '19, Ephs Out Loud*



**High School Sunday Evening Tutoring at Williams:** Tutors ran weekly one-on-one or small group sessions with Mt. Greylock students on the Williams campus for subject specific assistance.

**High School science study groups:** Williams Fellows led study groups on the Williams campus in AP physics.

**Kids Who Code:** In this after-school technology/coding pilot program, Mt. Greylock students, teachers and Williams students work on collaborative programming projects using Python.

*"Working with Josh Romaker, a seventh grade math teacher at MGRHS, we have been working on a variety of elementary programming skills and concepts, and working towards building text based adventure games. Our goal for the club is to get the students to both enjoy coding and develop good programming skills that they can use later on in their computer science careers if they choose to do so. Additionally, we are trying to expose them to computer science in a fun low pressure environment so they can really pursue programming if they find it interesting."* -- Akhil Dayal '20



**Middle and High School After-School Writing:** Williams students led MG students in mentor/peer-supported writing activities and projects.

*"I love all the creativity—and being free to write about whatever is on my mind."* -- Mt. Greylock middle school student

*"Writing Club was really fun. We all got along and had a good time just being together and pursuing our writing dreams."* -- Mt. Greylock middle school student



*"Writing club really helped me have the courage to share my work with others and learn to accept advice, tips, and ideas that will help me as a possible author someday." -- Mt. Greylock middle school student*

*"I love the faculty of CLiA. Not only do you take care of logistical matters (this one's for you, Colin!!) so efficiently, I love the genuine love, enthusiasm, and empowerment I receive in person, via email, and texts. Thank you all for always being so present in the most needed ways possible." -- Williams Writing Fellow*

*"Easily the best part of my time at Williams!!!!!!!!!" -- Williams Writing Fellow*

**Model UN:** Thanks to the tremendous efforts of Audrey Lee '20, Darla Torres '18 and Melinda Kan-Dapaah '20, this group travelled to participate in three Massachusetts state competitions and one in upstate NY.

*"The Model UN Club for Mt. Greylock middle schoolers and high schoolers was an initiative started in the spring of 2017 which has been met with considerable success since its creation. Club activities consisted of weekly meetings at Williams, where the coaches train the students, who learn the ins and outs of Model UN through public speaking workshops and simulations of MUN debate. With this training, the students are prepared to attend conferences. This past year, the club has participated in three conferences organized by Clark University, Boston College High School, and the Cambridge School of Weston, achieving stellar results each time." -- Audrey Lee '20*



## FIELD STUDIES & SPECIAL ACADEMIC PROGRAMS

The Williams Center supports many “field studies” — one-day and short-format activities at Mt. Greylock, at Williams, and beyond. Highlights of 2017-18 include:

**Workshops held in collaboration with the '62 Center**, wherein internationally acclaimed guest performers visit the school as part of their residencies at the college, and students attend Center Series events at the college free of charge. This year MG students participated in two workshops at Williams with Tero Saarinen Dance and ForkLift Dance.

**ScienceBlast:** A morning of out-of-the box, hands-on science workshops at Williams for all 10th grade students and their teachers. Seven workshops were led by fourteen Williams faculty and three Williams student TAs.

**GreylockTalks:** A collaboration between the Williams Center and the MG student council. This year included talks by Physics professor Swati Singh, *Detecting Forces and Fields; using quantum systems as detectors for specific fields/forces*; math professor, Steven Miller, *Pythagoras at the Bat*; biology professor, Steven Swoap, *Human Hibernation*; statistics professor, Bernhard Klingenberg, *Multivariate Thinking: Should We Pay Our Teachers Less?* and Emma Lezberg '20, Julie Geng '19, Sara Paulsen '21 and Maya Spalding-Fecher '21, an immigration education group called No Lost Generation.



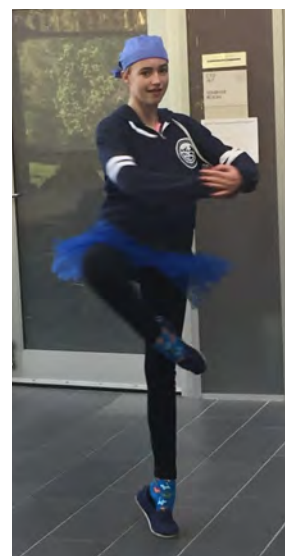
**StoryTime @ MG:** A collaboration between the Williams Center and the MG middle school. These diverse and unique perspectives and stories continue to broaden the virtual life experiences of the 13-15-year-olds at Mt. Greylock in an inviting and accessible way. Diego Gonzalez '18 shared how innovations in the video game and film industries have led to technology with applications in education, medicine, and communication in his StoryTime entitled, *From Pong to Virtual Reality*. Anna Kim '19 spoke with an intimate group of students in a workshop-style round table that focused on breaking down the stigma behind boredom, idleness, and play, and showed how to “find our fire” or motivating passion in life.

**Spanish Immersion:** Williams Spanish speaking students visited Mt. Greylock for weekly Spanish I basics and also visited AP Spanish to present cultural and political topics. During the summer of 2017, Williams students in collaboration with Mt. Greylock Spanish teacher ran informal weekly Spanish workshops to reinforce conversation skills. Topics ranged from cooking, to music to art and play.

**8th grade Constitutional debates** held at Williams in stately Griffin 3.

**Listen, Speak, Lead:** Five Williams students and two members of the MG student council designed an evening leadership event for current and rising student council members and class officers.

**7th and 8th grade field day at Williams:** Students participated in games and workshops such as dance, astronomy, an art scavenger hunt and improv acting taught by Williams students and MG teachers.



**Art professional development workshops** for MG students and faculty featuring Alison Kolesar, illustrator and online artist and entrepreneur; Anna Moriarty Lev, cartoonist; and Williams and MG alum Tessa Kelly and Chris Parkinson, architects.

**Special Education/Life Skills field trip** to Williams Paresky dining services for tour and pizza making.

**Green Week Speaker @ MG,** Sarah Gardner, Associate Director of the Center for Environmental Studies.

**Classes at Williams:** This year, 10 students took classes at Williams for academic credit and 5 MG students participated in independent studies with Williams faculty and staff advisors.

## OTHER HIGH SCHOOL OUTREACH

**Buxton School:** Hattie Shapiro '19 returned to Buxton school this year to work with advisor Frank Jackson on a small, civic engagement, mentoring program.

**Drury High School:** Bennet Caplin '18 visited weekly as his schedules allowed and helped with homework and other skill building during the school day. As an outgrowth of this experience, we are discussing best ways for Williams students to engage at Drury in a pilot after-school program.

**Pine Cobble:** After much advertising over the years, this spring Pine Cobble was able to attract a solid group of about 7 students who could regularly visit the school. This relationship has blossomed under the superb leadership of Heads of School, Sue Wells and Devon Wooton. Given the smaller more intimate nature of the school, Pine Cobble offers broad opportunities in all subject areas and also the opportunity for students to customize their own teaching experience.

## BREAK OUT TRIPS (BOTs) Coordinator: Colin Ovitsky (CLiA)



Break Out Trips (BOTs) are College-sponsored ventures in which students (and sometimes, faculty and staff) provide hours of voluntary service through short-term intense work projects conducted over part of the College's spring break. BOTs offer opportunities for students to participate in experiences that are transformative for them and for their host agencies/communities through immersion in carefully planned projects in close collaboration.

In 2018, a total of 65 students participated in the seven Break Out Trips offered, including nine on the local Berkshire trip, 42 to international destinations and the remaining 14 to domestic U.S. destinations. This was the largest year to-date for the number of international trips and participants traveling internationally. Participants contributed approximately 2,950 hours of volunteer service work.



All trips were repeats this year, including the Ghana and China trips (which, in 2017, were our first transatlantic and transpacific trips, respectively), except for the **Williams in Mexico** trip proposed in response to the catastrophic earthquakes there last summer. The **ServeUP** trip also changed destination to Houston instead of New Orleans for the first time, also in response to the devastating flooding that had occurred there.

The program ran very smoothly. More student leaders had prior trip experience drawing on more planning and fundraising participation from their team members. Improvements in the overall BOTs process also helped.



This past year's trips included:

- **Berkshire Break Out Trip (B-BOT):** Community outreach & service in Berkshire County
- **Global Medical Training (GMT):** Clinical medical work with impoverished communities in Nicaragua
- **ServeUP:** Hurricane Harvey disaster relief work in Houston
- **Teaching English in China:** Expanding opportunities for Chinese high school students through enhanced English education in Changsha
- **TEED (Technology, Environment, Education & Dance) Ghana:** Teaching and establishing long-term mentoring relationships with primary school students
- **Water Purification System Installation and Public Health Education in the Ecuadorian Amazon:** Public health and water infrastructure projects in rural Tena
- **Williams in Mexico:** Earthquake relief work in Atlixco, Puebla

Here are some student and host reactions to BOTs experiences:

*"I think that practical work like this provides a kind of firsthand experience that is impossible to gain from classroom-learning (such as public health classes), although I think that the combination of academic learning and practical experience gives each part the most value. I felt that the work we did was genuinely helpful and had a positive impact on the people and communities we served."*

-- Global Medical Training (Nicaragua) participant

*"I believe that the work we did was an incredible learning experience for us. More than what we were teaching the students, we were learning from them about their culture, teaching practices, sports, and music. Moreover, we were learning every day to work as a team to survive and thrive in a completely unfamiliar environment and to be more responsible about our impact on our natural surroundings."*

-- TEED Ghana participant

*"The Williams students brought a tremendous amount of energy with them. They were positive,*

*creative, and a true help to me in the classroom. Students and staff alike truly benefited from the Williams visit! Thank you!"* -- Lanesborough Elementary School teacher (Berkshire BOT partner)

*"Homeowners were grateful for the time and energy that students invested that week and for a personal reminder that they hadn't been forgotten/neglected in the midst of the recovery process."*

*-- InterVarsity (ServeUP/Houston) host*  
*"I learned how difficult and complicated language is, and felt much more empathy toward immigrants and acknowledgment of the incredible difficulty of moving to a new country without being fluent in that country's main language. I feel that I now better appreciate anyone's attempts to speak English, and am much more aware of how important support and understanding are toward people learning a language."*

-- Williams in Mexico participant



*"This was an incredibly impactful experience for our community partners - they were able to have many cross-cultural exchanges with the Williams students in such a short time. In La Libertad, the students shared their knowledge and passion for health with local kids in this very rural and isolated community. They were up for the challenge of coming up with activities to engage all different ages. In San Pedro, collaborating with Medwater, students were able to work together with community leaders to inaugurate a clean drinking water filtration system. And with the Red Cross and Shandia community, the students were incredibly proactive and energized to learn important skills and then share them with the locals with creativity and patience." -- Amazon Learning (Ecuador host)*



## **COMMUNITY OUTREACH TRAINING PROGRAM**

### **Coordinator: Paula Consolini (CLiA)**



In this 8 week summer program students are oriented to the Berkshires and introduced to the region, CLiA's work and our community partners through (surprise!) learning by doing. Once oriented and trained in webwork and basic video production, they are tasked with critiquing existing programming and communication and helping make improvements, leading community tours for pre-fresh and working on creative projects for community organizations in our region.

Six talented and nimble students worked with us during the summer of 2017: Matt Chicoye '20, Kellen Hatheway '19, Rachel Levin '19, Jack Melnick '19, Shahzad Mumtaz '19 and Chanel Palmer '19. Together, they created a training video for our Elementary Outreach program, updated the Public Humanities website, and led tours of North Adams and Pittsfield for the Summer Humanities and Social Science Program (SHSS) students. Their individual projects included helping develop podcasts with the Housatonic Heritage Oral History Center at Berkshire Community College, assisting the Bennington Oral Health Coalition with community outreach and assisting in the development of a local tourism mobile phone application.





## **FOOD INSECURITY**

**Coordinator: Tracy Finnegan (CLiA)**

Opportunities for students to help address the persistent problem of food insecurity are many and varied with options for on-campus, near campus, and next-town-over volunteer work. On campus options include strategic work with the student led Campus Kitchen Project at Williams, food recovery work with WRAPS (Williams Recovery of All Perishable Surplus) and cooking and baking for the Take and Eat weekend meal program which serves mobility-disadvantaged elderly community members. A short walk off campus, students can help with food distribution work at the Williamstown Food Pantry at St. Patrick's Church on Southworth Street in Williamstown. They are also welcome to help (regularly or intermittently) in North Adams with meal preparation at the Berkshire Food Project or with food distribution and transport at the Interfaith Friendship Center Food Pantry.



Since Williams joined the national Campus Kitchen Project (CKP) in 2016, learning opportunities for students have expanded considerably to include ServSafe training and professional development through CKP bootcamps and summits as well as online project management guidance. In 2017-18, four student leaders-- Eleanor Lustig '18, Andrew Bloniarz '18, Michaela Smith '19 and Marco Vallejos '19-- participated in some of these sessions. They brought back lessons and strategies enabling them to better organize, delegate, schedule and disperse meals more efficiently. At the same time, grant funding from the national Campus Kitchen Project

financed the purchase of a new freezer and transfer of a used one for use by two new frozen meal distribution partners, the Roots Teen Center and the Berkshire YMCA in North Adams. These two new outlets for meals expand the distribution capacity of the WRAPs network by 180 meals!

In its second year at Williams, the Campus Kitchen Project continued to provide a useful guiding platform for our students working to address food insecurity.

## **GIVE IT UP!**

**Coordinator: Colin Ovitsky (CLiA)**

Give It Up! (GIU) enables students to donate their unwanted items during move-out time to local charities and nonprofits, benefiting the local community and preventing waste. The campaign takes place from the beginning of Reading Period (prior to final exams) in mid-May through Commencement in early June. Student workers are hired to transport donated items from strategically placed storage pods diverting goods that would otherwise head to landfills.





GIU operates with financial support from the Zilkha Center for Environmental Initiatives (paying for student labor) and Facilities (paying for the storage “pods”), and logistical support from Campus Safety & Security (CSS), the Office for Information Technology (OIT) and Alumni Reunions (assigning "Reunion Rangers" to assist with the intense move-out period on Commencement Day). Our community partners are the First Congregational Church (FCC) and ABC Clothing Sale (who later sell the collected goods to benefit local charities), as well as the Williamstown Food Pantry. The donated books are sold to the

Williams Bookstore and Better World Books for resale or recycling, with sales proceeds benefiting Konyango Community-Based Organization (KCBO) in Kenya.

This campaign creates multiple "wins" for the college, students, community and environment by reducing the volume of items left in the dorms and the amount of waste generated during the move-out process, while giving students a convenient way to donate their belongings, all while financially benefiting small local nonprofits. The last “win” of this reuse/recycle program benefits incoming Williams students in the early fall, when the clothing and tag sales at the FCC offer students (and community members) access to needed items at very affordable prices.



The estimated value of goods (tag sale items, clothing and books) collected in the 2017 campaign of GIU was over \$60,000. Proceeds from the ~\$37,000 raised by the ABC Clothing Sale benefited a range of local charitable organizations, including Louison House, Elizabeth Freeman Center, ROOTS Teen Center, Kids 4 Harmony, Friendship Center Food Pantry and Williamstown Food Pantry.

Environmental impact metrics from the books resold or recycled by Better World Books between May 2017 and August 2018 (to-date) report the following totals collected and saved through recycled/post-consumer fiber production:

- Over 5,200 books (~7,200 lbs)
- 85 trees
- Over 50,000 gallons of water
- Over 11,000 lbs of methane and greenhouse gases
- 11 cubic yards of landfill space
- Over 17,000 kWh of electricity

## **POSITIVE PATHWAYS PARTNERSHIP (P3)**

**Coordinator: Sharif Rosen (CLiA)**

Since its launch in fall of 2016, P3 has been in steady growth mode, with evidence of a widening support across campus. Interest rose amid last year’s Williams Reads selection of *Just Mercy*, and its writer, Bryan Stevenson’s call during his 2016 commencement address that we in the

Williams community reflect on ways to "become proximate" to the places -- and people -- living through genuine struggle and pain. Williams students, along with members of faculty and staff have stepped up in response, not just drawing nearer to the places of hurt, but through their presence as tutors and mentors to locally incarcerated men, are working with them to develop partnerships through learning, distinguished by hope and the possibility of renewal.

According to Al Bianchi, the Assistant Deputy Superintendent at the Berkshire County House of Corrections, the men served there owe a deep debt of gratitude for this recent collaboration, one which builds on an already solid institutional relationship marked by the popular "Inside-Out" course offered by Williams faculty annually at the BCHoC. Now with P3, as Al explains, not only are Williams tutors teaching "inside" students important strategies for tackling math problems -- through their consistency and uplifting presence -- they are providing these men belief in their abilities that few have shown them before.

To help manage P3's growth, CLiA brought Omar Kawam '20 aboard as its lead student coordinator. Since P3's inception, Omar has shown exceptional dedication to his service as a tutor and carries those experiences now into his organizing of the initiative's emerging complexity, as campus awareness and interest widens. By the numbers: in 2017-2018, there were 12 regular Williams tutors that served over 20 incarcerated men/"inside" students in their quest to attain their high-school diploma equivalency through the Hi-Set exam; that is about 10% of the current population at the BCHoC. At least five of these men passed successfully. Many others are studying for this high-stakes exam as of this writing, even as they plan for the challenges that await them upon release in the weeks or months ahead.

In addition to the Thursday night tutoring sessions focused on math and related subjects, this past spring, Ted McNally '20 launched a Friday evening book club at the BCHoC. What started with about five inside students has nearly tripled in only a few months. CLiA is just able to keep up with their requests for new books as this motivated group of readers and learners is devouring titles as Williams students serving as discussion facilitators. Most weeks, some of the jail staff is also reading and participating alongside the students and multiple Williams facilitators are now joining Ted in this effort.

Ted shared this report: *"The book club is mainly a project in community. People come from different pods, at the jail, and most of the people who come know some of the people who already participate but not everyone, and so it is a way for people to find each other. One member had a roommate who didn't read English, and so he would translate all of the books that we were reading for him, a page at a time, before they went to bed. They both come now--we order one copy of every book in Spanish--and our conversations, though they happen mostly in English, will often have moments in Spanish too, and we're hopeful to become increasingly bilingual. It is also a way of extending that community, of trying to bring it into contact with the resources of Williams, of offering resources and visibility to people categorically denied access to the advantages of the liberal arts by mass incarceration and the culture that sustains it. Members of the book club get to keep the books, funded by the college, and together build up little libraries. The Williams students who come tend to find the conversations as interesting and challenging as any in our classes."*

Meanwhile, there are milestones we'd like to reach for P3 in the time ahead. These include deepening our collaborative partnerships with campus-based offices like the Center for Academic Resources, which can play an important part in preparing our tutors for their roles at the BCHoC. In April, Dr. Laura Muller, the Center's Director of Quantitative Skills Programs and Peer Support conducted a tutoring 101-style workshop for new tutors. Going forward, we will be working to translate the goodwill and interest emerging around campus into measurable development for the program as a whole, and for the men we aim to support.

## **PUBLIC HUMANITIES AT WILLIAMS**

**Director: Anne Valk (CLiA)**

Drawing from art, culture, and history, the public humanities share research and creative work in order to engage, inspire, and educate public audiences. In particular, public humanities initiatives can be effective ways to build awareness and stimulate dialogue around issues of controversy and conflict. Successful public humanities projects may incorporate oral history interviews or collaborative and community-based research, use exhibition techniques, and communicate with broad audiences through writing, visual design, oral presentations, or digital displays.

Williams students can undertake public humanities work as a class or independent study project, a fieldwork course, an internship, or an extracurricular activity. Anne Valk, Associate Director for Public Humanities, consults with and advises students who want to work on projects independently, in a class, or in partnership with – or in the service of – an organization off-campus. In addition, each year she works with a small group (3-5) of Public Humanities Fellows who research the history of student activism at Williams and share their findings at events and via online exhibits and other venues. Public Humanities Fellows are selected each fall through a competitive application and receive a small stipend for their work.

A selection of public humanities opportunities and projects accomplished by students in the past can be found online at <https://learning-in-action.williams.edu/public-humanities/>.

## **PURPLE VALLEY VITA (VOLUNTEER INCOME TAX ASSISTANCE PROGRAM)**

**Coordinators: Paula Consolini (CLiA), Robbie Dulin '19**



The Purple Valley VITA (Volunteer Income Tax Assistance) program is both a class annually offered during Winter Study (ECON 22) and a

fourteen year old spring term community service program which provides local low-income taxpayers assistance filing their income tax returns. The Center for Learning in Action staffs and funds the program in partnership with the north county office of the Berkshire Community Action Council (BCAC). The program relies on a large pool of certified volunteer consultants, most of them Williams students who were certified through the winter study course. The winter study course alums are sometimes joined by other students, faculty and staff who become certified independently. In 2018, the team received a huge boost from the addition of Cooper Bramble '20, Jim Kolesar, Assistant to the President for Community and Government Affairs and Amy Reische, Institutional Research Analyst for the Provost's Office.



With site administrative support from BCAC deputy director Aleta Moncecchi and BCAC staffers Rose Moore, Karen Labombard and Gracie Vincent, the consultants served clients at the Berkshire Community Action Council offices in North Adams on Wednesdays from 4-7pm and Saturdays from 10-2pm from the end of January through early April. The program saved many clients hundreds of dollars in fees they would otherwise have to pay a professional tax preparer.





As VITA volunteers, students conduct a form of financial social work, listening, serving and connecting clients to other services. Along the way, they develop a deeper understanding of the personal financial challenges faced by many area residents. While completing tax returns, volunteers learn the stories behind personal financial struggles, gaining a valuable perspective on how low-income individuals and families do and don't "make ends meet".

This program gives Williams students a chance to see the frontline impacts of public policies while making a real, material difference in the lives of people in the local community. This year, with site coordination help from VITA 2016 alum Robbie Dulin '19 and VITA 2017 alum Maria Hidalgo Romero, the Purple Valley VITA team assisted 158 clients in filing for over \$220,000 in federal and state tax refunds.

## **SENTINELS SUMMER RESEARCH FELLOWSHIP**

**Coordinator: Paula Consolini (CLiA)**

This competitive public policy research fellowship program awards summer funding for student projects focused on contemporary issues in U.S. economic or social policy, including but not limited to regulation, inequality, community and regional development, and/or processes and powers of American government. Students prepare a short proposal for the Sentinels Fellowship Committee which includes Professors Nicole Mellow, Steve Sheppard and Cathy Johnson. Students are encouraged to engage in original, action-oriented research. In addition to a \$4400 stipend, fellowship recipients are provided a \$500 expense account to help cover field research expenses. Projects are guided by an advisor, preferably a Williams faculty member, who commits to regular oversight of the Sentinel Fellow's work through the research period.

Ten students were awarded Summer 2017 fellowships. Research topics, many focused on institutions in the Berkshires, included refugee resettlement, transportation access among seniors, reproductive rights, K-12 social and emotional learning, juvenile alternative sentencing programs, intergovernmental cooperation, livestock and dairy production policies and local business development. Abstracts for the projects and some full reports are available online at: <https://learning-in-action.williams.edu/opportunities/sentinels-summer-research-fellowship/>

## **SIXTH GRADE COLLEGE VISIT**

**Coordinator: Tracy Finnegan (CLiA)**

In this volunteer program, affiliated with the Berkshire Compact for Education, Williams students help host 200-300 Berkshire County public and charter school sixth graders in an annual campus visit designed to encourage them to attend college or some form of higher education.

In 2018, Williams hosted over 200 students from Pittsfield's Reid Middle School. The children were treated to a dynamic welcoming address by Thomas Robertshaw '19, tours of campus and a special lunch at Mission and Driscoll dining halls.

## **TAKE AND EAT, CHAPLAINS' BRANCH**

**Coordinators: Rick Spalding (College Chaplain) and Father Gary Caster (Catholic Chaplain)**

During this past year, on the first Saturday of the month, the Chaplains gathered recipe ingredients in the Zilkha Kitchen and with a small group of students, cooked about four dozen servings of some comfort food -- Salisbury steak, chicken à la king or meatloaf, with mashed potatoes, veggies, a piece of fruit and homemade cookies (usually baked by Lehman Community Service) - and got them ready to deliver to about 45 local senior citizens. The umbrella "Take and Eat" program was designed by local humanitarian Kathleen Ryan as a supplement to the weekly "Meals on Wheels" delivery program which only delivers meals to homebound seniors during the week. The Chaplains -- most often joined by the students of Interfaith -- were joined in rotation by three other local faith communities (St. John's, First Congregational and the Parish of Saints Patrick and Raphael), which all took turns covering the four weekends of each month -- preparing, packaging and delivering a nutritious meal to grateful clients scattered in all corners of Williamstown.

## **THE WILLIAMS POVERTY INITIATIVE (WPI)**

**Director: Tara Watson (Economics)**

**Coordinators: Paula Consolini and Tracy Finnegan (CLiA)**

The mission of the Williams Poverty Initiative (WPI) is to coordinate, organize, and strengthen efforts to learn about and address poverty both inside and outside the classroom. The initiative encourages a broad set of students to study poverty so that they are more informed and more compassionate actors in their future professional and civic endeavors, whatever those may be. It also aims to highlight the diverse curricular and co-curricular offerings related to poverty and the many efforts made in the community to better understand and alleviate poverty, and to strengthen linkages between the classroom and experiential approaches to poverty. In 2017-18, WPI organized volunteers to help clean out a basement for a low-income homeowner in need of a new furnace and ran the Missouri Community Action Council Association's roleplaying poverty simulation for students in the Volunteer Income Tax Assistance Course. The simulation was staffed by area community members who have experienced and/or currently live low-income. Participants found the experience, especially the debriefing discussion, eye-opening.

## **STUDENT-LED COMMUNITY WORK**

Williams students share their talents and energy with others through a wide range of extracurricular community work. Beginning with Lehman Community Engagement, the student group focused on community service, we share brief descriptions of the 53 formal student organizations that engaged in community work in 2017-18. Those for which CLiA provided some form of assistance (strategic, administrative and/or financial) during 2017-18 are marked with an asterisk (\*). Note that some pop-up projects and early stage initiatives may be missing from this listing.

### **\*Lehman Community Engagement (LCE)**

Lehman Community Engagement (LCE) strives to promote and facilitate Williams' students' relationships and interactions with our Berkshire community, both by providing regular opportunities for such engagement and supporting existing initiatives with similar goals. This year we've organized two Great Days of Service, Veterans' Day cards for Operation Gratitude, several baking events for the local Take and Eat meal service, and have focused on developing student interest groups that will work with the Berkshire Medical Center, the Berkshire Humane Society, and local farms.

### **\*Alhambra Consulting Group**

The Alhambra Consulting Group is dedicated to promoting economic development in the Berkshire area. We provide a host of pro-bono strategic advisory for regional non-profits, public sector groups, and businesses. Our clients represented range from manufacturing firms (Zogics, LTI Manufacturing) to real estate investment firms (Teton Management Corporation) to public sector groups (Berkshire Regional Planning Commission), and for each client, we form teams of Williams students to address their specific institutional challenges. Our overall mission is two-fold: invest in regional economic development while providing rich experiences in leadership and solving institutional challenges for Williams students.

### **Aristocows**

The Aristocows are the College's only all-Disney, no-audition acapella group. We sing songs from Disney movies, TV shows, and musicals and have concerts at the end of each semester. We have also performed for the community, including at the Children's Center and at Williamstown Commons.

### **\*The "Assist" Program**

The "Assist" Program is a group of dedicated students aiming to positively impact the lives of elementary and middle school students in the North Adams area. Through mentorship and tutoring, we help provide motivation and direction to these young students and encourage them to seek achievement beyond high school. Ultimately we hope to negate the cyclical nature of poverty in the North Adams community by inspiring students to pursue education and professional careers. Each Williams College student is paired up with a student, from ages 6 to 13, in North Adams. They meet the student for one hour every week to discuss whatever is on the student's mind, help them work through problems they're facing, and celebrate their achievements with them. If the mentor feels that their student is in need of tutoring as well as psychological support, they may choose to allocate part of their hour to tutoring, or arrange for an additional time to meet for help with school work.

### **\*Berkshire Doula Project**

The Berkshire Doula Project (BDP) is a Reproductive Justice collective on campus that offers free support services to individuals undergoing elective or spontaneous terminations in Berkshire County. We are the second college-based doula collective in the country, and the first in a rural location. Over one hundred Williams College students, staff, and members of the wider community have attended our on-campus abortion doula trainings, which have been offered twice a year since 2016. Our successful pilot program forged connections with local providers, and we currently have ten practicing doulas who rotate through our partner clinic. One of our doulas (Alice Westerman '21) will intern for us this summer in order to assess needs in the area and expand the scope of our work to other clinics in western Massachusetts as appropriate. We will continue to provide services over the summer. Outside of the clinic, BDP fosters Reproductive Justice (RJ) awareness, advocacy, and education.

In April, BDP partnered with the Feminist Collective and the Women's, Gender, and Sexuality Studies Department to bring Loretta Ross, one of the founders of the RJ movement to campus. Ross delivered a lecture entitled "Reproductive Justice as Human Rights," and afterwards had dinner with a group of thirteen students and professors. Also in the spring of 2018, BDP officially became a Planned Parenthood affiliate, and we hope to host more events around menstrual wellness, sexual health and wellness, and pregnancy prevention in the future. Toni Wilson '19 also received a grant from Planned Parenthood to offer free menstrual cups to students on campus, an extension of her Menstruation Celebration event that raffled off 50 menstrual cups to students, in partnership with Halo Cups, a company managed by Williams alumna Su-Young Kim.



We are active in on and off-campus discussions, events, campaigns, and partnerships with organizations such as Tapestry Health, Berkshire United Way, and Planned Parenthood, and hope to continue these expansions into Fall 2018 and 2019.

### **Black Stem Association**

The Black STEM Student Association (BSTEM) aims to create a safe and supportive space in which Black and other underrepresented students in the sciences are encouraged to continue their studies in the STEM fields and can freely and directly speak of their experiences in the STEM fields. We support Black and underrepresented students taking courses and/or majoring in: Biology, Chemistry, Computer Science, Economics, Geosciences, Mathematics, Physics, the Pre-Medical Track, Psychology, and Statistics. This support system for underserved groups in the STEM fields is essential to help support these students interested in the sciences and to combat the effects of the discrimination that they may experience while navigating STEM courses. BSTEM will provide several events that will not only increase a sense of community among underrepresented students in the sciences but also promote readiness for STEM opportunities outside of Williams.

### **Black Student Union**

The Williams Black Student Union shall provide a local mechanism through which Black-identifying and allied students can find academic, emotional, and social support by providing: a forum which all students can articulate solutions to concerns; a more accessible Williams network to achieve in the classroom, professionally, and socially; and funds a space for academic, cultural, political and social events relevant to the Black Diaspora and African ancestry at Williams. The group also provides service opportunities in the wider community.

### **\*Brayton Afterschool Tutoring Program**

Each semester, Williams students have the opportunity to serve as tutors and mentors to K-7th grade students at the Brayton and Colegrove Afterschool Programs in North Adams. Williams volunteers work closely with teachers at each school to improve literacy as well as inspire a general love of learning through themed programs such as "Empowering Your Brain With Games," "Around the World Stories," "Coding for Kids," and "Sensational Science Experiments." The commitment is about three hours for one afternoon per week, including travel time using the local bus, which Williams students ride for free. The Brayton Afterschool Tutoring Program is open to all class years and is a great way to get involved in education, work with kids, and make a difference in the Berkshire community!

### **\*Campus Kitchen Project at Williams**

Campus Kitchen Project @ Williams is a multi-faceted hunger relief initiative affiliated with the national Campus Kitchen Project (CKP) consortium. Students in the Williams affiliate group draw on training and resources from the national CKP to help improve the work of campus food security projects such as the Williams Recovery of All Perishable Surplus student group which packages and delivers meals recovered from unserved leftovers from the dining halls. During the summer of 2017, Eleanor Lustig '18, Andrew Bloniarz '18 and Michaela Smith '20 attended the CKP training bootcamp, becoming ServSafe certified while Marco Vallejos '20 attended the national summit in March.

### **Circle of Women**

Circle of Women at Williams is a chapter of an international non-profit, whose mission is to empower young women through education worldwide. Our most recent projects have included the construction of a higher secondary school in UC Jaber Devli, Pakistan, including a science laboratory to address shortcomings in the region's schooling resources. We offer the opportunity

for our peers to learn about gender-based educational disparities, and allow them to become part of the solution. In doing so, we hope to both empower our members and create connections between Williams College and the world."

## **Coalition for Immigrant Student Advancement**

The Coalition aims to achieve administrative progress and create a campus consciousness around immigrant issues. We hope to improve college policies to better address the needs of immigrant and mixed-status family students. We also want to foster a richer campus dialogue and give a voice to these stories.

### **\*Converging Worlds**

Converging Worlds (CW) is a multifaceted organization committed to advocating against racism and other forms of injustices regarding the prison system. CW brings speakers and local activists to campus, facilitates pen pal exchanges between justice involved individuals and college students, holds book drives for donations to prison libraries, and works with the surrounding community to bring about positive change on a local level. We coordinate *Justice League*, a transformative justice mentoring program at Reid Middle School in



which we encourage individual and community advocacy among the students and help them to address their social justice interests within Pittsfield. We also have a community organizing/strategy-sharing magazine called *SUMMIT!* which focuses on a new topic each issue (i.e., criminal justice reform, immigrant justice) featuring student-run and local organizations that have programs or services addressing these issues. We just celebrated our 5-year anniversary and we look forward to continuing our work with the help of new members!

## **Divest Williams**

Divest Williams seeks to build and foster a movement around divestment of the college's endowment from fossil fuels; in this work, we aim also to undermine the entire extractive economy. Through this work, we strive to educate the community and challenge people to think more deeply about both their own and Williams' place in social movements. We hope to develop a deeper understanding of systems of power and oppression and the points at which these systems are vulnerable. We understand the fight for climate justice to be inextricably linked to the fight for racial justice, economic justice, LGBTQIA justice; to the fight to end colonialism and imperialism and dismantle the patriarchy; to end ableism, transphobia, heterosexism, and all other forms of oppression. Therefore Divest Williams stands with all other groups fighting for social justice and climate justice on campus and beyond.

## **Effective Altruism @ Williams**

EA @ Williams aims to build a community of “effective altruists” -- people who apply strategy and creativity to maximize their positive impact on the world -- at Williams College. By serving as a forum to discuss effective giving, ethical career choice, high impact research, and self-improvement, the club will guide students in applying critical reasoning skills gained in the classroom to current local and global issues. In addition to creating a collective learning space, we would like to raise and donate money to effective charities that we believe can best mitigate global poverty, cure diseases, and save lives.

## **\*EOS@Eagle Street Mentoring**

This new student run program sponsored by the Center for Learning in Action supports the academic learning and social and emotional development of high need high school age students in the EOS@Eagle Street Program, a structured, supportive alternative public school program that offers small group instruction, life skills and community experiences.

## **\*Eph Buddies**

Eph Buddies' main goal is to reach out to and form friendships with members of our community who have mental and physical disabilities. We strive to support these individuals by providing them with additional resources and activities to create a greater sense of social belonging in our community. Over the past years, we have hosted event on campus including barbecues, arts and craft activities, bingo nights, bowling, and many more activities suited to the age and level of functioning of the participants. Much of our work this year focused on drafting new volunteers and organizing future events with Berkshire Family and Individual Resources (BFAIR), located in North Adams, MA.

## **Ephoria**

Ephoria is one of the female voice *a cappella* groups on campus. As such, we provide women a space in which they can pursue musical excellence. Ephoria performs at least twice per semester in a mid-semester and final concert. In addition to regular concerts, Ephoria also aims to give its members opportunities to engage with both the campus and greater Berkshire community, performing at community events such as the Holiday Walk and Halloween at the Clark.

## **Ephs at the Clark**

Ephs at the Clark is a student-led organization striving to create community programming at the Clark Art Institute for students and by students in service to the wider community. We want students to be able to utilize the incredible off-campus resources the Clark provides, such as a world class Impressionist collection and a diverse art library free for use by students. This past year, we brought speakers for various events, including Titus Kaphar in honor of Claiming Williams Day, and held a student only opening for “Drawn to Greatness.” In addition, we have held social activities at the Clark campus, including yoga on the patio and a Back to School BBQ. We hope to engage even more of the student body in the upcoming year and create an accessible link between Williams and the Clark.

## **\*Ephs Out Loud**

Ephs Out Loud is a student-led initiative, sponsored by the Williams Music Department and the Center for Learning in Action, and designed to promote community engagement and collaboration through music. Ephs Out Loud provides opportunities for Williams students to participate in outreach programs including community-based performances and workshops, educational programs at local schools, and collaborations with Williams groups and community partners. Highlights from the 2017-18 academic year include the 3rd Annual Berkshire Symphony Family Concert, in partnership with Berkshire Children and Families' Kids 4



Harmony; I/Out Loud: All Ears, an interactive musical experience during the I/O New Music Festival, and continuing workshops with students of WES, Greylock, and Brayton elementary schools.

### **\*Friendly Visitors**

Members of the Friendly Visitors Club are dedicated to serving the elderly residents of the local nursing home and rehabilitation center, Williamstown Commons. Every Sunday afternoon, student volunteers receive transportation to the Commons, a five minutes' drive from campus. Volunteers remain at the Commons for one hour and have the opportunity to serve a variety of needs for both residents and staff. Most students will spend the hour visiting residents individually, usually between two and three residents per day. These visits may consist of conversations about life at Williams, listening attentively to the resident's life story, or sometimes even assisting the resident with tasks like organizing the room or typing an email. Students also have the option of assisting the staff in the Activity Room, where residents spend time engaging in arts and crafts or enjoying performances. In all of these endeavors, members hope to brighten residents' day with warmth and enthusiasm, give residents sincere attention, and lighten the load of the regular staff.

One of the most rewarding aspects of being a Friendly Visitor is that assisting at the Commons is a wonderful way to get away from campus and contribute to the lives of people in the local community who so appreciate the company and conversation of college students. The residents are typically thrilled to see students return from one week to the next, and with each hour spent at the Commons, student and resident get to know one another in a friendship that spans generations. Whenever a resident's face lights up after a volunteer enters their room, one already knows they are making a difference.

### **Gospel Choir**

The Williams College Gospel Choir is dedicated to spreading the joy of the Gospel via song around Williams campus, town and surrounding areas. During 2017-18, the group hosted a Martin Luther King Day service in Thompson Chapel for the community and performed in Pittsfield at a community rally organized by the Four Freedoms Coalition.

### **Great Ideas Committee**

Great Ideas Committee is a College Council sub-committee that focuses on improving student life on campus by soliciting ideas from students and then working with faculty, staff, and community members to see them to fruition. In the past year we have added coffee mugs in Sawyer, worked with Dining Services to align food offerings with what students want, and added outdoor study spaces at Sawyer Library. This year, for the second year, we organized what is becoming an annual Thanksgiving Event. For students who could not go home for Thanksgiving, we organized a potluck on campus and also gave them the option to go to the home of a community member. We matched about 10 students with community members and they were able to share a lovely Thanksgiving meal together!

### **\*Hats for the Homeless**

Hats for the Homeless is a club that teaches Williams students how to knit their way out of the purple bubble. We knit or crochet hats, scarves, and other warm winter gear for the homeless shelter in North Adams. There is a Free University class during Winter Study where we teach interested students how to knit and engage more in the community around us.



### **\*Interfaith**

InterFaith is dedicated to fostering discussion and cooperation between faith communities on campus. We also provide a place for individuals to explore a diversity of perspectives and traditions in a welcoming group. Throughout the year we organize and cosponsor different types of events including formal and informal discussions, social gatherings, sustainable dinners, cultural events. We also have weekly dinners and open board meetings and engage in monthly or bi-weekly community service projects, such as the Take and Eat meals program for homebound seniors.

### **InterVarsity Christian Fellowship**

In response to God's love, grace, and truth: The purpose of Williams InterVarsity Christian Fellowship is to establish and advance at Williams College witnessing communities of students, faculty, and staff who follow Jesus as Savior and Lord: growing in love for God, God's Word, God's people of every ethnicity and culture, and God's purposes in the world. We meet with students of all spiritual/ethnic backgrounds to engage in conversations about Jesus and the Christian faith!

### **Jazz at Williams**

Jazz at Williams is a student organization dedicated to increasing exposure of Williams students to jazz by increasing and organizing performance opportunities for students as well as sponsoring visiting jazz musicians. Also, in conjunction with jazz director Kris Allen, we have helped to organize weekly jam sessions at The Log which are open to the general public. We have also facilitated student group performances for WCMA, Williams student groups WCJA and BSU, among others. We look forward to continuing to increase opportunities for engagement with jazz in the Williams community in coming years.

### **\*Kinetic**

Kinetic strives to empower students to design and implement sustainable solutions to national and international issues by emphasizing in-depth research, innovation and collaborative problem solving. We envision a culture of boldly engaged global citizens who combine empathy, analysis, and action to create innovative solutions to prevailing problems. In Spring 2018, the Kinetic Opioid Crisis Research Team partnered with the Adams Police Department to successfully pilot an incentive-based Opioid Pill Take Back Event.



## **Masculinity, Accountability, Sexual Violence, and Consent (MASC)**

MASC (Masculinity, Accountability, Sexual violence, and Consent) is a group that seeks to fight sexual assault at Williams through prevention-based work. We hold weekly discussion meetings about toxic masculinity and other risk factors for sexual violence. We also hold outreach events and workshops geared towards education and engagement with the wider community.

### **\*Matriculate**

Matriculate is an education access nonprofit that works with low income, high achieving high school students from across the country. It has several chapters from across the country, including one at Williams. As an organization, Matriculate works to combat some of the societal problems that students face, such as not applying to and enrolling in our nation's top colleges due to a number of societal and socioeconomic reasons. Matriculate works to remedy this disconnect by training Williams students as volunteer college advisers. These Williams advisers undergo professional development with the nonprofit to become skilled and attentive advisers. They are then matched with students from around the country, who they will advise through the college applications process from the student's junior year until the time they enroll at a top institution. The heart of Matriculate's work is a combination of helping create an intentional pipeline of information that can significantly empower low income students, as well as building meaningful, long term relationships with their students.

## **Medical Corps**

Medical Corps is an on campus organization that provides pre health exposure such as health speakers, CPR and EMT classes, as well as community service opportunities.

### **\*Mohawk Forest Mentoring Program**

Williams students mentor elementary and middle school children weekly at the Mohawk Forest affordable housing community in North Adams, providing homework help, playing games, baking snacks, and making crafts with them. This year, we took a field trip to Ioka Valley Farm to pick pumpkins and to Williams to tour the campus.

### **\*Moo-Mami**

Moo-Mami is a cooking club with two overarching goals: teach members of the community useful cooking techniques and ameliorate food insecurity. We hold culinary lessons where individuals learn and practice cooking as we foster a sense of community around food. The other element of the club consists of working with Williams Recovery of All Perishable Surplus to repurpose dining hall food (with a Moo-Mami flair) and donating the products to food pantries as part of the Campus Kitchen Project.

## **Muslim Student Union**

The Muslim Student Union seeks not only to help campus Muslims with their spiritual needs, but also to promote an open community where both Muslims and non-Muslims can come together to engage with Islam. Muslim Students Union hopes to serve its members by providing opportunities for intellectual exploration, Islamic learning, and spiritual growth as well as social programming. Whenever possible and prudent, we extend our services to the surrounding communities in the Berkshires and the Albany area, whether it be to invite Muslim and non-Muslim community members to our events or through community service. Lastly, Muslim Students Union strives to promote understanding between Muslims and other faith groups at Williams College, in order to create a more educated and aware student body.



### **\*No Lost Generation - Williams College**

No Lost Generation - Williams College (NLG) is the campus chapter of a national group tasked by the United States Department of State to support those affected by the global refugee crisis and ensure that this generation of displaced youth is not lost. We are currently focused on education and outreach, both on campus and in the greater Berkshire community, to raise awareness of issues surrounding immigration and refugee resettlement. This year, we have presented to over 800 middle and high school students across the county; assisted with a professional development day for local teachers on immigration and empathy; run workshops at two Four Freedoms events for activists; attended a UN Global Engagement Summit in NYC; and hosted a



number of on-campus events, including a "Careers in Immigration Advocacy" dinner with Jonathon Burne '17, who founded the Williams chapter of NLG. We look forward to deepening our connections with the local community and supporting a cause that is personal and important to so many of us. Involvement at all levels is welcome, since we are usually working on several projects, mostly student-initiated, at the same time.

### **Pownal Pen Pals**

Members of Pownal Pen Pals exchange letters with students of Pownal Elementary School about once a month. Pen pals learn about each other throughout the year and Pownal students develop their writing skills. In addition, we intend to bring Pownal students to the Williams College campus in order to meet their pen pals and also to see where their education may take them. Pownal Pen Pals intends to enhance to both the Williams and Pownal communities by creating connections between these students.

### **\*Purple Bike Coalition**

The Purple Bike Coalition maintains a bike fleet to rent to the Williams College community, holds open hours to help people learn to fix their bikes, and promotes cycling on campus. This year the group began partnering with the Northern Berkshire Community Coalition's Mass in Motion program to promote cycling and work towards creating a bike co-op in North Adams.



## **QuestBridge**

The QuestBridge Scholars Network (QSN) is committed to building a supportive and welcoming community of QuestBridge Scholars and their peers by providing support and offering growth, service, academic, and leadership opportunities. We also aim to strengthen our national network through inter-chapter cooperation and coordination. This past year, we have been heavily involved in community building, both on campus and around the Berkshires. We have encouraged students from Lee High, Pittsfield High, Taconic High, and Bart Charter College Prep to apply to various scholarships and emphasized that attending some of the top colleges in the nation is not only achievable, but is oftentimes more affordable than other options. We have also promoted early childhood literacy by organizing a Dr. Suess-themed reading event at Williamstown Elementary.

## **Ritmo Latino**

Ritmo Latino is a student run dance group that provides a space for students to learn and hone their Latin dance skills as well as dance performance and choreography skills in a Supportive group setting. We hold at least 2 large performances per year to which the campus population and wider community are invited. Ritmo provides open lessons to the campus twice a month as well as working with the Berkshire Immigrant Center in our Noche de Melodia fundraiser every fall.

## **\*Sankofa**

Sankofa is Williams College's step team, founded by students in 1996. Stepping is a percussive dance form created by black fraternities in the mid-1900s. This movement style is influenced by military drill, South African gum boot, West African dance, and hip-hop. The word Sankofa is from the Akan language of Ghana that translates in English to "reach back and get it." This concept reflects the group's mentality. Sankofa has been known to incorporate everything from pop music, spoken word, break dance, and gymnastics in its choreography, making for loud, high energy, and incredibly exciting performances. Sankofa offers dance workshops in the local schools and for other organizations in the region.

## **Sexual Wellness Advocacy Network (SWAN)**

SWAN works to introduce topics of consent and healthy relationships to local middle school and high school students through workshops. We also create relationships with administrators and teachers to create consent-promoting initiatives. It is the purpose of SWAN to work closely with students, teachers, and administration to figure out the best ways in which to bring our information and messages to local campuses. With every place we go to, we hope to create a consent-promoting, survivor-supporting campus. In addition, SWAN works to improve Williams students' ability to understand and thus teach consent to local students.

## **Sisterhood**

Sisterhood is a women's empowerment group and support network for black women. We offer professional development, community, and a safe space for black identifying women, plus workshops, an annual retreat, service opportunities and weekly discussions.





## **Society of the Griffins**



The mission of The Society of the Griffins is to secure equitable pathways of mobility for male identifying students of color at Williams College. We strive for academic excellence, community engagement and professional development. We aim to connect with the Williams community, our native communities and national pioneers as ambassadors of principle, precedent and passion. As men of wholeness, we endeavor to create a brotherhood to help further our individual and collective aspirations, in the name of unity and fidelity. This year, we had the distinct privilege of partnering with Shirley Edgerton at Taconic High School to raise money to buy the boys' book club books and subsequently lead some book club meetings in the spring.

## **Student Veterans Association**

The Williams College SVA is affiliated with the Student Veterans of America, a national organization dedicated to providing student veterans with resources and support necessary to succeed in higher education and after graduation.

## **thinkFOOD**

thinkFOOD has worked in student groups and dining committees to make the food Williams eats more sustainable, healthier, and more ethical. Last year, thinkFOOD sparked campus conversation about food sustainability by introducing a 50% industrial beef reduction. In the spring of 2016 students voted for the reduction, and this year thinkFOOD has coordinated with dining services to implement it. thinkFOOD has been present at committee meetings to meet Williams' primary food purveyors and has worked to write Williams Dining's sustainability and responsible purchasing expectations for those purveyors. Members of thinkFOOD have also offered dining services feedback and advice on how to make the meal plans more affordable and nutritious for the whole student body. In addition to the committee work, during first semester thinkFOOD hosted a community dinner where students cooked food together, then shared the meal afterwards. This tradition has since become a new community organization called Dinnertime. thinkFOOD is a group of students who spent a lot of time engaging the community talking about food through an empty bowls dinner with pottery made by the ceramics club, cooking a meal for dining service workers, and meeting often twice a week to educate ourselves about food movements and ways we could learn from others to continue making more just and sustainable food get on the tables at Williams, and how we could support dining service members.

## **\*Williams Animal Awareness Group (WAAG)**

Williams Animal Awareness Group (WAAG) is dedicated in improving animal welfare through education and volunteerism. It also provides a way for students to relieve stress by spending time with animals. WAAG has worked with several organizations in Massachusetts, such as the Berkshire Humane Society, Clover Hill Farm, and Bonnie Lea Farm. Members groom horses, walk dogs, play with cats, and participate in an animal education program for children. In addition, WAAG also helps with the Humane Race that benefits the Berkshire Humane Society in the spring and works with Peer Health to get therapy cats.



## **Williams College Democrats**

Williams College Democrats advocates for progressive issues and candidates, locally and nationally, and works to get students engaged in the political process. We are an associated chapter of the College Democrats of Massachusetts, and in 2011, we received the Rising Star Chapter Award from the College Democrats of America. Any and all are welcome to join!

## **\*Williams College Jewish Association (WCJA)**



The mission of the Williams College Jewish Association is to provide a space that models the richness and diversity of Judaism and Jewishness, to foster a community of plurality and acceptance, and to provide opportunities for Jewish involvement in the community. WCJA offers a variety of religious, social, cultural, and educational programming on campus, including Shabbat dinners every Friday evening. We also focus on tzedek, or community service, such as coordinating blood drives with the First Congregational Church, visiting North Adams elementary

schools during Chanukah, and baking and selling challah to fight food insecurity through Challah for Hunger.

## **\*Williams College Law Society**

The Williams College Law Society was founded with the goals of bringing students interested in law together to provide a support system for them by creating avenues to express their interest in law and get involved. Members learn about the field of law, the career options it offers, and the legal framework in which the world operates. The Law Society teaches lessons on these topics at Williamstown Elementary School.

## **Williams Environmental Council**

As Williams Environmental Council closes another academic year we reflect on all that the group has done. We kicked off our year with Waste Reduction Week. This was a week long initiative to get students more conscious of their waste and how it affects the planet and others living on it. The premier event was a Waste Panel where we brought in members of dining services, facilities, faculty, and TAM (the local composting facility) to discuss the life of waste on campus. Where it goes, how much of it we produce, and what we can do better. Other events on the docket were Stressbusters with local food, a screening of Wall-E, and a Bring Your Own Cup party.



Later on in the year we turned our focus towards making EcoCafe more eco. The results were that we were able to get composting put in and will hopefully have the single-use plastic water bottles removed by next year. Terracycling was also expanded across campus and there are now receptacles in (first floor) Sawyer, Eco, and Paresky. We also attended the Yale New Directions in Environmental Law Conference for the second year in a row. Lastly, we continued the annual

inter-entry competition of Do It In The Dark. This year we changed to an action/point based system in an attempt to influence more long-term changes. Two entries blew us away and tied for first and are sharing a puppy party.

Our last big project was Earth Week. Some of our events included the bag-making for the BagShare project. 10 devoted bag-makers up-cycled 85 birdseed/horsefeed/barleymalt bags into 'stylish' totes for the residents of Adams to help their single use bag ban. Our contribution helped put them over the halfway mark to their 8,400 bag goal. Hundreds of thousands of these grain bags are thrown out each year and require the equivalent of 33 grocery store bags to produce. With our 85 bags alone we saved the equivalent of 2,400 grocery bags from entering a landfill. These bags will continue to save even more as they are used in place of those grocery bags. We also hosted our annual clothing swap allowing students to trade clothing they have grown out of or don't wear to reduce the impact of buying and throwing out clothing. The last event was tap water tasting as part of our larger initiative to reduce plastic bottle water usage on campus. Next year we hope to reunite GreenEphs and increase inter-group work and communication. Thanks to CES for supporting WEC & Earthweek.

### **Williams College Oral Health Society**

The Oral Health Society strives to advance the passion of students interested in dentistry and oral health related careers through access to information, education, advocacy, and services.

### **\*Williams Outing Club**

Founded in 1915, the Williams Outing Club is the largest student organization at Williams with over 750 members. The Club's mission is to support outdoor activities at Williams and to make the outdoors accessible to everyone, regardless of level of experience.

WOC offers a wide variety of events, trips, and activities throughout the year, including regular sunrise hikes, polar bear swims, campouts, indoor climbing, and PE classes—as well as many longer trips and other activities. The group runs a Grand Canyon Spring Break service trip and offers outdoor recreation workshops to local children at the Williamstown Youth Center.

### **\*Williams Recovery of All Perishable Surplus (WRAPS)**

WRAPS recovers leftovers from the three dining halls, and packages it into 75-100 meals a week. Volunteers then deliver these meals, along with fruits and vegetables from Wild Oats, to affordable housing units in North Adams, the YMCA and the ROOTS Teen Center.

### **Williams Sustainable Growers**

The Williams Sustainable Growers (WSG) plans and manages the gardens on campus: the Parsons Garden on Dodd Circle, the Presidential Garden in the yard of the President's house, and the Zilkha Center annual garden beds. WSG distributes the harvest among members of the club, and students on campus. WSG plans to work with community organizations and clubs on campus to distribute the surplus food. WSG also aims to educate the Williams community about the value of sustainable agriculture in theory (as well as political movements related to agriculture and farm workers in the nation) and practice by growing food in campus gardens. We host events and have weekly work parties in the garden during the growing season (March-December) that is open to anyone!

# CAMPUS PARTNERS AND ALLIES

**We thank these campus offices and programs for their guidance and support of students' community engagement work.**

## '62 Centre for Theatre & Dance

- "Served"
- 6th Grade Visit
- Local School Workshops

## Admissions

- Previews
- Matriculate

## Alumni Relations

- Purple with Purpose

## Athletics

- Crossover Academy
- Captains' Book Project



## Campus Safety & Security

- Give It Up!
- National Night Out

## Career Center

- Alumni Sponsored Internship Program
- SPEC 19: Healthcare Internships
- SPEC 21: Experience the Workplace, an Internship with Williams Alumni/Parents

## Chaplains' Office

- Where Am I?!
- Break Out Trips
- Take & Eat



## Davis Center

- Martin Luther King, Jr. Day of Service
- ROOT

## Dean of the College

- EphVentures

## Dining Services

- WRAPS / Campus Kitchen Project
- "Served"





## Facilities

- College Cars
- Give It Up!
- National Night Out



## Gaudino Fund

- Break Out Trips
- PHLH 23: Uncomfortable Learning: Gaudino Fellowship
- Human Library

## Hopkins Memorial Forest

- Hopkins Forest Educators

## Integrated Wellness Services

- Peer Health
- RASAN

## Music Department

- Berkshire Symphony Family Concert
- Ephs Out Loud

## Office of Communications

- CLiA Chronicle (design support)

## Office of Financial Aid

- Federal Work Study

## Office for Information Technology

- Give It Up!

## Office of Student Life

- Leading Minds

## Science Center

- ScienceBlast

## Williams-Mystic Program

- SHSS Pre-Frosh Fieldtrip

## Williams Outing Club

- Grand Canyon Service Trip
- WOOLF



## Zilkha Center for Environmental Initiatives

- Give It Up!
- Winter Blitz
- ROOT
- Eco Advisors
- Break Out Trips



## COMMUNITY PARTNERS

**We extend our gratitude to these organizations for allowing us and our students to join them in their community building work during this past year.**

### **ABC Clothing Sale**

<https://www.facebook.com/abcclothingsale>

Our mission is to benefit the environment by recycling & supporting local charitable organizations that serve families at risk & address hunger, poverty & inequality.

### **Adams Police Department**

<https://www.adamspolice.com>

Our mission is to provide an exemplary level of service, ensuring safety and a peaceful quality of life to our residents and the businesses of the Town of Adams and to all who visit our community. The Adams Police Department is committed to prevent crime, maintain order and promote a safe environment through problem-solving, and the promotion of trust and mutual respect within our community. We were pleased to partner with Kinetic on the pilot of an innovative Opioid Pill Give Back Event in April 2018 and look forward to future collaboration.



### **Barrington Stage Company (BSC)**

<https://barringtonstageco.org>

Barrington Stage Company (BSC) is a not-for-profit professional theatre company co-founded by Julianne Boyd with a three-fold mission: to produce top-notch, compelling work; to develop new plays and musicals; and to find fresh, bold ways of bringing new audiences into the theatre, especially young people. BSC has become the fastest growing arts venue in Berkshire County, attracting more than 55,600 patrons each year, and gaining national recognition for its superior quality productions and comprehensive community educational programming, including the Playwright Mentoring Project which serves at-risk youth in Pittsfield and North Adams and community issue discussions and symposia coordinated with relevant theatrical productions.

### **Berkshire Children and Families**

<http://berkshirechildren.org>

“Every child in a family, every family in a community”

Berkshire Children & Families has a long history of serving Western Massachusetts families, with the well-being of children and families central to our mission. We know that children achieve their highest potential growing up in supportive, healthy families. Partnering with families is the best way to promote healthy, happy children to make strong families and better communities. BCF helps families to recognize and build on their strengths to address challenges. Our work is concentrated in four key areas: early education and care; child and family well-being; intensive

foster care and adoption; and Kids 4 Harmony, an intensive classical music program for social change. BCF's goals are to provide services and supports that transform the lives of children, families, and communities by creating opportunities that inspire hope, promote possibilities, and fulfill dreams.

### **Berkshire Community Action Council (BCAC)**

<http://www.bcacinc.org>

The Berkshire Community Action Council, incorporated in 1966 as a non-profit human service organization, was designated the anti-poverty Community Action agency for Berkshire County, MA. We serve to act as a catalyst to stimulate quantifiable change in people's lives as they work towards self-reliance. Our programming is designed to minimize the impact of poverty on people's lives, help people help themselves and each other, and make Berkshire County a better place to live. BCAC offers a comprehensive list of programs to tackle poverty in the Berkshires such as asset development, emergency services, food depot, medical reassurance, weatherization, heating system repair and replacement, LIHEAP-fuel assistance, Project RECONNECT, and transportation.

### **Berkshire County Regional Employment Board (BCREB)**

<http://www.berkshirereb.org>

The mission of BCREB is to develop opportunities that will assist Berkshire County households in securing the skills, knowledge, and resources necessary to achieve self-sufficiency and household stability. We do this by developing and implementing a continuum of services and programs that address the underlying causes of household instability and homelessness. Our institution serves to assist households to develop strategies to overcome barriers to self-sufficiency and collaborate with other human service providers, including grassroots organizations and faith-based organizations, to alleviate the causes and effects of household, housing, and community instability.

### **Berkshire County Sheriff's Office**

<https://bcsoma.org>

The primary mission of the Berkshire County Sheriff's Office is "to protect the public from criminal offenders by operating a safe, secure and progressive correctional facility while committing to crime prevention awareness in the community." We explore innovative and cost-effective community correction alternatives to incarceration, pursue the fair and equitable treatment of inmates, and create a just and fair environment that encourages positive behavior from criminal offenders. We also promote education, treatment and social responsibility in an effort to successfully integrate criminal offenders back into society. Finally, we develop public safety initiatives, volunteer and support programs for the prevention of criminal activity and providing the community with pertinent information.

### **Berkshire Family and Individual Resources (BFAIR)**

<http://www.bfair.org>

The Berkshire Family and Individual Resources is a national and state accredited human service agency responsive to the unique needs of people with disabilities and their families through a dedication to excellence, diverse service options, safe and healthy environments, fiscal responsibility, and community partnerships, career opportunities, and advancement.



## **Berkshire Family YMCA**

<http://www.bfymca.org>

The Berkshire Family YMCA's (BFYMCA) mission is to put Caring, Honesty, Respect and Responsibility into programs that build healthy spirit, mind, and body for all. We fulfill this mission by strengthening our communities through three areas of focus:

- Youth Development: Nurturing the potential of every child and teen
- Healthy Living: Improving the nation's health and well-being
- Social Responsibility: Giving back and providing support to our neighbors

## **Berkshire Farm Center & Services for Youth**

<http://www.berkshirefarm.org>

Our Mission: "to strengthen children and families so they can live safely, independently, and productively within their home communities."

Berkshire Farm Center & Services for Youth is one of New York State's leading nonprofit child welfare agencies, serving 8,500 children and their family members across New York State in 2014 alone. Our employees, who work in settings that often challenge the heart and the mind, know that what they do matters. They understand that their work directly contributes to the success of the agency and to the many achievements made by the thousands of young lives we serve. With support from caring individuals and forward-looking businesses, we empower children, their families, and their communities to become healthier and stronger. Berkshire has a distinguished history of working with children and families for more than 129 years. Helping children and families become healthier and stronger has been at the heart of Berkshire's mission since its founding in 1886.

## **Berkshire Food Project (BFP)**

<http://www.berkshirefoodproject.org>

The BFP seeks to alleviate hunger, food insecurity, and social isolation by serving healthy and dignified noontime meals every weekday, by providing education in making good nutritional choices and by helping people access available food resources. We also seek to alleviate a need that had grown even in periods of economic expansion nationally. We seek to provide a forum to facilitate unselfconscious interaction among disparate segments of the population. And lastly to provide information helpful to our consumers.

## **Berkshire Humane Society (BHS)**

<http://www.berkshirehumane.org>

Berkshire Humane Society (BHS) is a private, non-profit organization, not affiliated with the Massachusetts Society for the Prevention of Cruelty to Animals (MSPCA) or any other animal welfare group. We have been in operation since 1992 after taking over for a failed MSPCA operation in Berkshire County. BHS, an open-admission animal shelter, receives no public funds from local, state, or federal sources. The welfare of our companion animals and the future of our organization depend on the compassion and generosity of our community. Since our beginning, BHS has sheltered over 43,000 homeless animals who are cared for and made available for adoption. Between 1992 and 2013, our surrenders have been gradually decreasing, a trend which we attribute to the availability of our spay/neuter programs and the years of education we have provided the community. For example, in 2012, BHS took in 1,446 homeless pets, but in 2013, that number dropped to 1,168. We're proud that we were able to rehome 100% of all our healthy, adoptable dogs, cats, small mammals, and birds.

## **Berkshire Immigrant Center**

<http://www.berkshireic.com>

The mission of the Berkshire Immigrant Center is to assist individuals and families in making the economic, psychological and cultural adjustment to a new land, not only by meeting basic needs but also by helping them to become active participants in our community. The Center also aims to build bridges of understanding and cooperation across cultures, to fight racism and discrimination in all forms, and to advocate for the rights of immigrants from all backgrounds. The Center offers comprehensive services for individuals from more than 80 countries to promote civic engagement, facilitate cultural integration, and assist in navigating the complex U.S. immigration system.

## **Berkshire Interfaith Organizing (BIO)**

<http://www.berkshireinterfaithorganizing.org>

The goal of Berkshire Interfaith Organizing is to alleviate the root causes of poverty in the community. We seek to gain a seat at decision-making tables and change the power relationship that exists between our member congregations and allies, and institutions whose decisions shape access to income, transportation, and food for the poor and working poor in Berkshire County. Our strategy is to develop leadership skills of hundreds of clergy and lay leaders in our member institutions, leading to a powerful Berkshire organization capable of making systemic changes.

## **Berkshire Opioid Abuse Prevention Collaborative (BOAPC)**

<https://www.facebook.com/BerkshireBOAPC>

BOAPC mobilizes resources and builds capacity in Berkshire County to prevent the misuse/abuse of opioids, as well as to prevent opioid-related deaths.

## **Berkshire Regional Transit Authority (BRTA)**

<http://www.berkshirerta.com>

The Berkshire Regional Transit Authority provides public transportation services to its 25 member communities within Berkshire County, the westernmost region of Massachusetts. The BRTA's daily service area spans a region as large as Rhode Island; bordered by Vermont to the north, New York to the west and Connecticut to the south. Fixed route service is provided by fourteen bus routes in 12 communities from Williamstown to Great Barrington, Monday through Saturday. Paratransit services are provided to eligible persons from the BRTA's member communities for ambulatory, non-ambulatory, or complementary paratransit ADA service.

## **Berkshire Regional Planning Commission**

<http://berkshireplanning.org>

Berkshire Regional Planning Commission (BRPC) provides leadership and assistance to the County's municipalities, organizations, and citizens in achieving County-wide inter-relationships, prosperity, opportunities, quality of life, strength and vibrancy. We affect positive change through our collaborative efforts to achieve Sustainable Berkshires principles and a high quality of life for County residents, including greater economic growth, sustainable resource management, environmental, social and economic equity, and effective governmental and educational services. BRPC is recognized as the primary source of trusted, reliable Berkshire County data and analysis, provider of technical assistance to Berkshire County municipalities and organizations, convener of interests seeking to seize opportunities for and confront challenges to the Berkshires, and advocate on behalf of the collective interests of Berkshire County.

## **BerkshireWorks**

<http://berkshireworks.org>

BerkshireWorks is a partnership between Berkshire Training & Employment Program and the [Massachusetts Division of Career Services](#), chartered by the [Berkshire County Regional Employment Board, Inc.](#) Together, we provide access to a comprehensive system of employment-focused programs and services for businesses, job seekers, workers, and employers. We serve all 32 cities and towns in Berkshire County. Whether people are looking for a first job, a new job, career advancement, or quality employees, BerkshireWorks is here to help. We are committed to providing quality programs and services to employers, job seekers, and our community partners.

## **The Caleb Group / Mohawk Forest**

<http://www.thecalebgroup.org/wp1/find-housing-2-2/massachusetts/mohawk-forest-north-adams>

The Caleb Group is a nonprofit, faith-inspired affordable housing organization that creates residential communities that are attractive, well-managed, nurturing, and affordable for those of low to moderate income in North Adams, Mass. Mohawk Forest is a 190-unit townhouse and garden style community. In 1999, Caleb purchased and renovated this community and built a new community center. This project is an example of intergenerational collaboration working to build community and enhance the lives of all the residents. The Caleb Group provides resident service coordination to assist in linking residents to the services they need within the community. A frequent beneficiary of grant funding, this property has wonderful programs for residents of all ages and interests.

## **Christodora & The Manice Education Center**

<http://www.christodora.org>

Many urban youth lack opportunities to learn about the environment and experience the natural world first hand. A New York City childhood is spent playing in the park, learning about “nature” in museums or on television. It can be difficult to find a single patch of green, let alone the grandeur of the wilderness and the clarity and direction it gives to our lives. At Christodora, we believe an escape from the concrete is not just a privilege—it’s a transformative experience that allows youth to better understand the natural world and shape their role within it. Since its opening in 1981, Christodora’s Manice Education Center (MEC) has provided over 25,000 students with outdoor, leadership and environmental experiences. For most students, MEC offers a first opportunity to be immersed in the wilderness — the first mountain to climb, first river to paddle, first view of the constellations of stars.

## **E3 Academy**

<http://www.e3academy.org>

The E3 Academy is a competency-based program of Drury High School, designed for students who are under-credited and at risk of dropping out. Located in the Windsor Mill, E3 is comprised of two teachers, one counselor, and up to 12 students. E3 stands for Effort, Employability, and Essential Skills and Knowledge. We are both competency- and project-based. Each trimester, students conduct whole group and independent projects, based upon a specific theme, designed to grow the students’ abilities in math, science, English, history, and social and career readiness. These projects, along with community internships and constant one-on-one attention, provide our students with a unique learning experience.

## **EOS @ Eagle Street**

[http://www.pittsfield.net/district\\_info/programs/specialized\\_programs](http://www.pittsfield.net/district_info/programs/specialized_programs)

EOS@Eagle Street, housed at 53 Eagle Street, 3rd Floor, is a structured, supportive high school program that offers small group instruction, life skills, and community experiences. This setting



is designed to meet the needs of students who require a more individualized approach to high school.

## **Ecu-Health Care**

<http://ecuhealth.boxcarexpress.com>

We are a private non-profit health coverage access program located at 99 Hospital Avenue Suite 208, on the Northern Berkshire Campus of Berkshire Medical center, in North Adams. Our mission is to help the uninsured and underinsured residents of North Berkshire access affordable health care. Ecu-Health Care is the designated outreach and enrollment site in northern Berkshire County for all of the Massachusetts health programs and we also help residents enroll into all supplemental programs associated with Medicare. The programs we help residents access include: The new subsidized and unsubsidized Qualified Health Plans implemented under national health reform, ConnectorCare, MassHealth, the Health Safety Net, The Children's Medical Security Plan, Medicare Part-D, Prescription Advantage for seniors and the disabled, Medicare premium assistance, reduced fee dental care, and all prescription assistance programs.

## **First Congregational Church, Williamstown**

<http://firstchurchwilliamstown.org>

The First Congregational Church of Williamstown is a lively, progressive congregation, meeting in the iconic white clapboard Meetinghouse in the center of town. Our church's architecture may be conservative, but our thinking is innovative. Our church has been active from our earliest days to the present speaking out for the oppressed in our society. It was predominantly members of our church who started the local ABC House, the only member of the national "A Better Chance" organization to send kids to a public high school. We have been active in supporting LGBT rights, and have been glad to host gay and lesbian commitment ceremonies, and weddings since 2004, when Massachusetts began issuing marriage licenses.

## **Four Freedoms Coalition**

<http://4freedomcoalition.org>

On December 10, 1948, the United Nations Commission on Human Rights, chaired by Eleanor Roosevelt, issued the Universal Declaration of Human Rights, stating that "the equal and inalienable rights of all members of the human family [are] the foundation of freedom, justice and peace in the world," and that "all human beings are born free and equal in dignity and rights." We uphold these universal values and reject all forms of bigotry, hatred, and prejudice. We proclaim the transcendent truths of our equal humanity, of decency, of compassion. We believe in equality and in the Four Freedoms for all peoples, anywhere in the world. We stand with those whose Freedoms are threatened, and we work towards inclusiveness, connectedness, justice and the protection of human rights for all people. And we invite all to join us.

## **Goodwill Industries of the Berkshires, Inc.**

<http://www.goodwill-berkshires.com>

At Goodwill, your donations help people find good jobs. Proceeds from your shopping treasure hunt stay in our community supporting job skill training for your neighbors. Every item you donate, every item you buy, gives back to the community. You help people, of all ages, and from all walks of life, get job skill development and training at Goodwill that strengthens their family's economic status. Goodwill industries offers workforce development programs including Business 101 job training, skill development, recycling processes, logistics, and retail sales job training. These programs include the following projects: Spot-on cleaning, Recycled Rags, Waste Cardboard Recycling, Dell Reconnect Computer Recycling, Popcorn Wagon Project, Office Internships, Suit YourSelf, Soft Skill Development, Electrical Testing and Quality Control,

Donation- to-Resale and After-Market Handling and Processing, Certification for Forklift Operation & Safety Training, Retail Associate Training Program, and Retail Associate In-Store Training.

## **Greylock Together**

<http://greylocktogether.org>

Greylock Together is a grassroots, non-partisan political movement formed in November 2016, representing 400+ members of the communities surrounding Mount Greylock. We are committed, engaged community members dedicated to social justice and united in our fight for progressive policies. Rooted locally and united by shared values of justice, common respect, and citizen empowerment, Greylock Together has working groups on the Environment, Civil Rights, Health Care, Reproductive Rights, Education, Voting Rights, and Legislative Action.

## **Growing Healthy Garden Program**

<https://www.facebook.com/GrowingHealthyGardens>

Over the past 9 years, the Growing Healthy Garden Program has developed thirteen school and community gardens in North Berkshire County as a way to encourage people to eat more vegetables, and we are involved in a grassroots initiative to preserve and increase farming and infrastructure in Berkshire County to create a successful local food system.

## **Higher Ground**

<http://highergroundnb.org>

Our mission is to provide services and funds to meet the immediate and long-term physical, emotional, and spiritual needs Irene survivors. We develop disaster replacement housing for those who lost their homes in the flood and prepare our community for future disasters and to assist in disaster response.

## **Hoosac Harvest**

<http://www.hoosacharvest.org>

The mission of the Hoosac Harvest is to support and encourage access for North Berkshire residents across income levels to sustainably-raised, locally grown food while building relationships between the land, each other, and our food. We value food security for all members of our community, local food, farmers, and farmland as keystones to the health and well-being of our community, agriculture as a vital facet of a thriving economy, and community-based action as a crucial component in creating lasting social change. Hoosac Harvest partook in the creation of Square Roots Farm and Many Forks Farm both of which operate on the community supported agriculture model. We raise funds to subsidize one-fifth of the shares available at both farms to enable low-income community members to participate. Our program Know Your Farmer, Know Your Food connects farmers, small food producers, and the community. We also have a Sharing the Abundance program for local gardeners and volunteers.

## **Hoosic River Watershed Association (HoorWA)**

<http://hoorwa.org>

HoorWA is a citizens' group that looks after the river. We are dedicated to the restoration, conservation, and enjoyment of the Hoosic River and its watershed, through education, research and advocacy. We envision a watershed that is ecologically sound and adds to the quality of life of its residents.

## **Hoosic River Revival**

<http://www.hoosicriverrevival.org>

The mission of the Hoosic River Revival is to reconnect the community to a healthy, scenic, wildlife-and-people-friendly river, which will provide 21st Century flood protection and also enhance North Adams' recreational, cultural, and economic vitality.

## **Jewish Family Service of Western Massachusetts**

<http://jfswm.org>

Jewish Family Service is a community leader that empowers people to achieve fulfilling lives. We provide exceptional social services, grounded in Jewish values, to support individuals and families from diverse cultural and economic backgrounds. We offer community programs such as workshops and educational programs for individuals and families seeking a Jewish connection, both within and outside of the established Jewish community. We provide elder care as well; many people count on us to help them assess and find the best ways to solve problems regarding their own or loved ones' well-being. JFS is also known for compassionate, caring and professional counseling services for individuals, families, and couples across the economic spectrum. Finally, JFS is the premier organization working with HIAS (Hebrew Immigration Aid Society) to resettle refugees from around the world to our Springfield community-- their new home. We believe that healing the world includes, helping those that are fleeing from political or religious persecution because none of us are free when others are oppressed.

## **Knesset Israel**

<http://knessetisrael.org>

Knesset Israel is an innovator in the rapidly changing world of American Judaism. We create authentic and meaningful points of connection and spiritual experiences for contemporary Jews and cultivate a community empowered to make a positive difference in the world. This flourishing congregation is inclusive and supportive and accepts a wide range of beliefs and practice. Among people of all ages, religious backgrounds, genders, and orientations, you will find a supportive community here. When you come by, you will find that our synagogue teems with life and activity, especially on Shabbat. We engage deeply with the Torah and its wisdom — intellectually, practically, ethically and spiritually. We actively cultivate community — members of the congregation teach in our Hebrew School, lead services, chant Torah, prepare students for bar/bat mitzvah, visit the sick, bury the dead and tend to those in need. And we are especially proud of how we encourage each other to learn and grow through Jewish living.

## **Lanesborough Elementary School**

<http://www.wlschools.org/page.cfm?p=511>

"To inspire in all students a love of learning and challenge them to grow in heart and mind."

Lanesborough Elementary School is a pre-K to grade 6 elementary school with over 200 students. The school has an experienced, highly educated teaching staff, skilled paraprofessional and support staff, and all are dedicated to the success of our students. Approximately 38 staff serve as classroom teachers, special education teachers, specialists, paraprofessionals and support staff. The school has a proud heritage of offering a quality education to its young students. Lanesborough Elementary School is recognized by the state as a level 1 Commendation School for its high achievement, high progress, and narrowing proficiency gaps. It also is fortunate to have excellent programs in art, music, drama, technology, library, and physical education to foster a well-rounded education.



## **Lever, Inc.**

<http://www.leverinc.org>

Lever supports local economic development by creating and growing enterprises that leverage local assets, including the talents of young people from our region's colleges.

## **Louison House**

<http://louisonhouse.org>

Louison House, Inc. is a private, 501 (c) (3) non-profit organization that was established in 1990 by local agencies to address the issue of homelessness that had become more pervasive as a result of the economic decline in Northern Berkshire County during the 1980's. Over the past twenty years, Louison House has provided homelessness prevention and housing services to over 3,500 individuals and families throughout Berkshire County. Our vision is to become a leader in creating a homeless-free community in Northern Berkshire County over the next 20 years. Our mission is to reduce homelessness and its causes in Northern Berkshire County.

## **Massachusetts College of Liberal Arts**

<http://www.mcla.edu>

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. MCLA promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active and responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

## **Massachusetts Department of Transitional Assistance (DTA)**

<http://www.mass.gov/eohhs/gov/departments/dta>

DTA's mission is to assist and empower low-income individuals and families to meet their basic needs, improve their quality of life, and achieve long-term economic self-sufficiency. Located within the Executive Office of Health and Human Services, the Department ensures that the emergency and transitional needs of the individuals and families of the Commonwealth are met through a combination of federal- and state-funded programs. Massachusetts has a comprehensive system of programs and supports to provide to individuals and families in need in order to achieve greater economic self-sufficiency.

## **Massachusetts Museum of Contemporary Art (MASS MoCA)**

<http://massmoca.org>

Through innovative collaborations, MASS MoCA helps artists and their supporters create and show important new work, bringing to our visitors bold visual and performing art in all stages of production, creating a stimulating center of creativity and commerce that brings life and economic vibrancy to its region. MASS MoCA is one of the world's liveliest centers for making and enjoying today's most evocative art. With vast galleries and a stunning collection of indoor and outdoor performing arts venues, MASS MoCA is able to embrace all forms of art: music, sculpture, dance, film, painting, photography, theater, and new, boundary-crossing works of art that defy easy classification. Much of the work we show in our light-filled spaces, on our technically sophisticated stages, and within our lovely network of late 19th-century courtyards is made here during extended fabrication and rehearsal residencies that bring hundreds of the world's most brilliant and innovative artists to North Adams all year round.

## **Mount Greylock Regional School District**

<http://www.wlschools.org/page.cfm?p=513>

Mount Greylock Regional School is a public middle and high school serving grades 7-12 located in Williamstown, Mass. The region includes Williamstown and Lanesborough, representing a

combined population of 11,000 residents. Enrollment is 600 students with a capable faculty and staff of 100. Mt. Greylock is a spirited educational community that celebrates human differences, recognizes individual abilities, and challenges its students to strive for excellence by realizing their full talents and aspirations. Located in an idyllic setting with stunning views of the highest peak in Massachusetts, Mt. Greylock offers generous expanses of open green space, a full range of playing fields, and miles of hiking trails through the surrounding woods. Student learning is enhanced by proximity to three museums (Clark Art Institute, Williams College Museum of Art, and MASS MoCA, and two colleges (Williams and MCLA).

### **North Adams Council on Aging / Mary Spitzer Senior Center**

[http://www.northadams-ma.gov/index.php?nav\\_id=25](http://www.northadams-ma.gov/index.php?nav_id=25)

This center offers a wide range of services to elderly community members from Hot Lunch, Bingo, and Aerobics classes to Hearing Clinics, and income tax assistance

### **North Adams Public Schools**

<http://www.napsk12.org>

The mission of the North Adams Public Schools is to help every child learn every day and empower all students to recognize and optimize their full potential.

### **Northern Berkshire Community Coalition (nbCC)**

<http://www.nbccoalition.org>

The mission of the coalition is to improve the quality of life for people in Northern Berkshire by organizing, supporting, and empowering the community. The Coalition works to achieve its mission by connecting and providing a public space for the community, providing prevention strategies, building stronger neighborhoods, promoting positive youth development, helping families stay healthy, happy, and strong, and helping to make healthy choices, the easy choices. Our programs include Coalition Core, Northern Berkshire Neighbors, UNITY Youth Programs, nb21 Prevention Programs, Mass in Motion, and The Family Place.

### **Northern Berkshire Habitat for Humanity**

<http://www.northberkshirehabitat.org>

Northern Berkshire Habitat For Humanity is an affiliate of Habitat for Humanity International. Our offices are in North Adams, Massachusetts and we serve the surrounding communities of Adams, Cheshire, Clarksburg, Williamstown and Stamford, Vermont, as well as North Adams. We are a non-profit, all-volunteer organization and receive no financial support from Habitat International. Our mission is the same as Habitat International. We are working to eliminate poverty housing and to provide decent, safe, and affordable housing for people in need. Currently, we are the only organization in northern Berkshire actively working to alleviate the shortage of housing for low-income working families. By building or renovating homes we are empowering our homeowners to become contributing members of the community and providing security for their children to grow and prosper.

### **Northern Berkshire Interfaith Action Initiative / Friendship Center Food Pantry**

<https://www.facebook.com/Northern-Berkshire-Interfaith-Action-Initiative-Friendship-Center-100392236707183>

The Northern Berkshire Interfaith Action Initiative (NBIAI) is a group of people of faith working together with others of goodwill to find ways to serve our community. The NBIAI meets the third Friday of each month at 10 a.m. at the First Baptist Church of North Adams. In addition to agenda items, each meeting begins with a period of silent prayer, faith sharing, and brief community announcements. All people of goodwill are welcome to participate.

The Friendship Center is the home of the Northern Berkshire Interfaith Action Initiative. It also hosts a food pantry. The Food Pantry is open from 10 a.m. to 2 p.m. and from 4 to 6 p.m. on Wednesdays. Donations of food may be brought to 43 Eagle St. on Tuesdays between 11 a.m. and 2 p.m.

## **The Nutrition Center (TNC)**

<http://www.thenutritioncenter.org>

Our mission is to inspire a healthy relationship to food through counseling, nutrition, and culinary education. We provide nutrition and cooking education services to everyone, regardless of insurance status or ability to pay. We work to improve the overall wellness of people by inspiring them to cook and eat real food. We strive to accomplish our goals of reducing obesity rates and managing and/or preventing chronic disease by empowering our clients with the tools and resources they need to make informed decisions and to nourish themselves and their families. Successful TNC programs include Food Adventures, Cooking & Nutrition, Fresh Start Cooking, Berkshire Food Web, Think Food Conference, Nutrition Counseling, and Wellness in 5.

## **Pine Cobble School**

<http://www.pinecobble.org>

Pine Cobble School is a co-educational day school for children in preschool through ninth grade. For over three-quarters of a century, Pine Cobble has nurtured creativity, curiosity, outstanding character, and a lifelong love of learning. Our mission is “to cultivate in each student a lifelong passion for learning, a strong sense of self-worth, and respect for others throughout the community.” This mission is what drives us, every single day. It drives us to approach every moment as a teachable moment. It’s what inspires us to go the extra mile for our students, to bring out their excellence as scholars, artists, athletes, and human beings with integrity.

## **Pittsfield Public Schools**

<http://www.pittsfield.net>

We strive to serve our community and its children by creating an environment where lifelong learning is valued, excellence is expected and improvement is continuous. We will do this by meeting the needs of each student and providing the understanding, encouragement, knowledge, and skills each requires to meet or exceed the district’s high expectations and rigorous academic expectations. In doing so we will prepare every student for postsecondary education, career and lifelong economic, social, and civic success.

## **Roots Rising**

<https://www.rootsrising.org>

Roots Rising, a program of Alchemy Initiative, is an agriculture-based youth development program that builds community and empowers young people. oots Rising pays teens to work on farms, in community gardens, and in local food pantries. But it’s not just a job; it’s an opportunity for teens to engage in meaningful work- work that needs to be done and that contributes to a larger social good. Meaningful work is transformational. It leaves youth feeling purposeful, capable, and connected. At Roots Rising, Pittsfield teens from all walks of life work side by side towards a common goal. They learn the value of working hard, the importance of communication and perseverance, and the satisfaction of living closely with the land in service of something that matters. We hire 36 teens a year in three Farm Crews: Summer, Fall, and Spring. In 2019, we plan to launch a teen-run food truck, where graduates of our Farm Crews will have the opportunity to run their own business and work together as a Truck Crew!



## **ROOTS: Northern Berkshire Teen Center**

<http://rootsteencenter.com>

ROOTS Teen Center recognizes and upholds the inherent worth of all northern Berkshire teens and young adults. We strive to create an environment where young people feel heard, encouraged and empowered. All youth and young adults, age 14-22, are welcome to join us in community. Regardless of our differences, we come together to support one another and encourage each other. ROOTS is a place where young people can explore new ideas, new forms of expression, and new experiences. It is a place for youth to safely explore and express their thoughts, ideas, hopes, and struggles. ROOTS encourages young people to build healthy, strong and nurturing relationships with each other, mentors, volunteers, and the larger community. Through our hearts, minds, hands, and voices, we strive to be healthy and impactful youth, ready for the challenges of today and dedicated to building a stronger tomorrow.

- Heart – Health and Wellness, Mentoring
- Mind - Drop-In Homework Center, Job Skills, Internships
- Hand – Artistic Expression (visual, musical, drama)
- Voice – Leadership Development, Social Justice, Service Learning

## **Sanctuary for Independent Media & The Nature Lab**

<https://www.mediasanctuary.org>

The Sanctuary for Independent Media is a telecommunications production facility dedicated to community media arts, located in a historic former church at 3361 6th Avenue in north Troy, NY. The Sanctuary hosts screening, production and performance facilities, training in media production and a meeting space for artists, activists and independent media makers of all kinds. NATURE Lab is the Sanctuary's resident STEAM (Science, Technology, Ecology, Art, Math) education program. NATURE Lab promotes sustainability, and urban research in ecology using art, technology, and science. Programming is open to novices and experts alike.

## **Sand Springs Recreational Center**

<http://www.sandspringspool.org>

Opened in 1907 as the Wampanaug Inn and Bath House, The Sand Springs Recreational Center has been serving as a “community gathering place” ever since. Our goal is to preserve this historic place while expanding the programs to better serve all. Our goal is to create a sustainable community gathering place where residents and visitors can gather in a historic and bucolic setting for relaxation in natural spring waters, outdoor recreation, and fitness.

## **Take & Eat**

<http://takeandeat.org>

Take and Eat was founded in 2003 by Rev. Mr. Francis Ryan, Ed.D and his wife Kathleen as a Non-Profit organization to recruit, train and empower volunteers in various faith-based community organizations to prepare and deliver, free of charge, hot meals to the homebound elderly on weekends and three-day holidays. The government-funded Meals-on-Wheels Program provides meals to seniors from Monday thru Friday. On weekends and holidays these elders in need, for the most part, have no access to a nutritious meal and in many instances no contact with another human being.

## **Town of Williamstown**

<http://williamstown.net>

Williamstown is located in the far northwest corner of Massachusetts bordering Vermont and New York. We are the home of the Sterling and Francine Clark Art Institute, Williams College, and 8,220 residents including 2,000 Williams College students. Today, with a population of 8,056 including students, Williamstown continues to be known for the scenic beauty of its surrounding

mountains, for Williams College, and for the cultural attractions of its Theater Festival and the Sterling and Francine Clark Art Institute.

## **Toxics Action Center**

<https://toxicsaction.org>

At Toxics Action Center, we believe everyone has the right to breathe clean air, the right to access clean water, and the right to live in a healthy, sustainable community. We believe our government should operate responsively, democratically, and help us ensure that our children grow up free of exposure to dangerous chemicals and have every opportunity to thrive. Toxics Action Center's mission is to work side-by-side with communities, empowering you with the skills and resources needed to prevent or clean up pollution at the local level. Since 1987, we have organized over 1,000 community groups and trained over 20,000 individuals across New England to put together plans and strategies to effectively solve the problems they face. Not only do we provide the tools they need to defend their health and safety, but also the expertise they need to think strategically and come together for proactive, positive change. In our 30 year history, we have helped win hundreds of campaigns to protect the health of citizens and neighborhoods across the region. See stories from communities we've helped win campaigns. Every day, we respond to calls from residents across New England who want to clean up hazardous waste spills, curb pesticide use, and oppose poorly sited waste, energy, and industrial facilities. Along the way, we've brought together thousands of local community leaders to organize for common-sense solutions – from helping to pass the nation's strongest toxics reform law in Maine to promoting safer, sustainable ways to recycle and reduce waste region-wide.

## **Williamstown Affordable Housing Committee**

[http://williamstown.ws/?page\\_id=1896](http://williamstown.ws/?page_id=1896)

The mission of the Williamstown Affordable Housing Committee is to promote the creation and preservation of housing and housing programs in Williamstown that ensure that people with incomes below the area median can access an affordable place to live. We seek to create enough affordable housing so that ten percent of the town's total housing units be affordable to those whose incomes are at or below eighty percent of the area median income. Additionally, we promote an economically vibrant community as well as maintain and preserve the character and historic nature of Williamstown.

## **Williamstown Chamber of Commerce**

<http://www.williamstownchamber.com>

The Williamstown Chamber of Commerce serves Williamstown and our neighboring communities by supporting efforts in communication, education, and coordination of our members, our residents, and our visitors.

## **Williamstown Commons Nursing and Rehabilitation Center**

<https://williamstowncommons.org>

Williamstown Commons is proud to offer area families top-quality skilled nursing care for short-term rehabilitation and long-term care. We focus on maximizing patient recovery, comfort, and independence for the highest possible quality of life. From post-surgery and post-hospital rehabilitation to long-term care for a chronic illness, our highly skilled care teams provide compassionate attention and specialized care every step of the way.

## **Williamstown Community Chest**

<http://www.williamstowncommunitychest.org>

Once quite common across the country, Community Chests extended a helping hand to people in need. Today, the Williamstown Community Chest is one of just a handful of these local charitable

organizations left. In these times of decreasing funding, cutbacks in programming, and increasing need, we remain deeply committed to helping solve problems right here in our own neighborhoods. We conduct annual fundraising campaigns to support services provided locally by our member agencies. Contributions to the Williamstown Community Chest are distributed to these 16 local agencies working to help people in our community meet a variety of challenges in Berkshire County including poverty, addiction, and abuse.

### **Williamstown Council on Aging / Harper Center**

<http://williamstownma.gov/2157/Council-on-Aging>

This town funded agency with offices adjacent to the Proprietor's Fields housing complex provides social, cultural, health and transportation services to residents over 60 years old. Information on events and opportunities to volunteer can be found in their monthly newsletter at <https://williamstownma.gov/wp-content/uploads/2018/07/August-2018-newsletter.pdf>

### **Williamstown Elementary School**

<http://www.wlschools.org/page.cfm?p=512>

Williamstown Elementary School (WES) is a pre-K to grade 6 elementary school with approximately 450 students. Centered in the picturesque town of Williamstown, WES is surrounded by the Berkshire Mountains. Its culturally rich neighbors include Williams College, the Williams College Museum of Art, the Williamstown Theatre Festival, the Clark Art Institute and MASS MoCA. WES is a member of a shared superintendency agreement with Lanesborough Elementary School and Mt. Greylock Regional Middle and High School. While each district has its own school committee and governance, the positions of the central office are shared among the three schools. The three districts have the opportunity to share services, collaborate on curriculum work, and provide for common professional development.

### **Williamstown Historical Museum**

<http://www.williamstownhistoricalmuseum.org>

The Williamstown Historical Museum was founded in 1941, as the Williamstown House of Local History, to preserve and to promote knowledge of the town's history. Our goal is to document the diverse people and buildings, the associations and businesses, the institutions and events, which form the town's history from the earliest days to the present time. Our collection includes photographs, documents, and artifacts from the 1700s to the present day, as well as published works related to the town's history. We have a permanent display set up, and rotating exhibits which use many items in the collection to help educate our community on many aspects of the town's history.

### **Williamstown Rural Lands Foundation**

<http://www.wrlf.org>

The Williamstown Rural Lands Foundation is a private, non-profit, member-supported land conservation trust. It was founded in 1986 to address the loss of open space and public access, the disappearance of family farms in the Williamstown area and to encourage responsible development. The Mission of the Williamstown Rural Lands Foundation is to conserve the rural character of Williamstown: to enable working landscapes such as forests and farms; to promote land stewardship, and to connect the community to the region's natural heritage. As a land trust, our Mission since we were founded in 1986 has been to preserve open and accessible space for the benefit of present and future generations. Through educational programs and other related initiatives, we also serve as a catalyst to increase public awareness over land-use issues and options, to promote responsible land stewardship, and to connect the community to the region's natural heritage.



## Williamstown Youth Center

<http://www.williamstownyouthcenter.org>

The Williamstown Youth Center is a non-profit corporation located in Williamstown, Massachusetts and dedicated to providing quality recreational programs and activities for youths in grades 1 – 12. The Williamstown Youth Center is committed to nurturing the recreational, social and emotional well-being of the youth in Williamstown and surrounding communities through quality programs for all. We will accomplish this in a safe and enjoyable environment led by positive role models who provide and adapt programs and activities based on the needs of the community.

## WilliNet

<http://www.willinet.org>

WilliNet's Mission: To provide the citizens of Williamstown free access to video technology and training, and to show town government proceedings, school committee business, community events and locally created and sponsored programming. WilliNet serves as an avenue of free speech for the people of Williamstown to communicate, educate, and entertain. WilliNet is a community media resource offering free instruction in all aspects of video production. Local residents can borrow cameras and equipment the same way the library loans books. Regional non-profit organizations and individuals are encouraged to produce studio programs and share announcements on our community bulletin board. Our experienced staff will help get you started. Come visit our studio at 34 Spring Street. Volunteers are most welcome!



## **APPENDIX A:**

### **KEY ELEMENTS OF EFFECTIVE EXPERIENTIAL PEDAGOGY**

Experiential pedagogy in its various forms (collaborative, community-based, problem-based, service learning, etc.) is a valuable approach to deepen student learning and improve understanding of unfamiliar or personally challenging concepts and issues. Courses effectively employing experiential pedagogies should include the following key elements<sup>1</sup>:

#### **PREPARATION AND GUIDANCE**

Students should be intellectually and psychologically prepared for the experience or project. Depending on the learning goals of the course or module, a combination of readings, lectures, discussions, training and/or role-playing exercises, can be used to focus student attention on relevant concepts and issues. Guidance during the experience can consist of scheduled in-person and/or electronic debriefings.

#### **METHOD(S) OF INQUIRY**

Students should be conscious of how they are learning. Review and training in appropriate research method(s) should take place before the learning experience begins or at least in the early period of the experience. Literature on ethnographic, participant/observation and/or interview methods would be appropriate.

#### **APPROPRIATELY STRUCTURED (OR UNSTRUCTURED) EXPERIENCE**

Fieldwork or experiential projects should be arranged by the instructor to suit the educational goals of the course or learning module within it. For example, small-scale projects or assignments such as a single work session in a local community organization can be organized so that students are exposed to social, political and/or economic issues relevant to the goals of the course. Large-scale fieldwork with specific expected outcomes could include work scheduling or sequenced experiences.

#### **REFLECTION**

The course or module should include some form of reflection involving written and/or oral processes through which students review their experience. Journals and group discussions are the most common techniques used.

#### **ANALYSIS**

Analysis involves making sense of field experience in light of some or all of the learning goals and literature of the course. For example, fieldwork can be used as an opportunity to critique existing theory or develop new theory.

#### **FEEDBACK**

The best way to continuously improve the use of experiential pedagogy is to include feedback (survey, written response, focus group, etc.) within or shortly after the course or module.

Paula Consolini, Ph.D.

Adam Falk Director

Williams College Center for Learning in Action

Version 6.1.18

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<sup>1</sup> These guidelines were developed using John Dewey's *EXPERIENCE AND EDUCATION* (New York: Collier, 1938), David A. Kolb's *EXPERIENTIAL LEARNING: EXPERIENCE AS THE SOURCE OF LEARNING*, (Englewood Cliffs: Prentice Hall, 1984), and the National Society for Experiential Education Foundations Document Committee's "Best Practices of Experiential Learning" (1997), the author's teaching and training work and feedback from Williams faculty and staff.

# **AN EXPERIENTIAL LEARNING GLOSSARY**

(Compiled by Paula Consolini, Center for Learning in Action)

## **ACTIVE LEARNING**

"A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation." In active learning, the instructor facilitates rather than directs learning and students generate rather than simply receive knowledge. Activities range from paired or "buzz groups," (in which two students discuss material during a short pause in a lecture) to more extensive engagement methods such as case studies, role-playing, and group projects. Active learning often (though does not necessarily) involves collaboration with other students. Also known as cooperative learning (See entry, below). Source: [http://en.wikipedia.org/wiki/Active\\_learning](http://en.wikipedia.org/wiki/Active_learning).

## **APPLIED (vs BASIC) RESEARCH**

Term (from natural science) to describe "research designed to solve practical problems of the modern world rather than to acquire knowledge for knowledge's sake." Examples of applied research: investigations to treat or cure disease, investigations into ways to improve the energy efficiency of homes, offices, etc.

## **BASIC (vs. APPLIED) RESEARCH (aka fundamental or pure research)**

A term used in natural science to describe research which is driven by a scientist's curiosity or interest in a particular scientific question (such as how do slime molds reproduce?).

## **COLLABORATIVE LEARNING (CL)**

A philosophy of interaction (versus Cooperative Learning, a classroom technique) which assumes a sharing of authority and acceptance of responsibility among group members for the group's actions. As a learning approach, CL "suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions." The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people."<sup>2</sup>

## **COMMUNITY-BASED LEARNING (CBL)**

A set of teaching/learning strategies that enable students to learn by applying knowledge and analytic tools gained in the classroom to pressing issues that affect local communities. Some variations emphasize mutual change on the part of students and community organizations, others, social change, still others, the problem-solving nature of the enterprise. See especially <http://www.princeton.edu/~cbli/>.

## **COMMUNITY-BASED RESEARCH**

Research project(s) involving partnerships and/or beneficiaries at local levels of community and society. Such projects have immediate or short-term possibilities to help solve civic problems.

## **COMMUNITY-BASED PARTICIPATORY RESEARCH**

"A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve... outcomes." (from the WK Kellogg Foundation Community Health Scholars Program) See the Community-Campus Partnership for Health at <http://depts.washington.edu/ccph/index.html>.

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<sup>2</sup> From "A Definition of Collaborative vs Cooperative Learning" by Ted Panitz (1996) in *Deliberations* at: [http://colccti.colfinder.org/sites/default/files/a\\_definition\\_of\\_collaborative\\_vs\\_cooperative\\_learning.pdf](http://colccti.colfinder.org/sites/default/files/a_definition_of_collaborative_vs_cooperative_learning.pdf)



## COOPERATIVE LEARNING

A pedagogical method in which students work in groups to maximize the learning of all individuals in the group. Typically, students work in small groups (usually 3-5 people) on an assigned project or problem under the guidance of an instructor who monitors the groups to make sure students stay on task and come up with the correct answers (to the extent there are correct answers). Key pedagogical elements include: positive interdependence, face-to-face promotive interaction, individual accountability, social skills use and development and attention to group process.<sup>3</sup> See:

[http://highered.mheducation.com/sites/0072486694/student\\_view0/glossary.html](http://highered.mheducation.com/sites/0072486694/student_view0/glossary.html).

## EXPERIENTIAL LEARNING

"Learning undertaken by students who are given a chance to acquire and apply knowledge, skills, and feelings in an immediate and relevant setting. Experiential learning thus involves a 'direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it' (Borzak 1981: 9 quoted in Brookfield 1983 cited at

<http://www.infed.org/biblio/b-explrn.htm>).

## PARTICIPANT OBSERVATION

"A set of [research](#) strategies which aim to gain a close and intimate familiarity with a given group of individuals (such as a religious, occupational, or subcultural group, or a particular community) and their practices through an intensive involvement with people in their natural environment, often though not always over an extended period of time." Methods include "informal interviews, direct observation, participation in the life of the group, collective discussions," etc. "Observable details (like daily time allotment) and more hidden details (like taboo behavior) are more easily observed and understandable over a longer period of time. A strength of observation and interaction over long periods of time is that researchers can discover discrepancies between what participants say -- and often believe -- should happen (the formal system) and what actually does happen, or between different aspects of the formal system."<sup>4</sup> See also: [https://en.wikipedia.org/wiki/Participant\\_observation](https://en.wikipedia.org/wiki/Participant_observation).

## PARTICIPATORY ACTION RESEARCH

Referred to as PAR, a multi-cycle collaborative social science and education research methodology designed to ensure that those who are affected by the research project have a voice in it. PAR "is not just research which is hoped will be followed by action. It is action which is researched, changed and re-researched, within the research process by participants. Nor is it simply an exotic variant of consultation. Instead, it aims to be active co-research, by and for those to be helped" (Wadsworth, Y. (1998). <http://www.scu.edu.au/schools/gcm/ar/ari/p-ywadsworth98.html>). Cycles of a PAR project may include participants helping with any or all of the following: a) formulation and/or assessment of the research problem, b) determination, implementation and/or assessment of the intervention. Multiple research methods are often used with PAR, including (but not limited to) surveys, focus groups, interviews, observations, etc.

## PRACTICUM

"A college course, often in a specialized field of study, designed to give students supervised practical application of a previously studied theory." Practica are common for social work and education majors. (<http://en.wikipedia.org/wiki/Practicum>)

## PROBLEM-BASED LEARNING

"Problem-based learning (PBL) is focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems. PBL curriculum provides authentic

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<sup>3</sup> Source: David W. Johnson, Roger T. Johnson, Karl A. Smith. *Active Learning: Cooperation in the College Classroom* (Edina, MN: Interaction Book Co., 1991), 1:19-20.

<sup>4</sup> Source: DeWalt, K. M., DeWalt, B. R., & Wayland, C. B., "Participant observation." In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology*. (Walnut Creek, CA: AltaMira Press, 1998), pp. 259-299.

experiences that foster active learning, support knowledge construction, and naturally integrate school learning and real life.” Key elements include: 1) student responsibility for own learning, 2) Problem simulations must be “ill-structured”<sup>5</sup> and allow for free inquiry, 3) learning should be integrated from a wide range of disciplines or subject, 4) collaboration is essential, 5) what students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution, 6) assessment of learning should include self and peer assessment.<sup>6</sup>

### **PROJECT-BASED LEARNING**

“A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge.” The project may be instructor-defined or student-defined. Essential elements include: key knowledge, understanding and success skills, challenging problem or question, sustained inquiry, authenticity, student voice & choice, reflection, critique and revision and public product ([http://bie.org/about/what\\_pbl](http://bie.org/about/what_pbl)).

### **PUBLIC HUMANITIES**

A variant of project-based learning that teaches methods to “engage the public in conversations, facilitate and present lectures, exhibitions, performances and other programs for the general public on topics such as history, philosophy, popular culture and the arts. Public humanities programs encourage recognition of diverse heritage, traditions, and history, and the relevance of the humanities to the current conditions of life. Public humanities projects include exhibitions and programming related to historic preservation, oral history, archives, material culture, public art, cultural heritage and cultural policy. Practitioners of public humanities are invested in ensuring the accessibility and relevance of the humanities to the general public or community groups.” Public humanities projects can be embedded in courses or practicum experiences and often entail partnerships with nonprofit cultural organizations or government agencies (from [https://en.wikipedia.org/wiki/Public\\_humanities](https://en.wikipedia.org/wiki/Public_humanities)).

### **SERVICE-LEARNING**

A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. Service is combined with structured opportunities that link the work to self-reflection, self-discovery, and the acquisition and comprehension of values, skills and knowledge content (from the National Service-Learning Clearinghouse, <http://www.servicelearning.org>).

### **STUDENT-ACTIVE SCIENCE**

Natural science variant of project and problem-based learning involving hands-on learning in the classroom and laboratory focused on open-ended inquiry and related learning techniques and skills that are explicitly aimed at fostering higher-order thinking. The approach is investigative, often collaborative, involving students in work on complex, often real-world problems and gathering and interpreting their own data. Student-Active Science “fosters higher order thinking skills and intellectual maturity,” asking students “not only to accept knowledge but to aid in forming it” and showing them “the power and limitations of particular scientific ‘ways of knowing’.”<sup>7</sup>

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<sup>5</sup> “ill-structured” is understood as designed to allow students free inquiry through observation, interview, and review of records or documents in order to obtain information needed to support or verify hypotheses.

<sup>6</sup> Source: *Problems as Possibilities: Problem-Based Learning for K–16 Education*, 2nd Edition, by L. Torp & S. Sage, 2002, Alexandria, VA: Association of Supervision and Curriculum Development.) pp. 15-16.

<sup>7</sup> Ann P. McNeal and C. D'Avanzo, *Student-Active Science: Models of innovation in College Science Teaching* (1997). Harcourt Brace & Company - Book Library. Paper 112.

## **APPENDIX B:**

### **2017-18 COURSE OFFERINGS INVOLVING EXPERIENTIAL LEARNING**

#### **SEMESTER COURSES**

AFR 212/MUS 104 (S) Jazz Theory & Improvisation I

AFR 440 (S): CAPSTONE: Performing Blackness

AMST 101 (F,S) America: The Nation and Its Discontents

AMST 221/ENVI 221/LATS 220 (F) Introduction to Urban Studies: Shaping and Living the City

AMST 236/ENGL 237/ARTH 237/SOC 236 (S): Making Things Visible: Adventures in  
Documentary Work

AMST 323/AFR 323/ARTH 223/ENGL 356/COMP 322 (S): Comic Lives: Graphic Novels &  
Dangerous Histories of the African Diaspora

AMST 382/COMP 382/ENGL 385 (S): Transnational Asian/American Film and Video

ANSO 205 (S): Ways of Knowing

ANSO 402 (S): Senior Seminar

ANTH 371 (F) Medicine, Pathology, and Power: An Ethnographic View

ARTH 327/ECON 227 (F): Acquiring Art: Selecting and Purchasing Objects for WCMA

ARTH 468/WGSS 468 (S): Practicum in Curating: Visual Art of the Garden

ARTH 508 (S) Art and Conservation: An Inquiry into History, Methods, and Materials

ARTS 329 (F): Architectural Design II

BIOL/ENVI 220 (S) Field Botany and Plant Natural History

ENVI 102 (S) Introduction to Environmental Science

ENVI 250 Environmental Justice

ENVI 411/AMST 302 (F) Practicum: Environmental Planning Workshop

GEOS/ENVI 206 (F) Renewable Energy and the Sustainable Campus

GEOS/ENVI 214 (S) Remote Sensing and Geographic Information Systems

HIST 371 (F): Oral History: Theory, Methods, and Practice

Williams-Mystic Maritime Studies Program

- MAST/GEOS/ENVI 104 (S): Oceanography
- MAST 211/GEOS 210 (F,S): Oceanographic Processes
- MAST 311/BIOL 231 (F,S): Marine Ecology
- MAST/ENGL 231 (F,S): Literature of the Sea
- MAST/ENVI 351/PSCI 319 (F,S): Marine Policy
- MAST/HIST 352 (F,S): Americans and the Maritime Environment

MUS 205/206 (F,S) Composition I/II

POEC 402 (S) Political Economy of Public Policy Issues

PSYC 352 (S) Clinical and Community Psychology

PHLH 402: Senior Seminar in Public Health

SOC 244/HIST 366/AMST 244 (S): What They Saw in America

THEA 229 Modern Drama

WGSS/LATS/AMST/THEA 241/SOC 240 (F): Performing Masculinity in Global Popular Culture



## WINTER STUDY COURSES

AFR 16: Our Movement Moment  
AFR 25: Paris Noir: Performances in the City of Light  
ARAB 25: Arab-Americans and Latinos/as in Southern California: Culture, Solidarity & Borderlands  
ARTH 25: Practicum in Curating: Warhol's Flowers in a Botanical Garden  
ARTS 11: Photojournalism, From Pitch to Post-Production  
ARTS 13: Creative Portraiture in the Darkroom  
ASST 25: Exploring Hong Kong: Past and Present  
BIOL 11: BioEYES Teaching 3rd Graders about Zebra Fish  
BIOL 13: Introduction to Animal Tracking  
BIOL 19: The Science of Sleep (and the Art of Productivity)  
CHEM 10: Science for Kids  
CHEM 16: Glass and Glassblowing  
CHIN 13: Tai Chi  
CSCI 11: eTextiles  
CSCI 12: Stained Glass Tiling: Quasicrystals and Geometric Solids, Building an Invisibility Cloak  
CSCI 14: Creating a Rogue-like Game  
DANC 19: Served: Community-based Dance at Williams  
ECON 13: Essential Tools for Creating a Successful Startup  
ECON 17: How to Start a Startup  
ECON 21: Fieldwork in Global Coffee  
ECON 22: Volunteer Income Tax Assistance (VITA)  
ENGL 25: Journalism Today  
ENVI 10: Local Farms and Food  
ENVI 18: Sustainable Business Models  
ENVI 22: Reimagining Rivers  
GEOS 14: Landscape Photography  
GEOS 25: The Changing Landscape and Musical Geography of the Mississippi: Winter Study at Williams/Mystic  
HIST 10: North Adams, Massachusetts: Past, Present, and Future  
JAPN 25: Kyoto Artisans: Exploring 1200 Years of Cultural History of Kyoto through Modern Craftsmanship  
LEAD 18: Wilderness Leadership in Emergency Care  
MATH 12: Mathematics of LEGO Bricks  
MATH 15: Pilates: Physiology and Wellness  
MATH 25: Introductory Photography: People and Places in Peru  
MUS 13: The Golden Age of Gospel Music  
MUS 15: Contemporary American Songwriting  
MUS 16: Zimbabwean Music Experience  
MUS 18: Tuning and Temperament  
PHIL 14: Yoga and a Grounded Life  
PHIL 25: Eye Care and Culture in Nicaragua  
PHYS 10: Light and Holography  
PHYS 12: Drawing as a Learnable Skill  
PHYS 13: Electronics  
PHYS 14: Light and Holography  
PHYS 20: Loop d' Loop d' Loop d' Loop...  
PSCI 16: So You Say You Want a Revolution...: Aikido and the Art of Nonviolent Protest

PSCI 20: Food Culture of the Berkshires  
 PSCI 21: Fieldwork in Public Affairs and Private Non-Profits  
 PSCI 22: Learning Intervention for Teens  
 PSYC 12: Alcohol 101: Examining and Navigating the College Drinking Scene  
 PSYC 21: Psychology Internships  
 PHLH 15: The Human Side of Medicine and Medical Practice  
 PSYC 23: Gaudino Fellowship: Immersive Engagement and Reflection  
 REL 12: Zen Buddhism--Study and Practice  
 REL 14: Yoga Asana Meditation: Theory and Practice  
 RLFR 13: Creative Portraiture in the Darkroom  
 RUSS 25: Williams in Georgia  
 SOC 15: Photographic Literacy and Practice  
 SPEC 11: Podcasts from the Farm: Stories of Food Security, Workers' Rights, and Carbon Farming  
 SPEC 19: Healthcare Internships  
 SPEC 21: Experience the Workplace, an Internship with Williams Alumni/Parents  
 SPEC 22: Outdoor Emergency Care  
 SPEC 28: Class of 1959 Teach NYC Urban Education Program  
 SPEC 35: Making Pottery on the Potter's Wheel  
 STAT 19: Chess, Speed Chess, Bughouse  
 THEA 12: Careers in Arts Management and Producing Models



## APPENDIX C:

### PARTICIPANTS: CLiA PROGRAMS & PROJECTS

\* = Student/Trip Leaders; Senior names are in bold

#### Break Out Trips

<http://learning-in-action.williams.edu/opportunities/bot>

- **Berkshire Community Outreach & Service (BBOT)**
- **Global Medical Training: Dominican Republic (GMT)**
- **ServeUP: Disaster Relief in Houston (SERV)**
- **Water Purification System Installation and Public Health Education in the Ecuadorian Amazon (ECU)**
- **Teaching English in China (CHIN)**
- **TEED (Technology, Environment, Education & Dance) Ghana (TEED)**
- **Williams in Mexico (MEX)**

Philemon Abel '19 (TEED)

Sakib Aleem '21 (BBOT)

**\*Josselyn Barahona '18 (GMT)**

\*Kai Cash '19 (ECU)

**\*Andy Castañeda '18 (GMT)**

Jessica Chen '19 (CHIN)

Joshua Choi '20 (BBOT)

\*Xiaoyong (Yvonne) Cui '20 (CHIN)

Julius Dodson '21 (ECU)

\*Danielle D'Oliveira '19 (SERV)

**Sharai Dottin '18 (SERV)**

JoJo Fernandez '20 (ECU)

**Naomi Francois '18 (SERV)**

\*Haelynn Gim '19 (BBOT)

\*Judy Ann Gitahi '20 (TEED)

Saisha Goboodun '21 (TEED)

Selin Gumustop '20 (ECU)

Kenneth Han '21 (GMT)

Konnor Herbst '20 (BBOT)

Lauren Heuer '20 (GMT)

\*Qiyuan Hu '20 (CHIN)

Adrienne Joe '20 (BBOT)

Melinda Kan-Dapaah '20 (TEED)

Catherine Kao '21 (CHIN)

Juna Khang '20 (GMT)

Rebecca Kim '20 (SERV)

Wai Wilson Lam '21 (MEX)

**Charles Laureore '18 (MEX)**

Bryanna Lee '19 (GMT)

Yang Lee '20 (GMT)

Dasol Lee '21 (SERV)

**Spencer Lee-Rey '18 (GMT)**

Zhenye (Vincent) Lin '19 (CHIN)

Jian Lu '19 (CHIN)

Geoffrey Lu '20 (ECU)

Nicholas Madamidola '20 (GMT)

Sehwheat Manna '19 (SERV)

Katie Manning '20 (MEX)

Gabrielle Martin '21 (GMT)

**Katrina Martinez '18 (SERV)**

Alex Medeiros '20 (SERV)

Nebiyu Metaferia '19 (TEED)

**Anika Mitchell '18 (ECU)**

\*Jessica Muñoz '19 (MEX)

Summiya Najam '20 (TEED)

Sean Ninsing '19 (SERV)

**Daishiro Nishida '18 (BBOT)**

\*Obeyaa Ofori Atta '19 (TEED)

Alvin Pacheco Omaña '21 (GMT)

Chanel Palmer '19 (SERV)

Selim Park '21 (GMT)

**Cassie Pruitt '18 (GMT)**

\*Vanessa Quevedo '21 (MEX)

\*Alia Richardson '19 (ECU)

Mirna Rodriguez '21 (SERV)

Abel Romero '19 (BBOT)

Michael Rubel '19 (SERV)

Angela Tang '19 (SERV)

Kelvin Tejeda '20 (ECU)

Anastasia Tishena '20 (GMT)

Brandon Vuong '19 (BBOT)

Ricardo Torres-Garzon '21 (SERV)

Conrad Wahl '20 (TEED)

Richard Wu '21 (MEX)

\*Oliver Yang '20 (BBOT)

#### Class of 1959 Teach in New York Winter Study Program

<http://learning-in-action.williams.edu/courses-teaching/teach-in-new-york-city>

Eman Ali '20

Anna Black '19

Christina Chavarria '20

Conor Dunham '19

**Daniel Fisher '18**

Chloe Henderson '20

Annie Kang '20

Reuben Kaufman '19

**John Lee '18**

Tyma Nimri '19

**Anna Pomper '18**

#### CLiA Student Van Drivers

Austin Anderson '19

Benjamin Barton '21

Nicholas Goldrosen '20

**Arielle Rawlings '18**

Marco Vallejos '20

**Julia Yarak '18**



## CLiA Summer Community Outreach Fellows, Outreach Associates & Office Assistants

Matt Chicoye '20	Sameer Khanbhai '21	Chanel Palmer '20
Julia Choi '20	Rachel Levin '19	Sofia Phay '19
Meklit Daniel Tesfaye '20	Nicholas Madamidola '20	<b>Sophia Robert '18</b>
Robert Dulin '19	<b>Evelyn Mahon '18</b>	Joyce Tseng, '20
Lilian Gordon '20	Sehwheat Manna '19	Borivoje Vitezovic '20
Kellen Hathaway '19	Jack Melnick '19	Teresa Yu '20
Shanti Hossain '19	Shahzad Mumtaz '19	

## Give It Up! Student Workers

<http://learning-in-action.williams.edu/opportunities/give-it-up>

*Anna Black '19	<b>Christine Pash '18</b>	Allen Wang '20
<b>Claudia Forrester '18</b>	*Daniel Russell '19	Oliver Yang '20
Oscar Merino '19		

## The Positive Pathways Partnership (P3)

<https://learning-in-action.williams.edu/fieldwork/by-sector/education/postive-pathways-partnership-p3>

Laura Bentz	*Omar Kawam '20	Kiri Peirce '19.5
Halle Bosse '20	Ali Ladha '21	Halle Schweizer '21
Michael Crisci '21	*Ted McNally '20	Kevin Zhou '20
<b>Glen Gallik '18</b>	Jamie Nichols '21	

## Purple Valley Volunteer Income Tax Assistance (VITA)

<http://learning-in-action.williams.edu/courses-teaching/volunteer-income-tax-assistance-program>

Philemon Abel '19	Negasi Haskins '20	Jim Kolesar '72
Luke Apuzzi '20	*Maria Hidalgo Romero '20	Justin Kugel '20
Cooper Bramble '20	Jasmine Jackson '20	Ali Ladha '21
Jazmin Bramble '20	Adam Jones '21	Professor Sara LaLumia
Yaznairy Cabrera '20	Nathaniel Jones '20	Sofie Netteberg '20
Rudy Crisostomo '20	Bo Jumrustanasan '19	Aimee Reische
*Robbie Dulin '19	Sung Kang '19	Ang Sherpa '19
Emily Elder '20	<b>Michael Kidd-Phillips '18</b>	Teresa Yu '19

## Sentinels Public Policy Summer Research Fellows

<https://learning-in-action.williams.edu/opportunities/sentinels-summer-research-fellowship>

Austin Anderson '19

*The Administration of Refugee Resettlement in the United States: An Analysis of the Wilson-Fish Alternative Program*

**Anna Deloi '18**

*Evaluating the Arts in Berkshire County*

Robert Dulin '19

*Improving Transportation Access among Seniors in Berkshire County: Problems and Potential Solutions*

**Madeleine Elyze '18**

*Reproductive Rights and Access: Massachusetts, New York and Vermont*

Nicholas Goldrosen '20

*Structural Factors for Success in Berkshire County's Public-Private Juvenile Alternative Sentencing Programs*

Kellen Hatheway '19  
*Intergovernmental Cooperation in North Berkshire*

Louisa Kania '19  
*Using Storytelling in the Public School Classroom: The Storybridge Model, a New Approach for Bridging Academics and Social and Emotional Learning*

Jessica Munoz '19  
*Assessing State and Federal Policies in the U.S.: CAFO's, Transparency and Bottlenecks in Livestock and Dairy Production*

Nikhil Palanki '20  
*The Business Development Environment of Berkshire County: Analyzing Regional Policies, Resources, and Institutions that Catalyze Economic Growth*

## Sixth Grade College Visit Volunteers

[http://www.mcla.edu/About\\_MCLA/area/berkshirecompact/initiatives/index](http://www.mcla.edu/About_MCLA/area/berkshirecompact/initiatives/index)

Fatima Anaza '19

**Claudia Forrester '18**

Anna Nicholson '20

Vanessa Quevedo '21

Thomas Robertshaw '19

Melissa Swann '20

**Keiana West '18**

Oliver Yang '20

## Williams Center at Mt. Greylock

<http://learning-in-action.williams.edu/high-school-outreach>

- Afterschool Homework Fellow (HF)
- Buxton School (BUX)
- Drury MS (DR)
- English Learner (ELL)
- Ephs Out Loud (EOL)
- GreylockTalks (GT)
- Hola Verano (HV)
- Latin Fellow (LF)
- Leaders in Technology (LiT)
- Listen, Speak, Lead (LSL)
- Model UN (MUN)
- Pine Cobble (PC)
- ScienceBlast (SB)
- Spanish Fellow (SF)
- Student Support Fellow (SSF)
- Story Time (MGST)
- Sunday Evening Tutoring (ST)
- Writing Fellow (WF)

Philemon Abel '19 (HF, EOL)

Stephen Ankoue '21 (HF)

Mickey Babek '20 (HF)

Alexia Barandarian '19 (SF)

Joe Bouvier '21 (HF)

Nicolle Cabral '19 (HF)

**Bennet Caplin '18 (DR)**

Spencer Carillo '20 (LiT)

Amelia Carroll '20 (PC)

Kameron Cisneros '20 (PC)

Charlie Carpenter '20 (HF)

Kevin Coakley '20 (ST)

Charlotte Cooper '20 (HF)

Rachel Cross '21 (HF)

Akhil Dayal '21 (LiT)

Ben Delgado '21 (HF)

**Sharai Dottin '18 (LSL)**

Elisar El-Gaouny '21 (PC)

**William Farabow '18 (HF)**

**Daniel Fisher '18 (WF)**

**\*Anthony Fitzgerald '18 (WF)**

Max Fuld '20 (HF)

Gursajan Gill '21 (PC)

Hayden Gillooly '21 (PC)

**Diego Gonzalez '18 (LiT, GT, MGST)**

**Hannah Goodrick '18 (EOL)**

Faris Gulamali '21 (HF)

Meghan Halloran '21 (SC)

Josh Hansel '19 (LiT)

Konnor Herbst '20 (LiT)

Ross Hoch '20 (HF)

Andre Hui '21 (LSL)

Caroline Hung '19 (SB)

Nate Jones '20 (WF)

Melinda Kan-Dapaah '20 (MUN)

Jacob Justh '21 (LiT)

Sung Kang '19 (HF)

**\*Juliet Kelso '18 (WF)**

Erin Kennedy '19 (EOL)

Anna Kim '19 (WF, SSF, MGST)

Rebecca Kim '20 (HF)

Ethan Lopes '20 (SB)

Peter Le '21 (HF)

Lester Lee '19 (LiT)

**\*Audrey Lee '20 (MUN, LSL)**

Emma Lezberg '20 (WF)

**Elisama Llera '18 (HV)**

**Evelyn Mahon '18 (WF)**

Samuel Mecha '21 (HF)

Edwin Mejia '21 (HF)

Sophia Millay '21 (HF)

Danielle Moore '21 (HF)

Brynn Moynihan '21 (PC)

**Daniel Mueller '18 (SF)**

Jessica Munoz '19 (HV)

Nathaniel Munson-Palumbo '20 (SF)

**\*Eric Muscosky '18 (WF)**

## Williams Center at Mt. Greylock (cont'd)

Panalee Muskoti '20 (ELL)  
 Natalie Newton '20 (EOL)  
 Jamie Nichols '21 (LSL)  
 Eric Pappas '21 (HF)  
 Seungmin Park '21 (HF)  
 Ryan Patton '18 (LiT)  
 Katie Quackenboss '20 (WF)  
 Ahad Qureshi '21 (HF)  
**Arielle Rawlings '18 (WF)**  
 Anna Ringuette '19 (SB)  
 Paige Robichaud '21 (HF)

**Rebeca Rodriguez '18 (HF)**  
**\*Ryan Roels '18 (HF)**  
 Kate Roger '21 (HF)  
**Elizabeth Sachsse '18 (SSF)**  
**Divya Sampath '18 (HF)**  
 Hattie Shapiro '19 (BUX, PC)  
**Jack Schrupp '18 (HF)**  
**Marissa Shapiro '18 (WF)**  
**Maggie Shilling '18 (HF)**  
 Megan Siedman '20 (SSF)  
 Kerry Swartz '19 (HF)

Adly Templeton '20 (ST)  
 Jessica Thompson '21 (LF)  
 Mikaela Topper '21 (HF)  
**\*Darla Torres '18 (HF, WF)**  
**David Vascones '18 (HV)**  
 Kyle Walker '19 (LSL)  
 Alexa Walkowitz '21 (PC)  
 Caroline Weinberg '19 (HF)  
**Dawn Wu '18 (LiT)**  
 Oliver Yang '20 (ST)  
 Tiffany Zheng '20 (LiT)

## Williams Elementary Outreach

<http://learning-in-action.williams.edu/elementary-outreach>

- **Adventures in Learning (AiL)**
- **Big Sibs (BIG)**
- **BioEYES (BIO)**
- **Hopkins Forest Educators (HF)**
- **iTeam (iT)**
- **NAPS Classroom Support (CS)**
- **NAPS First/Second Grade Buddies (FGSB)**
- **NAPS Science Fellows (SF)**
- **Reading Buddies (RB)**
- **Science Fellows (SF)**
- **WES After-School Tutors (AST)**
- **WES Classroom Helpers (CH)**
- **WES Math Buddies (MB)**
- **WES Recess Buddies (REC)**
- **WES Science Fellows (WSF)**
- **Williamstown Rural Lands Foundation Educators (WRLF)**

\*Kendall Allen '20 (AST)  
 Austin Anderson '19 (AiL)  
**Lila Anderson '18 (FSGB)**  
 Marissa Anderson '20 (NSF)  
**Isabel Andrade '18 (AiL)**  
 Kimberly Andreassen '20 (HF)  
 Daniel Anduze '20 (AST)  
**Hannah Antonellis '18 (RB)**  
 Luke Apuzzi '20 (AiL)  
 Nadiya Atkinson '21 (RB, AiL, REC)  
 Jose (Chris) Avila '21 (FSGB, NSF)  
 Bryan Bailey '19 (iT)  
 Zachary Baird '20 (MB)  
**Natasha Baranow '18 (HF)**  
 Benjamin Barton '21 (RB)  
**\*Clara Beery '18 (CH)**  
**Jonathan Berg '18 (AiL)]**  
 Alexandra Bernard '21 (AiL)  
 Elsa Bjornlund '20 (WSF)  
 Isaiah Blake '21 (AiL)  
 Alicia Blanco '21 (RB)  
 Brynne Blaugrund '20 (iT)  
 Haley Bosse '20 (WRLF)  
 Maya Bracy '19 (FSGB)

Kyle Brady '20 (AiL)  
 Lauren Brown '19 (AiL)  
 Michelle Buestan '18 (CH)  
**Lea Burgess '18 (RB)**  
 Elizabeth (Betsy) Button '21 (iT)  
 Mark Byrne '20 (AiL)  
 Peter Cahill Jr '21 (AiL)  
 Tania Calle '20 (WSF, RB)  
 Olivia (Liv) Carlson '20 (FSGB)  
 Ethan Chan '21 (AiL)  
**Caroline Charles '18 (CH)**  
 Derek Chen '21 (WSF, AST, RB)  
**Michael Chen '18 (HF)**  
**Alexa Chumpitaz '18 (AiL)**  
 Peter Churchill '20 (CH)  
 Caitlin Coyne '21 (AiL)  
 Xiaoyong (Yvonne) Cui '20 (NSF)  
**Naomi Currimjee '18 (WSF)**  
 Niku Darafshi '21 (AST)  
 Ashwin Dasgupta '20 (AST)  
**Leigh Davidson '18 (AiL)**  
 Luke Davis '19 (CH)  
 Campbell Day '20 (FSGB)  
 Akhil Dayal '20 (AiL)

**Rebecca Delacruz-Gunderson '18 (RB)**  
**Kevin Deptula '18 (WSF)**  
 Clare Diaz '20 (FSGB)  
 Jeromy DiGiacomo '20 (AST)  
 Caroline Dignard '20 (NSF)  
**Natalie DiNenno '18 (HF, AiL)**  
 Amina Diop '21 (NSF)  
**Kathryn Dix '18 (HF)**  
 Astrid DuBois '20 (CH)  
 Rebecca Duncan '20 (CH)  
 Louisa Ebby '20 (WSF, BIO)  
 Molly Egger '20 (AST)  
 Thomas Eilertsen '21 (NSF, MB)  
 Danielle Faulkner '19 (RB, AiL)  
 Justine Felix '20 (BIG)  
 JoJo Fernandez '20 (AiL)  
 Marisa Flignor '19 (CH)  
 Jake Foehl '19 (AiL)  
 Abby Fournier '21 (RB, MB)  
 Max Fuld '20 (AiL)  
 Caroline Galo '21 (RB)  
**Evan Gancedo '18 (MB)**



## Williams Elementary Outreach (cont'd)

Kevin Garcia-Rios '21 (WSF)  
 Tarik Garvey '21 (REC)  
 Eyobel Gebre '21 (MB)  
 Rachel Gerrard '19 (BIG)  
 Gursajan Gill '21 (BIO)  
 Kayla Gillman '21 (AST)  
 Michael Gordon '20 (CH)  
 David Gorestki '20 (WSF)  
**Madelyn Grant '18 (HF)**  
 Zhongyi (Kurt) Gu '21 (iT)  
 Lexi Gudaitis '19 (CH)  
 Faris Gulamali '21 (iT)  
 Mary Kate Guma '19 (CH)  
 Selin Gumustop '20 (BIG)  
 Jessica Gutierrez '20 (AiL)  
 Hyo Jung (Julie) Ha '20 (NSF)  
 Andrew Hallward-Driemeier '21 (AiL)  
 Natalia Halpern Lagos '20 (CH)  
**Molly Harrington '18 (CH)**  
 Stef Hernandez '19 (AiL)  
 Wendy Hernandez '20 (AiL)  
 Lauren Heuer '20 (FSGB)  
 Joshua Hewson '21 (BIO)  
 Brandon Hilfer '20 (CS)  
 \*John Hincks '20 (WSF)  
 Del Hooker Newball '21 (BIO)  
 Prince Hunt '20 (FSGB)  
 Maddie Hurwitz '21 (BIG)  
 Emaun Irani '20 (BIG)  
 Alexandra Isley '20 (BIO)  
**Raisha Ismail '18 (CH)**  
 Izabelle Ith '21 (AiL)  
 Richard Jacobson '21 (BIO)  
 \*Sylvia Janda '21 (WRLF, AST)  
 Rhea Jiang '20 (REC)  
 Adrienne Joe '20 (RB)  
 Porter Johnson '21 (iT)  
**Eleanor Johnston '18 (CH)**  
 \*Jacob Justh '20 (iT, BIG)  
 Harry A. Kamian '21 (CH)  
 Annie Kang '20 (NSF)  
 Catherine Kao '21 (AST, WSF, RB, MB)  
 Solly Kasab '21 (WSF) Reuben Kaufman '19 (CH)  
 Sarah Kelly '20 (FSGB, AiL)  
**Juliet Kelso '18 (CS, FSGB)**  
 Sameer Khanbai '21 (CH)

Anna Kim '19 (AiL)  
 Chulwoo Kim '21 (MB)  
**Jeremiah Kim '18 (NSF)**  
 Rosa Kirk-Davidoff '21 (CH)  
 Renee Kwak '20 (AST)  
 Aileen Lamb '20 (FSGB, MB)  
 Johnny Lamont '20 (AST)  
**\*Ned Lauber '18 (RB)**  
 Cleveland Lavalais '21 (AiL)  
 Emma Levy '20 (WRLF)  
 \*Emma Lezberg '20 (AiL)  
 Karmen Liang '21 (iT)  
 Mei Liang '19 (AiL)  
 Whitney Lincoln '20 (AiL)  
**Stephanie Liu '18 (AiL)**  
 Francesco Liucci '20 (AST)  
 Olivia Loehr '21 (AiL)  
 Sierra Loomis '20 (CH)  
 Michelle Lopez '21 (AST, CH)  
 Geoffrey Lu '20 (NSF)  
 Elisabeth Lualdi '21 (WSF)  
 Michael Ludwig '20 (AiL)  
 Katherine Mahoney '20 (CH)  
 Gwyneth Maloy '21 (NSF)  
 Julia Mariani '21 (AST)  
**Brenna Martinez '18 (AST, WSF)**  
**Grace McCabe '18 (HF)**  
**Kayley Mcgonagle '18 (WSF)**  
 Vincent McNelis '21 (NSF)  
 Katherine Melkonian '21 (BIO)  
 Priscilla Mercado '21 (iT)  
 Anya Michaelson '19 (iT)  
**Natalia Miranda '18 (WRLF, AiL)**  
 Jake Mohan '20 (AiL)  
 Grace Murray '20 (AiL)  
 Camille Nance '21 (RB)  
 Esmeralda Navarro '19 (WSF)  
 Sonia Nyarko '21 (AiL)  
 Eduardo Oliva '21 (AST, WES, CH)  
 Madison Onsager '21 (MB, REC)  
 Andrea Orozco '21 (FSGB, RB, BIO)  
 Melani Ortega '19 (NSF)  
 Adrian Oxley '20 (AiL)  
 Kristen Park '19 (RB)  
**Sam Park '18 (AiL)**  
 Selim (Iris) Park '21 (CS, NSF)

Sean Pasquali '19 (RB, AiL)  
**Ashay Patel '18 (NSF)**  
 Eshaan Patel '21 (WSF)  
**Katherine Pattison '18 (CH)**  
 Inaya Payne-Wilks '20 (CH)  
 \*Kiri Peirce '19.5 (NSF, AiL)  
 \*Cielo Perez '19 (AiL)  
 Sofia Phay '19 (AST)  
 Ellyn (Eli) Pier '19 (NSF)  
 Megan Powell '20 (HF)  
 Ryan Pruss '20 (AiL)  
 Marya Rana '21 (AiL, MB)  
 Emma Reichheld '19 (FSGB)  
 Andrew Rim '20 (AiL)  
**Andrea Rodas '18 (RB)**  
 Claudia Rodriguez '21 (AiL)  
 Mirna Rodriguez '21 (CH)  
**Rebeca Rodriguez '18 (FSGB)**  
**Ryan Roels '18 (NSF)**  
 Clare Rogowski '21 (CH)  
 Emma Rogowski '19 (CH)  
 Luis Romero '21 (RB, REC)  
 Matthew Roychowdhury '21 (BIO)  
 Sabrina Sanchez '20 (REC)  
 Soha Sanchowala '19 (NSF, BIO)  
**Alexandra Scarangella '18 (AST)**  
 Hattie Schapiro '19 (AiL)  
 Ryan Schmidt '20 (NSF)  
 Halle Schweizer '21 (RB, MB)  
**Charlotte Scott '18 (WSF, AST, AiL)**  
 \*Megan Siedman '20 (AST, FSGB)  
 A.J. Solecki III '21 (AiL)  
**Lauren Steele '18 (WSF, RB)**  
 \*Rock Stewart '20 (WSF, CH)  
 Danielle Sturm '21 (HF)  
**Connor Swan '18 (FSGB)**  
**Marc Talbott '18 (iT)** Ryan Taylor '19 (AiL)  
 Anastasia Tishena '20 (WSF)  
 Mikaela Topper '21 (FSGB)  
**Darla Torres '18 (NSF)**  
**Linh Tran '18 (WRLF)**  
 Julia Tucher '21 (AiL)  
 Joe Valencia '21 (AiL)  
 Eddy Varela '20 (iT)  
**\*Laura Varela '18 (AiL)**

## Williams Elementary Outreach (cont'd)

Julia Vargas '19 (AiL)  
John Velez '20 (WSF)  
Grant Wagman '20 (AiL)  
Kyle Walker '19 (CH)  
Miranda Weinland '19 (CH)  
Morgan Whaley '20 (WSF)  
\*Joseph Wilson '19 (FSGB, NSF)  
Anna Wise '21 (MB)  
**Allison Wong '18 (NSF)**

**Patricia Wong '18 (WSF)**  
Bryan Woolley '21 (AiL)  
**Stella Worters '18 (WSF)**  
Alec Wyatt '21 (HF)  
Manting Xu '21 (BIO)  
Sarah Yang '20 (RB)  
\***Julia Yarak '18 (AST, CH, FSGB)**

Hae On Yoon '21 (AiL)  
Guanghao Yu '21 (AST)  
Aija Zamurs '20 (CH)  
Donglin Zhang '19 (MB)  
Peter Zhao '21 (NSF, MB)  
Emily Zheng '21 (MB, REC)  
Ashley Zhou '20 (RB)  
Jessica (Ziqing) Zong '21 (RB)

## Williams Poverty Initiative

<http://learning-in-action.williams.edu/courses-teaching/williams-poverty-initiative>

### Advisory Board

Tara Watson, Economics, Coordinator  
Cathy Johnson, Political Science  
Gretchen Long, History  
Lucie Schmidt, Economics  
Lara Shore-Sheppard, Economics  
**Dalia Luque '18**  
Paula Consolini, CLiA

### Student Volunteers

Teresa Yu '20

## PARTICIPANTS: STUDENT-LED COMMUNITY WORK

\* = Student Leader; Senior names are in bold

### Alhambra Consulting Group

\*Christian Alberga '21  
Keileh Atulomah '20  
\*Catherine Banner '20  
Justin Berman '21  
Jared Boothe '20  
\*Nicolle Cabral '19  
\*Amanda Chen '20  
Peter Churchill '20  
Eli Cytrynbaum '20  
Robert Delfeld '20  
\*Robert Dulin IV '19  
Hadiqa Faraz '21  
Marisa Flignor '19  
**Tomer Golan '18**  
Joshua Greenzeig '20  
Ariane Grossman '22  
**Luke Higgins '18**

Qiyuan Hu '20  
Prince Hunt '20  
Jimmy Jiang '20  
Samuel Jocas '21  
Arslay Joseph '20  
Rishad Karim '21  
\*Justin Kugel '20  
\*Benton Leary '20  
Ben Lebowitz '20  
**Sichao Liu '18**  
Henry Lu '19  
Alison McNamara '19  
\*Jack Melnick '19  
Clayton Morikawa '20  
Sydney Myong '20  
\*Ethan O'Connell '20  
Alexander Okinaka '20

\*Nikhil Palanki '20  
Seungmin Park '21  
\***Anna Passanante '18**  
**Morris Reeves '18**  
Sara Shamenek '20  
Haoyu Sheng '20  
Alexander Szrol '21  
Nyla Thompson '20  
\*Eddy Varela '20  
\*Rehaan Vij '20  
Isaki Wada-Law '21  
Alexander Wartels '19  
Ben Weaver '20  
Ji Won Sung '21  
Angela Yu '20  
Aija Zamurs '20  
Emily Zheng '20

### Aristocows

\***Sam Alterman '18**  
\***Kendall Bazinet '18**  
\*Iona Binnie '19  
\*Quan Do '19  
Rosa Kirk-Davidoff '21

\***Liza Lavrova '18**  
Peter Le '21  
Zsa-Zsa Morel '19  
**Andrea Rodas '18**  
Eric Rosenthal '19

\***Alex Semendinger '18**  
Ian Shen '19  
\***Emily Stump '18**  
**Maddie Walsh '18**

## The “Assist” Program

Luke Anselmi '20  
\*Mickey Babek '20  
Vince Brookins '20  
**Kearan Burke '18**  
Amelia Carroll '20  
Bobby Casey '19  
Kami Cisneros '20  
George Clark '19  
**Griffin Colaizzi '18**  
Ryan Cox '20  
**Colby Cretella '18**

**Kristin Fichtellkötter '18**  
**Michael Greenman '18**  
Rollie Grinder '21  
James Heskett '19  
**Henry Hobbs '18**  
Lexi Jones '19  
**Kiki Laino '18**  
**Hayley Parsons '18**  
Eli Pier '19  
Eliza Quigley '19  
Ahad Qureshi '21

**Emma Sawkins '18**  
Kyle Scadlock '19  
Sarah Sciré '20  
**Maggie Shilling '18**  
**\*Delaney Smith '18**  
Will Somers '20  
Emma Ticknor '20  
Lauren Vostal '19  
**Emma Waddell '18**  
Madeline Walter '20

## Berkshire Doula Project

### 2017-18 Active Board Members

Elsa Bjornlund '20  
Julia Blike '19  
**Brittany Chung '18**  
Drew Cohen '20  
Astrid DuBois '20

**Madeleine Elyze '18**  
**Claudia Forrester '18**  
Selin Gumustop '20  
Harper Kerkhoff '20  
Emma Larson '21

Juli Ramirez '21  
Sophie Torres '21  
Alice Westerman '21  
Morgan Whaley '20  
Toni Wilson '19

### 2017-18 Active Doulas

Julia Blike '19  
**Madeleine Elyze '18**  
**Claudia Forrester '18**  
**Alex Griffin '18**

Selin Gumustop '20  
Kalina Harden '21  
Harper Kerkhoff '20

Hannah Lebowitz '20  
Morgan Richman '19  
Izi Torres '19

## Brayton Afterschool Tutoring Program

Petra Baldwin '21  
**Alexa Chumpitaz '18**  
Oriana Cruz '21  
\*Kelsie Dalton '19  
**Ben Decker '18**  
Jesse Facey '19  
Hadiqa Faraz '21  
Eyobel Gebre '21  
Judy Gitahi '20  
**Megan Greiner '18**

Lauren Gunasti '19  
**Stephen Hogan '18**  
**Marcus Hughes '18**  
**\*Juliet Kelso '18**  
**Liza Lavrova '18**  
Dasol Lee '21  
Sam Meyerson '21  
**Jackson Moss '18**  
Eduardo Oliva '21

Emma Paquette '21  
Aayushi Pramanik '21  
**Andrea Rodas '18**  
Adriana Roman '20  
**James R. Sawyers '18**  
Anqi Tang '19  
\*Christine Tanna '19  
Meklit Tesfaye '20  
Oliver Yang '20

## Campus Kitchen Project (CKP)

**\*Andrew Bloniarz '18**  
**\*Michael Chen '18**

**\*Eleanor Lustig '18**  
**\*Jessica Munoz '19**

**\*Michaela Smith '20**  
**\*Marco Vallejos '20**

## Circle of Women

\*Maggie Murphy '19  
\*Elba Obregon '21

\*Kate Pippenger '20  
\*Marya Rana '21

\*Tess Richman '19  
\*Mia Weinland '19



## Coalition for Immigrant Student Advancement (CISA)

\*Carlos Cabrera-Lomeli '20  
\*Marcone Correia '19

\*Angel Ibarra '21  
\*Sonia Nyarko '21

\*Vanessa Quevedo '21  
\*Brian Valladares '21

## Converging Worlds

### 2017-18 Board

Eli Cytrynbaum '20  
Maria Hidalgo Romero '20  
Katie Manning '20

**Anna Pomper '18**  
**Christine Tamir '18**

**Keiana West '18**  
Emma York '19

### Justice League Mentors & Coordinators

Ally Alvarez '20  
Fatima Anaza '19  
Shane Beard '20  
Christina Chavarria '19

Michael Crisci '21  
Eli Cytrynbaum '20  
Tricia De Souza '21

Michelle Lopez '21  
Vanessa Quevedo '21  
Moises Roman Mendoza '20

## Effective Altruism

\*Keileh Atulomah '20  
\***Andrew Bigelow '18**  
\*Vincent Gudenus '20

\*Aanya Kapur '20  
\*Sofie Netteberg '20

\*Richard (Cros) Saint '19  
\*Will Turett '19

## Eph Buddies

\***Gabrielle Ilagan '18**

## Ephoria

Haelynn Gim '19  
Lauren Gunasti '19

Bea Kelly '19

\***Lauren Steele '18**

## Ephs at the Clark

\*Nina McGowan '20  
\***Katie Priest '18**

\*Nanase Shirokawa '19  
\***Delaney Smith '18**

\*Perry Weber '19  
\*Maddie Wessell '20

## Ephs Out Loud

**Stephen Ai '18**  
Leonard Bopp '19  
\***Anna DeLoi '18**  
**Hannah Goodrick '18**  
Kenneth Han '21  
Jeongyoon Han '21  
Erin Kennedy '19

Tommy Kirby '20  
**Calvin Ludwig '18**  
Benjamin Mygatt '20  
Natalie Newton '20  
Louisa Nyhus '20  
**Christine Pash '18**

**Kurt Pfrommer '18**  
**Abigail Soloway '18**  
**Tiffany Sun '18**  
Caroline Tally '21  
Tiffany Tien '20  
Daniel Yu '20

## Friendly Visitors

Molly Berenbaum '21  
Selin Gumustop '20  
Hyo Ha '20  
Mei Liang '19

Patricia Lozano '19  
Kate Orringer '21  
**Nicole Perez '18**

Jeremy Shields '20  
Anastasia Tishena '20  
Jessica Zong '21

## Great Ideas Committee

Papa Freduah Anderson '21  
Stephen Ankoue '21  
**\*Alison Berg '18**  
\*Lucien Baumann '19  
Daniel Donahue '19  
**Anthony Fitzgerald '18**

Caleigh Forbes-Cockell '19  
Benjamin Gips '19  
Seth Goldstein '19  
**Danielle Grier '18**  
Eli Pier '19

**Katie Priest '18**  
Ellie Sherman '20  
**Lauren Steele '18**  
Stockton Troyer '19

## Hats for the Homeless

Jason Adulley '19  
Isabel Benjamin '19  
Molly Berenbaum '21  
Marshall Borrus '20  
Tania Calle '20  
Allie Campbell '21  
Tiffani Castro '19  
**Kathryn Cunningham '18**  
Niku Darafshi '21  
Madeline Dyke '21  
Marissa Feller '20  
**Sarah Fleming '17.5**  
Abigail Fournier '21  
**Marianna Frey '18**  
Julie Ha '20

Dante Hirata-Epstein '20  
**Isabella Huang '18**  
Alexandra Isley '20  
Sylvia Janda '21  
Panchanok Jumrustanasan '19  
Reuben Kaufman '19  
Fiona Keller '21  
**Esther Kim '18**  
Serapia Kim '19  
Lester Lee '19  
Emma Levy '20  
Katharine Melkonian '21  
Brynn Moynihan '21  
Grace Murray '20

Alejandra Patlan '19  
Thomas Robertshaw '19  
Bethel Shakour '19  
Ang Sherpa '19  
Sophia Shin '21  
Sarah Sutton '21  
Hannah Tager '20  
\*Jane Tekin '19  
Anna-Sophie van Wingerden  
'20  
Charles Xu '21  
Tesnim Zekeria '19  
Emily Zheng '21  
Ashley Zhou '20

## Interfaith

Molly Berenbaum '21  
**\*Sarah Fleming '17.5**

**\*Christine Pash '18**  
**Kurt Pfrommer '18**

**David Vascones '18**  
\*Natalie Wilkinson '19

## InterVarsity Christian Fellowship

Philemon Abel '19  
Abigail Barrett '21  
Hannah Chang '19  
Arselyne Chery '21  
Josh Choi '20  
Yvonne Cui '21  
Danielle D'Oliveira '19  
Lucca Delcompare '20  
Lydia Duan '21  
Grace Fan '19  
Haelynn Gim '19  
Julie Ha '20  
Krystal Hahn '20

Jeongyoon Han '21  
Andre Hui '21  
Adrienne Joe '20  
Melinda A. Kan-Dapaah '20  
Annie Kang '20  
Josh Kang '20  
Julie Kim '19  
Justin Kwon '20  
Dasol Lee '21  
\*Ben Logsdon '20  
Chrispine Lwekaza '20  
Natalie Newton '20  
Sean Ninsing '19

Ingrid Onul '20  
Daniel Park '21  
Inaya Payne-Wilkis '20  
Andrew Rim '20  
Jeremy Shields '20  
Anna Sun '19  
Angela Tang '19  
Meklit Tesfaye '20  
Jessica Thompson '21  
Joseph Wilson '19  
Ashley Zhou '20  
Kevin Zhou '20

## Jazz at Williams

\*Andrew Aramini '20

\*Josh Greenzeig '20

## Kinetic Opioid Epidemic Team

\*Kaitlin Braband '19

\*Zach Brand '19

John Marando '19

## Lehman Community Engagement (LCE) Great Day of Service Volunteers

### 2017-18 LCE Board

Izzy Ahn '19

Franny Dean '19

**Danielle Grier '18**

Lauren Heuer '20

Jessica Munoz '19

Ruairi O'Ceiruil '20

**Bobby Rowledge '18**

Megan Seidman '20

Meklit Tesfaye '20

Mia Weinland '19

### Spring Great Day of Service Volunteers

Tiffani Castro '19

Jessica Chen '19

Caroline Conforti '20

Campbell Day '20

Gibson Donnan '19

Max Everett '21

Justine Felix '20

Abby Fournier '21

Kevin Garcia '21

Rollie Grinder '21

Ally Grusky '21

Konnor Herbst '20

Rebecca Kim '20

Tommy Kirby '20

Keyi Liu '20

Elisabeth Lualdi '21

**Anna Neufeld '18**

Katie Orringer '21

Caleigh Paster '21

**Apshara Ravichandran '18**

Matthew Roychowdhury '21

**Divya Sampath '18**

Wylie Thornquist '20

Joyce Tseng '20

Maddie Wessell '20

Laura Westphal '21

Veronica Wolff '20

Oliver Yang '20

**Zihan Ye '18**

Haeon Yoon '21

Li Yu '20

## Learning Intervention for Teens (LIFT)

\*Nicholas Goldrosen '20

\*Marissa Levin Shapiro '18

## Masculinity, Accountability, Sexual Violence, and Consent (MASC)

\*Drew Cohen '20

\*Asher Lasday '21

\*Michael Nettesheim '20

\*Harmon Pardoe '19

\*RJ Shamberger '20

## Matriculate

\*Evette Eweka '20

\*Jamie Kasulis '20

\*Chrisleine Temple '19

\*Conrad Wahl '20

## Medical Corps

\*Juna Khang '20

\*Anastasia Tishena '20

## Mohawk Forest Mentoring Program

Breidy Cueto '19

**Kathryn Cunningham '18**

Joey Fox '21

Sam Grunebaum '19

**\*Justin Sardo '18**

Halle Schweizer '21

Jane Tekin '19

Joelle Troiano '20

**\*Julia Yarak '18**

## Moo-Mami

**Stephen Ai '18**

\*William Chen '19

**Michael Ding '18**

Sung Kang '19

**Dawn Wu '18**

\*Brenda Xu '20



## Muslim Student Union

Seynabou Diop '21  
Amina Diop '21  
Hafidh Hassan '20  
\*Omar Kawam '20

Soban Mehmood '21  
Mohammed Memfis '21  
Novera Momo '21

\*Summiya Najam '20  
Osamah Qatanani '21  
Ahad Qureshi '21

## No Lost Generation

**Ava Anderson '18**  
\*Roxanne Corbeil '19  
Nicole Fernandes '21  
\*Julie Geng '19

\*Emma Lezberg '20  
Jaya Mallela '20  
Sara Paulsen '21  
Maya Spalding-Fecher '21

Maren Strand '19  
Kerry Swartz '19  
Vanessa Quevedo '21

## Pownal Pen Pals

\*Mikhayla Armstrong '19

\*Abby Brustad '19

\*Anna Fucillo '19

## Purple Bike Coalition

\*Lucas Estrada '20  
Alejandro Flores Monge '21  
\*Alexandra Griffin '18.5

**John Hood '18**  
Nelly Lin-Schweitzer '21  
Emily Sun '21

Ricardo Torres Garzon '21  
Tyra Wynn '19

## QuestBridge

Arkey Barnett '19  
\*Josh Choi '20

\*Henry Nguyen '20  
\*Adriana Roman '20

\*George Yacoub '21  
\*Peter Zhao '21

## Ritmo Latino

**Seema Amin '18**  
\*Shane Beard '20  
Joe Bouvier '21  
Moss Brenner-Bryant '19  
\*Tania Calle '20  
\*Kai Cash '19  
Hector Fajardo '19  
\*Alejandro Flores '21  
Lily Gordon '20  
Bret Hairston '21  
\*Kimiko Harada Columbie '19  
\*Morgan Harris '19

\*Angel Ibarra '21  
Arslay Joseph '20  
Aanya Kapur '20  
**Charles Laurore '18**  
\*Patricia Lozano '19  
**\*Dalia Luque '18**  
Katina Massad '20  
Alex Medeiros '20  
**\*Alberta Noonoo '18**  
Merudjina Normil '19  
Madison Onsager '21  
Nohely Peraza '20

Alyssa Perea '21  
Rio Salazar '20  
**Desmond (Omar) Shawareb '18**  
Ricardo Torres-Garzon '21  
Brian Valladres '21  
**Julian Vera '18**  
\*Nicolle Vittini Cabral '19  
Sally Walker '20  
Toni Wilson '19  
Eli Zlotowski '19

## Sankofa

\*Olaide Adejobi '19  
\*Melanie Graciani '19

\*Ahmed Khalayleh '19

\*Nicholas Madamidola '20

## Sexual Wellness Advocacy Network (SWAN)

**Zoe Ades '18**  
Ryan Buggy '19  
\*Darcie Caldwell '19

Will Doyle '19  
Ariella Markowitz '19  
\*Alessandra Miranda '20

\*Marianna Rodriguez '19  
Angela Tang '19  
Amy Qiu '19

## Sisterhood

\*Jazmin Bramble '20  
\*Yaznairy Cabrera '20  
\*Kimberly Hadaway '21

\*Jasmine Jackson '20  
\*Shadae McClean '21  
\*Sonia Nyarko '21

\*Terricka Parker '19  
\*Mariane St. Juste '21  
\*Tess Zekeria '19

## Society of the Griffins

Stephen Ankoue '21  
Jared Armes  
Amyhr Barber '19  
**Michael Berry '18**  
Vince Brookins '20  
Desmond Butler '19  
**Lloyd Campbell III '18**  
Kai Cash '19  
**Jabari Copeland '18**  
Michael DePass '20  
Tillman Dozier '21  
Jansen Durham '20  
Kwasi Fahie '20  
**Nicholas Fils-Aime '18**  
Sean Fontellio '20

Tarik Garvey '21  
**Patrick Gordon '18**  
**Connor Harris '18**  
**Cameron Helm '18**  
Arslay Joseph '20  
**Michael Kidd-Phillips '18**  
**Charles Laurore '18**  
**Justin LeAndre '18**  
**Spencer Lee-Rey '18**  
Dysron Marshall '20  
Samuel Mecha '21  
Mohammed Memfis '21  
Mykel Miller '20  
\*Jaelon Moaney '19

Rashad Morrison '21  
Justin Nelson '21  
Islam Osman '20  
**Liam Pembroke '18**  
Say Say Rivers '21  
Kyle Scadlock '19  
Rufus Shamberger '2  
**Malcolm Singleton '18**  
Austin Thomas '19  
Isaki Wada-Law '21  
Joseph Wilson '19  
Nehemiah Wilson '21  
**Zach Wood '18**  
**Noah Wright '18**

## Student Veterans Association

\*Taylor Beebe '20  
Jake Bingaman '19

Adam Jones '21  
\*Benton Leary '20

\*Landon Marchant '20

## thinkFOOD

\*Nicholas Gardner '19

\*Max Harmon '19

**\*Eleanor Lustig '18**

## Williams Animal Awareness Group (WAAG)

Jared Bathen '20  
Molly Berenbaum '21  
Tiffani Castro '19  
Adrienne Conza '21  
Rachel Cucinella '19  
Morgan Dauk '21  
\*Michael Gao '20

Gursajan Gill '21  
Meadhbh Ginnane '21  
Jeongyoon Han '21  
Rhea Jiang '20  
Jessica Kim '19  
\*Anna Lietman '20  
Michelle Lopez '21

\*Jessica Munoz '19  
Kate Orringer '21  
Selim Park '21  
Juan Peticco '21  
Kiri Peirce '19.5  
Michaela Smith '20  
Haeon Yoon '21

## Williams College Jewish Association (WCJA)

### WCJA Board 2017-18 and 2018-19

**Tamar Aizenberg '18**  
Jesse Ames '19  
Molly Berenbaum '21  
Evan Chester '21  
Marisa Flignor '19  
Michelle Garcia '21

Gabrielle Giles '19  
**Aaron Goldstein '18**  
Ariel Koltun-Fromm '20  
Rachel Levin '19  
Emma Lezberg '20  
Jacob Lezberg '20

**Jerry Li '18**  
Michael Rubel '19  
Andrew Rule '21  
Jacob Shuman '20  
Kasey Stern '21  
Alexa Walkovitz '21

## Williams College Law Society

\*Tania Calle '20

\*Drew Fishman '19

\*Abel Romero '19

**\*Reed Sawyers '18**

\*Chrisleine Temple '19

\*Angela Yoon '19

## Williams College Oral Health Society

**\*Josselyn Barahona '18**

**\*Jordan Carfino '18**

\*Cori Chan '19

Xiaoyong Cui '20

Faris Gulamali '21

Kenneth Han '21

**\*Jeremiah Kim '18**

Julie Kim '19

Sarah Michels '20

\*Shahzad Mumtaz '19

\*Mackenzie Murphy '19

Andrea Orozco '21

\*Jeff Pullano '19

Amanda Reisman '20

Rio Salazar '20

Joseph Wilson Jr. '19

Manting Xu '21

## Williams Environmental Council

\*Elizabeth Bigham '21

Marshall Borrus '20

Wyndom Chace '21

Oriana Cruz '21

Andrew Hallward-Driemeier  
'21

Rosa Kirk-Davidoff '21

Anna Lietman '20

Danielle Moore '20

Jessica Munoz '19

Henry Newell '21

\*Maya Spalding-Fecher '21

Emma Ticknor '20

Julia Ward '21

Caroline Weinberg '19

## Williams Recovery of All Perishable Surplus (WRAPS)

**Hannah Antonellis '18**

Chris Avila '21

Adrienne Banks '20

**\*Andrew Bloniarz '18**

Wyndom Chace '21

**Erica Chang '18**

**\*Mike Chen '18**

Kami Cisneros '20

Ryan Cox '20

**Naomi Currimjee '18**

Eli Cytrynbaum '20

**Nick Dehn '18**

Sean Dory '19

Emily Elder '20

Eve Elizondo '21

Korinna Garfield '19

Olivia Goodheart '19

Kenneth Han '21

Kalina Harden '21

Dante Hirata-Epstein '20

Ross Hoch '19

Tyler Johnson '21

Panchanok Jumrustanasan '19

Jamie Kasulis '20

Fiona Keller '21

Thomas Kirby '20

Whitney Lincoln '20

Victoria Liu '21

Elisabeth Lualdi '21

**\*Eleanor Lustig '18**

Crystal Ma '21

Kenneth Marshall '20

William McGovern '20

\*Jessica Munoz '19

Caleigh Paster '21

Joshua Reynolds '21

Emma Rogowski '19

\*Michaela Smith '20

Simran Sohal '20

**Leah Sorkin '18**

**Emily Sundquist '18**

\*Marco Vallejos '20

Conrad Wahl '20

Haeon Yoon '21

Emma York '19

## Williams Sustainable Growers

Jonathan Ahsing '21

Fatima Anaza '20

Liliana Bierer '19

Isaiah Blake '21

Noah Cowit '20

**Kathryn Cunningham '18**

Eli Cytrynbaum '20

**Katy Dix '18**

Astrid DuBois '20

Jesse Facey '19

**Claudia Forrester '18**

Isabelle Furman '20

Max Harmon '19

**\*Sumun Iyer '18**

\*Jessica Munoz '19

Baladine Pierce '20

Haoyu Sheng '20

Annalee Tai '21

Wylie Thornquist '20

Gabriel Wexler '19

**Hallee Wong '18**









**CLiA** Connecting  
Curriculum &  
Campus to  
Community  
Center for Learning in Action



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