

**A Profile of Civic Engagement  
at Williams College, Williamstown, Massachusetts  
May, 2004**

Prepared for Campus Compact and The Princeton Review's  
*Colleges with a Conscience: An Engaged Student's Guide to College*

**Introduction**

It is hard to pass through the rolling Berkshire hills that surround Williams College without being struck by the majesty and seeming perfection of this “village beautiful.” To many visitors, this idyllic setting would seem to be the main attraction to a liberal arts education in a rural landscape. But beyond the green lawns and ivy-covered buildings of the College and the small-town bustle of Spring Street is a complex region full of challenges, struggles, surprises, and successes. The area around Williamstown provides interesting opportunities for community service, internships, community-based research, and a whole lot of fun - and the College, from first-year students right up to the top of the administration, does its best to tap into these resources.

Among the most important ingredients of a Williams education are the challenges and struggles of this region. Our poor and working class neighbors are being left behind as Berkshire County struggles to transition from a manufacturing to a service/tourism economy, as federal and state expenditures on social services decrease, and as national attention shifts to the international arena. They struggle to raise families without access to affordable housing, health care and childcare; without adequate funding for schools and recreation; without secure, decent-paying jobs; with all types of pollution and with all of the social diseases (anxiety, stress, depression, substance abuse, crime) that accompany such a dire situation. If ever there was a time for Williams students to join in local struggles and to play a role in leading the region back toward health and sustainability, that time is now.

In the past several years Williams has significantly increased its engagement in the life of our region. In a recent publication, Williams President Morty Schapiro noted that “the College’s growth depends significantly on the health of the local community in which it’s so deeply rooted” – and he called for “a new, more active relationship with the community” to “[advance] the region’s well-being.” These words suggest the depth of administrative commitment that now undergirds student civic engagement and community service. Understanding and embracing the challenges of our region and our nation is as fundamental to the Williams undergraduate experience as it is to citizenship itself.

Williams College has established exciting programs and fruitful partnerships, and thanks to the energy and imagination of our students and faculty more come into being almost by the week. But the most important point to be made about civic engagement at Williams is that it isn’t just a matter of programs and departments; it’s in the way we think about and practice the arts and sciences of education. An informal and often unspoken ethic of community-mindedness runs through the culture of the College itself. It’s manifest in the many “little things” that students, faculty, and staff do: members of teams running sports clinics at local schools or running together in benefit races; faculty teaching in a local adult continuing education program; college writing tutors expanding their services to the local public schools and adult literacy programs – as well as the “big things” like budget lines, curricular innovations and long-range priorities.

## 1) Civic Engagement:

- a. Please describe any administrative departments or centers that actively support community/civic engagement. Examples could include the community service center, administrative or academic departments, and student groups that directly sponsor or promote civic engagement.

Guided by this shared ethic of responsible citizenship, students, faculty, and staff often find themselves working as colleagues to develop new programs for civic engagement and community service; administrative, academic and student efforts flow together into a single stream of civic engagement. Some of the more prominent programs and resources that have resulted from this collaboration are described in the following sections. And the list will continue to grow and change.

### *i. Non-academic and extra-curricular*

1. **The Office of Community Service** supports a wide range of student initiatives in community service and civic engagement, in more than 30 established community service programs [see Appendix A] and in continual fomentation of new projects and new ways of thinking about our relationships to the surrounding community. Working closely with the Lehman Community Service Council, a student-run service umbrella organization, the OCS serves as a clearing house for information from the community, and a liaison between off-campus organizations and student groups. Other OCS activities include producing a wide array of alternative winter break and spring break trips; providing resources for faculty and staff interested in volunteering; helping to promote and coordinate activities and events between and among student groups. Rural distances are an important facet of the challenge here, and the OCS also arranges transportation to service sites, using two dedicated service vehicles and others from the college fleet.
2. **The Chaplain's Office**, which for many years has been administratively linked to Community Service, is the point of departure for many service ventures, both faith-based and secular. Many student initiatives that don't have a home in an already-existing group seek support and guidance from an office that has become a primary locus of the "secular ethic" of service. The Chaplain administers a substantial fund, the gift of alumni, which specifically endows student volunteerism and civic engagement.
3. The **"Where Am I?!" first-year orientation program** introduces approximately 25% of each entering class to the region, its issues and history, and our neighbors, during three of their first days at college – a packed program of exploring, service, friendship-making, and reflection. For at least a quarter of each class, the Williams experience begins with this energetic invitation to get *off* campus and begin to savor the flavors of life "beyond the Purple Bubble."

4. **The Office of Experiential Education**, created in 2001 as part of an extensive process of curricular innovation, helps to equip and inspire faculty and students to take the fullest advantage of the many off-campus teaching and learning opportunities around us. Many new modes of hands-on learning outside the classroom – a Winter Study course teaching low-income families how to file their income taxes and a spring break experiment in community development in Ecuador, for instance – have emanated from this office.
5. One goal of the **Office of Career Counseling** is to encourage and facilitate careers and summer projects related to civic engagement. One Associate Director co-chairs the board of college and university advisors for *Idealist.org*. Each year OCC brings to campus many speakers and recruiters from transformative organizations like Teach for America - and 150 students attend an annual Idealist Nonprofit Career Fair with 45 organizations represented. In addition, the OCC administers an alumni-sponsored summer internship program that annually funds more than 100 student projects doing constructive and innovative nonprofit work of the students' own design (see summary for more details).
6. **The Multicultural Center** reaches beyond the campus through special events such as Martin Luther King, Jr. Day, when Williams students and faculty work with local 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders to teach the legacies of Dr. King and organize poetry and essay competitions.
7. **The Department of Athletics** has built community service and civic engagement into the meaning of the word "team." Coaches and members of the Captains' Council lead student athletes into area schools for goal-setting workshops – they organize days of service to foster team spirit as well as community engagement – they pitch in on large fundraisers and clothing drives – and, of course, they offer the ever-popular sports clinics for young local athletes.
8. **Educational Resources**: Annually the Williams College Program in Teaching publishes a compendium of academic and extra-curricular opportunities for students interested in exploring the vocation of teaching. A large grant from the Howard Hughes Medical Institute supports math and science teaching in the public schools, and the America Reads/America Counts program places more than 100 students in local classrooms. Every January and February, teams of Williams students stream into the Williamstown and Pownal Elementary Schools to teach after-school classes ("Painting Like the Masters," "Living *La Vida Espanola*," "Poetic License," etc.) entirely of their own design. One measure of the impact of these countless student-hours in local classrooms is the consistently high rate of acceptance of our alumni into the very competitive Teach for America program.
9. **Williams College Museum of Art**: Student "Museum Associates" work closely with townspeople and staff at the College's world-class museum to give school tours, help lead special programs for families, and offer training for local teachers in innovative ways of introducing art in their

- classrooms. Williams students also volunteer at Kidspace, a highlight of the nearby Massachusetts Museum of Contemporary Art (Mass MoCA).
10. **Dining Services** has been a particularly active partner in fostering civic engagement, particularly focusing on their commitment to environmental sustainability and local farmers. Students and Dining Services staff have created three new ways of dealing with food waste: through W.R.A.P.S. (Williams Recovery of All Perishable Surplus), students distribute salvageable leftovers to local organizations working to alleviate hunger; each dining hall sets aside a number of meals for weekend and holiday delivery to homebound elders through the Meals on Wheels program; and a comprehensive composting project converts many tons of refuse into a valuable agricultural resource for local farmers. In addition, student advocacy has led to the creation of the new “Eco-Café” and the exclusive purchasing of fair trade and organic coffee in all dining halls. Dining Services also works closely with local farmers and a sustainable agriculture network to support local and organic foods. Throughout the year Dining Services collaborates with student organizers to offer special organic meals, and fundraising fasts and dinners for the benefit of local food pantries and the regional food bank.
  11. **The Williams Outing Club**, one of the oldest such clubs in the country, is a branch of the Athletics Department and has a thriving student leadership. WOC significantly enriches the local outdoor recreational opportunities for the wider community by maintaining a number of local hiking trails and leading outdoor education programs for elementary school children.
  12. **The Office of Residential Life**, one of the College’s newest administrative additions, is developing new strategies to bring opportunities for off-campus service and exploration right to the doorstep of students’ lives. Four new Community Life Coordinators work closely with elected student coordinators in each house or residence to help insure that social life includes more than just parties, and the network of relationships includes more than just classmates.
  13. **The Writing Workshop** was initially created to provide tutoring resources for college students. In recent years, however, this group of well-trained writing tutors has begun to provide services in the local elementary school and is now hoping to expand into adult literacy programs.
  14. **Early College Awareness** is a strategy for community service that brings together a number of working groups on campus; these are described more fully in the Summary (Section 6).
  15. **Investment Policy:** In recent years, the College has devoted increased attention to social responsibility vis a vis its own investment decisions. The Advisory Committee on Shareholder Responsibility, which includes two student members, reviews the portfolio and votes proxies for stocks held in the College endowment. And in 2000, students created a new

fund – the Social Choice Fund – for alumni donors who prefer socially and environmentally screened mutual funds. Ten percent of the Social Choice Fund is invested in community development programs in the Berkshire region.

*ii. Academic and Curricular*

In addition to the major curricular opportunities described in Section 2 below, several academic departments offer the following civic engagement programs.

1. **The Center for Environmental Studies** is perhaps one of the most engaged of all Williams academic programs. Faculty regularly teach courses that involve extensive research in the natural and human landscape, and have pioneered some of the more imaginative ventures in experiential education. In the junior seminar, for example, student teams are paired with local organizations to analyze and prepare proposals for local environmental and community development projects such as the development of new bike trails and urban redevelopment plans.
2. **The Astronomy Department** offers frequent public tours of the oldest extant observatory in the U.S., proudly standing on our campus – as well as our state-of-the-art contemporary facilities.
3. **The Williams Program in Teaching**, based in the Psychology Department, offers a comprehensive and diverse training in teaching to Williams students, while also supporting the professional development of public school teachers from throughout the Northeast.
4. **The Translation Project** is a new initiative of the Office of Community Service in partnership with the Romance Language Department. Working with faculty and teaching assistants, students translate important documents into Spanish (and other languages) for the benefit of newly-arrived immigrants in the region.
5. Several **other departments** and projects—including the new International Studies Program, the Women’s and Gender Studies Department, and the Gaudino Fund for transformative learning—offer regular lecture series on matters of social import.
6. **The Williams Afghan Media Project (WAMP)** is an online resource for the study of Afghanistan constructed by Anthropology professor David Edwards with student volunteers. In addition to helping to preserve and make available resources related to Afghanistan, WAMP also provides a site for exploring Afghanistan's cultural legacy, historical development, and present situation. To that end, WAMP sponsors and supports multimedia projects that utilize audiovisual tools to illustrate and explain Afghanistan's rich traditions and often tragic past, as well as ongoing efforts to rebuild the country after a quarter century of conflict.

### iii. Student groups

Virtually every student group on campus is involved, in some way and at some point in the year, in community service or civic engagement projects. Whether it's a sports team running for the cure, an *a capella* group talking to elementary school students about college life, a dance team teaching at-risk youth how to step, or an activist organization providing educational resources and lobbying tools to their peers, students are the heart and soul of civic engagement at Williams. Below is a description of some of the most notable student groups.

1. **The Lehman Community Service Council** is a student umbrella organization that oversees more than 30 continuing service projects (from Best Buddies to Habitat for Humanity and beyond – see Appendix A), guides the constant process of developing new ones, and makes strategic funding decisions using a portion of the Student Activities Fee.
2. **Students for Social Justice**, formed in 2000 in the midst of a stirring consciousness-raising campaign called “Whose Responsibility Is It?”, brings speakers and films to campus, organizes delegations to conferences and demonstrations, and networks with other campus organizations to raise awareness and generate activism on issues like fair trade, the drug war and capital punishment, among many others.
3. **The Student Global AIDS Campaign:** the Williams chapter of this new national student network sprang to life little more than a year ago – and won a campus award for the most effective student service organization after its first year. Williams SGAC has met with regional and national legislators and helped to rally student energy on campuses all across the country. Individual students have also given personal support to several international students who are living with HIV.
4. **Greensense**, our student environmental organization, has been responsible for virtually every major initiative in the continuing “greening” of Williams – from recycling to protocols for environmentally responsible design in new building construction, from the monitoring of PCBs in local rivers and streams to the exploration of the very plausible use of wind energy on the Taconic Ridge to supply electricity to the campus and beyond.
5. The student organizations of **the Minority Coalition** - the Black Student Union (BSU), Asian American Students in Action (AASiA), the International Club and Students of Caribbean Ancestry, among many others - develop programs of cultural enrichment and global consciousness-raising into local schools, which have a tremendous impact in a region that is still, racially and ethnically, homogenous.
6. **Williams Democrats and the Garfield Republican Club** this year put aside their political differences to collaborate on Operation Give, a drive to collect supplies for the Iraqi school children whose lives have been so tragically disrupted by the current conflict. Based on this success, both

groups are eager to collaborate in the future on voter registration and education campaigns, and on other issues of mutual concern.

7. The several campus **religious organizations** frequently plan Saturday service outings in soup kitchens or shelters, and generally organize at least several of the alternative break service trips. Recent destinations have included, among others, Camden, New Jersey (for racial reconciliation work), Washington, D.C. (for soup kitchen work) and Newport News, Virginia (for the annual Habitat for Humanity spring Collegiate Challenge).
8. Many Williams **arts groups** also provide services to the community by teaching and serving as role models in schools and the Williamstown Youth Center, and by performing in special events for local families. In the Spring of 2004, Williams student artists, dancers, and musicians are collaborating with many young artists from the community to perform the symphony "Peter and the Wolf." Such programs are important supplements to the ever-threatened school arts programs.
9. **Special Student-Initiated Events:** Each year students organize a number of on-campus fundraising events to support causes both near and far. There are walks or runs that raise money to fight cancer, twin-to-twin transfusion syndrome and HIV/AIDS in the U.S. and abroad. There have been concerts to raise money for a local residence for late-stage AIDS patients and for the families of victims of the September 11 catastrophes. There are drives to register bone marrow donors and blood donors, and to collect clothing for an annual sale to benefit the "A Better Chance" program in the local high school. And last year, in a particularly creative fundraiser, a student inspired by her internship at a Guatemalan day care center made exquisite greeting cards from photographs of the children she came to love, selling them as Mother's Day cards (complete with a Neruda poem) to raise money for the *guarderia*.

b. What are the unique components of your school/program that prospective students should know to best equip them for the college search process?

1. **An empowered student body:** One aspect of the culture of Williams noticed by virtually every new member of the College community is the extent to which student energy and deliberation help to guide and govern the life of the College. One colleague described it as "pervasively participatory". Students have a voice on their own, usually with little mediation from faculty or staff. And the relatively small size of the College makes it easy to get involved in virtually every aspect of the decision-making that shapes Williams day by day.
2. **An international student body:** The College's policy of offering need-blind admissions to international students, combined with our commitment to providing 100% of students' financial need, has led to a higher proportion and a much more visible presence of students from

more than 50 countries. Perspectives from around the globe play a role in classes, student organizations, and daily life at Williams.

3. **Academic independence:** Tutorials, independent study, student-initiated courses and student-designed majors are all hallmarks of a Williams education. Noted 19<sup>th</sup> century educator and Williams President Mark Hopkins inspired a colleague to remark that the ideal setting for education would be a log with a student on one end and Mark Hopkins on the other. In a surprising number of ways – from tutorials to vocational consultations to intellectual mentoring – that ideal is very much alive in a 21<sup>st</sup> century Williams education. The result is an academic setting that encourages students to engage with all facets of the challenging world around them.
4. **Off-campus study:** A significant proportion of every graduating class has spent some part of its Williams education out in the world – enriching individuals to be sure, and enriching the learning dynamic across the curriculum as well. Opportunities for off-campus study include Winter Study travel courses (organized both as learning groups and as independent studies), junior-year study abroad in one of more than 200 approved programs including Williams’ own program at Exeter College, Oxford, the Williams-in-Mystic (Connecticut) program, and the newly formed Williams-in-New York program. Williams is unique in continuing to provide financial aid to students while the study off-campus.
5. **Winter Study Period,** Williams’ inter-semester January term, provides a three and a half week opportunity to explore a local issue, study with a resource person from the community, design an independent off-campus research project, or travel to an international destination. The range of Winter Study projects and courses knows no bounds: students explore liberation theology and social justice in Nicaragua, design and teach an SAT-preparation course in a residential school for at-risk young men, study Arabic in Cairo, to learn about geology by traveling through the national parks of the United States and Canada – and on and on.
6. Among rural schools, Williams is distinguished by its proximity to superb **cultural resources**. Three world-class art museums are located within minutes of the College, and the region is also home to the famous Williamstown Theater Festival, Tanglewood performing arts center, Jacob’s Pillow Dance Center, and a host of community-based arts centers. One of the most interesting is also one of the newest: Inkberry, a “storefront” writer’s workshop on Main Street in North Adams – which is collaborating with a group of students in the writing of the stories of local women who have survived breast cancer. All of these artistic resources provide opportunities for new forms of civic engagement that rival those on many urban campuses.

## 2) *Service Learning:*

- a) How does service-learning fit with the core mission of your college/university?
- b) What types of service-learning courses do you offer? How many? How many students participate?

Service learning, understood at Williams College as a form of experiential education or “learning by doing,” is a critical element of the College’s mission to provide the highest quality undergraduate education possible. Students who engage in field work learn more and learn more deeply from their experience applying academic learning to real-world settings.

Williams Courses involving community work range from those designed around intensive fieldwork such as the Berkshire Farm Internship Course (Anthropology/Sociology) to those that feature one half-day of community service such as the Humans in the Landscape Course (Environmental Studies). Students in the Berkshire Farm Course work along side full-time employees in a residential treatment facility for troubled, at-risk adolescent boys. Students in the Humans in the Landscape Course engage in a 4-hour community service work session that challenges their understanding of environmentalism and enhances their capacity to analyze the political, social and economic dimensions of environmental issues.

Students at Williams are also encouraged to develop their own independent study projects involving fieldwork. In 2003-2004 alone, over 200 students have either taken a fieldwork course or designed their own study involving some form of community work. See Appendix B for a complete list and course summaries of the nineteen 2003-04 courses involving community fieldwork.

The recent addition of a coordinator of experiential education will further develop this program at Williams, and benefits can already be seen. The 2004-05 academic year promises an even more exciting menu of experiential and community-based coursework [see Appendix B], including a new economics course that examines United States tax policy towards low-income families and the challenges that these families have “making ends meet,” and equips students for a final project to help local individuals and families prepare and file their returns. This course provides a good example of the synergy between community service and experiential learning initiatives at Williams.

### 3) Community Partnerships:

Williams College students, faculty, and staff have developed an impressive array of partnerships both within the region and throughout the world. These partnerships serve as a ready resource for any students interested in learning more about and engaging deeply with social and political issues, whether as students, researchers, volunteers, interns, or employees.

A particularly strong and growing local partnership exists between Williams College and the Pownal (Vermont) Elementary School. The Office of Community Service coordinates the America Reads and America Counts tutoring programs at Pownal, providing more than 30 tutors each year to this small rural school. In addition, Williams students have developed four new programs working with Pownal: the PAW Pals mentoring program, the Pownal After-School Enrichment Program (in which Williams students design and teach four-week classes at the school), a multicultural education program coordinated by AASiA (Asian-American Students in Action) and involving several other student groups, and an early college awareness program to make Pownal students aware of the many possible futures that lie ahead. In 2003, a representative from the Office of Community Service collaborated with Pownal faculty to develop an implementation plan for the school's year-long theme of multicultural education. In future years all of these programs will continue, and a new after-school reading program may be developed.

A second important partnership, and one reflecting the long historical trajectory of Williams' community involvement, is our work with the Williamstown Youth Center. Founded by Williams students at the turn of the 20<sup>th</sup> century, the youth center still relies on committed students as sports coaches, tutors, summer camp leaders, art and dance instructors, computer network administrators, and administrative interns. The election of students to the Williamstown Youth Center board, combined with the efforts of a new director at the youth center, should further enrich these interactions.

#### 4) *Institutional Support:*

Williams is committed to meeting 100% of the demonstrated financial need of all admitted students for every year in which they qualify, and is proud that financial need is not considered in the admissions process. Williams therefore does not offer scholarships exclusively for community service, though it does manage several endowed funds to recognize the service provided by financial aid students. The Herbert Lehman Scholarships, the Class of 1957 Scholarships, and the Williams Scholarships are awarded each year to approximately two dozen financial aid students who have made significant contributions to the community. In addition, many students provide valuable community services as part of their financial aid work-study plan.

Williams is unique in offering this same support, on a need-blind admissions basis, to international students, and similarly manages several funds to support international students. One of these is The Eurasian Undergraduate Exchange Program (UGRAD). Established in 1992, this program provides one-year fellowships to first-, second-, and third-year undergraduate students from the central Asian republics formerly part of the Soviet Union. This program of the International Research and Exchanges Board, based in Washington, D.C. brings three Eurasian students to Williams each year for one non-degree year of study in the fields of agriculture, American studies, business, criminal justice, computer science, economics, education, environmental management, international relations, journalism and mass communication, political science, and sociology. In addition to academic studies, the fellowship requires participation in local community service activities in the fall semester and a part-time off-campus internship during the spring semester.

Williams also supports student civic engagement through a variety of other programs. All Williams students are eligible to apply for summer internship grants through the Office of Career Counseling and/or the Center for Environmental Studies. These grants eliminate the need for students to pursue other employment during the summer, allowing them to accept unpaid or low-paid internships in such diverse places as the Williamstown Rural Lands Foundation, congressional offices, an HIV/AIDS outreach clinic in Wisconsin, and a local newspaper in San Francisco.

Also available are more than 20 travel grants to facilitate more expensive international travel, and many collaborative research opportunities with faculty. One example of many: a widely-respected professor of astronomy took a group of his students to Zambia to observe a solar eclipse. In addition, Mellon and Williams College Undergraduate Research Fellowships provide students of color who are interested in becoming college teachers with the opportunity to engage in graduate-level research projects over the summer; many of these projects focus on important public issues – as, for instance, recent studies of the changing realities of gay culture in Ecuador, and the rise of the environmental wing of the Green Party in the Republic of Germany.

The College commitment to civic engagement does not end at graduation. Each year, Williams grants numerous awards to graduating seniors in recognition of their service to the community, including the distinguished William Bradford Turner Prize in Citizenship, the only

award presented at the graduation ceremony. In addition to these intra-campus awards, Williams is honored to number among each year's graduating class recipients of some of the most prestigious national and international awards—including the Rhodes, Marshall, Fulbright, Donovan-Moody, Herschell Smith, Truman, and Watson Fellowships—to pursue further public service and research on civic issues. Recently, one member of the Class of 2003, a religion and psychology double-major, spent a year through the Watson Fellowship in South Africa studying the responses of the Protestant, Anglican and Roman Catholic churches to the HIV/AIDS pandemic. And a member of the 2004 graduating class, a *Phi Beta Kappa* chemist, will spend her post-graduate year on a Watson studying sustainable agricultural practices and the increasing influence of genetically modified crops in Mexico and India.

## 5) Student Voice:

Students have a tremendous voice on the Williams campus, as evidenced by their presence on important committees and by the administration's constant efforts to consult with students before making decisions. The student government, College Council, allocates roughly \$300,000 a year and is the main source of funding for most student clubs and organizations. It is restricted only by its own by-laws in how to allocate the money. The money comes from a student activities tax of roughly \$150/year that is on each student's term bill. Council serves as a student voice directly to the administration, representing the student body on issues of concern (such as the closing of the Health Center at night and problems with Information Technology). College Council is also responsible for overseeing many influential student-faculty committees like the Committee on Undergraduate Life and the Committee on Educational Policy.

Along with the above-mentioned groups, there is a strong student influence on many other committees (number of student members in parenthesis):

- Advisory Committee on Shareholder Responsibility (2)
- Campus Environmental Advisory Committee (7, including student chair)
- Calendar and Scheduling Committee, (3)
- Committee on Diversity and Community (6)
- Committee on Educational Policy (6)
- Committee on Undergraduate Life (6)
- Dining Services Committee (8, completely student-run)
- Financial Committee (9, completely student-run)
- Grievance Committee (6, completely student-run)
- HC-CLC Committee (4, completely student-run)
- Housing and B&G Committee (5, completely student-run)
- Information Technology Committee (3)
- Lecture Committee (4)
- Library Committee (3)
- OCC Committee (5, completely student-run)
- Security Advisory Committee (6)
- Student Centers Management Team (4, completely student-run)
- Student Health Advisory Council (4, completely student-run)
- Winter Study Committee (4)

In addition to working through College Council and recognized committees, students can always raise concerns directly with the Dean's Office and President's Office. Many members of the administration at Williams are also members of the faculty, which allows them to be much more accessible to students.

Student-led initiatives have been particularly effective at challenging the College to address its own social and environmental responsibilities. In the last several years, students have successfully encouraged the College to adopt the student-run composting program in all dining halls, to convert to using recycled paper, to establish an Eco-Café serving organic and fair trade

beverages and locally-produced baked goods, to serve only fair trade coffee in all dining halls, and to form the Campus Environmental Advisory Committee (a student, faculty, and staff committee to advise the college on matters of environmental importance). Recently, student activism has led to a one million dollar green building allocation for the renovation of the new student center, and has urged the Committee on Priorities and Resources to consider a green buildings policy for College construction.

In addition, during the South African Apartheid-era, the College formed an Advisory Committee on Shareholder Responsibility, to monitor College investments and recommend appropriate shareholder actions. To complement this, in 2000 students formed the Social Choice Fund, a socially- and environmentally- responsible investment option for alumni giving. The Social Choice Fund invests 90% of donations in screened mutual funds and gives the remaining 10% to Berkshire County community development funds. The Social Choice Fund was initially created by students without administrative support and only recently adopted by the alumni and development office.

In the academic realm, student activism was a significant impetus for the creation of a Latino Studies Program at Williams College and the hiring of four Latino Studies faculty, as well as developing the curricular innovations that led to the new Experiential Education Program.

Less than 3 years ago, the House Presidents (who constituted the residential system for upperclass dorms) decided to disband, citing ineffectiveness and the need for a new structure. The former presidents were then influential in creating the current model, which constitutes a reshaping of the Presidents' role (now called House Coordinators) along with creating 5 new full-time staff positions: 4 Campus Life Coordinators and a Director of Campus Life.

The Committee on Undergraduate Life (mentioned above) is arguably the most powerful committee on campus. Composed of faculty members, administrators, and students, the group is primarily responsible for recommendations on issues pertinent to student life. In the past 3 years the CUL has developed new guidelines for the housing lottery, the alcohol policy, and has had much to do with renovation and building projects all over campus. Students are extremely influential on the committee, and many of the CUL initiatives are student driven.

A new student group can be recognized immediately. It simply needs to have a proposal approved by the Student Activities office, which is very easy to do. The typical budget allocation varies greatly--anywhere from a few hundred dollars to \$10,000, depending on the size of the group and their interests/goals. New groups can get funding by making a request at the finance committee's weekly meeting.

## 6) Summary:

Please describe 2-3 civic engagement programs that stand out at your school, or that you would like to highlight. What are they, and what makes them unique?

I. The network of **environmental activism and education** at Williams is outstanding in terms of the range of projects it promotes, the diversity of people involved, and especially the way that it challenges conventional assumptions about environmentalism. A central element of the environmental studies academic program at Williams is a deep exploration of how social, political, and economic concerns intersect with environmental ones, and this emphasis is visible in student environmental activism as well, where you are just as likely to hear a discussion related to affordable housing as you are biodiversity.

In the last several years, a diverse group of Williams students, faculty, and staff have teamed up to launch an impressive movement for environmental and social responsibility. The College has supported and responded favorably to student initiatives for a college-wide composting program, a program to salvage unserved dining hall leftovers as donations to local social service organizations, a transition to recycled paper, increased purchasing of local and organic food, exclusive use of fair trade coffee in college dining facilities, the establishment of a new Eco-Café, and the adoption of green building standards for future building projects. Students also collaborate regularly with local organizations to perform river clean-ups, trail work, and to provide outdoor recreational opportunities for local kids.

II. The **Williams Program in Teaching** offers, in addition to classes on child development and pedagogy, a series of teaching practica that bring Williams students directly into a wide range of classroom settings, including teaching science in Spanish, working at rural elementary schools in Vermont, conducting one-month internships at public schools in Harlem and the Bronx, volunteering in adult literacy and ESL programs, and working with at-risk youth. Williams students also provide art and environmental education through their work with local museums, youth centers, and the Williams Outing Club.

An important and unique element of Williams' educational programs was established by the former director of admissions. Rather than simply focusing on the need to recruit students to Williams, he took on the expanded mission of providing **early college awareness programs** for kids who did not think of college as even a remote possibility. As part of these programs, Williams students now host several student groups from Massachusetts, Vermont, and New York public schools to provide them with a simulated Day at College, complete with dining hall meals, campus tours, and model classes. In addition, Williams students and student groups visit local schools to talk with kids about what to expect from college and to emphasize the many different types of colleges that exist, each catering to different student needs.

Finally, Williams helps run summer workshops for public school teachers from throughout the Northeast. These summer programs provide additional training for teachers in a wide range of fields, and give them a chance to discuss different ways of teaching.

III. The **alumni-sponsored internship program** is one of the most exciting civic engagement programs at Williams. Every year more than 100 students are granted alumni sponsored internships, allowing them to engage in constructive and innovative non-profit projects during the summer months without worrying about how to earn money for school. Relying on a large network of interested partners, Williams students have conducted their summer internships in more than 60 cities in 14 countries. Some recent examples:

\* a pre-med major recently interned with REACH, a local community health foundation, to research and develop content for a community health website. In the course of her work she contacted local doctors and organizations to catalogue the services they provide. This work caused her to question her professional plans; she is now considering a joint M.D./Masters in Public Health degree which, she hopes, will allow her to continue this kind of work.

\* an economics major returned to his native Nepal to work in the National Planning Commission of Nepal, monitoring the progress of a rural grassroots development effort co-sponsored by the United Nations that includes the administration of micro-loan program. His home is in Kathmandu, but the work immersed him in the immense poverty of rural regions of his own nation that he had never seen.

\* one of the Co-Presidents of the College Council, who aspires to a career in public policy and elected office, worked as a congressional intern for one of his state's senators. In addition to opening an average of 2,000 letters a day, he researched and developed a Power Point presentation to inform the general public about the senator's positions on current public issues. This student was so inspired by the experience that he arranged a summer job the following year working for his governor, and will spend his first post-graduate year back on Capital Hill.

## Conclusion

Williams could not be Williams apart from an integral relationship with the communities that surround the college and town that bear its founder's name. The "free school" created in 1793 by the will of Col. Ephraim Williams for residents of the "West Township" now takes its place in the complex landscape of "north county" that includes a formerly prosperous mill city (North Adams), several rural towns once known for sheep and dairy farms, and a county seat (Pittsfield) now struggling to rebound from the waning of its chief industries. Though our idyllic Berkshire location may seem to set the college apart in rarefied isolation, actually it urges upon our students, faculty and staff an invitation to engage in a full spectrum of the issues and concerns of changing times, from urban to rural, from privilege to poverty, from culture to culture. Williams could not be Williams without North Adams and Pownal, where students test the ideas they gather in classes; Williams could not be Williams without Pittsfield and Stamford, Lanesboro and Hancock, where students learn lessons they cannot learn in libraries.

Williams cannot be Williams without the wisdom of our neighbors.

The structure of our liberal arts curriculum and the programs of student life have long recognized these essential links. But all times are changing times. The needs and opportunities are real. The resources are here. They await the arrival of each new generation of students – who are the fire in which the links are continually reforged.

## **Appendix A: Community Service Projects**

### **HEALTH AND SUPPORT**

#### **Berkshire Community Action Council Emergency Pharmacy Program**

The BCAC Emergency Pharmacy Program provides free or discounted pharmaceuticals to emergency room patients who cannot afford to pay for their own medicine. All proceeds from the Williamstown Women's Exchange support this program, but the Women's Exchange needs occasional volunteers to help organize, tag, and hang clothing. The commitment is minimal and times are extremely flexible.

#### **Chrysalis Community**

Chrysalis is a new advanced-stage AIDS care center set on 108 acres in Pownal, VT. Here, residents receive loving support, embrace the process of living and dying, and explore the possibility of spontaneous healing. The community is run through the devotion of the founder, Sunshine Wohl. Volunteers visit each Saturday for about 3 hours to help with outdoor work, computers, outreach, arts projects, to spend time with the residents, and perform other tasks as needed. An important project for this year is to convert the old barn into a community center.

#### **Elizabeth Freeman Center**

Elizabeth Freeman Center is a countywide agency that provides counseling, advocacy, emotional, educational, vocational and economic services for anyone affected by sexual assault. They oppose violence, harassment, and discrimination, and they promote the physical and emotional safety of all people. They strive to provide a haven and a communication network for all people regardless of gender, age, race, color, class, religion, or sexual orientation. Services include a 24-hour sexual assault hotline, a safe shelter, the family law project, personal economic planning courses, and the Athletes Against Abuse outreach project.

#### **North Adams Hospital**

The hospital needs volunteers to work within the different hospital units (admissions/emergency, volunteer department, psychiatric center). Students who play an instrument or have other special skills are particularly welcome. Volunteer tasks include helping out with small errands, transporting patients, conducting patient activities, etc. Volunteers may have to wait until spring semester to begin working at the hospital due to the availability of training sessions. After training, volunteers can work any time, day or night, and usually commit about 4 hours per week.

#### **REACH for Breast Health**

Volunteers work with the REACH Community Health Foundation to provide breast cancer education at local food pantries, homeless shelters, and stores, and to register women for free mammograms. Timing is flexible and the commitment is minimal.

#### **Sweetbrook Nursing Home**

Volunteers bring enthusiasm, companionship, and a friendly face to the elderly who live in this nursing home. Volunteers are needed to chat with residents, challenge someone to a game of checkers, or read magazines or newspapers aloud. Anyone who is willing to give an hour each Sunday to brighten up the day of an elderly person is welcome.

### **Williams College Rape and Sexual Assault Network**

The Network is a student-run organization dedicated to supporting survivors of sexual assault and rape, supporting loved ones of survivors, and educating the Williams College community about rape and sexual assault. The network is made up of about 40 Williams College students (female and male!) who each contribute to planning events and counseling peers. Major activities include running a 24-hour support hotline, promoting awareness on campus through special fora and entry talks, conducting outreach to local high schools, and planning the annual Take Back the Night event during the spring.

### **WISHES**

Work with the REACH Community Health Foundation to teach elementary school kids about health, fitness, and nutrition, and to conduct research on these issues with kids.

## HOMELESSNESS

### **Habitat for Humanity**

Habitat volunteers help build and rehabilitate houses to be sold at no profit to low-income families who otherwise would not be able to afford a home. The Williams College and Northern Berkshire chapters of Habitat need student volunteers for a few hours each Saturday to construct their new house on Hall Street in Williamstown.

### **Hats for the Homeless**

As you know, or as you'll soon learn, it gets pretty darn cold here in the winter, and that can be especially difficult for people with low or no income. Now matter how cold you are, you cannot purchase warm clothes with food stamps. Thus, through Hats for the Homeless, interested students knit hats for those who need them. No experience required. Fun guaranteed.

### **Louison House**

Louison House is a homeless shelter in Adams. Volunteer responsibilities range from helping a person write a resume to playing with kids and organizing food drives. A volunteer is also needed to help with case work and basic office assistance at the main office in North Adams.

## HUNGER

### **Berkshire Food Project**

The Berkshire Food Project, started by Williams students in the 80s, continues to serve food to low income local residents. Volunteers serve lunch, eat and talk with the clients, and clean up afterwards. Groups go to North Adams from the Chaplain's Office every Monday, Thursday, and Friday at 11:30 and return by 1:00. Volunteers are welcome on any and all of these days, but should contact us in advance.

### **Williamstown Food Pantry**

Located just at the edge of campus at St. Patrick's Church, the food pantry is crucial to the Williamstown area, regularly distributing meals to 14-20 families regardless of their religious affiliation. Students are needed on Wednesdays from 1:00-3:00 to help stock shelves and at major distribution times (Thanksgiving, Christmas, and Easter) to distribute food.

### **W.R.A.P.S. (Williams Recovery of All Perishable Surplus)**

WRAPS delivers surplus dining hall food to the hungry through local agencies, including the Coty Youth Center, the Salvation Army and Louison House. Volunteers ordinarily commit one evening (2 hours) every other week, but other arrangements are possible. College van licenses are helpful but not required.

## INTERNATIONAL SERVICE

### **Rotaract**

The Williams chapter of Rotaract International, a worldwide network of service clubs for college students, works with the Williamstown Rotary to carry out international service and awareness programs in the greater Williamstown community. Volunteers run advocacy campaigns, fundraising programs, establish international pen pals programs with local youth, and may launch a new international service trip.

## OUTDOOR/ENVIRONMENTAL

### **Caretaker Farm**

Located in South Williamstown, this 35-acre farm has operated as an organic vegetable farm for more than 35 years. Caretaker is now a community-supported agriculture (CSA) farm, providing portions of the annual harvest of veggies, fruits, flowers and other farm products to more than 200 local family shareholders. They are also working on renewable energy projects on the farm. The Smiths can always use help planting, weeding, and harvesting, and working at Caretaker is guaranteed to be fun and enlightening.

### **Greensense**

The Williams College student environmental organization coordinates a number of community service activities. Projects vary each year, but include campus research and advocacy campaigns, community outreach and education, river and highway clean-ups, and planning the annual Williamstown Earth Day celebrations.

### **Northern Berkshire Humane Society**

The Humane Society provides a safe place for abandoned animals and various services for pet owners. Volunteers can help weekly with pet training, walking, kennel monitoring, cleaning, and other tasks, as well as with the fundraising Humane Race.

### **Outdoor Outreach**

Outdoor Outreach is run by the Williams Outing Club and the Williamstown Youth Center to provide trust-building, fun, educational outdoor activities to children in the surrounding areas. These outdoor education and adventure classes will include hiking, canoeing, an overnight trip, rock climbing, and WOC's challenge low ropes course! Classes run during the first and fourth quarters. Time commitment is 4 hours on each of four Saturday afternoons plus one overnight.

### **Williams Outing Club Trail Crew**

WOC runs occasional trail crew parties to help maintain important local recreational areas. They are a great contribution to the local area and are a lot of fun. Trail crews typically work on Saturdays, though special arrangements can be made for interested groups.

## PEOPLE WITH SPECIAL NEEDS

### **Adult Literacy and Adult Learning Program**

After a brief training period, students are paired with an adult to help with literacy, English as a Second Language (ESL), or GED preparation. Tutors meet one-on-one with those they tutor for one hour per week at a mutually convenient time and location.

### **Best Buddies**

This program builds friendships between college students and people with mild to moderate intellectual disabilities. Volunteers build close and lasting relationships with their buddies by going to the movies, sports events, concerts, museums and other social activities. Buddies talk on the phone once a week and meet twice a month for about 2 hours each time. No car is needed.

### **Recording for the Blind and Dyslexic**

This is a national organization that produces tape recordings of written texts for the blind community and those with dyslexia. The Williamstown branch is always in need of volunteers to read texts aloud and to monitor machinery. The weekly commitment is typically two hours and the schedule is very accommodating.

### **Special Needs Tutoring at Mt. Greylock High School**

Students can volunteer each week during the school day at their convenience to work one-on-one with high school students with various learning disabilities. A van leaves from Chapin at 2:30 and returns by 4:00 on Tuesdays and Thursdays.

### **Special Olympics**

Special Olympics is dedicated to providing mentally handicapped adults and children ages 8 and up the opportunity to develop physical fitness, courage, and friendship through participation in Olympic-type sports. Volunteers coach participants once a week in a variety of sports including soccer, croquet, fishing, basketball, skiing, skating, racewalking, bowling, track and field events, horseshoes, softball, and other sports. Volunteers need not be world class athletes nor even have previous coaching experience. All that is needed is the desire to have fun and be supportive.

## YOUTH SERVICES

### **ABC House Tutoring**

The national A Better Chance (ABC) program provides increased educational opportunities for high school students from disadvantaged backgrounds. The program has established a residence on Hoxsey Street in Williamstown so eight of these students can attend Mt. Greylock High School. Volunteers tutor the ABC House students in a wide range of subjects and as often as needed. Close friendships often develop between tutors and tutees. The time commitment is about two hours, one night a week, and the house is a short walking distance from campus.

### **Adventures in Learning**

Adventures in Learning provides an opportunity for Williams students to create their own courses, to share their particular strengths and talents with younger children at the Williamstown Elementary School in a more relaxed setting and to work with smaller groups over a period of several weeks on a topic of mutual interest. Each winter, approximately 45 Williams students teach courses on 25-30 different topics to over 130 WES students.

### **America Reads/America Counts**

These national programs are both federal work study and volunteer opportunities. The programs match a college student with a local child interested in developing their reading or math skills. Volunteers can work either in the classroom as teachers' assistants or after school in one-on-one tutoring and mentoring positions. Williams volunteers work at Williamstown Elementary, Hancock Elementary (just south of Williamstown), and Pownal Elementary (just north), and may begin tutoring in North Adams as well. The time commitment ranges from one to several hours per week.

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

Berkshire Farm is a group home and school for about 250 boys aged 12-17 from all of New York State. They are placed in the home for a variety of reasons including family difficulties, school troubles, drugs, and gang involvement. Williams students tutor the boys in reading, writing, math, Spanish, and for SAT prep courses.

### **Big Brothers/Big Sisters**

Williams students are paired with a student from a local elementary school. Volunteers become close and highly respected friends to these children who need a reliable and caring role model. A Big can help a child discover a world of possibilities and opportunities simply by being a genuine friend. Volunteers do not need a car to participate, but must commit to one meeting a week with their little sibling.

### **Boy Scouts**

The local Boy Scout Troop welcomes student volunteers as troop leaders, outdoor trip guides, and skills teachers. The scouts are always eager to meet Williams students with scouting

experience, and time commitment can vary from a few weeks to a few years. The troop meets on Thursdays at 7:00 pm at St. Patrick's Church.

### **Conte Middle School Tutoring**

Volunteers at this North Adams middle school work one-on-one with students having academic difficulties in a variety of subjects. Tutoring sessions are held on Tuesdays, Wednesdays, and Thursdays from 2:30-3:30, and volunteers are welcome for any or all of these days.

### **Early College Awareness Programs**

Work with children in grades 6-10 from New York City and Vermont to raise their awareness of the possibility of college, the wide range of college options, and the necessary skills for succeeding in high school and college. Williams is active in two early college awareness programs: Days at College, in which school groups visit Williams for a simulated day at college, and visits by Williams students to these public schools.

### **Girl Scouts**

Volunteers needed to assist with local troops of 5-12 girls ranging in age from 5-18 years. Time commitment is 2-3 hours per week. No previous scouting experience is necessary, just excitement and the desire to have fun with and be a role model for these girls.

### **Hughes Science Foundation Tutoring**

Run through the Biology department but open to students of any discipline, this program allows Williams students to work with local elementary school teachers to create lesson plans and teach classes in the sciences and computer technologies. Time commitment for these paid positions begins at five hours per week. Teaching sessions occur during the school day and transportation is provided.

### **Kidspace at MASS MoCA**

Kidspace is an art gallery and studio space designed especially for kids and families. It presents serious contemporary art in a context that fosters unique and exciting learning experiences for children and adults, too. Kidspace staff work closely with North Adams teachers to integrate the study of contemporary art and art making into the curriculum, and they host class field trips for all North Adams schoolchildren. Kidspace is also open to the public.

### **Mt. Greylock High School**

High school students need your help! Volunteers work one-on-one with students in a variety of subjects. A van leaves Chapin at 2:30 and returns by 4:00 on Tuesdays and Thursdays. Tutoring sessions can also take place on campus in the evening or on weekends. Take 90 minutes out of your week to make a difference!

### **P.A.W. Pals at Pownal Elementary School**

PAW Pals is a big brother/big sister program in Pownal, VT. Williams students spend one hour a week (or more) one-on-one with elementary school students, either at lunch or after school. Volunteers provide a dependable support and mentor for the children, and together they do fun stuff like playing basketball and board games or doing art projects.

### **Pownal Elementary After-School Program**

The PAW After-School Program is a great opportunity to begin teaching elementary school students. Volunteers design and teach their own class to a group of K-3 or 4-6 grade students at the Pownal Elementary after-school program. The program begins in January, when volunteers can teach one or two days a week. Past courses have included cooking, Native American culture, Around the World, the Homework Club, and Structure.

### **Pen Pals**

Williams students write monthly letters to students from Brayton Elementary in North Adams and have the opportunity to create a positive and lasting impact in their lives. They become mentors in whom these kids can confide, but mostly older friends and role models. There are about three parties per year for pen pals to meet and get to know each other better.

### **Stamford School**

With 90 students in grades K-8, this Vermont school (only 15 minutes away) lacks the funds to hire full-time teachers in a variety of subjects. Volunteers can teach, tutor, and play with students, who are excited to meet and learn from young role models. Volunteers are particularly needed to teach US history during the day and art and writing after school. Hours are flexible, ranging from every week to a few days per semester.

### **Williamstown Youth Center**

Founded by Williams students almost 100 years ago, the WYC now provides recreational sports, an after-school program, a summer camp, art, dance, yoga and acting classes to boys and girls ages 4-16. Most of our participants are in elementary school. We would love Williams volunteers to help supervise after-school study hall, supervise and oversee computers, help teach art, dance, acting or yoga, or get involved in coaching youth sports.

**Appendix B: Williams College 2003-04  
Courses Involving Community Field Work**

**ENVIRONMENTAL STUDIES 101(F) Humans in the Landscape: An Introduction to Environmental Studies** (community service component)

This course introduces environmental studies in the context of the liberal arts-natural and social science and the arts and humanities. By the end of the semester, a student should be able to recognize and to investigate the natural, economic, and industrial bases of daily life, and to analyze the social challenges of altering humans' imprint on nature. These skills are necessary but not sufficient for developing a stance toward environmental quality as an element of civilized life.

LEE

**ENVIRONMENTAL STUDIES 302(F) Environmental Planning Workshop**  
(group consulting project for local non-profit or government)

This interdisciplinary course introduces the theories, methodologies, and legal framework of Environmental planning and provides students with experience in the planning process through project work in the Berkshire region. The first part of the course introduces the students to planning literature especially through analysis and discussion of case studies. In the second section of the course, students apply their skills to the study of an actual planning problem. Small teams of students, working in conjunction with a client in the community, research and propose solutions to an immediate environmental planning problem. The project work draws on students' academic training, extracurricular activities, and applies interdisciplinary knowledge and methodologies. The course culminates in public presentations of each team's planning study. This course also includes field trips and computer labs.

ART & GARDNER

**POLITICAL SCIENCE 306(S) Practicing Feminism: A Study of Political Activism** (4 hr/wk Internship)

This course will explore the issues and problems of putting feminism into practice. What constraints and opportunities confront feminists as they struggle for social change? What are the sources of and limits on their power? How and when do they choose to compromise and negotiate, or object and fight? How are these issues represented in the culture through the press, through other media, through art? We will examine issues such as organizational dynamics, budgetary and administrative constraints, client-staff interactions, power and dependency, and mother-child-family relationships. We will also look at artwork about social issues; activist in nature, and critique imagery from ads to websites that portray women in a range of manners. Students will do fieldwork at community agencies involved in health care, social services, and work. A variety of interactions with these organizations are encouraged, ranging from administrative and service work to public art projects that might raise awareness of feminist issues in the community. Format: discussion. Requirements: 1) Students will intern at community agencies. These internships require a minimum of 4 hours per week. The internships are to begin the first week of class-OR a total of at least 48 hours during the semester. 2) Weekly response papers of 1-2 pages are expected; these will relate the worksite to the issues and

readings of each week, and the questions to be addressed will be posed week by week. 3) There are three projects required through the semester that center on the work sites; these may be public art projects or written papers. 4) Class participation is expected as the principle format of the class is discussion.

JOHNSON & DIGGS

**PHIL 227(F) Death and Dying** (internship)

In this course we will examine traditional philosophical approaches to understanding death and related concepts, with a special focus on the ethical concerns surrounding death and care for the dying. We will begin with questions about how to define death, as well as reflections on its meaning and function in human life. We will move on to examine ethical issues of truth-telling with terminally ill patients and their families, decisions to withhold or withdraw life-sustaining treatments, the care of seriously ill newborns, physician-assisted suicide, euthanasia, and research efforts to extend the human life-span. In addition to key concepts of death, dying, and terminal illness, we will develop and refine notions of medical futility, paternalism and autonomy, particularly within the context of advance directives and surrogate decision making. Format: lecture/discussion. Optional experiential learning component.

J. PEDRONI

**PSYC 352(S) Clinical and Community Psychology** (internship)

A study of the theory, methods, and professional issues in clinical and community psychology. In addition to presenting fundamental material in this area, the course aims to enable students to apply their experience in academic psychology to field settings and to explore their own educational and occupational goals. The course includes a supervised field-work placement arranged by the instructor in a local social service or mental health agency. Format: seminar. Requirements: field work (six hours per week), midterm essays and a final paper.

M. SANDSTROM

**ANTHROPOLOGY/SOCIOLOGY 011 Berkshire Farm Internship** ( intensive internship)

A field placement at Berkshire Farm Center and Services for Youth in Canaan, New York. Berkshire Farm Center is a residential treatment facility for troubled, at-risk adolescent boys who have been remanded to the Farm by the Family Court. These youths come primarily from lower socio-economic strata, are very ethnically diverse, and hail from both urban and rural areas throughout New York State. The problems that they bring to Berkshire Farm are multiple. These include: the psychological scars of dysfunctional families, including those of physical, emotional, and sexual abuse; chemical dependency; juvenile delinquency; inability to function in school settings; and various other issues. Residential treatment is a multi-modal approach that includes anger-replacement training, social skills training, and behavioral modification. Williams students will commute to Berkshire Farm and work under supervision in one of the following areas: school, cottage life, chemical dependency unit, research, recreation, performing arts, or in individual tutoring.

BRANDSTEIN (Instr) NOLAN (Sponsor)

**ANTHROPOLOGY/SOCIOLOGY 012 Children and the Courts: Internship in the Crisis in Child Abuse** (internship)

The incidence of reported child abuse and neglect has reached epidemic proportions and shows no signs of decreasing. Preventive and prophylactic social programs, court intervention, and legislative mandates have not successfully addressed this crisis. This course allows students to observe the Massachusetts Department of Social Services attorney in courtroom proceedings related to the care and protection of children. Students will have access to Department records for purposes of analysis and will also work with social workers who will provide a clinical perspective on the legal cases under study. The class will meet regularly to discuss court proceedings, assigned readings, and the students' interactions with local human services agencies. Access to an automobile is desirable but not required; some transportation will be provided as part of the course.

Requirements: full participation, a journal, and a 10-page paper to be submitted at the end of the course.

LOCKE (Instr) NOLAN (Sponsor)

### **ENVIR 018/SPEC 018 Picturing Our Past** (field work, creative project)

Images help us to imagine the past and preserve our collective history. A significant amount of the cultural history of Williamstown and Williams College lies hidden, and often deteriorating in shoe boxes and closets of members of our community. As a culmination of the 250th year anniversary of the Town of Williamstown, residents will be given an opportunity to bring in pre-1975 images to be scanned for incorporation into a digital database. The owner of the image will provide data along with an audio caption for inclusion in the database. Once complete, the image database will reside in the Williamstown House of Local History and the Williams College Archives. Students participating in the course will learn how to use Photoshop software to digitally restore the images. At the end of the course we will print many of the images and install a community-wide exhibition. We will also produce a catalog for the exhibit. The exhibition will cover historical topics such as schools, churches, farms, mills, commerce, families, and neighborhoods, and will take place at a variety of venues on campus and around Williamstown.

H. ART

### **PSCI 021 Power, Authority and Decisionmaking in the Public Sector** (internship)

This course is an internship experience in which students both work in and analyze governmental and related nongovernmental organizations. The goal of this course is to develop the ability to analyze power, authority and decisionmaking in public organizations; in short, to better understand leadership. Students may have internships in government and nonprofit organizations. They may have internships in for-profit organizations if the internship involves significant involvement with public issues. Examples include: town government offices; state or federal administrative offices such as environmental agencies or housing authorities; interest groups that lobby government such as the Chamber of Commerce or the ACLU; and nonprofit organizations such as think tanks or service providers. The instructor will work with each student to arrange an internship, and such arrangements must be made in advance of the Winter Term. Students are expected to spend the better part of the day, five days a week, with the organization. Each student's internship mentor shall send a confirmation letter to the instructor verifying the internship and describing the nature of the work to be performed by the intern. All students will read a few short articles and engage in online discussion with other students about the issues raised in these articles in relation to their internship. All students are expected to maintain

weekly contact with the instructor. A group meeting of all students will occur after winter study to discuss experiences. JOHNSON

**PSYC 012 Play** (field research)

The meaning of play in a young child's life will be considered both through readings and practical experience. Each student will work mornings or afternoons with children in natural play settings, eg., nursery school or daycare center. CRAMER

**PSYC 017 Teaching Practicum** (internship)

Students interested in teaching may submit applications for a Winter Study assignment as a teacher's aide at Mt. Greylock Regional High School or at the Williamstown Elementary School. Those accepted will work under the supervision of a regular member of the teaching staff and submit a report on their work at the end of the Winter Study Period. This project involves a four-week commitment to full-time affiliation with the school. Interested students should consult before winter study registration with Professor Zaki, Bronfman 326. She will assist in arranging placements and monitor students' progress during the four-week period.

Criteria for pass include full time affiliation with the school and a final 10-page report. The final report should summarize the student's experiences and reflections as drawn from a daily journal.

ZAKI

**PSYC 018 Institutional Placement** (internship)

Students interested in a full time January placement in a mental health, social service or applied psychology (e.g., advertising, law) setting may consult with members of the Psychology Department to make appropriate arrangements. Students should first make their own contacts with an institution or agency. They should also arrange to obtain a letter from a sponsor at the institution who will outline and supervise the student's duties during January. The student must agree to keep a journal and to submit a final paper summarizing and reflecting upon the experiences outlined in the journal. ZAKI

**RUSS 025 Williams in Georgia (Same as Special 025)** (internship)

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 sculptor, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. Visit the sacred eleventh-century Cathedral of Sveti-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. CASSIDAY

### **SOCIOLOGY 021 Williams in New York** (intensive internship)

The program will offer five internships in New York City in key institutional/occupational arenas. Opportunities include internships at a major newspaper, a policy institute, and a museum. Students will live at the Williams Club. There will be a weekly seminar where students will analyze their field experiences against the backdrop of key readings. There will also be some joint field trips. The Gaudino Fund will provide modest scholarships for the five students selected for the program on the basis of a competition. These scholarships will cover only part of the costs of the Winter Study and students are expected to cover the rest. Financial aid students may apply to the College for additional assistance.

JACKALL

### **SPEC 019 Medical Apprenticeship** (field observation, internship)

A student is assigned to a local physician, dentist, or veterinarian to observe closely his or her practice in the office and/or at the North Adams Regional Hospital, Berkshire Medical Center (Pittsfield, MA), or Southwestern Vermont Medical Center (Bennington, VT). It is expected that a student will spend the better part of the day, five days a week, with the physician or a period mutually agreed upon by the student and the physician as being educationally significant. The program has proven to be extremely successful in giving interested students a clear picture of the practice of medicine in a non-urban area. An effort is made to expose the student to a range of medical specialties. STEVENSON

### **SPEC 024 Eye Care and Culture in Caribbean Nicaragua** (field work)

Following up on the very successful Winter Study trip to the South Atlantic coast of Nicaragua in January 2003, where approximately 2000 people were fitted with distance and reading glasses, the trip this January will visit the North Atlantic coast to again deliver eye care to the indigenous population of the region.

The community of Puerto Cabezas is in the principal population area of the indigenous Misquito people. The communities around Puerto Cabezas have a population of over 50,000.

After a background study of health care policy and "hands-on" training in eye care by Dr. Bruce Moore, Professor of the New England College of Optometry (NECO), the group will travel to Puerto Cabezas and surrounding communities.

Students will assist in the conducting of eye care clinics under the guidance of NECO optometrists and the international organization Volunteer Optometric Services to Humanity (VOSH).

The schedule will include an introduction to health care policy by Dr. Melvin Krant. An introduction to the culture and realities of the Northern Caribbean Coast will be led by Dr. Robert Peck and Lynn Hood, co-leaders of the 2001 Spring Break construction brigade as well as the 2003 Winter Study eye care trip to the South Atlantic Coast.

After two weeks of study of the region, the group will travel to Puerto Cabezas. While being immersed in the culture of the area, we will assist in the dispensing of glasses using evaluation techniques learned in preparation for the trip.

Requirements: attendance at all class meetings prior to the trip, the keeping of a journal to be

submitted after our return, and an essay reflecting on the daily realities of life in a third world region. PECK, HOOD, & KRANT (Instrs) WSP COMMITTEE (Sponsor)

**SPEC 028 Teaching Practicum, the Bronx and Manhattan** (internship)

Participating sophomores, juniors and seniors will be expected to pursue a full day's program of observing, teaching, tutoring, and mentoring at Christopher Columbus HS in the Bronx or at A. Philip Randolph HS in Manhattan. Each of the schools will provide a resident supervisor for the Williams teaching interns who will meet regularly to assist with questions and to monitor individual schedules.

Evaluation will be based on full-time affiliation with the school for the entire winter study, keeping a daily journal, participating in the weekly after school seminars held for all of the NYC teaching practicums, and submitting a 5- to 10-page report at the end of Winter Study reflecting upon and summarizing the month's learning experience. Orientation meetings and a visit to the high school prior to the start of winter study will be arranged.

Cost to student: approximately \$400 for food and transportation. Housing in NYC will be arranged where necessary. P. SMITH

**SPECIAL 029 Jr High School Teaching Practicum, the Bronx and Manhattan** (internship)

Participating sophomores, juniors, and seniors will be expected to pursue a full day's program of observing, teaching, tutoring and mentoring at PS 45 in the Bronx (a feeder school to Roosevelt HS) or at Roberto Clemente Junior High School in Manhattan (a feeder school to A. Philip Randolph HS). Each of the schools will provide a resident supervisor for the Williams teaching interns who will meet regularly to assist with questions and to arrange individual schedules.

Evaluation will be based on full-time association with the school for winter study, keeping a daily journal, participating in the weekly meetings for all of the Williams Teaching Interns, and submitting a 5- to 10-page report at the end of Winter Study reflecting upon and summarizing the month's learning experience. An orientation program and a visit to the school will be arranged prior to January. SMITH

**SPEC 036 Teaching Practicum: St. Aloysius School, Harlem** (internship)

An opportunity for up to five sophomore, junior or senior students to observe, tutor, teach and mentor at St Aloysius School in Harlem under the direction of Principal Laurel Senger. An orientation session and a visit to the school in December will be arranged prior to Winter Study. Evaluation will be based on full-time participation at St Aloysius for the month, keeping a daily journal, participating in the weekly meetings of all NYC practicum students, and submitting a 5- to 10-page report at the end of WSP reflecting upon and summarizing the month's learning experience. SMITH)