2001 January Term Course Guide
HAMPshire COLLeGE
REGISTRATION INFORMATION

JANUARY TERM DATES
Wednesday, January 3—Thursday, January 25, 2001

REGISTRATION DATES: HAMPSHIRE COLLEGE STUDENTS
Monday, October 30—Friday, November 3. Open registration continues until Friday, December 8, for courses in which space is still available. Contact Emily Gallivan, January Term Office, B-3 Puseon House.

TIME
9 A.M.-12 P.M. and 1-4 P.M. Daily

PLACE
Register in person in the LOBBY of FRANKENHEIMER HALL

FIVE COLLEGE AND COMMUNITY REGISTRATION
Wednesday, November 1—Friday, November 3 (same time and place as above)

REGISTRATION INFORMATION
Hamptoon College students enrolling in courses at other campuses must take personal responsibility for securing the course and any resulting evaluation in their Hampshire College file. (Speak to the instructor about an evaluation at the beginning of the course.) Registration forms are included in the back of this catalog for Hampshire College courses. Additional forms are available from Emily Gallivan, January Term Office, B-3 Puseon House.

LOCAL RESIDENTS are invited to take January Term courses. Tuition is $50.00 per course (except intensive language courses). Tuition for the intensive language courses is $45.00. Fees are payable to the Trustees of Hampshire College at time of registration.

FIVE COLLEGE STUDENTS may take January Term courses at no cost other than any stated lab fees.

NOTE: Hampshire College does not use grades or credit hours. The College cannot provide an official transcript in any form to document a visiting student's performance. The note that can be made available is verification of the student's registration (not completion) in a January Term course. An instructor's personal evaluation can be sent if mutual agreement is reached between the student and the instructor.

For further information please call or write: Coordinator, January Term Program, Hampshire College, Amherst, MA 01002-3500. Telephone 413-549-5778.

Visit us at www.hampshire.edu/academic/jan_term

JANUARY TERM at Hampshire College and the Five Colleges offers a unique opportunity to pursue a variety of interests. Students may study a specific subject in depth, take practical courses or workshops, participate in seminars, or work independently on divisional examinations. January Term can also be a time to study something entirely new, explore a new subject matter, making their studies part of curriculum development. January Term faculty include regular and visiting professors. There are also offerings by alumni, staff, and students.

The college strongly encourages participation in January Terms, but it is not required. Students may also work, travel, or study elsewhere in January. Other members of the Five College consortium offer activities open to Hampshire students throughout the month.

JANUARY TERM AT THE FIVE COLLEGES
Hampton College students may participate in January Term activities at Five College institutions. Students taking courses at the University of Massachusetts should be aware that a tuition fee is charged. Students fully enrolled in one of the Five Colleges may take part in courses or attend events offered at the other colleges, with a few exceptions. For information on courses, fees, times, instructors, and locations, students should turn to the January Term catalogs published by the individual colleges. Five college students registering for credit courses must obtain permission of their home institution to earn credits during January.

Catalogs from the other colleges and the Five College consortiim will be available in the office of January Term Coordinator Emily Gallivan, January Term Office, B-3 Puseon House. Further information may be obtained at the following locations.

AMHERST COLLEGE
College Center (545-3773)

MOUNT HOLYOKE
Office of January Program Coordinator, 117 Blanchard Campus Center (538-2803) (non-credit course information only and the Registrar's Office, Mary Lynn Hall (credit course information)

SMITH COLLEGE
Janterm Office, College Hall, Room 31, (585-4903)

UNIVERSITY OF MASSACHUSETTS
Continuing Education Bldg, Rooms 107, 108 North Pleasant St, Amherst, (545-3593 or 800-722-8211 within Mass.)

HAMPSHIRE COLLEGE ROOM SCHEDULING

MH
Main Lecture Hall

MEH
Musich/Dance Center

MH
Mall House

DHN
Dine Science Center

IEL
East Lecture Hall

PTP
Photography/Film Building

WLC
West Lecture Hall

MDH
Music/Dance Center

RCC
Robert Crown Center

AR
Arts Building

AS
Adolesence and Society

SPP
Peron House

MH
Merrill House

MS
MultiSports Center

ALPHABETICAL LISTING

Art & Science

Basic Finess and Training

Basic of Screenwriting

Before We Can Be One Love, A Drama Workshop on Speaking Truth and Confronting Race

Bordertlands

Color Printing Workshop

Community Partnership for Social Change Workshops

Module 1: Building Community Through Art & Technology

Module 2: Agro-Ant-Race Workshop

Module 3: Active Art in Community Settings

Designing and Building Furniture

Doing Community Research

Finding Forms: Off the Bead, Painting and the Manipulated Canvas

Fears Egg: Synapses: Introductions to the Development of the Brain

Four: From Gerald to Mel Gibson: The Stature of the Middle Ages

Gene Cloning

High Noise Immersion

 Immigration: Latinos: the New Immigrants

Immersion Spanish

Intermediate Spanish

Intro to Digital Imagery and Manipulation

Intro to 3D Computer Modeling and Animation

The Irreneralistic of Everyday Life and Eronomic Decisions

Life Beyond Sight

Lumbar Center for Design—Art Welding and Gas Welding Bicycle Frame Building Clinic

Linguistics After Dark

Making Digital Negatives and Non-Silver Prints

Middle Eastern Dance

Modern Nature: Environmentalism and Postcolonialism

Multiples Fiction

New Dimensions in Drawing

Participatory Biological Governance, Making Collaborations

World and Environmental Leadership

Philosophy of Bodies

Pre-primary for Elementary, Middle or High School Teaching

The Quiet Bardic Medicinalization of Women's Bodies

Sea Kayaking in Tropical Paradise

The Story in Images: A Course in Documentary Photography

Sound Poetry

Southwestern Rock Climbing Extravaganzas

Surveillance Poetic Forms: The Prose-Form and the Anti-Poem

Theater Lab: (improvisation/writing/acting)

TOAST & JAMS: Vocal Improv Workshop(s)

When Good Deeds Are Not Enough

Yatra: An Indian Journey

NOTE: None of the courses may be considered for use in a two-course option. Students may consider taking their elective credits in languages other than Spanish and Portuguese and Al Otro Lado — To the Other Side. These courses count for one-half of the two-course option for Division I in Language Study.

In observance of Martin Luther King Day, no classes will be held on Monday, January 15, 2001.
JTCS 101

A fairly and sentence-building). Within languages); (b) Morphology (word-

JTCS 102

In linguistics, the scientific study of

JTCS 103

These courses count for one-half of

JTCS 104

Learn more about Spanish in three

JTCS 105

in three years of part-time classes. This

JTCS 106

Enrollment Limit: 10 per class

JTCS 107

This is an intensive immersion course that will

JTCS 108

to develop the individual needs of

JTCS 109

you have from many of your future projects.

JTCS 110

ing of color and specific colors in

JTCS 111

We will discuss the many aspects of color and

JTCS 112

to reading, and writing) but will focus on

JTCS 113

and an understanding the spoken language.

JTCS 114

The course includes class time, videos, parties, after-

JTCS 115

and cur loose.

JTCS 116

This course is designed as an

JTCS 117

We will discuss the many aspects of color and

JTCS 118

on your experiences, giving you new

JTCS 119

In this course, you will be taught the

JTCS 120

started building your own digital masterpieces. From

JTCS 121

or large group improvisations, multi-part chants, spontaneous songs, improvised

JTCS 122

improvisations, multi-part chants, spontaneous songs, improvised soundscapes,

JTCS 123

to the drumstick-gnawing, to playing, to the

JTCS 124

and to the drumstick-gnawing, to playing, to the

JTCS 125

Within each module, we will first familiarize

JTCS 126

In this course, you will be taught the

JTCS 127

You will be able to carry a tune and keep

JTCS 128

You must

JTCS 129

which is regarded as the

JTCS 130

and cur loose.

JTCS 131

Students will be expected to

JTCS 132

students alternative photo

JTCS 133

These courses count for one-half of the

JTCS 134

you have from many of your future projects.

JTCS 135

in linguistics, the scientific study of

JTCS 136

We will discuss the many aspects of color and

JTCS 137

You will be able to carry a tune and keep

JTCS 138

improvisations, multi-part chants, spontaneous

JTCS 139

and cur loose.

JTCS 140

in linguistics, the scientific study of

JTCS 141

We will discuss the many aspects of color and specific colors in

JTCS 142

to reading, and writing) but will focus on

JTCS 143

and an understanding the spoken language.

JTCS 144

The course includes class time, videos, parties, after-

JTCS 145

This course is designed as an

JTCS 146

We will discuss the many aspects of color and

JTCS 147

In this course, you will be taught the

JTCS 148

started building your own digital masterpieces. From

JTCS 149

or large group improvisations, multi-part chants, spontaneous

JTCS 150

You will be able to carry a tune and keep

JTCS 151

improvisations, multi-part chants, spontaneous songs, improvised

JTCS 152

improvisations, multi-part chants, spontaneous songs, improvised soundscapes,

JTCS 153

to the drumstick-gnawing, to playing, to the

JTCS 154

and to the drumstick-gnawing, to playing, to the

JTCS 155

Within each module, we will first familiarize

JTCS 156

In this course, you will be taught the

JTCS 157

We will discuss the many aspects of color and specific colors in

JTCS 158

You will be able to carry a tune and keep

JTCS 159

improvisations, multi-part chants, spontaneous

JTCS 160

and cur loose.

JTCS 161

in linguistics, the scientific study of

JTCS 162

We will discuss the many aspects of color and specific colors in

JTCS 163

You will be able to carry a tune and keep

JTCS 164

improvisations, multi-part chants, spontaneous songs, improvised

JTCS 165

improvisations, multi-part chants, spontaneous songs, improvised soundscapes,

JTCS 166

to the drumstick-gnawing, to playing, to the

JTCS 167

and to the drumstick-gnawing, to playing, to the

JTCS 168

Within each module, we will first familiarize

JTCS 169

In this course, you will be taught the

JTCS 170

We will discuss the many aspects of color and specific colors in

JTCS 171

You will be able to carry a tune and keep

JTCS 172

improvisations, multi-part chants, spontaneous songs, improvised

JTCS 173

improvisations, multi-part chants, spontaneous songs, improvised soundscapes,
This course is designed for experienced student writers with remarkable skills. Those interested should present basic: An instructor must have a course of well-exposed personal obligations. The course will have one semester of Photo II in 2020. Photoshop, although there will be a great deal of technical applications separated in 2021. In particular, the objective is to learn processes that will add creative options to the research and further to developing their personal vision.

A $30 lab fee provides access to digital recording of the laboratory supplies and chemicals, and special equipment and materials. Students must purchase some additional supplies as needed.

MTW 1-5 P.M.  
Lab Fee: $30

JTIA 103  
Enrollment Limit: 12  
Lab Fee: $30

Painting and the  
Anti-Poem  
[[Image 0x0 to 790x1224]]

This course will be focused on how forms of art, which diverge the traditional ways in which we think about the same common expectations of poetry. We will divide our time equally each week between the examinations of student writing, along with our own. Students should expect to spend some time reading, writing and research.

We will begin by building a basic definition of prose-poetry and anti-poetry, and discussing the reasoning why a poet might choose to write in these categories. Included will be an overview of the different subgenres of anti-poetry, including The Letter, The Play, and Anti-Poem. We will also focus on determining how the works of various poets interrelate in order to establish the boundaries for this course.

MTWF 1-4 P.M.  
January 16-January 19  
JCSS/3AR  
Lab Fee: $40

Intensive Creative Writing  
Adam Krader

This course is designed for students interested in developing their own creative writing skills and exploring the various forms, genres, and traditions of creative writing.

MTWF 9-12 A.M.  
PFFH 106  
Enrollment Limit: 12

Screenwriting  
Nancy D. Kato

This course is designed for students interested in developing their screenwriting skills.

MTWF 9-12 A.M.  
Lab Fee: $15

Theatre Lab  
Whitney M. S. Miler, et al.

This course is designed for students interested in developing their theatre skills.

MTWF 9-12 A.M.  
CSC 126  
Enrollment Limit: 15

General  
 custc  
MTWF 9-12 A.M.  
Lab Fee: $30

Classes will be in the laboratory and studio in the building. A brief description of the class will be sent to the students on the first day of class. Students will be selected by the instructor and will be required to attend all classes and discussions.

JTIA 104  
New Dimensions in Drawing  
Katrina Reaves

This course is designed for students interested in developing their drawing skills.

MTWF 9-12 A.M.  
PFFH 106  
Enrollment Limit: 12

Theatre Lab  
Whitney M. S. Miler, et al.

This course is designed for students interested in developing their theatre skills.

MTWF 9-12 A.M.  
CSC 126  
Enrollment Limit: 15

General  
 custc  
MTWF 9-12 A.M.  
Lab Fee: $30

Classes will be in the laboratory and studio in the building. A brief description of the class will be sent to the students on the first day of class. Students will be selected by the instructor and will be required to attend all classes and discussions.

JTIA 102  
Designing and Building Floor  
Chris DeRose

This course is designed for students interested in developing their floor skills.

MTWF 9-12 A.M.  
PFFH 106  
Enrollment Limit: 12

Theatre Lab  
Whitney M. S. Miler, et al.

This course is designed for students interested in developing their theatre skills.

MTWF 9-12 A.M.  
CSC 126  
Enrollment Limit: 15

General  
 custc  
MTWF 9-12 A.M.  
Lab Fee: $30

Classes will be in the laboratory and studio in the building. A brief description of the class will be sent to the students on the first day of class. Students will be selected by the instructor and will be required to attend all classes and discussions.

JTIA 101  
Subversive Poetic Forms: The Prose  
JBlakey and  
Anti-Poem  
[[Image 0x0 to 790x1224]]

This course is designed for students interested in developing their poetic forms.

MTWF 9-12 A.M.  
PFFH 106  
Enrollment Limit: 12

Theatre Lab  
Whitney M. S. Miler, et al.

This course is designed for students interested in developing their theatre skills.

MTWF 9-12 A.M.  
CSC 126  
Enrollment Limit: 15

General  
 custc  
MTWF 9-12 A.M.  
Lab Fee: $30

Classes will be in the laboratory and studio in the building. A brief description of the class will be sent to the students on the first day of class. Students will be selected by the instructor and will be required to attend all classes and discussions.

JTIA 103  
Life Beyond Sight  
Jasmin A. Sabin, Megan Davis

This course is designed for students interested in developing their life beyond sight skills.

MTWF 9-12 A.M.  
PFFH 106  
Enrollment Limit: 12

Theatre Lab  
Whitney M. S. Miler, et al.

This course is designed for students interested in developing their theatre skills.

MTWF 9-12 A.M.  
CSC 126  
Enrollment Limit: 15

General  
 custc  
MTWF 9-12 A.M.  
Lab Fee: $30

Classes will be in the laboratory and studio in the building. A brief description of the class will be sent to the students on the first day of class. Students will be selected by the instructor and will be required to attend all classes and discussions.
JTT 103 The Story in Images: A Course in Documentary Photography
Adam Stampler
Working as photojournalists, students will choose a single subject matter to photograph for the term. They will be encouraged to venture out into their communities with their cameras, acquire themselves with unfamiliar places and scavengers. Our time in the classroom will be spent mostly critiquing student work. We will also discuss and review briefly the history of documentary photography. Outside of class students will be expected to spend time in the darkroom developing their story. The reading for the class will be Robert Coles' Doing Documentary Work. Ultimately, the goal for the course is to produce a small, but complete body of work, a series of photographs that tells a story about a certain people and/or place. Prerequisite: Photography I, or a working knowledge of basic black and white photography.
MTWThF 11 a.m.-1 p.m.
AHS 222
Enrollment Limit: 15, Lab Fee: $25

JTT 104 Borderlands
Greg Scoe
This workshop will introduce students to the workings of contemporary tribal governments and their relationship with U.S. and Mexican governments. We will focus on legal and cultural issues affecting immigration and indigenous peoples. The course will also draw attention to differing concepts of land management and the role of governments in the lives of Anglo, Hispanic, and indigenous peoples.
Using the Mexico/U.S./Tohono O'Odham Nation borderlands as an example we will explore professional and research techniques in geography, landscape, environmental science, Geographic Information Systems, and politics. Preparation materials will include GIS demonstrations, slide shows, videos, and maps. Hopefully we will excite participants about career opportunities within Land Use Planning, Environmental Science and in Indian Country.
MTWThF 10 a.m.-12 p.m. and 1-3 p.m.
January 8-January 12
ASH A88, Enrollment Limit: 20

JTT 105 Pre-Practicum for Elementary, Middle or High School Teaching Multidisciplinary
This pre- practicum is designed for students who are exploring K-12 teaching in formal or informal classrooms. Over the January term participants will join a classroom as a participant-observer, paying careful attention to the teaching-learning process, assisting with small groups, and work with the approval of the teacher, preparing an analysis of the experience. This intensive experience requires that students reflect on their experience, using a set of questions developed by participants and outlined by their experience. Students will meet as a group Wednesday, 2:30-4 p.m. in Prescott House B-1. Interested students should contact Michelle Mumper at 559-5301 by November 15. January 3-January 25
On site, Enrollment Limit: 10

JTT 101 How to We Can Be One Love: A Grassroots Workshop on Speaking Truth and Confronting Race
Richard W. Wright, Naadine Wolf Shallal
After laying down basic race and identity development theory as well as a systematic power analysis, this course will work to expose the personal, political, psychological, and spiritual devastation we have all endured, as individuals and as communities, because of racism. Through the medium of creative written text, i.e. poetry, prose, scenario, etc. each student will work to develop a piece(s) of work that explore and speak to his/her personal journey through racial identity politics. Through this process we will move to offer concrete models for activism as we move along the continuum of self-empowerment and the dismantling of racism within both our culture and ourselves. This course will not be confined to a black-white dichotomy of race and is open to all. Conceived and taught by a black man and white woman.
MTWThF 10 a.m.-4 p.m.
January 8-January 12
CSC 126, Enrollment Limit: 15

JTT 102 Participatory Ecological Governance, Making Collaborations Work, and Environmental Leadership
Robert Montgomery
We will explore the challenges and complexities of democratic environmental governance and living within racially-corroborated inequality in peoples landscapes. We will encounter new styles of environmental problem-solving necessary for an ecological ethic of sustainability and participatory democracy. The course has three principal objectives. The first is to increase understandings of today's dynamic world through concrete, based adaptive management and environmental policy. The second is an exploration into the working of democratic, collective and participatory forms of governmental systems that promote sustainability and diversity. The third objective is to explore the nature and characteristics of environmental leadership, to help students identify and then become highly effective environmental leaders. Students will become proficient at linking theoretical to the practice of participatory ecological governance by reading literature that enhance these three ideas: Making Collaborations Work and Ecology of Hope, and by journeying out into existing and new environmental leadership. Thursday voyages to community-based collaborative communities will feature the Connecticut River valley and the Boston Harbor estuary. Along the way, students will practice the qualitative research methodology of narrative inquiry, interview environmental leaders, and write case reports on environmental leadership.
TW 12:30-3 p.m.
Th 8:30-10:30 (approximate)
EDM 2, Enrollment Limit: 15

Lemelson Center for Design
The Dorothy and Jerome Lemelson Center for Design (JLCD) is a design and fabrication resource open to the entire campus community. Located at the north end of the Arts Village, the Center houses a fabrication shop equipped for work with non-wood materials, chiefly metals and plastics, and a design lab housing manual drafting equipment and computer workstations running a number of design, drafting and modeling programs. The facility staff is available to provide one-on-one design and fabrication instruction, as well as conducting group workshops and trainings. No prior experience is necessary and all skill levels are welcome.
Arc Welding, 3 hr Sessions
Gas Welding, 3 hr Sessions
For schedule and sign-up information on welding trainings and other possible workshops, come to the Center for Design at the start of January Term.
Bicycle Frame Building Clinic
Gitan Armitage, Jack Keran
Interested in learning how to design and build a bicycle frame? Maybe use for yourself? This eight part seminar will allow you to design a custom frame and learn the cutting, fitting and welding techniques used to build one. You can work on a group frame or build your own. Additional shop time will be required in order to complete the fabrication. Space is limited.
There is a $40 material fee for if you want to build your own (loots not included).
In addition to these offerings, the LCD is open all Jan Terms for individual project work. If you have thought about doing a project here, feel free to contact us or stop by to discuss it. For more information on the Lemelson Center for Design check the 2000/2001 Catalog and Course Guide or call 559-0869.

MTWThF 9:30 a.m.-12:30 p.m., Lemelson Center for Design

Trips
JTT 201 Al Otro Lado—To the Other Side: Cuernavaca, Mexico
Margaret Erb, Vivek Shemper
This January term program is a three-week intensive course in Cuernavaca, Mexico designed to study Spanish along with an analytical and activist introduction to current Mexican politics and social struggles. The program is dedicated to the foreign small group Spanish language instruction every morning, followed by talks, videos and visits to different grassroots projects in the afternoon.
A number of issues will be addressed in this course including the effects of NAFTA, globalization and "neo-liberalism" in Mexico; Zapotecos; the student strike at UAMM (the National Autonomous University of Mexico); the independent labor movement; feminism, women's health, sexual and reproductive rights, globalization and the environment. These themes will be approached "from below," by spending time with activist groups involved in projects that address these issues critically and with an orientation to social change.
Academic credit: Spanish will count for one half of a Division I language study and the possibility exists to develop a Division I project in SS or NS out of this experience. Also could be used as the basis of a Division III project.
Dates of Trip: January 5-29, Approximate Cost: $1,500 (not including airfare to/from Mexico)
Enrollment Limit: 15 students

JTT 201 Yatra: An Indian Journey
Vivek Shemper
The program will consist of visits to three different locations in India—New Delhi, Jaipur, and Udaipur—where students will engage in a series of workshops with scholars, artists, and activists. In addition to studying how various scholars have treated the region's history, students will be encouraged to experiment with primary sources; most artific and architectural forms, and to bring some of the most compelling problems of the region's complexity into sharper focus. Based on interactions within the workshops, students will be encouraged to develop specific projects that address these issues critically and with an orientation to social change.
Academic credit: Spanish will count for one half of a Division I language study and the possibility exists to develop a Division I project in SS or NS out of this experience. Also could be used as the basis of a Division III project.
Dates of Trip: January 3-26, Approximate Cost: $1,800, Enrollment Limit: 8-10
**Workshops**

**JTW 101 What Good Deeds Are Not Enough**

Richard Adair

- You are the executive director of a shelter for battered women. A funding cut can leave your organization unable to shelter clients. What do you do?
- A developer plans to build luxury housing at the base of the Holyoke Range. Your neighbors still rely on the area for their week-to-week expenses in their effort to stop the project. What can you do?

**JTW 104 Sound Poetry**

Jetha Bednar

- A recent academic survey spoke of Hampshire’s ability to produce “radical, deeply caring, socially focused, as well as the many lives who have told that story.” How do we define the role of the writer, and what can be done with it?

**JTW 105 Doing Community**

Susan J. Shkolnik

- Anthropologists, sociologists, political scientists and researchers from various fields are invited to participate in this workshop to address issues in the community.
- This will be an open forum to discuss community issues and to develop the skills necessary to address them.

**JTW 106 Modern Environment: Postcolonialism and Postmodernism**

Emily K. Jones

- The impact of modern technology on the environment and the role of postmodernism and postcolonialism in addressing these issues.
- How do the two perspectives complement each other in analyzing environmental problems?

**JTW 109 History and Memory: Postmodern Composition and the Four-Track Experience**

Edward Abbey, Rebecca Druke

- This course will explore the concept of the self as a product of memory, and how memory influences our understanding of history.
- The students will be encouraged to write about their own experiences and to reflect on how memory shapes our view of the past.

**JTW 110 Women’s Bodies, Men’s Medicine**

Karen B. Davis

- The relationship between women and medicine, and how this has been reflected in the development of medical practices.
- How can we address the needs of women in medical education and research?

**JTW 112 Activist Art**

Phyllis Lehrman, Elizabeth Nathan

- This course will focus on the role of art in activism, and how activists can use art to raise awareness and promote social change.
- The students will be encouraged to create their own art pieces that address social issues.

**JTW 113 Community Partnership for Social Change Workshops**

**Module 1: Building Community Through Art and Technology**

- This workshop will focus on the development of community partnerships through the use of art and technology.
- The students will learn about the importance of community building and how to use art as a tool for social change.

**Module 2: Active Anti-Racism**

- This course will focus on the development of strategies to combat racism and promote anti-racist practices in the community.
- The students will learn about the history of racism and how to develop effective anti-racist strategies.

**Module 3: Activist Art in Community Settings**

Beverly Nadus

- This course will explore the theory, history and practice of activist art and cultural work done in specific community settings.
- The students will learn about the role of art in social change and how to use art as a tool for community building.

**OPRA**

**JTP 106 Basic Fitness and Training**

Tony Ilg

- This course will cover the basics of fitness and training, including cardiovascular and strength training exercises.
- The students will learn how to design effective fitness programs and how to assess and improve fitness levels.

**JTP 107 Southwestern Rock Climbing Extravaganza**

Keith Snell

- This course will cover the basics of rock climbing, including climbing techniques, safety considerations and equipment.
- The students will have the opportunity to practice climbing in the local area.

**JTP 108 Kayaking in Tropical Paradise**

Karen Warren, Cheryl Alderman

- This course will cover the basics of kayaking in tropical waters, including water safety, navigation and techniques.
- The students will have the opportunity to practice kayaking in the local area.

**JTP 109 Sea Kayaking in the Caribbean**

Karine B. Stills

- This course will cover the basics of sea kayaking in the Caribbean, including navigation, water safety and techniques.
- The students will have the opportunity to practice sea kayaking in the local area.
Instructors

EARL ALDRICK has taught music at Hampshire for several years and is a long-time member of the community. He holds a Ph.D. in musicology from the University of Pennsylvania and has served as a visiting professor at several universities. His research interests include the history of music in the United States and the development of music education in the 20th century. His recent publications have focused on the role of music education in American schools.

GLENN ALCOLL is a professor of African American Studies at Hampshire. He has published extensively on the literary works of African American authors and has served as a consultant to several educational institutions. His current research is focused on the intersection of African American literature and cultural production.

EUGENE ALTMAN is an associate professor of Economics at Hampshire. He has published several articles on the economics of technology and innovation. His recent research focuses on the role of technology in shaping economic development and policy.

ELAINE ANDERSON is a professor of Chemistry at Hampshire. She has received several awards for her research on the development of new materials for energy applications. Her current research is focused on the development of materials for solar energy conversion.

BELLE ANDERSON is a professor of History at Hampshire. She has published several books on the history of the United States and has served as a consultant to several historical institutions. Her current research is focused on the history of American popular culture.

PATRICK ANDERSON is a professor of Political Science at Hampshire. He has published several articles on the political economy of globalization. His current research is focused on the role of multinational corporations in shaping global economic policies.

JAMES ANDERSON is a professor of Economics at Hampshire. He has published several articles on the economics of international trade. His current research is focused on the impact of global trade on economic development.

JENNIFER ANDERSON is a professor of Biology at Hampshire. She has received several awards for her research on the development of new drugs for the treatment of obesity. Her current research is focused on the development of new therapies for obesity.

TROY HILL is an instructor of Computer Science at Hampshire. He has published several articles on the development of new software technologies. His current research is focused on the development of new software for the Internet of Things.

JAMES M. HODGET (80F) is a media art critic, focusing on issues of social media and political economy. His recent publications have focused on the role of social media in shaping political discourse.

COURTNEY LEWIS (88F) is a professor of History at Hampshire. She has received several awards for her research on the history of the United States. Her recent publications have focused on the history of American popular culture.

BENJAMIN PIERCE (93F) is a professor and department chair of Computer Science at Hampshire. He has received several awards for his research on the development of new software technologies. His current research is focused on the development of new software for the Internet of Things.
Registration Form

JANUARY TERM 2001

All students taking a Hampshire College January Term course, or in residence at the college during January, should complete this form and return it in person to the January Term registration desk, Lobby of Franklin Patterson Hall, during the week of registration (October 30-November 3, 2000). Students may register for as many courses as they can handle, however—

Instructors expect students who sign up for their courses to attend all sessions since class time is so short and often others have been turned away because of lack of space.

NAME ____________________________
CAMPUS BOX #____________ PHONE # ____________________________
EMAIL ____________________________

Mailing Address for registrants who are not currently enrolled Hampshire students.

CHECK ONE: □ HAMPSHIRE STUDENT □ 5-COLLEGE STUDENT
□ FACULTY/STAFF □ COMMUNITY PERSON
□ VISITING STUDENT

COURSE TITLE ____________________ COURSE ____________________
COURSE TITLE ____________________ COURSE ____________________
COURSE TITLE ____________________ COURSE ____________________

FOR INDEPENDENT STUDY PROJECTS:
Description of January Term activity and faculty member with whom you will be working:

THIS FORM SHOULD BE RETURNED IN PERSON TO THE REGISTRATION DESK IN THE LOBBY OF FRANKLIN PATTERSON HALL BETWEEN OCTOBER 30 AND NOVEMBER 3, 2000. After November 3 you can register online:
www.hampshire.edu/academics/jan_term.

NOTE: Any course with low enrollment may be canceled at the discretion of the instructor(s) or the January Term Program.
JTS 101
Writing About Music
Rachel Sakry

This course will be a writing and reading workshop on the topic of music and its cultural surroundings. Possible writing assignments will include record reviews, music-based memoir, and theoretical, historical, or cultural analysis. Readings will be assigned from fanzines, magazines, books, and academic journals. Featured writers may include Gina Arnold, Lester Bangs, Simon Frith, Marcus Gray, Dick Hebdige, Greil Marcus, Jack Rabid, Simon Reynolds, and Phillip Tagg.

MWF 2 - 4 P.M.
PH A-I
Enrollment Limit: 14

JTS 102
Intro to Sacred Geometry
Ernest Chapman

This class is an introduction to an interesting, refreshing and meaningful way of approaching geometry. For the majority of educated people in the ancient world, studying numbers and geometry was considered a sacred and empowering undertaking. Beyond the mere calculation of human affairs, geometry was used by the ancients as a language to describe the natural world and as a tool "applied functionally...to facilitate the growth and transformation of consciousness," in the words of Michael S. Schneider.

Using Schneider’s book, we’ll study the numbers one through ten as cross-cultural archetypes, each with their own powers and attributes. Using the geometer’s tools -- the compass and ruler -- these numbers can be represented on paper through the intersection of circles, without calculation (except for seven, and I’ll tell you why). We’ll look at how numbers are revealed in the natural world and how their forms are reflected in the architecture, philosophy, religion and culture of many different people throughout history. The simple shapes of sacred geometry contain within them a great amount of meaning and symbolism -- it becomes evident as they are drawn out on paper that the artist is not simply playing with lines and circles but creating, from nothing at all, a window into the very fabric of reality. Classes start Tuesday, January 9.


TTh 3:30 - 5 P.M.
ASH 111
Enrollment Limit: 20
JTWA 110
Playing God, or Making Deals with the Devil? Ethical Issues in Human Cloning and Biotechnology
Ernest Alleva

Many people are horrified at the thought of cloning humans. But what, if anything, is wrong with it? Why would anyone want to clone humans (or sheep or other non-humans)? Is it scientific curiosity or hubris? What might be likely benefits or harms? Might it bring on a future like one of those pictured in Brave New World, Blade Runner, or Gattaca? Should public policies permit, encourage, discourage, or outlaw human cloning? What might the pursuit of, or the revulsion toward, cloning and other biotechnologies tell us about ourselves, our hopes and fears, and our beliefs and attitudes about science and technology? We will explore these and related issues by examining recent work by bioethicists, scientists, philosophers, theologians, and policy analysts.

MTWTh 3 - 4:30 P.M.
Classroom to be announced
Enrollment Limit: 15

JTWA 111
Peace Building and Conflict Transformation
Dr. Paula Green

As practiced in the international arena, the intention of building peace and transforming conflict is to reconstruct and reconcile broken group relations, with an emphasis on dialogue, understanding, movement and mutuality. This course will use a participatory approach to learning that includes case studies, simulations, role plays, and other innovative educational methods to analyze conflict and to develop appropriate interventions for situations of discord and hostility. This course is sponsored by the Five College Program in Peace and World Security Studies (PAWSS). For more information, contact Kurt Mills at 559-5367 or kmills@hampshire.edu.

TWHF 9 - 4 P.M.
January 16 - January 19
Classroom to be announced
Enrollment Limit: 25
ERNIE ALLEVA is teaching courses in the School of Cognitive Science this year on topics in moral and political philosophy, the philosophy of education, and the philosophy of the mind.

ERNEST CHAPMAN is a second year Hampshire student currently studying social movements. His interests include finding the meaning of life, skateboarding, sacred geometry, writing and playing musick, and transmogrification.

PAULA GREEN is the director of Karuna Center and an adjunct faculty member of the School for International Training (SIT), where she teaches Conflict Transformation and Peacebuilding. She coordinates and co-facilitates the intensive summer program on Intercultural Conflict Transformation and Peacebuilding at SIT. Dr. Green co-chairs the development of a conflict transformation certificate program beginning June 1999. Dr. Green has extensive international experience in peacebuilding and conflict transformation, and works as an international consultant, facilitator and lecturer. In addition to authoring numerous articles published internationally, she co-edited the textbook *Psychology and Social Responsibility: Facing Global Challenges*. As a psychologist, educator, and consultant, Dr. Green brings to her work a synthesis of personal change, social responsibility and spiritual awareness. Dr. Green has been an active board member of several international peace organizations, including the International Fellowship of Reconciliation.

RACHEL SAKRY is a current Hampshire student writing a Division III on the pop underground of Newcastle, England.