JANUARY TERM DATES
Wednesday, Jan. 3.
Thursday, Jan. 26, 2002
REGISTRATION DATES:
HAMPSTEAD COLLEGE
Department of Students Services
November 7 and 8 for registration on-line at www.hampshire.edu/academic terms.

Registration continues until Friday, December 7, for courses in which space is still available.
Contact Emily Gillam, January Term Office, 83 Priccot House.

TIME
10-12 P.M. and 1-4 P.M.

PLACE
Register in person in the LOBBY of FRANKLIN PATRICK HALL, or register on-line at www.hampshire.edu/demanden/ jan_term/

FIVE COLLEGE AND COMMUNITY REGISTRATION
Thursday, November 8 (same time and place as above), or register on-line at the above e-mail address until Friday, December 7.

REGISTRATION INFORMATION
Hampshire College students enrolling in courses on other campuses must take personal responsibility for recording the courses and any resulting evaluation in their Hampshire College files.

Speaks 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 Gillam, January Term Office, B-3 Pickett House.

LOCAL RESIDENTS are invited to take January Term courses. Tuition is $75. per course (except intensive language courses). Tuition for the intensive language courses is $500. Fees are payable to the Trustees of Hampshire College at time of registration.

NOT: Hampshire College does not send grades or credit hours. The college cannot provide an official transcript in any form to document a student's performance.

The most that can be made available is verification of the student's registration (not available is verification of transcript in any form to document a student's performance)

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In observance of Martin Luther King Day, no classes will be held on Monday, Jan. 21, 2002.
Courses

**JTS 101 Immersion Spanish—First Semester**

Large-scale contact Spanish in three weeks that you will learn in three years of part-time study. This intensive immersion course that you will have eating, sleeping and dreaming Spanish. This course will include the four skill areas Speaking, listening, reading and writing that will help you learn the language more and understanding. Classes are small and are designed to meet the individual needs of each student. The course includes class time, video, practice, and designed to develop the listening and writing skills. 3 credits

**JTS 102 Immersion Spanish—Second Semester**

Largescale Spanish in three weeks that you will learn in three years of part-time study. This intensive immersion course that you will have eating, sleeping and dreaming Spanish. This course will include the four skill areas Speaking, listening, reading and writing that will help you learn the language more and understanding. Classes are small and are designed to meet the individual needs of each student. The course includes class time, video, practice, and designed to develop the listening and writing skills. 3 credits

**JTS 201 Immersion Spanish—Third Semester**

Large-scale Spanish in three weeks that you will learn in three years of part-time study. This intensive immersion course that you will have eating, sleeping and dreaming Spanish. This course will include the four skill areas Speaking, listening, reading and writing that will help you learn the language more and understanding. Classes are small and are designed to meet the individual needs of each student. The course includes class time, video, practice, and designed to develop the listening and writing skills. 3 credits

**JTS 103 Introduction to the Digital Figure**

Dana "Gwen" Combs

In this course you will explore how to manipulate different 3D computer generated figures within digital space. From the creation of the figure, to placing it into a believable environment, the possibilities are endless. More advanced students might even dive into animating their created figure. After this course you will have a solid understanding of how to make your figures and images move. Line work of Students are required to complete several projects during the course. 3 credits

**JTH 102 TOAST & JAM: A Vocal Improv Workshop**

Speaking, listening, reading and writing that will help you learn the language more and understanding. Classes are small and are designed to meet the individual needs of each student. The course includes class time, video, practice, and designed to develop the listening and writing skills. 3 credits

**JTH 103 TOAST & JAM: A Vocal Improv Workshop**

Speaking, listening, reading and writing that will help you learn the language more and understanding. Classes are small and are designed to meet the individual needs of each student. The course includes class time, video, practice, and designed to develop the listening and writing skills. 3 credits

**JTH 104 TOAST & JAM: A Vocal Improv Workshop**

Speaking, listening, reading and writing that will help you learn the language more and understanding. Classes are small and are designed to meet the individual needs of each student. The course includes class time, video, practice, and designed to develop the listening and writing skills. 3 credits

**JTH 105 Victorian Obsessions**

Jen Hodge

After a long history of abuse, the "dubious" theory emerged in 1824 to English dictionaries, which defined it primarily as a "crenal fixation" (though lacking any of the clinical characteristics that it now has). Today it is also documenting its own course and appearance, it is a "a mental fixation that old someone who would recognize today as a "bizarre" thought. It is that the main idea is that the process is transformation for Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term. The example, how the process is at times seen as a transformation from Josephine's accounts and Freud's obsessional anxiety. The term is considered to be related to the model in the term.
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We'll talk public performance, and social struggles. The program aims to present small groups with language instruction, followed by talks, videos and visits to different grassroots projects in the afternoons. We will spend the first two weeks in Guanajuato, and the third week in the Autonomous Community of Chiapas for the final weeks. Language research will be continuous throughout.

A number of issues will be addressed in this course including: seasonal patterns of NIXTFA; globalization and "neo-liberalism" in Mexico. Treatment of the summer break.

This intensive experience will consist of visits to the Zapatista Army of National Liberation, the Zapatista stronghold, the Chiapas Revolutionary Army, the Zapatista Autonomous National Revolution, and the Zapatista Army of National Liberation. The course will not be accessible to all participants.

The program aims to visit some of the main sites of the Western Hemisphere, and to provide an introduction to the sources recently collected by researchers in the area. We will also be able to see the beauty of the sea and the mountains. We will return to the Zapatista Army of National Liberation for the third week. The course will not be accessible to all participants.

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THE COMFORT ZONE: Introducing the Capital Flow
Molly Healy
Because Bush’s tax cuts for the rich, Clinton’s welfare reform, the internet boom, globalization and the rise of sweatshops have dramatically reduced income for many middle class families, we will look at practical steps and policies to help ourselves and our communities resist the pressure of globalization and change.

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JTFW 108
The Eldertalken
Method: Feel Better in Your Body
Lila Harway
Gain immediate improvement in posture, breathing, chronic pain and flexibility; increase your confidence as you more than match the power of your mind and body. The Eldertalken Method is a subtle and powerful system of learning through movement that creates changes in musculo-tension, range of motion, coordination, and the coordination and efficiency of movement.

JTFW 109
Considering Very Young Children: A Classroom Perspective
Theresa Gold / Kim Lee facelists
A great teacher must believe in the potential of the children. This course will introduce students to high quality early childhood care and will explore the implications of research and practical experience. It will also reflect on the relationship between ethical considerations and the children’s learning experiences.

JTFW 110
How To Be Less Awkward and More Believably
Mary Jones / Eugene Minor
This course will challenge the student to recognize his own inabilities in finding a feeling of authenticity with which to take his or her own role as a performer or visual medium, with a specific focus on the mechanics of the film, video, and sketch and stand up comedy. How do people actually act? How can one make one’s audience invest in the story? How does one shape a story? How do we carry the balance of the course, focusing on the individual?)

JTFW 111
Creating Curriculum and Lesson Design
Elizabeth Nowe
This is an intensive mini-course for students with an interest in teaching at the elementary level. It will give participants an introduction to lesson design and the uses and limitations of each. The course will include an introduction to teaching and the need for student participation. It will also introduce students to a variety of techniques for assessing student learning. The emphasis will be on developing a sense of language that is authentic, effective and enjoyable, in both traditional and experimental genres, and in a range of contexts from the realistic to the absurd.

JTFW 112
So You Think You’re Pretty Smart—Consulting 101
Matthew Pauk
What is a consultant? A common (and unfriendly) answer to that question is "someone who knows your work so well they tell you the truth." In reality, consultants are people who apply a unique combination of knowledge, experience, creativity, flexibility and common sense to help organizations address a broad range of issues. Often isolated within the corporate world, consultants today work in a variety of fields, including civil society, economic improvement, protection of the environment, life sciences and political reform. Perhaps most importantly, a career in consulting allows for an unparalleled level of freedom, self-determination and passion to bring to life a good thing in a given field. For some, a career in consulting presents an opportunity to continue living the "Hippie lifestyle" long after graduation.

JTFW 113
Interracial, Immigration, and Identity
Sue Nason
The great migrations of the 20th Century forced large communities from rural regions to urban environments. These changes, as well as the rise of corporate power, transnational corporations and community, have had a significant impact on the lives of those who have come to the United States as immigrants. This class will explore the cultural identity through an exploration of several social myths and social conceptions, including West, urban Chicano, the Texas-Mexican border region, Southern Appalachia, and among Cambodian immigrants in New England. It will focus on those communities we will explore the way in which music can simultaneously serve to preserve aspects of cultural identity during times of change, while also being a means for social transformation. We will incorporate a variety of critical readings and readings from anthropologists, sociologists, with recordings and visits to local musicians. The class is open to all students.

TTh 6-9 P.M. plus field trips, EMHD Enrollment Limit: 10

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JTFW 117
Disability Seminars: Everything You Wanted to Know But Were Afraid To Ask
Elizabeth Nowe
At any given time, approximately 55% of the people in this country have disabilities. Most of these disabilities are increasing or the baby boomers age, and many disabilities tend to keep more people with significant disabilities or injury alive. Perhaps you know someone with a disability, a brother who has muscular-skeletal Multiple Schizophrenia, who is your friend from Alzheimer’s, or your young cousin has asthma.

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EARL A. ADKINS is a climbing instructor and has taught outdoor skills at Hampstead for seven years.

GLENN A. ANDERSON is an instructor and has extensive experience with snare drums.

EMILY ALLEN (91F) received an M.A. in Linguistics in Fall 2000. She has studied at Cornell and Harvard University. She has studied some 16 languages, and while she would prefer that some of them really well (most are dead), she would be happy to expose at least some of them to her friends. Currently a staff member at Hampstead.

SUZANNE BARNES (79F) has sung professionally for over 30 years. She has studied with voice teachers Bobby McFerrin, Jean Roophs and VictoriaChaplin; she currently sings with Rockland College. She has studied the music faculty at Oberlin, studies with Tim and Zora Wagoner and gives private voice lessons at her residence in Wayne County, N.Y. She created Tim & Zora during Jim Tam on Hampstead in 1997, and has been working on her voice ever since. For more information on Wayne County Chorale, see the current issue of The Daily Princetonian.

KATE BAYTON is a native New Zealander with extensive governing experience in the areas we will see. She has studied at the University of Auckland, where she graduated with a first-class degree in Sociology and philosophy whose knowledge of the history of New Zealand and adventurous spirit will greatly enhance the trip.

VIVEK BHARATI, assistant professor of finance and information systems, holds a B.A. in history from St. Scholastica’s College, where he has worked for 15 years. He received an M.A. from the University of Pennsylvania in South Asia regional studies and an M.A. in modern history from the University of Delhi. He completed his Ph.D. at the University of Pennsylvania on the relationship between public economics and financial market conducted in 19th century India.

ELLA BILLS (95F) is a poet and nearing completion of her M.F.A. in New York, she will be the director of the Ballardian, which will be published in the spring of 2002 by Hangar Books.

JOHN BRADLEY is professor of video, film, and media studies. His work has been featured in various documentaries and art videos have been shown on PBS and public television. He has appeared on cable stations, and universities, internationally, and has a prominent presence in the museum of Art and Politics. She has taught at the School of Visual Arts, New York, and has created various pieces of work for the Supreme Court and the New York Times, as well as film, video, art, and media history and theory.

NANCY BROWN, B.A. '88 (Hons), graduated from Hampstead College in 1995 with a focus on race studies and critical multiculturalism. She has taught at Hampstead and holds a Ph.D. in education, and who works with youth in juvenile justice.

CHRISTOPHER BUDDULL, B.A. ’89, graduated from Hampstead College with a focus on international studies. He currently works in a medical profession and in film, theater, and in film, art, and media history and theory.

NANCY CARR, B.A. (91) from Rensselaer Polytechnic Institute, graduated from the University of Minnesota School of Architecture, where she graduated with a first-class degree in architecture and has been working on her own for several years. Currently a staff member at Hampstead.

BRETT DAVIS is a member of the Occidental Program staff, where he teaches kayaking, mountaineering, rock climbing, and anything else the students want to learn. He has completed the world peddling and climbing in most North American, Canada, Russia, Spain, Austria, and Argentina.

DONALD DUNLAP is a Leiden Dutch teacher, who has studied in The Netherlands and Frankfurt. He has taught in the Leiden English Center and is a Dutch history from the 18th century.

EMILY FOX (86F) is a Dance Instructor and Registered Movement Therapist with a private practice in movement analysis, MA.

FLEUR BRASSELL (92F) has been a professional bellydancer for nine years, and he performs on the Philadelphia and abroad. She has recently founded her dance company “Trish Bellydance.”

BOB GARIBALDI is an arid climate botanist. He has taught outdoor skills at Hampstead College for the past 22 years.

CAROLINE GERIE is the director of programs for the International Language Institute. She has studied Spanish for over 15 years and has lived in Peru, Mexico, and Spain. She has a Master’s degree in Spanish from the University of Granada.

THERESA GOLDS M.A. has been teaching at Hampstead College Children’s Center since 1993. She is deeply devoted and fascinated by her work with young people.

DAVE GROSS GOESIN, adjunct professor and filmmaker at Hampstead University, is currently pursuing a Doctorate degree in Communication from the University of Massachusetts. He is managing editor of Medium East and a B.A. in Computer Arts. He has received a number of prestigious awards and is currently working on a number of projects including titles of interested public awareness.

AMY JONES is a student at the University of California, Berkeley, where she has pursued a Master of Fine Arts degree in drama and film. She has also worked in film, theater, and in film, art, and media history and theory.

JACKIE JAYDEN is a photographer who has exhibited her work in New York, San Francisco, and in many cities in the United States and Europe. She has published several books of photography, and her work has been featured in many publications including The New York Times, The New Yorker, and The Wall Street Journal.

CHERYL JAFFE is a fine art photographer whose knowledge of the history of New Zealand and adventurous spirit will greatly enhance the trip.

JACK KADIE is a Leiden Dutch teacher, who has studied in The Netherlands and Frankfurt. He has taught in the Leiden English Center and is a Dutch history from the 18th century.

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## Registration Form

**JANUARY TERM 2002**

All students taking a Hampshire College Jan. Term course, or in residence at the college during Jan., should complete this form and return it in person to the Jan. Term registration desk, Lobby of Franklin Patterson hall, during the two days of registration (November 7 and 8).

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

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Mailing Address for registrants who are not currently enrolled Hampshire students

CHECK ONE:

- [ ] HAMPSHIRE STUDENT
- [ ] 5-COLLEGE STUDENT
- [ ] FACULTY/STAFF
- [ ] COMMUNITY PERSON
- [ ] VISITING STUDENT

(Circle for school, address, telephone)

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FOR INDEPENDENT STUDY PROJECTS:

Description of Jan. Term activity and faculty member with whom you will be working:

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**NOTE:** Any course with low enrollment may be canceled at the discretion of the instructor(s) or the Jan. Term Program.

THIS FORM SHOULD BE RETURNED IN PERSON TO THE REGISTRATION DESK IN THE LOBBY OF FRANKLIN PATTERSON HALL ON NOVEMBER 7 OR 8.