Courses and Information

JANUARY TERM:
JANUARY REGISTRATION BEGINS WEDNESDAY, NOVEMBER 6
JANUARY TERM REGISTRATION ENDS FRIDAY, NOVEMBER 15
Students arrive Saturday, November 21
JANUARY TERM CLASSES BEGIN MONDAY, JANUARY 6
JANUARY TERM ADD/DEEPER PERIOD MONDAY, JANUARY 6
JANUARY TERM ADD/DEEPER PERIOD THURSDAY, JANUARY 8
Martin Luther King, Jr. Day (No Class) Monday, January 20
Last Day of Classes Thursday, January 23
Evaluations Due Wednesday, February 5
JANUARY TERM DATES:
Monday, January 6–Thursday, January 23, 2003
For additional information please call or write: Coordinators, January Term Program, Hampshire College, Amherst, MA 01002-5001, telephone 413.559.5778 or e-mail janterm@hampshire.edu. Visit our website at www.hampshire.edu. January Term information is listed under Academics.

JANUARY TERM AT HAMPDEN-SYDNEY COLLEGE
Hampden-Sydney College will offer a valley of instruction. Students may study a specific subject (depth), take country workshops, participate in sport, or work independently on Divisional examinations. January Term can also be a time to study something that doesn’t fit into the regular program of study. Recent January Term offerings have ranged from kayaking in a tropical paradise to courses in dance therapy, macabre writing, and gene cloning.

Faculty members often use January Term to experiment with new programs, new subject-matter, make their students more independent learners, and to get to know each other better. January Term faculty include regular and visiting professors. The College offers workshops offered by alumni, staff, and students.

The College strongly encourages participation in January Term. Students may also work, travel, or study elsewhere in January. Other areas of the Five College Consortium offer a variety of programs to Hampden-Sydney students throughout the month.

January Term courses offered by the academic schools of the College may be used to satisfy your requirements (excluding distribution requirements). Such courses may also be used by continuing students to satisfy the two-course option for Division I students. Workshops are considered to be learning activities and will be used in the process toward the pentwavenet award only if evaluated.

Not every January Term course is open to the public. To design a program that satisfies Hampden-Sydney’s Learning Goals (see the academic program section of the online syllabus for more). You are encouraged to build a

JANUARY TERM AT THE FIVE COLLEGES
Hampshire College students may participate in January Term at Five College institutions. Students taking academic courses at Mount Holyoke and Smith College must submit a Five College Interchange Registration Form to the Center for Records, Students taking courses at the University of Massachusetts should be aware that a notation is placed in the January term records are offered through the Division of Counseling Education and cannot be documented on the Hampshire College transcript. Course descriptions and further information may be obtained at the following locations. Amherst College Campus Query 542.5773 Mount Holyoke Office of Program Planning (538.2970) non-credit course information only and the Registrar’s Office, Mary Lyon Hall (538.2973 credit course information.) Smith College Intersection Office, College Hall, Room 21 585.4903 University of Massachusetts Continuing Education Bldg. Room 107, 338 North Pleasant St., Amherst, (545.6553 or 999.2711 night dial.)

HAMPDEN-SYDNEY COLLEGE ROOM SCHEDULING & FEES:

JANUARY TERM 2003:

FRIDAY
HFE Franklin Patterson Hall
ED1 Emily Dickinson Hall
MLD Main Leece Hall
CSC Cole Science Center
ELH East Lecture Hall
FPP Photography/Film Building
WLL West Lecture Hall
MBD Music/Dance Building
RCC Robert Crown Center
ARR Art Building
ASH Ashe Simmons Hall
PH Percussion House
MH Merrill House
MS Multipurpose Center
LIB Library
GRW Greenwich Writing Center

CS 100 Playing God?
Issues in Bioethics and Biotechnology
Fall 2002

Development in biotechnology offers prospects for wide-ranging benefits in human health and well-being, but they also raise urgent possibilities and difficult ethical questions for which people are bemused as they watch the dawn of human cloning and the crazy about biotechnology, like the transition to Brave New World, Blade Runner, or Gattaca. How do we begin to generally address "better" people or food? Should we be able to decide what out of people there will be? What are appropriate moral limits to cloning, sustaining, healing, and ending human and (non-human) beings by such technology? What are possible consequences regarding what it means to be human? Should certain kinds of research or technology be prohibited? We need to explore how we can address these questions as a group and as individuals. The best way to think about ethics in technology, in particular, cannot be found anywhere. The student will gain experience in thinking about ethical issues. This includes understanding the relationship between current ethical issues and the broader problems discussed in class.

MT/W/F 2:35–3:45 PM
ASH 122
ENROLLMENT LIMIT: 15
LEARNING GOALS: PRS, Q

CS 105 Advanced Computer Programming
Fall 2002
This course is intended as a second course in computer programming for students who have had CS 104 for a semester and want to prepare themselves for more advanced courses, such as data structures. After successfully completing this course, students will have gained experience dealing with basic concepts and issues related to dynamic memory allocation, pointers, object-oriented programming, file input/output, programming in the Unix environment, and a fairly detailed understanding of the basic concepts of object-oriented programming. Students should come to this course with a basic knowledge of programming and a desire to learn more. The course will cover the following basic concepts: object-oriented programming, files, basic use of the Unix environment, basic concepts of dynamic memory allocation and pointers, and object orientation. Students will also learn to develop a web site and other materials about the language.

MT/W/F 2:35–3:45 PM
ASH 122
ENROLLMENT LIMIT: 20
LEARNING GOALS: PRS, Q, R

CS 106 Endangered Language
Mark H. Feinstein

More than half of the 6,000 natural languages spoken in the world today will have died out by the end of this century. Another 2,000 will be endangered, a reduction of human diversity on the same scale as the greatest extinctions in biological history. In this class we will explore the reasons behind these issues. We will examine that is being raised profound questions for science and public policy. The class will be organized around a case study of an endangered language—Kamchadal. We will examine the structure and history of Kamchadal and learn to speak some of the language. We will try to understand why it is being lost, and what might be done to conserve it. Students will also help to develop a web site and other materials about the language.

MT/W/F 2:35–3:45 PM
ASH 122
ENROLLMENT LIMIT: 20
LEARNING GOALS: PRS, Q, R

CS 107 Intensive

Richard S. Wieser

This is a two-semester intensive course in computer programming who has taken an introductory programming course in Lisp or Java and would like to learn C and C++. There will be four hours of class each day, which will be divided between lecture and lab, and additional early evening homework assignments that will take 2-4 hours. The course will cover the following topics: primitive data types, OOP in C, OOP in C++, control structures (if, for, while, switch), classes, objects, scope of variables, arrays, strings in C, file I/O, pointers and tracing in C++.:

JANUARY 6–60
MT/W/F 1:35–2:45 P.M., 6–7 P.M.
ASH 126
ENROLLMENT LIMIT: 25
LEARNING GOALS: Q

CS 108 Mathematical Development: From Numbers to Problem Solving
Lost Art

This class will examine the development of mathematical skills from kindergarten through high school, and will focus the problem solving. A major focus of this class will be on the importance to develop mathematical skills, and the learning environment provide individuals with opportunities to develop the development of mathematical skill. Among the topics that will be covered are the following: numerical information is stored and accessed in a variety of ways such as working memory in arithmetic and mathematics (in general), problem solving, mathematical learning disabilities, cultural influences on development, mathematics anxiety, and the ongoing discussion of how best to teach mathematics. In-class time will spent learning about and discussing research related to the above topics. In addition, computer programs and other research materials will be used to demonstrate research findings, as well as to provide students with materials for understanding and creating their own experimental designs.

MT/W/F 1:35–2:45 P.M.
ASH 126
ENROLLMENT LIMIT: 15
LEARNING GOALS: PRS, Q

CS 109 Self-Portraits: Digital Photography and Writing
Kay Martin

Developing artistic voice, personal vision, and a coherent portfolio is a lengthy process, and is outside the scope of this three-week intensive workshop. We will focus on experimentation in each of the three interrelated modes: writing, photographing, and printing. The goal is for students to develop an understanding of the basics of typesetting, color, and layout in photography, and in knowing the art of making a print. Students will gain practical skills in digital photography, writing, and printing, while developing a critical awareness of various aspects of technique and the way to make in conjunction with new class. Students also gain practical skills in the art of making a print. Students will gain practical skills in digital photography, writing, and printing, while developing a critical awareness of various aspects of technique and the way to make in conjunction with new class. Students also gain practical skills in the art of making a print. Students will gain practical skills in digital photography, writing, and printing, while developing a critical awareness of various aspects of technique and the way to make in conjunction with new class. Students also gain practical skills in the art of making a print. Students will gain practical skills in digital photography, writing, and printing, while developing a critical awareness of various aspects of technique and the way to make in conjunction with new class. Students also gain practical skills in the art of making a print. Students will gain practical skills in digital photography, writing, and printing, while developing a critical awareness of various aspects of technique and the way to make in conjunction with new class. Students also gain practical skills in the art of making a print. Students will gain practical skills in digital photography, writing, and printing, while developing a critical awareness of various aspects of technique and the way to make in conjunction with new class. Students also gain practical skills in the art of making a print. Students will gain practical skills in digital photography, writing, and printing, while developing a critical awareness of various aspects of technique and the way to make in conjunction with new class. Students also gain practical skills in the art of making a print. Students will gain practical skills in digital photography, writing, and printing, while developing a critical awareness of various aspects of technique and the way to make in conjunction with new class. Students also gain practical skills in the art of making
HACU 102a or 102b

Introduction to Writing
Dawn C. Wehrboldt
This course will explore the work of scholars, critics, and creative writers. Students will be introduced to a variety of texts that were written in response to world events, the global economy, and political changes. They will also be introduced to the genre of autobiography, and to the importance of self-reflection in writing.

HACU 103

Music and the Cultural Asylum
Markus Scherer

In this course, we will examine the role of music in the cultural asylum, and its impact on the development of modern culture. We will explore the relationship between music and political movements, while also examining the role of music in shaping the cultural identity of different communities.

LEARNING GOALS:

- To develop an understanding of the historical and cultural contexts in which music has been created.
- To analyze the social and political implications of music.
- To examine the role of music in shaping the identity of different communities.

LEARNING OBJECTIVES:

- Students will be able to identify the historical and cultural contexts in which music has been created.
- Students will be able to analyze the social and political implications of music.
- Students will be able to examine the role of music in shaping the identity of different communities.

FUN 105

Science Fiction Workshop
Joanne D. Nelson

In this course, we will study literary and cinematic works of science fiction. We will focus on the relationship between science and fiction, and explore the ways in which science fiction can be used to challenge and question our understanding of the world.

LEARNING GOALS:

- To develop an understanding of the literary and cinematic traditions of science fiction.
- To analyze the ways in which science fiction can be used to challenge and question our understanding of the world.
- To develop critical thinking and analytical skills.

LEARNING OBJECTIVES:

- Students will be able to identify the literary and cinematic traditions of science fiction.
- Students will be able to analyze the ways in which science fiction can be used to challenge and question our understanding of the world.
- Students will be able to develop critical thinking and analytical skills.

HACU 102

Film Making Workshop
Abraham Sheffer

This course will be an intensive introduction to film making. We will focus on the process of making a short documentary film, and will cover the basics of cinematography, editing, and storytelling. Students will be asked to create a short documentary film, and will be encouraged to think creatively about the ways in which film can be used to express ideas and emotions.

LEARNING GOALS:

- To develop an understanding of the process of making a short documentary film.
- To learn the basics of cinematography, editing, and storytelling.
- To develop critical thinking and analytical skills.

LEARNING OBJECTIVES:

- Students will be able to identify the process of making a short documentary film.
- Students will be able to learn the basics of cinematography, editing, and storytelling.
- Students will be able to develop critical thinking and analytical skills.

HACU 102

Cuba Photographic Archive Project

This course will focus on the Cuban photographic archive, and will provide students with the opportunity to gain a deeper understanding of the political, social, and cultural history of Cuba. Students will be introduced to the basic techniques of archival research, and will be asked to create a digital archive of images that will be used to tell the story of Cuba.

LEARNING GOALS:

- To develop an understanding of the Cuban photographic archive.
- To learn the basic techniques of archival research.
- To develop critical thinking and analytical skills.

LEARNING OBJECTIVES:

- Students will be able to identify the Cuban photographic archive.
- Students will be able to learn the basic techniques of archival research.
- Students will be able to develop critical thinking and analytical skills.

HACU 102

Introduction to Writing
Deborah Gorlin (A) and Will Ryan (B)

This course will explore the work of scholars and creative writers, and will be designed to help students improve their writing skills. Students will be introduced to the fundamentals of creative writing, and will be asked to create a final portfolio of their work.

LEARNING GOALS:

- To develop an understanding of the fundamentals of creative writing.
- To improve writing skills.
- To develop critical thinking and analytical skills.

LEARNING OBJECTIVES:

- Students will be able to identify the fundamentals of creative writing.
- Students will be able to improve their writing skills.
- Students will be able to develop critical thinking and analytical skills.
In order to provide the highest quality service, we will help you increase your skills in GIS and related tools. The following is a description of how much fun this fascinating little bit of biogeo can be:

You can work in small groups to do the homework assignments, projects, giving you the opportunity to learn more about the specific application to the field. No experience 12. You need to have a good idea of what you are doing, and you will be able to understand and use the ideas correctly. We will do the calculations and work carefully, and tolerance of 12 hours per week and some

End of July, 5:00 (in CSC 210)

MTWTF 8 a.m.-5:30 p.m.

CS C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 103

Introduction to Geographical Information Systems and Natural Resource Management

Steven Reif

Managing our natural resources is becoming more and more important as our population grows and our demand for resources increases. GIS is a great tool for managing natural resources and meeting the needs of our expanding population. We will learn GIS tools, specifically ArcView, as we identify and map our natural resources using those tools.

This class is designed for students who want an introduction to GIS in the context of natural resource management.

TTH 10:00 a.m.-11:50 a.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q, W

SS 104

Alpine Lads—To the Other Side

Cuenca, and Otavalo, Ecuador

Margaret Collins

This program is a two-weekcross-country trek in Ecuador, designed to study Spanish along with an analytical and activist training in the countries of the Southern Andes. The program consists of morning small group exercises in language instruction, followed by talks, videos and group discussions in the afternoon. We will spend the first week in Cuenca, and then travel to a small town in the Amazon, Turi, and take a bus to the city of Quito, and finally to the capital city of Ecuador.

Language instruction will continue throughout the trip. Students will have the opportunity to travel to Turi and Tandayapa in the Andes, and a number of other sites, including the capital city of Quito. The trip is designed for its project on the completion of Social Science Division 1. For students entering fall 2002, this course can count as an elective. Preference will be given to students who have completed the courses SS 180 and SS 284 in the Department of Political Science.

JANUARY 12-19

MTWTF 8 a.m.-5:30 p.m.

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 101

Pre-Practicum for Elementary, Middle or High School Teachers

Matilde Marquez

This pre-practicum is designed for students who are exploring teaching in informal or formal classrooms. Once the January Term participants have completed the on-campus portion of the course in January, they will join a classroom as a participant-observer, paying careful attention to the teaching learning process, assigning with small groups, and with the approval of the classroom teacher, preparing and activity. This intense experience requires that students reflect on their experiences, think about questions developed by participants and reflect on the ways that they will advance. Students will meet for one or two hours per day each week from January 20 to February 16. A specific site will be announced.

TRIP DATES: BEGINS SATURDAY, JANUARY 12 AND ENDS FEBRUARY, JANUARY 23 IN QUITO. ONE WAY TRAVEL FROM QUITO TO QUITO.

APPROXIMATE COST $2,500 (NOT INCLUDING AIRFARE TO/EFROM QUITO)

ENROLLMENT LIMIT: 10

LEARNING GOAL: STUDENTS LEARN SPANISH, PRI, Q, W

SS 201

Yatra: An Indian Journey

Vivek Bhandari

This course will study the peoples and cultures of India. Students will explore the rich diversity of the region, meeting with scholars, artists, and activists in a series of workshops and seminars. Course readings address issues pertaining to the region's history and culture. Students will engage in hands-on experiences with primary sources, including fieldwork, oral histories, and forms, and be in one of the most compelling problems of the region's important shape. Focus. Based on interactions within the workshops, students are also encouraged to come in a series of questions surrounding the region.

This course is a unique opportunity to study the diversity of South Asia as a region. This program prepares Division II and III students for future coursework in the study of South Asia.

DATES OF TRIP: TO BE ANNOUNCED

APPROXIMATE COST $2,500

ENROLLMENT LIMIT: 6-8

SS 202

Border Crossings: a Field Experience in the U.S.-Mexico Frontier

Fabiolo Rios-Osuna

This course will provide students with the opportunity to develop their knowledge of the U.S.-Mexico border region. This trip is designed for students with an interest in border research and development. Participants will have the opportunity to interact with Mexican and U.S. residents, and see how the two cultures intersect.

TTH 10:00 a.m.-11:50 a.m.

FRI 1:30 p.m. - 5:00 p.m., ELL, W/LHC

ENROLLMENT LIMIT: 10 PER CLASS LEARNING GOAL PRI, Q, W

SS 102

Pre-Practicum for Immersion Spanish—First Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 103

Pre-Practicum for Immersion Spanish—Second Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 104

Pre-Practicum for Immersion Spanish—Third Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 105

Pre-Practicum for Immersion Spanish—Fourth Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 106

Pre-Practicum for Immersion Spanish—Second Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 107

Pre-Practicum for Immersion Spanish—First Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 108

Pre-Practicum for Immersion Spanish—Third Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 109

Pre-Practicum for Immersion Spanish—Fourth Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 110

Pre-Practicum for Immersion Spanish—Second Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 111

Pre-Practicum for Immersion Spanish—First Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 112

Pre-Practicum for Immersion Spanish—Third Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q

SS 113

Pre-Practicum for Immersion Spanish—Fourth Semester

Luis Trigo

This program is designed for students who want an introduction to GIS in the context of natural resource management.

TC 10:00 a.m.-2:30 p.m.

CSC C 201 floor lab

ENROLLMENT LIMIT: 10

LEARNING GOAL: PRI, Q
WORKSHOPS

OCPA 107 Intermediate Red Cross Standard First Aid and Adult CPR Course

This course will cover the material needed for certification by the American Red Cross. Standard First Aid and Adult CPR. We will use lecture and video instruction combined with skills practice and testing to prepare each student to cope with various injury and illness situations. A fee of $25 per person will cover certification with the American Red Cross.

OCPA 108 Introduction to Aikido

Aikido is a modern Japanese martial art based on blending, evading and neutralizing an attack. This results in a throw or pin which will control an opponent's point or balance or both. Beginners will learn balance, relaxation, movement, defensive falling, and several basic techniques.

OCPA 109 - R.A.D.: Rape Aggression Defense

A course designed for women that begins with awareness, prevention, risk reduction, and avoidance, while progressing on the basics of hands-on defense training. It is dedicated to teaching women defensive concepts and techniques against various types of attacks, utilizing effective, proven self-defense methods.

OCPA 110 A History of the Soviet Union

Kees J. Smeyly

No society has undergone such a range of political, economic and social transformations in the Soviet Union. We will examine the formation and the profound crisis of the 21st century. In each class we will examine the origins of the 20th century trying to end, understanding the physical, mental and social consequences that have led to the empire's fall.

OCPA 111 A History of the Soviet Union

Revolution, Civil War, the experimentation of the New Economic Policy Era, collectivization and the purges of the 1930s, World War II, De-Stalinization under Khrushchev, the Cold War, and the profound crisis of the 1980s. While historians have focused on the regime's changing goals and strategies from above, only recently has it been possible to move beyond Cold War stereotypes and begin to gauge the aspirations, hopes, and actions of ordinary people living under the Soviet system. This intensive course will examine the everyday life of the Soviet people during the tumultuous 74 years of the Soviet Union. We will examine Soviet citizens' lives and attitudes through a variety of the sources recently published for the West.

OCPA 112 Animal Behavior Research in Action

Kevin M. Pia

Research is at the heart of science, and modern research must be grounded in current scientific theory to be recognized by the scientific community. Students in this course will be required to design and carry out research on a topic of their choice, to prepare with assigned readings and present a small project.

OCPA 113 Applied Anatomy for Dancers

This class is for anyone interested in understanding the science behind the art of dance; how muscles, tendons, joints, and bones work together to create the movements that we as humans are capable of making.

OCPA 114 Bicycles Frame Building Clinic

Ginn Amridge

Interested in learning how to design and build a bicycle frame? Maybe one for yourself? This eight-part workshop 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 may be required to complete the build. Participants will have 90 days to complete the build from the end of the session (not limited to students in the workshop) and a $50 fee will apply to your purchase. No prior experience necessary.

OCPA 115 BEGINNING BLACKSMITHING

Donald DePuy

An introduction to blacksmithing, teaching basic skills in forging, manipulation, and sculpting of iron.

OCPA 116 Intermediate Shotokan Karate

The Dorothy and Leonard R. Breslauer Center for Design

The Dorothy and Leonard R. Breslauer Center for Design (LCD) is a design and fabrication resource open to the entire campus community. Located at the north end of the Lothrop Armory, the Center houses a fabrication shop equipped for work with non-wood materials, c...
The aim of this course is to provide America with an interest in the field of education, challenged to think about contemporary issues directly related to the classroom environment. The course is designed to actively engage students in the process of developing a personal perspective for themselves and others. Students will develop an appreciation of all the steps involved in teaching and learning. In addition to learning the skill of spinning, participants will develop an appreciation of all the steps involved in teaching and learning. The course is designed to actively engage students in the process of developing a personal perspective for themselves and others. Students will develop an appreciation of all the steps involved in teaching and learning. In addition to learning the skill of spinning, participants will develop an appreciation of all the steps involved in teaching and learning.
Instructors

EARL ALDERSON is a climbing instructor who has taught the outdoor skills at Hampshire for several years.

GLENN CERULLO is an instructor with OPRA and has extensive experience with student trips.

ERNIE ALLEVA, visiting assistant professor of philosophy, received his Ph.D. from the University of Mary-land. His main interests are in moral and political philosophy, the philosophy of society, and the history of philosophy. His current projects include philosophical analysis, work, and other normative controversies about freedom of expression and human rights on liberal political theory.

GIA BERNINI (68F) is a social worker who has been in the field for over ten years working primarily in urban mental health clinics and shelter settings from disadvantaged populations of various ethnic and racial back-grounds. She is bilingual and dedicated to issues involving human rights.

VIVEK BHANDARI, assistant professor of history and South Asian studies, holds a B.A. from Hampshire College, a Ph.D. from the University of Pennsylvania, and a M.A. in history from Corpus Christi College. His primary research interests are in the areas of gender and nation building in modern India, and the history and law of religious conversion. He is teaching a course in the international relations department this spring on the role of religion in world politics.

JAIME DAYHA, assistant professor of computer science, obtained her Ph.D. from the City University of New York. Her current research interest is in the area of computer science - a field of research related to neural networks. She is a direct student of Dr. John Hopfield.

CHLOE DEJONES (72F) is a research assistant at the Center for the Study of Women in Public Policy and Social Change. She is the managing director of a for-profit corporation that provides research and consulting services to government agencies and private companies. She is also a member of the executive committee of the Women's Issues Network, a national organization devoted to promoting gender equality and women's rights.

GLENNA ALDERSON is an instructor and has taught at Hampshire since 1976. She has extensive experience with student recreation, and is looking forward to exploring the tropical paradise of Belize.

JACQUELINE HAYDEN, professor of English and theatre history, has been a member of the Hampshire faculty since 1990. Her research interests include the history of women's theater, with a focus on Shakespearean and Jacobean drama. She is the author of a book on English women playwrights and a playwright for Tomorrow, a collaborative performance project involving student and faculty actors.

JEFFREY BLUSTSTEIN (87F) is a marketing executive at a major corporation. He is involved in several community projects, including the development of a new high school in his hometown.

CHRISTOPHER JARVIS, Ph.D., is a research assistant at the National Cancer Institute before coming to Hampshire. He is interested in the development of new instruments that have been translated into 12 languages, and is the author of several books.

JAMIE LEAVER (83F) is the executive director of the San Francisco AIDS Foundation and the author of a book on the history of the AIDS epidemic. He is currently in the second year of a project working with two remote island communities in Alaska producing media around a cultural preservation and global change through the changing diet of the native Alaskan living there.

JEFFERY BLUSTSTEIN (71F) is the managing director of a financial services firm, and the inventor of the Financial Logistics Advocacy Policy Index (FLAP) and a Charter Financial Consultant (CFc). He is a member of the faculty at Babson College in NYC and is the Curator of Financial Planning in Denver where he teaches courses on financial planning.

MIRIAM CREMER, MD, MPH is both your OB/GYN resident at NYU Downtown Hospital in Manhattan. She has done extensive research in cervical cancer screening and training health care practitioners in this area. She is also consultant in public health and epidemiology.

MARGARET CERULLO, professor of sociology and feminist studies, has a B.A. in philosophy from the University of Pennsylvania, a B. Phil. in politics from Oxford, and a Ph.D. in sociology from Brandeis University. Her areas of interest are social and political theory, including feminist theory and queer theory, sociology of culture, and social movements.

ELIZABETH CONKLIN, assistant professor of health science, received her B.A. from the University of Notre Dame and her M.S. and Ph.D. from Cornell University in international nutrition and epidemiology. She has a wide range of experience in public health at the local, state, national, and interna-
tional level. She is a visiting scientist at the Instituto de Medicina de América Latina in Guatemala, and as an epidemiologist for the Center for Disease Control and Prevention. Most recently, she held a joint appointment at the North Carolina State Health Department and the University of North Carolina at Chapel Hill. Her research has focused on varied topics in public health (infant mortality, youth tobacco use, cancer prevention, and screening) and on the use of data in the design, implementation, and evaluation of public health programs.

JEFFREY BLUSTSTEIN (71F) is the managing director of a financial services firm, and the inventor of the Financial Logistics Advocacy Policy Index (FLAP) and a Charter Financial Consultant (CFc). He is a member of the faculty at Babson College in NYC and is the Curator of Financial Planning in Denver where he teaches courses on financial planning.
spinning, dyeing, and weaving for globalization and cultural studies, three years, and has taught spinning Exertions: Acts of Citizenship in the studies.

of textile arts as a craft, the pre­

ization in Language, Literature, and cognitive psychology courses at

Ariens Foundation for the Arts and the New York Foundation for the Arts, and was a finalist for the University from the University of Massachusetts, Amherst, looking at cultural strategies in literacy. His hobbies are dancing to hip-hop/dance/dancer ballroom dance, and hanging out in Brazil.

KATY MARTIN is a visual artist whose work combines painting, photography, performance, and digital printing. She is represented by Paul Sharpe Contemporary Art, in New York, where she had a solo exhibition in 2003. Katy Marting created writer, and her work on Jasper Johns and Marcel Duchamp is currently on lienir in three artists. Next year, through the Early Stage Program, she will be an artist-in-residence at a high school in Queens. Katy works as a freelance grant writer for arts organizations. For more information visit www.bbtopics.com/katymartin.

KEVIN MURPHY (74S) lived in Russia for two years and has worked extensively in the archives of the former Soviet Union. His book Moscow Metal Factory, an examination of the life of the factory through the lens of those artists, won a prize in 2001. His book, The Other Artist, was chosen by the year’s best books in the New York Times. His work has been extensively quoted within the publishing industry. He has published several Visiting Professor of Languages and Literature at the University of Vermont, and is the director of the Center for Multicultural Education and a professor of law and ethnic studies, has taught courses in Latino studies, immigration, civil rights and human rights at Harvard Law School. He was formerly an attorney specializing in immigration law, and has been a fellow at the Institute of Contemporary Art in Boston. He has worked as a freelance writer and editor in the educational publishing industry. He has published his fictional and nonfiction works in the Indian Ocean Review, the Santa Barbara Review, Winter, Dance, South American Experience. Cricket magazine for Children, Spouts, and others.

FLAVIO BISCHI-OEZUGUERA, associate professor of law and environmental science, has been using environmental science as a new religion. Recent writings address issues of world population growth, as well as the environmental and economic conditions on the development of the lives of the poor and rich.
Student Course Registration: Courses taught by student instructors are considered non-academic and are not listed on TheHub. To enroll in these student courses, contact the student instructor at the e-mail address provided in the course description. Student instructors will be maintaining their own class rosters.

JTS 101
Polaroid: The Art of Instant Photography
Christopher Glancy

The original intention of the Polaroid Corporation was to provide a service to the Photographic Community, amateur and professional alike, of capturing a moment in time that would instantly be presented in a photographic format. As the popularity of Digital Photography increases, the general public has begun to quickly lose interest in Polaroid. However, many fine art and commercial photographers have embraced the Polaroid medium for its unique image quality and limitless, manipulation possibilities. This course will be an introduction to a number of Polaroid film types, including: SX-70, Type 55, 669, 665, 667 and 809, accompanied by intense workshops in each process. Each class will be co-taught by one of several leading photographers in the Pioneer Valley who specialize in Polaroid Photography. These photographers include: Edward Hing, Janine Norton, Susan Mikula, and Paul Tealing. Mandatory meeting 7:00 p.m. on Monday, November 4, in PFB. To enroll, contact the instructor at ceg99@hampshire.edu.

TTh 6:30 – 9:30 p.m.
PFB
Enrollment Limit: 15
Lab Fee: $150 est.

JTS 102
Juggle, Spring, Tumble and Flip
Raphael Crawford-Marks

Ever wanted to juggle? Do handstands? Stand atop a human pyramid? Ever wonder how those Cirque Du Soleil performers do what they do? Then this is the class for you. An introduction to the basic circus skills, we will cover basic tumbling, juggling, solo/partner/multi-person acrobatics, and more. No experience required, though if you have a background in gymnastics, juggling and/or other circus arts you will be encouraged to build on your current skills as well as help teach them to your classmates. In addition to learning and practicing circus skills here in the “classroom,” we will (hopefully) make field trips to UMass’ gymnasium for aerial acrobatics, such as minitramp and trampoline. And just to reiterate, this is a basic skills class. Beginners are welcome! To enroll, contact the instructor at rpc01@hampshire.edu.

MWF 3-5 p.m.
Classroom: TBA
Enrollment Limit: 11
Lab Fee: $15
JTS 103
The Criminal Justice System and the Death Penalty
Rebecca Dobkin

This course is a reading-intensive seminar that will explore the criminal justice system and the death penalty in terms of systemic and societal classism and racism. We will discuss alternatives to imprisonment, misconceptions of criminals and prisoners, the prison experience, and the execution process. This course will provide the student with an understanding of the prison system from an abolitionist perspective. To enroll, contact the instructor at rdobkin@hampshire.edu.

TTh 3:30-5:30 p.m.
EDH 1
Enrollment Limit: 15
Lab Fee: $25

JTS 104
Theatrical Costume Design
Lindsay Stares

Wish you could try theater from backstage? Have a love of fabric and/or clothing? This course will quickly cover all aspects of costuming; parts of dress, historical research, working with a production team, the difference between costume and wardrobe, and some sewing skills. Advanced sewing can be taught to students with experience. Skills learned may be easily transferred to fashion design, or costumes for dance or film. The class will work closely with the January Term Theatre Board Production, Baby Grand, an original student work by Zachary North. Two students will apply their skills immediately; they will have the opportunity to co-design this full production, with the support of the class and instructor. Other students should expect to complete a small individual design project for the end of the class, and/or take on wardrobe duties for Baby Grand. Students who complete this class will learn everything that they need to become a costume designer for theater at Hampshire or the Five Colleges. The hours listed may be flexible, please contact the instructor at lbs99@hampshire.edu if you are interested!

MTWTh 1-4 p.m.
EDH 19 (Green Room)
Enrollment Limit: 10

JTS 105
College Level Studio Course
Gretchen Kraus

Painting is a process. It is a way of both understanding and defining the world around us. The purpose of this class is to actively engage in the process of painting. Each day we will start a new project. These projects will include painting from the figure, still-lives, memory, self-portraits, and interiors. The projects will be designed to include student’s personal interests while engaging with formal and historical concerns of painting. Students can work with oil, acrylic or gouache. Students should have completed at least one studio course at the college level. Preference will be given to those students that have completed Painting I. To enroll, contact the instructor at gak99@hampshire.edu.

MTWThF 1-5 p.m.
ARB
Enrollment Limit: 12
Lab Fee: $20
Designing Better Schools: An Inquiry into Educating
Josiah Litant and Lionel Claris

One’s schooling has an impact. What is the best possible education? How would you make it happen? This will be an inquiry-based course. We will be looking at several alternative education models and be paying special attention to bridging the gap between educational theories and their practice. In addition, we will immerse ourselves in both philosophies of education and educational psychology, through research and discussion. Linking what we learn to our own experiences and to new ideas, we will each create our own design for a “perfect school” in regards to its philosophical approach to education. This self-designed project will be the crux of the class. We will have readings, film discussions, possible trips, and guest speakers throughout the semester. The route that the class takes will depend upon the discussion and interests of those in the course. As the instructors sparking the class, we are expecting to learn from each of you as much as we hope you will be learning from us. The discoveries that we make in this course will be used by the instructors in the development of a new, radically alternative school. To enroll, contact the instructors at jlitant@hampshire.edu or fclaris@hampshire.edu.

MW 10:30 a.m.-12:00 p.m., 1:00-2:30 p.m.
T 10:30 a.m.-12:00 p.m.
PH A-1
Enrollment Limit: 15

JTS 107
Sex Work
Sarah Bleviss

This workshop is an informal introduction to sex-positive views of sex work. Sex work is an all-encompassing term used to describe the work of prostitutes, exotic dancers, phone sex operators, adult film actors and actresses, and others. The workshop will serve as a discussion forum to address feminist concerns regarding sex work. We will read and discuss the essays in Whores and Other Feminists by Jill Nagle, watch movies prepared by the Prostitutes Education Network, and have a discussion with at least one local sex worker. We will discuss the nature of sex work as well as the various viewpoints surrounding sex work, focusing on sex-positive feminism and sex radical views. To enroll, contact the instructor at sab01@hampshire.edu.

T Th 10:30-11:50 a.m.
ASH Aud
Enrollment Limit: 15
Lab Fee: $35

JTS 108
Workshop in Improvisational Performance Poetry
Kari Tulinius

In this course people will be introduced to the art of making up poems on the fly in front of an audience. Methods and tricks will be learned so that creativity can be unleashed whenever it is needed. To enroll, contact the instructor at ktp01@hampshire.edu.

TWTh 1-3 p.m.
Upper Level RCC
Enrollment Limit: 5
Lab Fee: $10
JTS 109
**Fundamentals of Magazine Journalism**
*Austen Rachlis and Jessica Swenson*

This class will serve as an introduction to three forms of articles frequently found in magazines: features, profiles and criticism. We will discuss structure, standards of style, and editorial decisions. Readings will include work by Joseph Mitchell, Malcolm Gladwell, John Hersey, and Janet Malcolm. There will be two seminars/lectures and one workshop per week. The coursework will consist of three short writing assignments and one longer project. To enroll, contact the instructors at aer99@hampshire.edu or jis99@hampshire.edu.

MWTh 10:30 a.m.-12 p.m.
EDH 4
Enrollment Limit: 15
Lab Fee: $15

JTS 110
**Cantonese Linguistics Primer**
*Tina Chan*

Are you interested in languages? Are you curious about dialectology or linguistics in the Chinese language? Or maybe you just want to learn Cantonese? If you answered yes to these questions then you should take this class. This class will survey the following aspects of the Cantonese dialect of Chinese; its phonological and syntactic structures, its vocabulary makeup and development, the historical and current changes in its unique writing system. There is no prerequisite. All levels of proficiency are welcome. To enroll, contact the instructor at tchan@hampshire.edu.

MTW 6-8 p.m.
FPH 106
Enrollment Limit: 16
Workshop Registration: To enroll in the additional workshops listed below, register on-line at thehub.hampshire.edu between November 6 and November 15.

JTWA 117
Collaborative Visual Arts Workshop
Laurel Ptak

This course promises to be an open and lively community for students with an interest in creating collaborative visual art projects. We will start by exploring ways to push the limits or complicate the terms of collaboration itself, which might take the form of working closely with other artists, collaborating with your subjects, working in conjunction with a specific community or space, or producing pieces that require some participation on the part of your audience. Concentrating on the mediums of photography, sculpture, video, installation, and internet-based art, we will explore many differing historical and theoretical models of collaboration through slide presentations, reading assignments, and in-class discussion. The work of Sophie Calle, Mel Chin, Boris Mikhailov, Andy Warhol, Gillian Wearing, Komar & Melamid, Fluxus, General Idea, ÆTMARK, among others will be considered. Students will participate in numerous collaborative exercises and be responsible for designing and presenting a final collaborative project in the media of their choice.

TWTh 2-5 p.m.
EDH 3
Enrollment Limit: 20
Lab Fee: $15

JTWA 118
Civil Rights and Liberties Law
J. Michael McGuinness

This course will examine contemporary civil rights law including application of constitutional law to modern civil liberties issues. The course will provide an introduction to law and legal research. The course will address discrimination, employment, privacy, and police misconduct issues. The class will read and analyze actual court decisions.

January 6-10
MTWThF 10 a.m. - 12:30 p.m.
Classroom: TBA
Enrollment Limit: 20
Lab Fee: $25 or less

INSTRUCTORS

SARAH BLEVISS (01F) is a second year student concentrating in journalism, media, and sociology. She is a sex worker ally and is involved with the internet pornography industry.

TINA CHAN (98F) was born in the southern part of China – Canton (Guang Dong) and moved to New York City at age six. Since school was taught in the English language, she continued to study Chinese in Chinese School on Saturdays for more than nine years. She reads and writes Chinese and speaks three dialects – Cantonese, Toishanese, and Mandarin. Her Division II concentration is in linguistics and cognitive neuroscience.
LIONEL CLARIS (00F) is from France. He went to the international holistic high school founded by J. Krishnamurti in England. His Division II was on improving and learning from the dialogue between philosophy, psychology and education and exploring the limits of such disciplines.

RAPHAEL CRAWFORD-MARKS (01F) is a second year transfer student nearing completion of his Division II in film and computer science. He worked as an apprentice and performer with the Bay Area circus troupe Make*A*Circus for three years. His favorite circus discipline is partner acrobatics.

REBECCA DOBKIN (00F) is a third year student at Hampshire College. She is currently finishing her Division II in political journalism and activism through art. She has spent the past year and a half corresponding with death row inmates and has also done advocacy work for women in the Central California Women’s Facility, the largest women’s prison in the world.

CHRISTOPHER GLANCY (99F) picked up a camera in 1996 to take flicks of skaters and punk shows in Miami; he hasn’t stopped since. Inspired by 80’s heavy metal, sneakers, and gold-fronts; Christopher continues to document youth movements and incorporate photography with unique and innovative mediums. His Division III entitled, “Product Placement,” will incorporate photographs of alcohol and tobacco that plague inner-city neighborhoods, and the work of multiple graffiti artists from across the country. Christopher’s commercial and fine art photography has been published in such magazines as Mass Appeal Magazine, and P-Magazine International (Polaroid).

GRETCHEN KRAUS (99F) is a fourth year student at Hampshire College. She is currently working on her Division III in painting and drawing. She is particularly interested in how memory functions in the process of making art.

JOSIAH LITANT (00F) is from near Boston. He is a state certified pre-school teacher. Josiah’s passions include home-renovations, reading children’s books and thinking of new ways of education for young children. His Division II is called “Challenging the status quo: an inquiry into inclusion and representation in public schools.”

J. MICHAEL MCGUINNES is a practicing civil rights lawyer with over fifteen years of experience including before the U.S. Supreme Court.

LAUREL PTAK (94F) has worked as an editor for Aperture and the Guggenheim Museum. Her Div III work will appear in the book Twenty-Five and Under / Photographers, forthcoming from the Center for Documentary Studies at Duke University in 2003; She currently teaches photography at the Cooper Union in NYC.

AUSTEN RACHLIS (99F) is a fourth year Division III student concentrating in American studies. Her journalism experience includes internships for The American Prospect, a bi-weekly politics magazine, and co-editing The Forward.

LINDSAY STARES (99F) is a fourth year Division III student in technical theater (costume design and stage management). She has designed four shows, three of them at Hampshire in EDH. She has also worked for one summer as a costume shop intern at Maine State Music Theatre. She would like to teach younger students the skills that she learned through trail and error. More questions? E-mail Lindsay at lbs99@hampshire.edu.

JESSICA SWENSON (99F) is a fourth year Division III student concentrating in law and journalism. She is currently co-editor of The Forward.

KARI TULINJUS (02F) is an exchange student from Iceland. He has been doing improvisational performance poetry for some time. He enjoys doing it quite a lot and would like to know whether other people would like it as much as he does.