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Hampshire College  
Amherst, MA 01002

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# 2003 January Term Course Guide HAMPSHIRE COLLEGE



# Registration & Information

# Courses

## JANUARY TERM:

**January Term Registration Begins** Wednesday, November 6

**January Term Registration Ends** Friday, November 15

**Students Arrive** Sunday, January 5

**January Term Classes Begin** Monday, January 6

**January Term Add/Drop Period** Monday, January 6–Wednesday, January 8

**Martin Luther King, Jr. Day** (No Classes) 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: Coordinator, January Term Program, Hampshire College, Amherst, MA 01002-5001, telephone 413.559.5778 or email [egallivan@hampshire.edu](mailto:egallivan@hampshire.edu). Visit our website at [www.hampshire.edu](http://www.hampshire.edu). January Term information is listed under Academics.

JANUARY TERM at Hampshire College offers a unique opportunity to pursue a variety of interests. Students may study a specific subject in-depth, take courses or workshops, participate in seminars, or work independently on Divisional examinations. January Term can also be a time to study something that doesn't quite fit into the regular program of study. Recent January Term offerings have ranged from sea kayaking in a tropical paradise to courses in dance therapy, dramatic writing, and gene cloning.

Faculty members often use January Term to experiment with new approaches or explore new subject matter, making their students partners in curriculum development. January Term faculty include regular and visiting professors. There are also 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 members of the Five College consortium offer activities open to Hampshire students throughout the month.

January Term courses offered by the academic Schools of the College may be used to satisfy first-year requirements (including distribution requirements). Such courses may also be used by continuing students to satisfy the two-course option for Division I studies. Workshops are considered to be learning activities and will be listed as such on the permanent record only if evaluated.

New students must complete a program of study that satisfies Hampshire's Learning Goals (see the academic program section of *Non Satis Non Scire*). You are encouraged to build a

varied course of study that will broadly engage you and enable you to eventually satisfy these goals. We have annotated many of the 100-level courses with codes indicating a focus on one or more of the most fundamental goals. The codes are: "Q" (Quantitative Analysis), "PRJ" (Project-based work), "PRS" (Presentation Skills), and "W" (Critical/Analytic Writing). The following annotations are provided as general guidelines, since students may also fulfill additional learning goals through these courses.

## REGISTRATION DATES:

Wednesday, November 6–Friday, November 15, 2002.

## REGISTRATION INFORMATION:

### HAMPSHIRE COLLEGE STUDENTS:

Beginning Wednesday, November 6, students may register on-line at [thehub.hampshire.edu](http://thehub.hampshire.edu) for academic courses and workshops. Registration continues until Friday, November 15 for courses in which space is still available. The add/drop period will begin on January 6 and continue through January 8.

**FIVE COLLEGE STUDENTS** may take January Term courses at no cost other than any stated lab fees. Students should check with their home institution (University students should check with the Division of Continuing Education) to see if credit can be earned for Hampshire January Term classes, and must submit a Five College Interchange Registration Form.

**LOCAL RESIDENTS** are invited to take January Term courses. Tuition is \$600 per academic course (except the intensive language course) and \$150 per workshop. Tuition for the intensive language course is \$750. Fees are payable to the Trustees of Hampshire College at time of registration. To register, contact the coordinator of the January Term Program at 413.559.5778 or email [egallivan@hampshire.edu](mailto:egallivan@hampshire.edu).

Hampshire College does not use grades or credit hours. The college can provide an official transcript with narrative evaluation for academic courses only. No official documentation is provided for participation in workshops. Contact the Central Records office to request an official transcript.

Courses with low enrollment at the end of the registration period will be canceled. Students will be notified by email of any course cancellations.

## JANUARY TERM AT THE FIVE COLLEGES

Hampshire College students may participate in January Term activities at Five College institutions. Students taking academic courses at Mount Holyoke and Smith Colleges must submit a Five College Interchange Registration Form to Central Records. Students taking courses at the University of Massachusetts should be aware that a tuition fee is charged. University January term courses are offered through the Division of Continuing Education and cannot be documented on the Hampshire College transcript.

Catalogs and further information may be obtained at the following locations:

Amherst College  
Campus Center 542.5773

Mount Holyoke  
Office of January Program  
Coordinator, (538.2893 non-credit course information only) and the Registrar's Office, Mary Lyon Hall (538.2025 credit course information)

Smith College Interterm Office,  
College Hall, Room 21 585.4903

University of Massachusetts  
Continuing Education Bldg. Room 107, 358 North Pleasant St.,  
Amherst, (545.3653 or 800.922.8211 within Mass.)

## HAMPSHIRE COLLEGE ROOM SCHEDULING CODES

FPH Franklin Patterson Hall  
EDH Emily Dickinson Hall  
MLH Main Lecture Hall  
CSC Cole Science Center  
ELH East Lecture Hall  
PFB Photography/Film Building  
WLH West Lecture Hall  
MDB Music/Dance Building  
RCC Robert Crown Center  
ARB Arts Building  
ASH Adele Simmons Hall  
PH Prescott House  
MH Merrill House  
MS MultiSports Center  
LIB Library  
GRW Greenwich Writing Center

CS 101

## Playing God? Issues in Bioethics and Biotechnology

Ernie Alleva

Developments in biotechnology offer prospects for wide-ranging benefits in human health and well-being, but they also raise unsettling possibilities and difficult ethical issues. Many people are horrified at the thought of cloning humans and worry about bringing on futures like those portrayed in *Brave New World*, *Blade Runner*, or *Gattaca*. Should we try to genetically engineer "better" people or food? Should we be able to decide what sort of people there will be? What are appropriate moral limits to creating, sustaining, healing, and ending human (and non-human) lives by such technology? What are possible consequences regarding what it means to be human? Should certain kinds of research or technology be prohibited? Who should control and have access to whatever technologies are developed? How should these issues be decided, and by whom? We will examine these and related concerns from various intellectual and moral perspectives.

MTWThF 2–5 P.M.

ASH 222

ENROLLMENT LIMIT: 15

LEARNING GOALS: PRJ, W

CS 102

## 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 close to disappearing—a reduction of human diversity on the same scale as the greatest mass extinctions in biological history. In this class we will explore the reasons for this dramatic change, which raises profound questions for science as well as public policy. The class will be organized around a case study of an endangered language—Klamath (or Maqlasyalank), a Native American language of Oregon. We will examine the structure and history of Klamath—and learn to speak some of the language—as we try to understand why it may be dying out, and what might be done to conserve it. Students will also help to develop a web site and other materials about the language.

MTWThF 9 A.M.–12 P.M.

ASH 222

ENROLLMENT LIMIT: 20

LEARNING GOALS: PRJ, PRS, Q

CS 103

## C/C++ Intensive

Richard S. Weiss

This is a two-week intensive course primarily for programmers who have 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 daily homework assignments that will take 2–4 hours. The course will cover the following topics: primitive data types, I/O in C, I/O in C++, control structure (if, for, while, select), functions, scope of variables, arrays, strings in C, file I/O, pointers and structs, and classes in C++.

JANUARY 6–16

MTWThF 10 A.M.–12 P.M., 1–3 P.M.

ASH 126

ENROLLMENT LIMIT: 25

LEARNING GOALS: Q

CS 104

## Mathematical Development: From Numbers to Problem Solving

Loel N. Tronsky

This class will examine the development of mathematical skills from basic number processing through abstract problem solving. A major focus of this class will be how characteristics of the learner and the learning environment produce individual differences in the development of mathematical skill. Among the topics that will be considered are the way in which numerical information is stored and accessed in the brain, short term/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 be 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.

MTWTh 3:00–6:30 P.M.

ASH 126

ENROLLMENT LIMIT: 20

LEARNING GOALS: PRJ, PRS, Q

CS 105

## Advanced Computer Programming

Jaime Davila

This course is intended as a second course in computer programming for students that have worked in C/C++ 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 programming issues related to dynamic memory allocation, pointers, object-oriented programming, file input/output, programming in the Unix environment, and a fairly detailed introduction to data structures. Students should come to this course prepared to do a lot of hands-on work. There will be homework assigned at least every other day the class meets. In addition, the class will contain much in-class group work, for which attendance will be mandatory.

TWTh 1–5 P.M.

ASH 221

ENROLLMENT: 15

LEARNING GOALS: PRJ, Q

HACU 101

## Self-Portraits: Digital Photography and Writing

Katy 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 three interdependent modes: writing, photographing, and printing. The goal is for students to broaden their experience in making pictures using specific assignments, and to learn how to write in conjunction with making art. Students will gain practical skills in shooting and printing, while developing a critical awareness of various genres of portraiture. They will also learn an approach for developing titles, artists' statements, and descriptive writing, all of which artists need to present work and reach audiences.



Each student is required to have a digital camera, comparable cable and downloading software, a small mirror, and at least 50 sheets each of Mitsubishi paper, 5" x 7" and 8.5" x 11". (For learning purposes, all students will print on the same kind of paper.)

MTWTh 1-4 P.M.  
PFB  
ENROLLMENT LIMIT: 12  
LAB FEE: TO BE DETERMINED  
LEARNING GOALS: PRJ, W

HACU/IA 102a or 102b

### Introduction to Writing

*Deborah Gorlin (a) and Will Ryan (b)*

This course will explore the work of scholars, essayists, and creative writers in order to use their prose as models for our own. We will analyze scholarly explication and argument; we will also try to appreciate the artistry in our finest personal essays, short fiction, and poetry. Students will complete a series of critical essays in the humanities, social sciences, and natural sciences, respectively, and follow with a personal essay, a brief memoir, and a piece of short fiction or poetry. Students will have an opportunity to submit their work for peer review and discussion. Frequent, enthusiastic revision is an expectation. Deborah Gorlin will be teaching the morning session and Will Ryan the afternoon session. This course can be used to fulfill a HACU or IA requirement.

MTWThF 9:30 A.M.-12:30 P.M.,  
1-4 P.M.  
GRW  
ENROLLMENT LIMIT: 16  
LEARNING GOALS: W

### HACU 104

#### Where is the Model?

*Mariangeles Soto-Diaz*

Have you looked at a portrait differently after learning that it is actually a self-portrait? This course will investigate the genre of self-portraiture by analyzing painters' self-portraits, reading and discussing how certain artists and art critics conceptualize and interpret the self-portrait and, most importantly, by devoting many hours to the practice of painting self-portraits. Whether it is a way to conceal the self through artifice, a gaze into one's subjectivity, a form of self-indulgent narcissism, or practice with the most accessible of all models, in this course you will be expected to engage with self-portraiture and with the critical questions that may arise in the process.

PREREQUISITE: INTRO TO PAINTING  
JANUARY 10-19  
MTWThFSSu 9 A.M.-1 P.M.  
ARB  
ENROLLMENT LIMIT: 15  
LEARNING GOALS: PRJ

### HACU 105

#### Music and the Culinary Arts of South India

*Jayendran Pillay*

In religious ritual contexts, music and food are important offerings not only to the Hindu gods and goddesses but to the spirits that have passed on. This course will analyze the roles played by the gods and goddesses through various texts, study some of the music associated with that pantheon through the performing of it and analyses, as well as learning how to prepare certain meals appropriate for those ritual occasions. Students are expected to do all the readings, attend video/screenings, practice the music, develop cooking skills, keep a regular journal, and write papers on music, religion, and the culinary arts.

JANUARY 6-17  
MTWThF 10 A.M.-2 P.M.  
MERRILL HOUSE KITCHEN  
ENROLLMENT LIMIT: 12

LAB FEE: \$50  
LEARNING GOALS: PRS, W

### HACU 106

#### Community Media- Process and Production

*Daniel C. Knapp*

How can communities define their own identity in a popular culture that celebrates homogeneity? With fast-paced television penetrating households everywhere, how can people share their own stories of real, local heroes? This course will consider community media as one tool for preserving local culture through storytelling. Using case studies from rural Alaska and inner-city Holyoke, students will explore concepts in communications theory including critical viewing skills, story development and analysis of archetypal heroes. Students will also acquire production skills such as camera work, interviewing, editing, new concepts in distribution, and community networking. This class will be experientially based with an emphasis on class discussion and training. Students will be asked to do research on individual topics of interest and integrate them into classroom discussions.

WThF 10 A.M.-4 P.M.  
CSC 202  
ENROLLMENT LIMIT: 15  
LAB FEE: \$20  
LEARNING GOALS: PRJ

### HACU 107

#### Ireland Imagined

*L. Brown Kennedy*

This discussion-based seminar will focus on the inter-relationship of language, the land, history, and memory in narratives by 20th century Irish writers: James Joyce; Elizabeth Bowen; Edna O'Brien; either Roddy Doyle or Seamus Deane; or/and Nuala O'Faolain. All of these texts deal implicitly and at times very explicitly with the violence of political repression, of war, of famine, of family disorder. They picture landscapes and cityscapes that are marked with layers of ruins. Discussion of the common core of readings will occupy our mornings. Participants will be expected to take responsibility (gaining practice in oral presentation skills) for beginning discussion on particular texts or sections of texts. Afternoon sessions will be diversified (continued discussion, writing workshops, research sessions, group and individual presentations of independent work) and students will have more than one option or "track" for completing the writing that is an integral part of the seminar. There will be two evening film screenings. Students who took HACU 129t (Reinventing Ireland) in the fall may (with instructor permission) take this course as a research seminar, using it to support an Independent Project on any of these writers or on topics stemming from their work in HACU 129t. Other students, depending on their preparation, will write either a set of three carefully rewritten critical essays or a combination of one rewritten essay and a longer independent paper incorporating historical/theoretical research. Students interested in the class are urged to see the instructor for a final reading list in December and do a first read-through of some of the novels over break.

MTWTh 10 A.M.-12 P.M.  
MTh 1:30-3:30 P.M.  
FPH 105  
2 EVENING SCREENINGS  
ENROLLMENT LIMIT: 18  
LEARNING GOALS: PRJ, W

### HACU 108

#### Science Fiction Work- shop in Literature and Film

*Lara D. Nielsen*

In this course we will study select literary and cinematic works of science fiction, a genre frequently devoted to the utopias and dystopias of the social imagination. Our studies will develop three linked sequences of investigation, beginning with inventions in production and reproduction; moving to the crisis of freedom in narratives of robots and slaves; and culminating with the travails of classic sci-fi utopias. In the discussion based three-week workshop, students will read novels, view films, and explore in-class (and home) writing assignments to develop an essay comparing literary and cinematic works of art.

MTWTh 1-4 P.M.  
ASH AUD  
ENROLLMENT LIMIT: 20  
LEARNING GOALS: PRS, W

### HACU 201

#### Filmmaking Workshop

*Abraham Ravett*

This will be an intensive introduction to 16mm filmmaking. Combining day-long workshops in lighting, cinematography, editing, animation, and self-processing with screenings of contemporary work in all genres, the participants will gain the experience necessary to complete one or two of their own projects. Instructor Permission.

JANUARY 6-16  
MTWTh 10 A.M.-12 P.M., 1-3 P.M.  
JANUARY 23 - FINAL SCREENING  
PFB  
ENROLLMENT LIMIT: 8  
LAB FEE: \$25

### HACU 202

#### Havana, Cuba Photo- graphic Archive Project with the Oficina del Historiador

*Jacqueline Hayden*

Havana, declared as a world heritage site by UNESCO, is the only city in the American hemisphere which conserves its original layout intact. The history of modern architecture, whether reflected in neo-classicist columns or art-nouveau facades, Moorish influenced arches or 20th century art-deco stores can be altogether appreciated in a simple walk down the streets of Old Havana. However rich in history and aesthetically relevant, the Cuban capital's treasures have been affected by decay since the latter part of the 19th century. Beginning its mission in 1981, the Office of the Historian of the city of Havana has been working incessantly in the reconstruction of the city's historical center. Set in this context, Hampshire College photography students travel to Cuba during January Term to work with the Office of the Historian contributing to the visual documentation recording every building within Habana Vieja for the first time in history. The photographic formats will be digital cameras and 4 x 5. This January Term trip provides students with the opportunity to learn about urban documentary photography as well as the organization of the visual archive. Additionally, students have the chance to engage themselves in a visual study of what has been described as one of the world's most photogenic cities. What happens when a certain urban area gets remodeled, thus increasing its commercial value? How are its inhabitants affected? Ultimately, are there any resemblances between a socialist model of urbanization and a capitalist one? Questions such as these inevitably come up during the Cuba January Term trip, and students are presented

with the unique opportunity to discuss these or related topics directly with the officials in charge of the restoration. Students additionally have the opportunity to meet working Cuban artists and photographers whose work is widely shown not only in Cuba but internationally.

PREREQUISITE: DIVISION II  
STUDENTS WITH INTERMEDIATE  
LEVEL COURSEWORK IN  
PHOTOGRAPHY.  
DATES: TO BE DETERMINED  
COST ESTIMATE: \$2,200  
ENROLLMENT LIMIT: 8

### IA 101

#### Living for Tomorrow (II): Creative Interventions in Gendering HIV Awareness

*Jill Lewis*

In this course we will develop infrastructures and educational strategies to prepare a spring semester, student-led implementation of an HIV awareness/prevention initiative with teenagers in Holyoke. The work will focus on explorations of gender, the gendered aspects of the HIV epidemic, and ongoing challenges in sexual safety education with young people. We will look at organizational challenges, educational practice strategies, 'curriculum' design drawing on creative practices, the importance of constructive collaborations that support community initiatives and concerns. We will explore issues involved in building bridges with youth in a specific community, preparing a program that is created resonant to the cultural framework of the youth involved and learning how to adapt ideas to local concerns. The course involves commitment to collaborative responsibility and willingness to undertake specific educational dialogues with other young people. Connections with Holyoke youth organizations will be supported by the Community Partnerships for Social Change program. Class hopes to generate exchange of ideas with Elly Donkin's class, "Playwriting with Social Context in Mind."

MWF 2-4 P.M.  
Th 10 A.M.-4 P.M.,  
7 P.M.-9:30 P.M.  
EDH 2  
ENROLLMENT LIMIT: 12  
LAB FEE: \$25  
LEARNING GOALS: PRJ, PRS, W

### IA/HACU 102a or 102b

#### Introduction to Writing

*Deborah Gorlin (a) and Will Ryan (b)*

This course will explore the work of scholars, essayists, and creative writers in order to use their prose as models for our own. We will analyze scholarly explication and argument; we will also try to appreciate the artistry in our finest personal essays, short fiction, and poetry. Students will complete a series of critical essays in the humanities, social sciences, and natural sciences, respectively, and follow with a personal essay, a brief memoir, and a piece of short fiction or poetry. Students will have an opportunity to submit their work for peer review and discussion. Frequent, enthusiastic revision is an expectation. Deb Gorlin will be teaching the morning session and Will Ryan the afternoon session. This course can be used to fulfill HACU or IA requirement.

MTWThF 9:30 A.M.-12:30 P.M., 1-4 P.M.  
GRW  
ENROLLMENT LIMIT: 16  
LEARNING GOALS: W

### IA 103

#### Color Practice and Concepts

*Scott A. Reeds*

The relative sensation and substance of color will be studied

both practically and conceptually to enable students to articulate a personal response to their observation and develop an eye for color. In and out of class, students will do assignments supported by reading from theorists such as Birren, Albers, and Itten among others. Slide presentations and group discussions will help students to connect their learning to their studio practices. Materials used in this course include: color paper, gouache and acrylic paint. The goal of this course is to enhance a method of seeing color and its psychological interpretation as it relates to the diverse cultures. Students will be expected to complete the readings and to produce six to eight small scaled paintings that illuminate essential color issues.

TWTh 10:30 A.M.-12:30 P.M.,  
1-4 P.M.  
ARB  
ENROLLMENT LIMIT: 16  
LAB FEE: \$45  
LEARNING GOALS: PRJ

### IA 104

#### Playwriting with Social Context in Mind

*Ellen Donkin*

This course takes as its premise that richly detailed information (cultural, economic, statistical, anecdotal, or visual) about a specific social issue or a narrowly defined period in history can provide fuel for the imaginative work of creating characters, language and events. We will begin by reading Naomi Wallace's *Slaughter City*, and considering some of the ways in which this playwright developed her script by researching an actual meatpacking plant in Kentucky. Our sources may include interviews, letters, photographs, newspaper clippings, documentary film, and even transcribed legal proceedings. The task is to become as expert as possible on the issue or period in the available time, and to begin the work of transforming that information into character life. This course will meet for nine days, beginning Monday, January 6 through Thursday, January 16. Morning classes will be spent on in-class writing exercises. Afternoon classes will focus on research: how we narrow down a topic or historical period, and how we locate materials, transforming them into dramatic action and dialogue. We will be making daily use of the library and there will be opportunities to pool our resources and ideas with Jill Lewis's January term course entitled "Living for Tomorrow." Scripts for study will include plays by Caryl Churchill, Edward Bond, Timberlake Wertenbaker, Henrik Ibsen, Tony Kushner, and Bertolt Brecht.

JANUARY 6-16  
MTWThF 10 A.M.-12 P.M.,  
1-3 P.M.  
EDH 1  
ENROLLMENT: 15  
LEARNING GOALS: W

### NS 101

#### Gene Cloning

*Christopher Jarvis and Jason Tor*

We are in the middle of a molecular genetics revolution. This WILL have an impact on the way we live our lives. Whether you choose to work in the field or not, you may want to learn about wonders and dangers of this rapidly advancing technology. This is an intense, hands-on laboratory experience which will prepare you to work in any molecular biology laboratory. You will be introduced to the basic methods of microbiology (including aseptic technique, bacterial cell growth, transformation, electroporation, media selection and preparation, etc.) and some advanced techniques in molecular biology (such as DNA and RNA isolation, gel electrophoresis, PCR,

restriction enzyme analysis, cloning, library screening, site-directed mutagenesis, RFLP analysis, etc.). More importantly, we will help you increase your observational skills and see how much fun this fascinating little bit of biology can be. You will work in small groups on real research projects, giving you the opportunity to make a genuine contribution to the field. No experience needed. All that you need is enthusiasm to learn, ability to work carefully, and tolerance of 12-hour days working and thinking.

Mandatory meeting November 5, 12 noon in CSC 210.

MTWThF 8 A.M.–5 P.M.  
CSC 2ND FLOOR LAB  
ENROLLMENT: 20  
LEARNING GOALS: PRJ, Q

NS 102  
**Issues in Women's Public Health in Developing Countries**

*Elizabeth Conlisk and Miriam Cremer*

This course is intended to be a seminar for students interested in public health and issues in women's health in developing countries. The course will be taught over five days with two 2-hour sessions per day that will include lecture, discussion, and group projects. The goals will be to explore current problems facing women in developing countries, including cancer screening, family planning and sexually transmitted diseases. We will look at each of these concepts in terms of successful and failed interventions in each area. Other concepts to be covered include: ethics of research in developing countries, basic epidemiology and biostatistics, teaching lay health professionals. The second week of the course will be a field trip to El Salvador. We will spend a few days in San Salvador where we will visit some political/ historic sites as well as tour the national hospital and the Maternity Hospital. We will then visit a rural community and provide health education and a health fair based on concepts that were studied the first week of the course.

JANUARY 6–10  
MTWThF 10 A.M.–12 P.M., 1–3 P.M.  
CSC 121  
JANUARY 12–19 FIELD STUDY IN EL SALVADOR  
ENROLLMENT LIMIT: 12  
EST. COST: \$1,275  
LEARNING GOALS: PRJ, Q

NS 103  
**Introduction to Geographic Information Systems and Natural Resource Management**

*Steven Roof*

Managing our natural resources is becoming more and more important but complex as human development spreads into new areas. At the same time, Geographic Information Systems (GIS) are new computerized tools that greatly facilitate natural resources management. In this course, we will learn GIS tools, specifically ArcView, as we identify and map out the natural resources of the Hampshire College campus. We will learn about making and using maps, using technology ranging from counting footsteps to satellite navigation (Geographic Positioning Systems, GPS). We will spend half of our time outdoors, identifying and mapping streams, trails, wildlife habitat, forests, and fields, and spend the other half of our time creating computerized databases of this information and creating maps of the resources of the Hampshire College campus. This course is designed for students who want an introduction to GIS in the context of natural resource management.

TWTh 9 A.M.–4 P.M.  
CSC 3RD FLOOR LAB  
ENROLLMENT LIMIT: 12  
LAB FEE: \$40  
LEARNING GOALS: PRJ, Q

SS 101  
**Pre-Practicum for Elementary, Middle or High School Teaching**

*Madelaine Marquez*

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 with the approval of the teacher, presenting an activity. This intensive experience requires that students reflect on their experience, using a set of questions developed by participants and modified by their experience. Students will meet one afternoon each week from 2:30–4:00 P.M. Interested students should contact Maddie Marquez at 559.5301 by November 5.

MTWThF 8:30 A.M.–2:30 P.M.  
ON SITE  
ENROLLMENT LIMIT: 12  
LEARNING GOALS: PRJ, W

SS 103  
**Globalization: An Economic Understanding**

*Stanley Warner*

Assuming no prior background in economics, we will set out to disentangle the arguments over the social effects of world trade and corporate foreign investment. Are the World Bank, International Monetary Fund and the World Trade Organization correct in promoting a neoliberal agenda of trade-based economic development? Does competition among developing countries lead to a "race to the bottom?" Does free trade encourage decreased or increased world inequality? We will develop the economic vocabulary, historical sense of context, and research skills to address these questions. In addition to shorter assignments, a longer project will be outlined, written, and revised. Readings will include the books, *When Corporations Rule the World* and *The ABC's of International Finance*, as well as a wide range of articles and websites. Please note: In addition to the six Tuesday/Thursday morning and afternoon meetings, there will be four evening meetings of three hours each.

TTh 10 A.M.–12 P.M., 2–4 P.M.  
4 EVENINGS TBA  
FPH 107  
ENROLLMENT LIMIT: 20  
LAB FEE: \$15  
LEARNING GOALS: PRJ, Q, W

SS 104  
**Al Otro Lado—To the Other Side: Cuernavaca, and Oventic, Chiapas, Mexico**

*Margaret Cerullo*

This program is a three-week intensive course in Mexico designed to study Spanish along with an analytical and activist introduction to current Mexican politics and social struggles. The program consists of morning small group Spanish language instruction, followed by talks, videos and visits to different grassroots projects in the afternoons. We will spend the first two weeks in Cuernavaca, and then travel to a Zapatista Autonomous Community in Chiapas for the final week. Language instruction will continue throughout. Students fluent in Spanish can begin instruction in Tsotsil in Chiapas. A number of issues will be addressed in this course, including Zapatismo; the

effects of NAFTA, globalization and "neo-liberalism" in Mexico; emigration; the opening up of the historical record of disappearances during Mexico's "Dirty War" and the meaning of "coming to terms with the past;" the student strike at UNAM (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 in language study. Further research or internships could develop from this course.

TRIP DATES: BEGINS SATURDAY, JANUARY 4 IN CUERNAVACA AND ENDS FRIDAY, JANUARY 24 IN CHIAPAS, WITH ONE DAY TRAVEL BACK TO MEXICO CITY.  
APPROXIMATE COST: \$2,200 (NOT INCLUDING AIRFARE TO/FROM MEXICO)  
ENROLLMENT LIMIT: 15 STUDENTS  
LEARNING GOALS: PRJ, W

SS 201  
**Yatra: An Indian Journey**

*Vivek Bhandari*

The program transports students to three different locations in northern India – New Delhi, Jaipur, and Udaipur – where students engage with scholars, artists, and activists in a series of workshops. Course readings address issues pertaining to the region's history and culture. Students are encouraged to experiment with primary sources, critique artistic 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 are also encouraged to address critical questions surrounding the historical and cultural specificity of South Asia as a region. This program prepares Division II and Division III students for future coursework in the study of South Asia, social theory, and history.

DATES OF TRIP: TO BE ANNOUNCED  
APPROXIMATE COST: \$2,200  
ENROLLMENT LIMIT: 6–8

SS 202  
**Border Crossings: a Field Visit to the U.S.-Mexico Frontier**

*Flavio Riese-Ozguera*

This course will provide students with the opportunity to expand their knowledge of the U.S.-Mexico border through an in-depth visit to the border area at San Diego and Tijuana. These "twin" cities form a single but divided megalopolis of some 4 million, presenting some radical contrasts and some interesting similarities. The border itself, its physical manifestations and its social and legal implications, will be the central focus of inquiry. We will visit the Border Patrol headquarters, tour the U.S. fortifications designed to deter crossings by "illegal aliens," and meet with human rights, arts, environmental and labor organizations to learn first hand of the issues facing people on both sides of the border. The course will start with a week of intensive reading and discussion in preparation for the week-long field visit. There will be three writing assignments required for evaluation: a short critical essay, a field journal and a ten page integrative essay. A program fee of \$250 will be required, and each student will be responsible for her own airfare, lodging, and meals. Spanish fluency helpful but not required. Prerequisite: For continuing students completion of Social Science

Division I. For students entering fall 2002, this course can count as an elective. Preference will be given to students completing SS 180 Borderlands (Fall 2001) or SS 248 Perspectives on U.S.-Mexico Border (Fall 2002).

JAN. 6–10: MTWThF 1–4 P.M.  
JAN. 13–17: OFF-CAMPUS FIELD VISIT  
JAN. 21–23: WRITING PERIOD,  
NO MEETINGS  
FPH 106  
ENROLLMENT LIMIT: 10  
LAB FEE: \$250 PLUS AIRFARE, FOOD AND LODGING

LS 101  
**Immersion Spanish - First Semester**

LS 102  
**Immersion Spanish - Second Semester**

LS 201  
**Immersion Spanish - Third Semester**

LS 202  
**Immersion Spanish - Fourth Semester**

Learn more about Spanish in three weeks than you would learn in three years of part-time classes. This is an intensive immersion course that will have you eating, sleeping, and dreaming Spanish. This course will include the four skill areas (speaking, listening, reading, and writing) but will focus on the learner speaking and understanding the spoken language. Classes are small and are designed to meet the individual needs of each learner. The course includes class time, videos, parties, afternoon cafe, dancing, cooking, guest speakers, and a strong cultural component. Each course covers the same amount of material that is covered in the regular semester courses. These courses count for one half of the two-course option for Division I in Language Study. For more information call Caroline Gear at the International Language Institute of Massachusetts in Northampton at 586.7569. All classes will begin at 9:00 A.M. on Monday, January 6, in the East Lecture Hall. Classes end on Thursday, January 23.

MTWThF 9 A.M.–9 P.M.  
SAT. 10 A.M.–12 P.M.  
FPH 101, 102, 103, 104, ELH, WLH  
ENROLLMENT LIMIT: 10 PER CLASS  
LEARNING GOALS: PRS

# OPRA

OPRA 101  
**Sea Kayaking in Tropical Paradise**

*Karen Warren and Kathy Kyker-Snowman*

Experience a tropical sea kayaking paradise in pristine, aqua blue Caribbean waters of southern Belize. Enjoy snorkeling in crystal clear waters, where spectacular coral formation and hundreds of colorful tropical fish surround you. Camp out on idyllic white sand beaches on uninhabited islands. Hike through diverse tropical rain forests teeming with unique wildlife such as howler monkeys and toucans. Learn about Mayan culture and the people of Belize. This sea kayaking and hiking trip is open to all: no previous sea kayaking experience is needed. See instructors for more details. This trip is for action-oriented travelers who are willing to face the challenges of foreign travel and who are excited about having an incredible adventure experience. There will be a mandatory pre-trip meeting in mid-October. Check in RCC for details.

PREREQUISITE: SWIMMING ABILITY AND VALID PASSPORT  
DATES: JANUARY 6–23  
AIRFARE: \$750–800 APPROX.  
LAND COSTS: \$700–800 APPROX.  
ENROLLMENT LIMIT: 8

OPRA 102  
**Winter Sport Adventures in the North Country**

*Glenna Alderson and Bob Carmirian*

This Jan Term trip is packed with winter fun! We will gear up with alpine skis and snowboards, ice climbing tools and crampons, and lots of warm clothing and head up into Quebec, Canada in search of fluffy white snow and blue waterfall ice. Once there, we will base ourselves in a cozy hostel located in the heart of the Old City of Quebec. During the day we will shred the powder of some of Quebec's premiere ski resorts and learn how to climb ice at a world-class ice climbing area. Our evenings will include hot showers, tasty and filling food (fondue, poutine, crepes...) and the cultural experiences of the city. After an extended stay in Quebec we will venture back to the States where we will apply our newly learned ice climbing and mountaineering skills to climbing a peak and possibly trying some multi-pitch ice routes. Additional shredding on some American powder will be emphasized. Our lodging will be in a warm, dry hostel where we can sip hot chocolate and tell stories of the day's adventures from the comfort of our sleeping bags. All levels of ability, including beginners, are welcome on this winter extravaganza. Mandatory pre-trip meeting; date to be announced.

DATES: JANUARY 6–23  
ESTIMATED COST: \$400  
ENROLLMENT LIMIT: 10

OPRA 103  
**Roca Escalar (Rock Climbing) South of the Border in El Poltrero, Mexico!**

*Earl Alderson and Brett Davis*

The word Poltrero means "corral" in Spanish, which describes the mountains surrounding this climbing mecca perfectly. Spend your January semester experiencing the amazing limestone sport climbing that Mexico has to offer. With over 600 routes to choose from, there is enough to keep the motivated climber occupied for a lifetime! We will be flying to the town of Monterey, Mexico. From there we will travel one hour north to the cliffs of Poltrero. We will base camp at one of the campgrounds located near the entrance of Poltrero Park for the duration of the trip. Our group schedule will alter between climbing and rest days, with minimum travel away from our base camp. This trip is suitable for people with some climbing ability, but is ideal for persons who wish to improve their sport climbing ability. Participants must have a basic knowledge of beginning climbing skills for this trip. For more information contact Earl Alderson at ext. 5470 or Brett Davis at ext. 5784. Mandatory pre-trip meeting; date to be announced.

DATES: JANUARY 6–23  
LAND COSTS: \$250 APPROXIMATE  
AIRFARE: \$300–600  
ENROLLMENT LIMIT: 8

OPRA 104  
**Basic Fitness and Training**

*Troy Hill*

This course will give students background knowledge, first-hand experience in aerobic conditioning and weight lifting. We will cover the basics of using your heart rate to guide aerobic conditioning, and assist you in designing an individualized weight training program. Each class session will include running/walking and weight lifting. People who have never been involved in a fitness program are especially welcome.

TTh 10–11:30 A.M.  
MS  
ENROLLMENT LIMIT: 12



# Workshops



## OPRA 105 Intermediate Shotokan Karate

Marion Taylor

This course will extend the material in the Beginning Shotokan Karate course to include more advanced forms of sparring and kata. We will also perfect skills for application in the real situation.

TTh 6-8 P.M.  
SOUTH LOUNGE-RCC  
ENROLLMENT LIMIT: NONE

## OPRA 106 Intermediate Kyudo

Marion Taylor

This course will extend the knowledge in the Beginning Kyudo course and allow students to perfect their shooting form. We will practice both at the Makiwara and the Mato Mai.

MW 4:30-6 P.M.  
SOUTH LOUNGE-RCC  
ENROLLMENT LIMIT: NONE

## OPRA 107 American Red Cross Standard First Aid and Adult CPR Course

Marion Taylor and Troy Hill

The course will cover the material needed for certification by the American Red Cross in 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 \$5 per person will cover certification with the American Red Cross.

ADULT CPR: MON. JAN 13, 1-4 P.M.  
FIRST AID: WED. JAN. 15, 1-4 P.M.  
SOUTH LOUNGE-RCC  
ENROLLMENT LIMIT: 12  
FEE: \$5

## OPRA 108 Introduction to Aikido

Rob Hayes

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

MW 6-7:30 P.M.  
SOUTH LOUNGE-RCC  
ENROLLMENT LIMIT: 20

## OPRA 109 R.A.D.: Rape Aggression Defense Course

Troy Hill, Karen Pauly, Marion Taylor

The Rape Aggression Defense system is a program of realistic, self-defense tactics and techniques. The system is a comprehensive course for women that begins with awareness, prevention, risk reduction and avoidance, while progressing on to the basics of hands-on defense training. It is dedicated to teaching women defensive concepts and techniques against various types of assault, by utilizing easy, effective and proven self-defense/martial arts tactics. Our system of realistic defense will provide a woman with the knowledge to make an educated decision about resistance. Safety and survival in today's world requires a definite course in action. We provide effective options by teaching women to take an active role in their own self-defense and psychological well-being.

JAN. 6-10, 1-5 P.M.  
SOUTH LOUNGE, RCC  
ENROLLMENT LIMIT: 12

## JTWA 101 Applied Anatomy for Dancers

Jill Esterson

This is a 4-day workshop for dancers. The sessions will each have a different focus but will have several unifying themes: (1) introduction: muscle physiology, bone metabolism, basic self care principles, female athlete triad, etc., (2) the spine and core support, (3) the hip and turn-out, and (4) the foot/ankle—a user's guide. Each class will include: lecture, movement lab, and student presentations on pre-selected topics. Students will be required to attend all four classes, to prepare with assigned readings and present three small projects.

JANUARY 7-10  
TWTuF 10 A.M.-5 P.M.  
ASH 111  
ENROLLMENT LIMIT: 18

## JTWA 102 Animal Behavior Research in Action

Kevin M. Pilz

Research is 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 learn to design and carry out 'relevant' experiments in animal behavior. Classroom time will focus on the concepts of hypothesis testing, experimental design, data collection, and presentation. We will learn these concepts in the context of animal behavior research, but the ideas will apply to other fields of biology as well. Students will put these concepts into action outside of class, where they will design and conduct their own experiments. Students should be prepared to spend significant time outside of class considering, designing and executing their research. I will work individually with students at all stages to help them achieve their goals. Students will present their research in the final class. Research is fun but challenging; we will learn that as well. Students will purchase any materials needed for their research projects.

MWF 1:30-4:30 P.M.  
EDH 4  
ENROLLMENT LIMIT: 9

## JTWA 103 A History of the Soviet Union

Kevin J. Murphy

No society has undergone such a range of political, economic and social transformation as 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 known about the regimes' changing goals and strategies from above, only recently has it been possible to move beyond Cold War stereotypes and begin to gauge the aspirations, thoughts, and actions of ordinary people living under the Soviet system. This intensive course will emphasize everyday life during the tumultuous 74 years of the Soviet Union. We will examine Soviet citizens' lives and attitudes through a variety of the sources recently released from the archives: secret police reports, unpublished letters to authorities, diaries, autobiographies, and anonymous notes passed to speakers at meetings. How did Soviet citizens view their society and their role in it? How did their attitudes change over time? In addition to exploring the strengths and weaknesses of different primary documents, we will also investigate recent historical scholarship and view Soviet films.

JANUARY 6-17  
MTWThFS 1-4:30 P.M.  
FPH 108  
ENROLLMENT LIMIT: 16  
LAB FEE: \$30

## JTWA 104 The Critical Pedestrian: Arts, Intervention and the Street

Helen S. Kahn

The contemporary city is no longer defined in relation to the factory—demographic fluctuations, capital, urban sprawl, and a highly technologized scape—visible and invisible—have fundamentally altered the way we work, travel, and think. Drawing on history, cultural theory, and arts practice we will examine the daily consequences wrought by such transformations on our lived space (the space at the confluence of the mapped city and the city of the pedestrian). Via interdisciplinary practice and play we will seek to make visible the paths that have been previously prescribed for us, in order that we be inspired to re(inscribe) them. We will look for physical and virtual sites of both potential and resistance, analyzing the roles that architecture, urban planning, and governmental policy play in delineating spatial and social relationships. The area around Northampton will provide our playground for our own street-based projects.

MWF 1-5 P.M.  
FPH 107  
ENROLLMENT LIMIT: 16  
LAB FEE: \$15

## JTWA 105 Problems in Contemporary U.S. Foreign Policy

Gerry Warburg

This course will examine key problems confronting modern American diplomats in an era of turbulent change. We will measure how U.S. policy on important multilateral concerns has been transformed to meet new challenges of the 21st century. In each class session, we will examine together a specific topic and vigorously debate options for policy makers. Issues may include U.S. relations with Israel and Palestine; the future of China-U.S. relations; options for Cuban policy; methods for promoting such multilateral concerns as environmental protection and advancement of human rights; the Pentagon, NATO and the role of force in international affairs. Students will be asked to read a number of short opinion pieces and come prepared to develop key points for debate, discussion, and resolution.

JANUARY 13-17  
MTWThF 10:30 A.M.-1 P.M.  
FPH 106  
ENROLLMENT LIMIT: 20  
LAB FEE: \$20

## JTWA 106 Disability Seminars: Learning from the Experts

Elizabeth Dunaway-Smith

At any given time, approximately 57% of the people in this country have a disability. This percentage is increasing as the baby boomers age, and as medical advances help to keep more people with congenital disabilities or injuries alive. Perhaps you know someone with a disability: a brother who has recently been diagnosed with Multiple Sclerosis, your neighbor who is suffering from Alzheimer's, or your younger cousin has Attention Deficit Disorder. This course, offered for the second year, is designed to increase your knowledge of disabilities and disability etiquette. Utilizing guest lecturers, this class will cover one or two specific conditions per class time. There will be a set schedule of lectures, and we encourage students, staff and faculty to attend any or all of them.

JANUARY 7-23  
TTh 1-3:30 P.M.  
ASH 111  
ENROLLMENT LIMIT: NONE

## JTWA 107 Learn to Spin

Michelle Parrish

Spinning can foster a deep sense of creative satisfaction through following a process from beginning to end, understanding the physical properties of materials, appreciating the concrete costs of the clothes and textile products we use every day, and learning a new skill. In this class we will take a hands-on approach to learning how to spin, while keeping in mind the

## Lemelson Center for Design

The Dorothy and Jerome Lemelson Center for Design (LCD) is a design and fabrication resource open to the entire campus community. Located at the north end of the Longworth 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. 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

Glenn Armitage

Interested in learning how to design and build a bicycle frame? Maybe one 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 \$50 material fee if you want to build your own (forks not included).

MWF 9:30 A.M.-12:30 P.M.  
LEMELSON CENTER FOR DESIGN

## BEGINNING BLACKSMITHING

Donald Dupuis

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

WThF 1-4 P.M.  
LEMELSON CENTER FOR DESIGN  
ENROLLMENT LIMIT: 10

In addition to these offerings, the LCD is open all Jan Term 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 2002/2003 Catalog and Course Guide or call 559.5869.



historical, economic, cultural and artistic aspects of textile production. Our primary material will be wool, which we will prepare ourselves, and will spin on a drop spindle and spinning wheel. There will be an optional evening session of natural dyeing. In addition to learning the skill of spinning, participants will develop an appreciation of all the steps involved in textile production, which historically have been essential economic activities occupying untold hours of (primarily women's) labor. Some background readings and a bibliography will be provided.

TTH 2:30-4:30 P.M.  
FARM CENTER  
ENROLLMENT LIMIT: 6  
LAB FEE: \$15

#### JTWA 108 Public Schooling in America

David R. Wagner

"What is public schooling for?" The aim of this course is to provide prospective teachers or anyone with an interest in the field of education an opportunity to examine and question the social, cultural, historical, and political dimensions of the educational process within the dynamics of schools, with a particular emphasis on secondary education. Students will be challenged to think about commonly held ideas about education and learning strategies, and to begin to understand the influencing factors within the classroom environment. The course is designed to actively engage students in the process of developing a personal perspective for themselves regarding the functions and purposes of schooling in the United States. Students will be expected to read, write, discuss, and consider potential reforms to the traditional models of public secondary education.

TF 2:30-4:30 P.M.  
KIVA  
ENROLLMENT LIMIT: 12

#### JTWA 109 Compass for an Uncharted Sea: Research Skills for Hampshire Students

Stephanie Willen Brown/Susan Dayall/Dan Schnurr/Helaine Selin/Serena Smith/Bonnie Vigeland

Have you ever had the experience of being unable to find research materials that you feel must exist? The Hampshire librarians will teach you how to find useful, scholarly information on a wide variety of topics, including law, medicine, psychology, environmental studies, literature, art, and more. Sessions will focus on the efficient and successful use of library catalogs and data bases, internet searching, and evaluating the quality and reliability of sources. For work-study students, successful completion of the course is a prerequisite for working at the Reference Desk.

MTWTh 10 A.M.-12 P.M.  
LIB-IT TRAINING ROOM-3RD FLOOR  
ENROLLMENT LIMIT: 12

#### JTWA 110 Life After Hampshire: A Survival Workshop for Humanities Concentrators

Allyson Polsky and Diana Renn

Yes, Virginia, there is life after Hampshire for humanities concentrators. In this one-day workshop, you will learn the ropes of graduate school admissions, pursuing a Ph.D., and the pros and cons of academic and non-academic careers from two alums who have seen (and done) it all. While this workshop is primarily designed for students in HACU, all members of the Hampshire community are welcome. The morning session will focus on what students can do to prepare for graduate school while at Hampshire, criteria for choosing a graduate program, admissions and funding strategies, expectations for graduate study, building a CV, choosing a dissertation topic and

committee, performing dissertation research, preparing to teach, and the realities of the academic job market. The afternoon session will focus on the exploration of alternatives to graduate school, including careers in publishing, teaching, and other fields, translating one's academic credentials to "real world" skills, finding valuable professional training opportunities, and negotiating salaries and other benefits. Attendance at both sessions is strongly encouraged.

FRIDAY, JANUARY 10  
10 A.M.-12 P.M., 1-3 P.M.  
FPH 105  
ENROLLMENT LIMIT: 20

#### JTWA 111 Social Work: The Helping Profession

Gia Bernini

This is a great course for those who "really want to help people" and are considering work in the human services field. The course will provide participants with a historical overview of the emerging profession of social work in the U.S. and a thorough description of many roles that social workers play at present, such as clinical social work, community organizing, school social worker, etc. Basic skills in social work practice will be offered, namely, engagement, assessment and establishment of a working agreement. The ethics of social work practice such as confidentiality and client/social worker boundaries will be reviewed. The course will offer time to practice these skills through role-playing as well as review of case studies. Diversity, social and economic justice will be addressed throughout the course as it impacts every aspect of the social work practice and profession. Additionally, sources of funding for social work, and professional organization publications that support social work practice will be shared. The goal of this course is to provide participants with as realistic as possible understanding of what a social work career entails, and share

with participants an overview of the core elements of the helping process.

TTH 10 A.M.-12 P.M.  
FPH 108  
ENROLLMENT LIMIT: 20  
LAB FEE: \$10

#### JTWA 112 Child Trauma Institute

Ricky Greenwald

This is a hands-on clinical skills training for working with children and adolescents who have been exposed to significant trauma or loss. This in-depth training will cover child trauma theory, impact of trauma and loss, identification and assessment of traumatized kids, working with parents, teachers and others to help traumatized kids, and directly helping kids to manage their symptoms. The training program will involve lecture, demonstration, and in-class practice with peers.

JANUARY 6-10  
MTWThF 9 A.M.-4 P.M.  
CSC 333  
ENROLLMENT LIMIT: 30  
STUDENT FEE: \$25

#### JTWA 113 Transgressive Writing for Rock Stars

Jennifer Blauvelt

This is a writing workshop open to students of any Divisional level who write but who are not necessarily excited by the current conventional literary academy. Rock stars, outlaws, visual artists, and other transgressive types, as well as more straightforward writers, are encouraged to enroll. We will write fiction, prose, poetry, fictionalized nonfiction, autobiography, and more, in an attempt to question, destabilize, and disrupt notions of the boundaries between those forms. My feeling is that for a piece of art/writing/etc. to be deemed "transgressive" one must take into account the context of its political, social, cultural/sub-cultural atmosphere and/or one's community and the norms of that community. In short, one must know the laws (literary and civic) to break them. Our literary and civic law-breaking will take place on the page. We will, via experimental writing techniques, seek to transgress whatever boundaries we feel like. This could include boundaries in the realms of: Identity (including but not limited to gender, sexuality, age, race, and class); the Body; Political/Civic/Social Boundaries; Moral Boundaries; Literary/Artistic Boundaries; and more. We will read such writers as Eileen Myles, Laurie Weeks, Samuel Delany, Dennis Cooper, JT LeRoy, Kathy Acker, and more. In addition, we may have guest hosts and presentations. It may be useful to have taken a workshop (in any discipline) in the past but that is not a prerequisite for this class. Students will be expected to complete weekly assignments. We will read work aloud in class and distribute to one another for weekly discussion. This class will meet for three hours twice a week. If you have any questions regarding this workshop contact jenniferblauvelt@hotmail.com.

MTh 12-3 P.M.  
KIVA  
ENROLLMENT LIMIT: 14

#### JTWA 114 Legal Issues for the Arts and Media

Jamie Leaver

By their nature, artistic and media works are meant to be disseminated to an audience. But how can a creator control the use of ideas once they are made public? Complex legal systems developed over centuries provide limited protection

for certain works, but do they also restrict the free exchange of ideas? This course will provide students a practical overview and working knowledge of "property" rights issues commonly confronted in the arts and media. Students will learn the major distinctions among current Intellectual Property protection systems, including Patent and Trademark. The bulk of the course will be an overview of copyright issues including fair use of other's works, performance rights, and ownership of works created in employment or on commission (work for hire). Related issues will include defamation (libel), recent laws permitting celebrities to control use of their images, voices and personalities; and contract concerns such as non-competition agreements and assignments of rights. A recurring theme will be the interplay of traditional protection schemes with rapidly expanding digital media. Rather than debating whether all of the internet should be "free," the class will be encouraged to explore what kinds of protections may be appropriate in an age when perfect copies of a growing variety of works can be made available on demand. It is expected that students will learn how to register a simple Copyright, and will review typical contract clauses with a critical eye.

JANUARY 7, 14, & 21  
T 9 A.M.-5:00 P.M.  
EDH 4  
ENROLLMENT LIMIT: 20  
LAB FEE: NOT TO EXCEED \$40

#### JTWA 115 Real World Personal Financial Planning

Jeffery Blustein

This workshop will cover the issues of savings, investment, credit, insurance, employee benefits, retirement plans, and advisor functions. We will apply these financial tools and techniques to the issues of new employment, elderly parents, accumulating assets for future individual security, investment risk and asset allocation, planning for incapacity, and estate planning. If you expect to work and don't know the difference between tax free/tax deferred/taxable, this course is for you. (Please note this is not a class on student loans and education financing.)

JANUARY 13-14  
MT 10 A.M.-12 P.M.  
EDH 2  
ENROLLMENT LIMIT: 18

#### JTWA 116 Pen for Hire: Making a Living as a Freelance Writer

Tucker Teutsch III

In this class, journalism and nonfiction writing students with some experience will learn how to write for publication. More than just a writing workshop, this course covers the subjects of story marketability, editing for publication, and working with editors. Students should arrive with a story-in-progress or a story idea, but it is not a prerequisite. The intention is to sell the story by the end of the term, and students are expected to work toward that goal. Make the transition to the real world now! Who knows? You might get paid!

PREREQUISITES: At least one prior journalism class or a recommendation from Michael Lesy, David Kerr, or Will Ryan (exemptions can be made if students exhibit exceptional work)

TTH 1:00-2:45 P.M.  
CLASSROOM: TBA  
ENROLLMENT LIMIT: 10

# Instructors

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

GLENNA ALDERSON is an instructor with OPRA and has extensive experience with student trips.

ERNIE ALLEVA, visiting assistant professor of philosophy, received his Ph.D. from Columbia University. His main interests are in moral and political philosophy, the philosophy of education, and the history of philosophy. His current projects include philosophical issues regarding work, contemporary controversies about freedom of expression, and recent work on liberal political theory.

GIA BERNINI (86F) is a social worker who has been in the field for over ten years working primarily in urban mental health clinics and schools with economically disadvantaged populations of various ethnic and racial backgrounds. She is bicultural and bilingual and dedicated to issues involving human rights.

VIVEK BHANDARI, assistant professor of history and South Asian studies, holds a B.A. in history from St. Stephen's College, Delhi. He holds an M.A. from the University of Pennsylvania in South Asian studies and a M.A. in modern history from the University of Delhi. He completed his Ph.D. from the University of Pennsylvania on the relationship between public culture and social change in 18th century Northern India.

JENNIFER BLAUVELT (93F) is a writer and musician. She was the guitarist for the rock band Kitty Badass from 1994 to 2000, and toured the U.S. in summer of 1998 and fall of 1999. She has read in New York City, variously in Western Massachusetts, and at Hampshire College. She is currently working on new prose and music, and is involved in several collaborative endeavors.

JEFFERY BLUTSTEIN (71F) is the managing director of Financial Logistics, a full-service financial services firm, and the inventor of the Financial Logistics Advocacy Process (FLAP). He is a Chartered Life Underwriter (CLU) and a Chartered Financial Consultant (ChFC). He is a member of the faculty at Baruch College in NYC and at the College for Financial Planning in Denver where he teaches retirement and employee benefits to those seeking a career as Certified Financial Planners (CFP).

MIRIAM CREMER, MD, MPH is a fourth year OB/GYN resident at NYU Downtown Hospital in Manhattan. She has done extensive research in cervical cancer screening and training health care promoters in rural El Salvador. She has a Masters in public health (epidemiology) from Johns Hopkins.

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 an M.A. 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 CONLISK, 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 international level. She has worked as a visiting scientist at the Instituto de Nutricion de Centro America y Panama in Guatemala, and as an epidemiologist for the Centers for Disease Control and Prevention. More 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.

JAIME DAVILA, assistant professor of computer science, obtained his Ph.D. from the City University of New York. His main research interest is in the area of genetic optimization of neural networks for human-like tasks. In addition, since 1994, he has been working with community-based technology centers in inner cities, investigating how they can best be used to enhance the educational experience of high school students. His papers have been presented at conferences such as the International Joint Conference on Neural Networks, the International Conference on Artificial Neural Networks and Genetic Algorithms, the Conference of the American Association for Artificial Intelligence, and the CUNY Human Sentence Processing Conference.

BRETT DAVIS is a member of the Outdoors Program instructional staff, where he teaches kayaking, mountain biking, rock climbing, and anything else that involves wearing a helmet. He has traveled the world paddling and climbing in such exotic locales as Costa Rica, Thailand, New Zealand, Spain, Patagonia, and Australia.

ELIZABETH DUNAWAY-SMITH (89F) is the executive director of All Out Adventures a not-for-profit agency dedicated to serving individuals and organizations helping to make outdoor recreation accessible to people of all abilities. She is currently an associate of the Lemelson Assistive Technology Development Center, where she mentors students creating and designing adaptive and assistive equipment. Her love of the

outdoors has led her to many remote locations, and her dedication to accessibility has helped muscle many friends there with her.

ELLEN DONKIN professor of theatre, holds a B.A. in drama from Middlebury College, an M.A. in English from the Bread Loaf School, Middlebury College, and a Ph.D. in theatre history from the University of Washington. Her special areas of interest are playwriting and gender issues in theatre history and theatre practice. She is the co-editor of *Upstaging Big Daddy: Directing Theatre as if Race and Gender Matter* (1993), and the author of *Getting Into the Act: Women Playwrights in London, 1776-1829* (1995). She recently co-edited *Women and Playwriting in 19th century Britain* (1999).

DONALD DUPUIS is a Lemelson shop assistant who has been a historical blacksmith for the last 25 years and is a member of the Berkshire Blacksmiths Association.

JILL ESTERSON (77F) PT, CMPT graduated from Hampshire College, and after dancing professionally, attended physical therapy school. She has been working at Westside Dance Physical Therapy in New York City for over seven years specializing in dance medicine.

MARK FEINSTEIN is a professor of linguistics in the School of Cognitive Science at Hampshire. He is on sabbatical leave this academic year (in Ireland), but will return for January Term. His research interests — aside from linguistics — focus on behavior and cognition in non-human animals.

BOB GARMIRIAN is an avid climber and skier. He has taught outdoor skills at Hampshire College for the past 23 years.

DEBORAH GORLIN, staff faculty associate and co-director of the writing program, received a B.A. from Rutgers University and a M.F.A. from the University of California at Irvine. A writing instructor at Hampshire College since 1992, she has also taught at other area colleges and at the University of California, Irvine. Ms. Gorlin has published both poetry and nonfiction writing and has extensive editorial experience. Her book of poems, *Bodily Course*, won the 1996 White Pine Press Poetry Prize.

RICKY GREENWALD (78F) is an authority on child and adolescent

trauma assessment and treatment. He is the director of training for the child trauma program at Mount Sinai School of Medicine, and was previously senior psychologist at the Kauai (HI) school district. He developed child trauma screening instruments that have been translated into 12 languages, and is the author of several books, including *EMDR in Child & Adolescent Psychotherapy* (Jason Aronson, 1999) and *Risking Connection for Kids: A Training Curriculum for Working with Traumatized Children and Adolescents* (Sidran, in prep).

HAMPSHIRE COLLEGE LIBRARIANS: Stephanie Willen Brown, Susan Dayall, Dan Schnurr, Helaine Selin, Serena Smith, and Bonnie Vigeland. Among them they have nine graduate degrees in various fields and over 100 years of experience in the library and information field. They sing, play tennis, backpack, garden, cook, batik, listen to digital music, and hold uproarious meetings once a week.

JACQUELINE HAYDEN, professor photography and film, received her M.F.A. from the Yale University School of Art. Professor Hayden received a Guggenheim Fellowship and two individual fellowships from the National Endowment for the Arts for her work with older models titled "Figure Model Series 1991-96." She has been an artist-in-residence at the Banff Center for the Arts in Alberta, Canada and at the American Academy in Rome, Italy developing her digital series combining older nudes with ancient statuary titled *Ancient Statuary Series 1997-present*.

ROB HAYES began his study of Aikido in 1986 with the late Paul Sylvain Sensei. He studied with Sylvain for approximately ten years, five of those years as a private student. In 1996, Rob did a year long internship with Chiba Sensei, a direct student of Aikido's founder.

CHRISTOPHER JARVIS, associate professor of cell biology, received his Ph.D. in medical sciences from the University of Massachusetts Medical School and was a post-doctoral fellow and staff scientist at the National Cancer Institute before coming to Hampshire in 1994. His research interests are in the field of immunology.

HOLEN S. KAHN (91F) is a cultural producer, who works across disciplines and media to effect collaborations with viewers and potential social change. She holds an M.F.A. from the Art Institute of Chicago, works with the collaborative flotsam, and the loose collective departments of Space and Land Reclamation. She currently resides in NYC.

L. BROWN KENNEDY, associate professor of literature, received a B.A. from Duke University and an M.A. from Cornell University. She is interested mainly in the Renaissance and the 17th century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton Brown.

DANIEL KNAPP has been working in community media production for close to ten years. 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 Alaskans living there.

KATHY KYKER-SNOWMAN has enjoyed January ice climbing and skiing in Quebec and following alligators and flamingoes in the Florida Everglades. She is looking forward to exploring the tropical paradise of Belize.

JAMIE LEAVER (83F) is not (yet) a practicing media attorney but is a recovering television producer. Jamie worked on television commercials before moving to public television in New York. He assisted on the NATURE documentary series and helped launch and wrote for Charlie Rose. He graduated from Northeastern University School of Law in 2001 and is a member of the Massachusetts Bar. He is married to Kathryn Larsen, program director for Rhode Island Public Television.

JILL LEWIS is professor of literature and gender studies in the School of Interdisciplinary Arts. Alongside work with literature, cultural and gender politics, since 1986 she has worked on a wide range of youth HIV prevention initiatives in UK, US, Norway, Estonia, and Sierra Leone. She has taught at Hampshire since 1976, one semester a year, living in UK or Norway rest of year. The "Living for Tomorrow" main course runs spring semester. The three year "Living for Tomorrow" project she designed and helped mount in





Estonia, backed by Nordic Council of Ministers, was named by UNAIDS as a best practice gender-AIDS initiative.

MADELAINE MARQUEZ has been involved in the field of education for over 25 years as a public school teacher, a teacher/educator, alternative school director, and vice-chair of the State Board of Education. She is currently the director of the Center for Innovative Education.

KATY MARTIN is a visual artist whose work combines painting, photography, performance, and digital printmaking. She is represented by Paul Sharpe Contemporary Art in New York, where she had a solo exhibition in 2001. Katy is also a published writer, and her work on Jasper Johns and Marcel Duchamp is extensively quoted within the literature on those artists. Next year, through the Early Stages Program, she will be an artist/writer-in-residence at a public high school in Queens. Katy works as a freelance grant writer for arts organizations. For more information, please visit [www.bboptics.com/katymartin](http://www.bboptics.com/katymartin).

KEVIN MURPHY (74F) lived in Russia for two years and has worked extensively in the archives of the former Soviet Union. His book *Revolution and Counterrevolution in a Moscow Metal Factory* will be published in 2003.

LARA D. NIELSEN holds an M.A. in comparative literature and cultural studies, University of Minnesota, Twin Cities; Ph.D. in performance studies, New York University. Lara teaches courses in globalization and cultural studies, documentary film and performance, Latino/ American film and theatre, and sport and American studies. "Garbage, Gone," an article forthcoming in *Women & Performance*, examines productions in waste and dispossession in the global markets. Lara is working on a manuscript for publication based on her dissertation research, *Exertions: Acts of Citizenship in the Globalization of Major League Baseball*. Science is one of her favorite fictions.

MICHELLE PARRISH (87F) currently works in the residential life area of Student Affairs as the Prescott House secretary. She earned an M.A. in the comparative study of religion. She has been spinning, dyeing, and weaving for three years, and has taught spinning to both children and adults at the Fiber Arts Center in Amherst and at the 2002 NOFA conference. She is interested in the creative aspect of textile arts as a craft, the prehistoric aspects of textile arts, and in textile production as a lens to

examine contemporary political and ecological issues.

JAYENDRAN PILLAY is assistant professor of world music at Hampshire College. His research for his Ph.D. dissertation, "Music, Ritual, and Identity Among Hindu South Africans," was conducted in both India and South Africa. He studied South Indian vocal music under Prof. T. Viswanathan at Wesleyan University.

KEVIN PILZ (90F) is about to finish his Ph.D. at the Department of Neurobiology and Behavior at Cornell University. His doctoral research examines how mother birds manipulate offspring phenotype by depositing different levels of steroid hormones in eggs. Next year, he will begin post-doctoral research at El Museo Nacional de Ciencias Naturales in Madrid, looking at reproductive strategies in lizards. His hobbies are dancing to hip-hop/house/dance hall/samba/calypso, and hanging out in Brazil.

ALLYSON D. POLSKY (91F) received an M.A. in visual and cultural studies from the university of Rochester and a Ph.D. in Human Sciences: A Program in Language, Culture, and Society from The George Washington University, Quinnipiac University, and Yale University. This year she is a research fellow at the Center for Humanities at Wesleyan University.

ABRAHAM RAVETT, professor of film and photography, holds a B.A. in psychology from Brooklyn College, a B.F.A. in filmmaking and photography from the Massachusetts College of Art, and an M.F.A. in filmmaking from Syracuse University. Complementing a career in filmmaking and photography, he has also worked as a videomaker and media consultant. Professor Ravett has received fellowships from the National Endowment for the Arts, Massachusetts Council on the Arts and Humanities, the Japan Foundation, Artists Foundation, and National Foundation for Jewish Culture among other awards. His films have been screened internationally at sites including The Museum of Modern Art and Anthology Film Archives in New York City; Pacific Film Archives, Berkeley; Innis Film Society, Toronto, Canada; and Image Forum, Tokyo, Japan. Professor Ravett is a recipient of a 1994, John Simon Guggenheim Fellowship in filmmaking.

SCOTT REEDS has a B.F.A. from U.C.-Berkeley and an M.F.A. from Yale University. He was a visiting professor at Dartmouth College and has taught printmaking and drawing in universities in California and the East Coast. Professor

Reeds has received fellowships from the National Endowment for the Arts and the New York Foundation for the Arts. His intaglios are included in the collections of the Brooklyn Museum, the Library of Congress and the New York Public Library. His work has been frequently exhibited throughout the US and abroad.

DIANA RENN (89F) received an M.A. in English from Brandeis University, where she is also a Ph.D. candidate in English. She teaches writing and ESL (English as a Second Language) at Wentworth Institute of Technology in Boston. She also works as a freelance writer and editor in the educational publishing industry. She has published her fiction and nonfiction in the *Indiana Review*, the *Santa Barbara Review*, *Writer's Digest*, *South American Explorer*, *Cricketer Magazine for Children*, *Spider*, and others.

FLAVIO RISECH-OZEGUERA, associate professor of law and ethnic studies, has taught courses in Latino studies, immigration, civil rights and human rights at Hampshire for 15 years. He was formerly an attorney specializing in immigration and refugee law on behalf of noncitizens in deportation and political asylum proceedings, and taught immigration practice and public interest advocacy at Harvard Law School.

STEVEN ROOF, assistant professor of earth and environmental science, has been using maps ever since he could walk. More recently, he has been involved with natural resource management as a Conservation Commission member for the town of Leverett for the past seven years. He has been building GIS library of the natural resources of the Hampshire campus with the help of Hampshire students for the past three years and looks forward to expanding this database during this January term course.

WILL RYAN, instructor at the Writing Center, has a B.A. in history and a M.Ed. in student personnel and counseling from the University of Vermont, and an M.A. in American history from the University of Massachusetts. He was a counselor and instructor at Johnson State College in Vermont and later taught high school English and social studies. He writes for various outdoor sporting magazines, and Lyons and Burford recently published his book on fly fishing for smallmouth bass.

MARIANGELES SOTO-DIAZ visiting assistant professor of art, received her B.A. from Hampshire College and a M.F.A. in painting from Claremont Graduate University of California. She has

taught at the University of California, San Diego Extension, the University of California, San Diego Crafts Center, and been an artist-in-residence at the Institute for Arts Education in San Diego. Her work has been exhibited in solo shows at Sweeny Art Gallery, University of California, Riverside, at Ruth Bachofner Gallery, Bergamot Station, Los Angeles and at Chozon Gallery, Palm Springs, CA. In addition, her work has been included in numerous group shows, including DA Center for the Arts, Pomona, CA, Ruth Bachofner Gallery, Huntington Beach Art Center, Huntington Beach, CA, Andrew Shire Gallery, Los Angeles, CA among many others.

MARION TAYLOR has been teaching Shotokan Karate at Hampshire for 26 years and teaching Kyudo for 15 years.

TUCKER TEUTSCH III (95F) currently splits his time between Texas and Colorado, working as a freelance writer for a number of publications. He has never spent a January in Massachusetts, even while a student. Better late than never.

JASON TOR, assistant professor of microbiology, received his B.S. in soil science and a M.S. in natural resources and environmental science from the University of Illinois, and a Ph.D. in microbiology from the University of Massachusetts at Amherst. He has recently conducted research on the geomicrobiology of hydrothermal vents in Yellowstone National Park and Vulcano, Italy.

LOEL TRONSKY, is a doctoral fellow in psychology, recently received a Ph.D. in educational psychology from the University of Massachusetts at Amherst. Much of his graduate experience was dedicated to teaching educational and cognitive psychology courses at the University of Massachusetts and Hampshire College. Currently he is working with Professor Stillings, Professor Wenk, and Professor Ramirez on an NSF grant studying inquiry-oriented instruction in science and its impact on students' conceptions of the epistemology of science. His main teaching and research interests center around numerical and mathematical cognition as well as learner differences in the domains of reading, spelling, and math and the impact that instructional practices and other factors have on these differences.

COLIN TWITCHELL (78F) is director of the Lemelson Assistive Technology Development Center. At Hampshire College he studied mechanical design and exercise physiology among other things. His Division III was the design and

fabrication of a multi-terrain wheelchair. Currently, a piece of his adaptive recreational equipment is on display at the Smithsonian Museum of American History in Washington, D.C.

DAVID WAGNER was initially drawn to the education field by his interest in educational reform and a strong desire to work with young people. He has ample experience in education, including having co-founded a Hampshire-style public charter high school. David is currently serving as assistant director of admissions for Hampshire.

GERRY WARBURG (74S) received a Master's degree in international relations from Stanford. He worked for 15 years as a senior aide with the Congressional leadership and is currently a consultant to a number of non-profits and corporations as a partner in a Washington, D.C. public affairs firm.

STANLEY WARNER holds a Ph.D. in economics from Harvard University and continues to thoroughly enjoy the privilege of teaching at Hampshire College. His interests are in the history and future of capitalism as a world system and in environmental economics as a new religion. Recent writings address issues of world population growth, as well as the social impacts of hydroelectric development on the lives of the Cree people of northern Quebec.

KAREN WARREN is an OPRA instructor who has sea kayaked in many incredible places on the planet.

RICHARD WEISS visiting assistant professor of computer science, received a Ph.D. in mathematics from Harvard University and an A.B. from Brandeis University, before becoming interested in computer science. He has taught at Tufts University, Dartmouth College, Smith College, UC Santa Cruz, University of Massachusetts at Amherst, and Simmons College. He was also a visiting member of the Newton Institute at Cambridge University. He has worked for Digital Equipment Corp and Compaq Computer Corp, where he contributed to the design of the Alpha microprocessors. His research interests include computer vision, robotics, computational geometry, differential geometry, cryptography, and computer architecture.





**January Term 2003**

**HAMPSHIRE COLLEGE – COURSE GUIDE SUPPLEMENT**

**STUDENT COURSES**

**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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:gak99@hampshire.edu).

MTWThF 1-5 p.m.

ARB

Enrollment Limit: 12

Lab Fee: \$20

**JTS 106****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](mailto:jlitant@hampshire.edu) or [lclaris@hampshire.edu](mailto:lclaris@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](mailto: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 [ktt01@hampshire.edu](mailto:ktt01@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](mailto:aer99@hampshire.edu) or [jis99@hampshire.edu](mailto: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](mailto:tchan@hampshire.edu).

MTW 6-8 p.m.

FPH 106

Enrollment Limit: 16



## ADDITIONAL WORKSHOPS

**Workshop Registration:** To enroll in the additional workshops listed below, register on-line at [thehub.hampshire.edu](http://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, AETMARK, 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 interning 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 trial 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 TULINIUS (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.