

Hampshire College
Amherst, MA 01002

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2002 January Term Course Guide HAMPSHIRE COLLEGE



Courses 2002

Unless stated in the course description, no courses count for use in a two-course option Division I examination.

Adventures Down Under: Sea Kayaking & Hiking in New Zealand	JTOP 101
Al Otro Lado—To the Other Side:Cuernavaca, Mexico	JTSS 104
Artist's Bookmaking	JTWA 104
Basic Fitness and Training	JTOP 106
C Programming for Everybody	JTCS 103
Childbirth in Several Cultures	JTNS 104
Comfort Zone: Interrupting the Capital Flow	JTWA 107
Concept Centered Curriculum and Lesson Design	JTWA 112
Considering Very Young Children: A Classroom Perspective	JTWA 109
Cuba Trip	JTT 202
Disability Seminars: Everything You Wanted to Know But Were Afraid to Ask	JTWA106
Discovering Your Body, Uncovering its Knowledge	JTHACU 101
Feldenkrais Method: Feel Better in Your Body	JTWA 108
Florida Waterways Canoe Exploration	JTOP 103
Forensic Anthropology: What a Skeleton Can (and cannot) Reveal About a Person	JTNS 102
Gene Cloning	JTNS 101
Greasers, Geishas, Ganstas & Good Ol' Boys	JTSS103
How I learn to Write	JTWA 101
How to be Less Awkward and More Believable	JTWA 110
Identifying Wildlife Tracks and Signs	JTNS 103
Immersion Spanish	JTLS 101, 102, 201, 202
Intensive Playwriting Workshop	JTIA 101
Intensive Sculpture Seminar/Workshop	JTIA 104
Intensive Tai-Chi	JTOP 108
Intermediate Shotokan Karate	JTOP 107
Introduction to Aikido	JTOP 105
Introduction to the Digital Figure	JTCS 102
It's a Class Thing: Discussing Classism & What We Can Do	JTWA 103
Knowing and Not Knowing: Interface of Science & Buddhism	JTNS 105
Landscape Photography	JTWA 105
Languages of Resistance: Protest Cultures and Art Learning Styles and Learning Strategies	JTHACU 106
Lemelson Center for Design - Arc Welding, Gas Welding, Bicycle Frame Building Clinic, and Beginning Blacksmithing	JTWA 114
Linguistics After Dark	JTCS 101
Middle Eastern Dance	JTHACU 103
Mindfulness Meditation: Waking Up to Life	JTHACU 104
Music, Immigration, and Identity	JTWA 111
New Writing for New Writers	JTWA 102
Poetic Improvisation	JTIA 103
Pre-Practicum for Elementary, Middle or High School Teaching	JTSS 101
Roca Escalar (Rock Climbing) South of the Border in Mexico	JTOP 104
Say it Back to Me, Only Different this Time, or Not	JTIA 102
So You Think You're Pretty Smart-Consulting 101	JTWA 113
Social History of the Soviet Union	JTSS 102
TOAST & JAM: A Vocal Improv Workshop	JTHACU 102
Yatra: An Indian Journey	JTT 201
Victorian Obsessions	JTHACU 105
Winter Sport Adventures in the North Country	JTOP 102

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

Registration Info

JANUARY TERM DATES

Wednesday, Jan. 3—
Thursday, Jan. 24, 2002

REGISTRATION DATES: HAMPSHIRE COLLEGE STUDENTS

November 7 and 8 or register on-line at www.hampshire.edu/academics/jan_term/ after Nov. 8. Open registration continues until Friday, December 7, for courses in which space is still available. Contact Emily Gallivan, January Term Office, B3 Prescott House.

TIME

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

PLACE

Register in person in the LOBBY of FRANKLIN PATTERSON HALL or register on-line at www.hampshire.edu/academics/jan_term/

FIVE COLLEGE AND COMMUNITY REGISTRATION

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

REGISTRATION INFORMATION

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

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

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

be sent if mutual agreement is reached between the student and the instructor.

FIVE COLLEGE STUDENTS may take January Term courses at no cost other than any stated lab fees. Five College students should check with their home institution to see if credit can be earned for Hampshire January Term classes.

For further information please call or write: Coordinator, January Term Program, Hampshire College, Amherst, MA 01002-5001. Telephone (413) 559-5778.

Visit our website at www.hampshire.edu/academics/jan_term/

JANUARY TERM at Hampshire College and the Five Colleges offers a unique opportunity to pursue a variety of interests. Students may study a specific subject in depth, take practical courses or workshops, participate in seminars, or work independently on divisional examinations. January Term can also be a time to study something 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 offerings by alumni, staff, and students.

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

JANUARY TERM AT THE FIVE COLLEGES

Hampshire College students may participate in January Term activities at Five College institutions. Students taking courses at the University of Massachusetts should be aware that a tuition fee is charged. Students fully enrolled in one of the Five Colleges may take part in courses or attend events offered at the other colleges, with a few exceptions. For information on courses, fees, times, instructors, and locations, students should turn to

the Jan. catalogs which are published by the individual colleges. Five College students registering for credit courses must obtain the permission of their home institution to earn credits during Jan..

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

AMHERST COLLEGE
Campus Center (542-5773)

MOUNT HOLYOKE
Office of Jan. Program Coordinator, 117 Blanchard Campus Center (538-2893 non-credit course information only) and the Registrar's Office, Mary Lyon Hall (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

FPII
Franklin Patterson Hall

EDII
Emily Dickinson Hall

MLH
Main Lecture Hall

CSC
Cole Science Center

ELH
East Lecture Hall

PIB
Photography/Film Building

WLH
West Lecture Hall

MDB
Music/Dance Building

RCC
Robert Crown Center

ARB
Arts Building

ASH
Adele Simmons Hall

PII
Prescott House

MH
Merrill House

MS
MultiSports Center



Courses

JTIS 101 Immersion Spanish— First Semester

JTIS 102 Immersion Spanish— Second Semester

JTIS 201 Immersion Spanish— Third Semester

JTIS 202 Immersion Spanish— Fourth Semester

Caroline Gear

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 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. Classes will begin Thursday, Jan. 3 and end on Friday, Jan. 25.

MTWThF 9 A.M.—9 P.M., Sat. 10 A.M.—12 P.M.
FPH 101, 102, 107, 108, ELH, WLH
Enrollment Limit: 10 per class

JTCS 101 Linguistics After Dark

Emily Alling

Why do non-native speakers of languages have accents? Can gorillas really learn language? Are some languages more complex than others? Is Latin really the perfect language? Is there even such a thing as a language? We will consider the answers to these and many other questions in this course, which will be roughly equivalent to a semester-long introduction to linguistics. Linguistics is a fascinating and complex discipline with something for everyone, from poets to biologists to historians, from cultural scientists to social scientists to computer scientists. Major topics to be discussed in this course will include: the sound systems of English and other languages, how words and sentences are put together, how and why languages change over time, the major language families of the world, and how factors such as class, race, gender, and geography can affect language. No background in linguistics or foreign languages is assumed. By the end of this course, you will have learned a new alphabet, know the word for "two" in all the major Indo-European languages, and be able to do things with sentences that your high school English teacher never dreamed of.

MTWTh 6-9 P.M., FPH 104
Enrollment Limit: 15

JTCS 102 Introduction to the Digital Figure

David "Goose" Gosselin

In this course you will explore how to manipulate different 3D

computer generated figures within digital space. From the creation of the figure, to placing it into a believable environment, the possibilities are endless. More adventurous students might even delve into animating their created figure. After this course you will have the basic understanding of how to make your figures and images into fine works of art. Students are required to complete several projects during the course.

Jan. 7-24
MTWTh 9 A.M.—12 P.M., ASH 126
Enrollment Limit: 15

JTCS 103 C Programming for Everybody

Alan Robinson

This class will teach computer programming in C. The C programming language is an elegant and powerful tool for writing computer programs. It is one of the most commonly used programming languages, and is the core of many newer languages like Java and C++. It is also frequently employed by computer scientists when describing new ideas and algorithms. Almost any type of program can be created with C, from operating systems (both Windows and Unix were written in C) to computer games. This class will cover all of the fundamentals of the C language. No background knowledge of computer programming is required. Class time will be divided between lectures and in-class programming exercises.

MTWThF 2-4:30 P.M., ASH 126
Enrollment Limit: 15

JTHACU 101 Discovering Your Body, Uncovering its Knowledge

Emily Fox

Our body is a central part of our existence; yet we often don't know much about it. We may not even pay attention to it unless we are in pain or are trying to achieve improved athletic performance. Moreover, in this culture we tend to think intelligence and emotions reside solely in the brain, separate from the body. In this course, using exercises drawn from BodyMind Centering (a system of body awareness and movement re-education) and drawing, movement, and writing activities from Motion Processing (an Expressive Arts Therapy), we will study experiential anatomy and explore the powerful and often surprising interweaving of mind and body. No background in biology, movement, or art is required. This course may be of particular interest to students of dance, theater, and psychology, as well as those dealing with chronic health issues or interested in living more fully in their body. Students must purchase the following items: journal (spiral notebook is fine), 14" x 17" sketchpad, and Craypas oil pastels, (inexpensive type, at least 8 colors; more is better).

MTWTh 10 A.M.—1 P.M., MDB
Enrollment Limit: 24

JTHACU 102 TOAST & JAM: A Vocal Improv Workshop

Susanne Barkan

TOAST & JAM had become a tradition during Jan Term at Hampshire. It begins in the moment and ends in the heart. This workshop brings you a series of singing exercises that get you creating, connecting and improvising. This intensive workshop

setting is a unique opportunity to explore, challenge and deepen your listening and singing skills. No matter what style of singing you do in your everyday life, TOAST & JAM will enhance your experience, giving you new tools for expressing emotions and ideas.

We will do solo, small and large group improvs, multi-part chants, spontaneous songs, improvised soundtracks, hum circles and projects that explore the connection between genre and meaning. Be prepared to stretch, sing, cut loose and connect. *To receive an evaluation students are required to write a self-evaluation.*

Note: This workshop is open to 12 participants. You must be able to sing in tune and in rhythm. All interested students must audition with the instructor during the week of November 5-9. You will be notified by phone upon acceptance into the workshop.

TWThF 9:30 A.M.—12:30 P.M.
MDB, Enrollment Limit: 12

JTHACU 103 Middle Eastern Dance

Fleur Frascella

Middle Eastern Dance can be enjoyed by women of all ages, shapes and ability levels. This is an introductory level movement course. It will teach the fundamental steps of the dance, which focus on the isolation and manipulation of the pelvis, ribcage and abdominal muscles. We will be examining the different styles of this dance by watching videos. There will be reading assignments on the history of the dance, which will foster class discussions. All the required readings for the course will be available on reserve and there will be no textbooks. *Dress: Wear a long skirt and a tank top or sports bra. Appropriate dress is required.* "We will dance for ourselves, and enjoy the camaraderie of other women. We dance for exercise, self-expression, bonding, and appreciation of the diversity within our community."

MTWTh 6-9 P.M., MDB
Enrollment Limit: 25, Lab Fee: \$30

JTHACU 104 Mindfulness Meditation: Waking Up to Life

Reya Stevens

Mindfulness meditation (also known as Vipassana) is the simple practice of paying attention to exactly what is occurring in the present moment. Originating in India over 2500 years ago, it allows one to see all aspects of life clearly and without judgment. It brings balance, open-heartedness, and wisdom to our sometimes chaotic and stressful lives. It is a path of compassion, discovery, and self-awareness.

This course is an intensive introduction to mindfulness practice. It will include sitting and walking meditation, discussion, guest speakers, and group activities. These activities will help us to develop mindfulness not only in meditation but also in our daily lives—including relationships, school, work, creativity, and play. Please note that while mindfulness practice can profoundly enhance the quality of our lives, it also requires the willingness to stick with it even though difficulties may arise. The class will be a warm and flexible environment; you will be supported along the way.

MTWThF 9:30 A.M.—12 P.M.
MDB, Enrollment Limit: 20

JTHACU 105 Victorian Obsessions

Jon Hodge

After a century-long absence, the word "obsession" returned in 1824 to English dictionaries, which defined it primarily as "a mental

fixation" (though one lacking any of the clinical connotations that it represents to us today) while also documenting its more archaic senses of "a siege" and "a spiritual haunting." This return was accompanied by a British interest in the conceptually related French terms "idée fixe" (a recurrent theme) and "monomania" (a mental fixation that did connote what we would recognize today as clinical obsession). This panel will examine English literature and history so as to investigate Britain's role in the development of the term. The example, how does the English novel trace obsessions' transformation from Esquirol's monomania to Freud's obsessional neurosis? How is obsession portrayed differently when brought into relation with race, class, gender, or sexuality? Given the range of 19th-century discourses in which the idea of obsession appeared, this class will be applicable to a variety of Division IIs and IIIs.

MTWTh 1-4 P.M., FPH 106
Enrollment Limit: 20

JTHACU 106 Languages of Resistance: Protest Cultures and Art

Robert Herbst

Standard protest holds a placard of higher truth to the face of a perceived here-do-well, the horror of a symbolic moral authority shaking the powers that be to the core. More radical protest eschews the notion of moral authority and replaces symbols with tangible action. Traditionally, a painting sits on the wall of a gallery waiting for a viewer to have a casual, yet profound interaction with it. Questioning the assumptions of the passive symbol, artists have brought their canvasses off the wall out of the galleries and created all kinds of invigorated forms.

In this interdisciplinary class we will collapse the spaces between political theory and history and contemporary art/cultural theory to come to a greater understanding of the strategies that both artists and activists use to practice radical politics. A vast range of visual, audio, and written sources will be consulted in this class (Marx, Bolshevism, Debord, Abbie Hoffman, Plowshares, Valie Export, Fannon, Chris Burden, Reclaim the Streets, Vandana Shiva, Atari Teenage Riot, Hakim Bey etc.). Themes of discussion will include "Arming Culture," "Counter Cultures," "Direct Action in Art and Protest," and "Beyond Representation." The class will be composed of structured lectures, discussions, in-class projects, and student presentations. Prerequisites: interest, as well as involvement, in either an art practice or course work in social sciences.

JAN. 8-24, TWTh 3-7 P.M.
FPH 105
Enrollment Limit: 20, Lab Fee: \$15

JTIA 101 Intensive Playwriting Workshop

Adam Kraar

Focusing on participants' works-in-progress, this course will help playwrights shape their work to maximize its impact on an audience. We'll explore how playwrights develop plays, getting them from the page to the stage. Beyond illuminating the art and craft of writing for the theatre, the course will cover the role of the playwright in marketing, workshoping, rehearsing and producing a play. In addition to classroom discussion of participants' work, workshoping exercises, and occasional lectures, the instructor will meet with each participant for individual script conferences. By the end of the

course, participants will have completed a one-act or an act of a full-length play and be equipped with strategies for advancing the play towards production.

MTThF 1-4 P.M., EDH 2
Enrollment Limit: 12, Lab Fee: \$10

JTIA 102 Say it back to me, only different this time, or not: creating mixed media installa- tions/performance pieces using other artistic work as source material.

Susan Landau

Art work which incorporates, refers to, and/or is in dialogue with other art work has been a continual theme in what is becoming our "Post Modern tradition." This practice has figured particularly in work which crosses media and traditional disciplines. In this course students will be given the opportunity to explore this complex process through the making of their own mixed media installations and/or performance pieces, working with either chosen or assigned artistic materials as a starting point. As a group and individually we will look at how to analyze the structure/meaning of the material students are working with. We will explore how the crossing of media can enrich as well as complicate the making and the interpreting of a piece of work. We will also look at examples of artists who have been utilizing this approach in their own working practice. Note: students will be responsible for covering the costs of their chosen projects which will vary based on what media they choose to work with. Prerequisites: It is highly recommended that students have some experience in at least one of the following areas: fine arts, dance, theater, music, film, video, photography, creative writing, sound design, digital design, architecture, or 3D design.

TWTh 1-4:30 P.M., FPH 104
Enrollment Limit: 15, Lab Fee: \$5.

JTIA 103 Poetic Improvisation

Erik Noonan

The main idea of the course is that, for practical purposes, different poetic and musical tradition meet, or can meet, and influence one another in spontaneous improvisational forms. We'll approach English and Anglo-American poetry via John Keats' concept of "negative capability" and Charles Olson's essay *Projective Verse*, two points of contact between those traditions and the others of African origin that we'll examine next, specifically: African (Jacques Rabemananjara), Caribbean (Aimé Césaire, Derek Walcott, Kamau Brathwaite, Michael Smith, Benjamin Zephaniah, Jean "Binta" Breeze, Linton Kwesi Johnson, Sister Nancy, Bob Marley), and African-American (Amiri Baraka, June Jordan, Sterling Plumpp, Robbyne Kaamil, Nathaniel Mackey, the Living Legends, Ornette Coleman).

The course will be geared towards those who have begun finding their way in poetry of any sort and want to write or study poems open to traditions outside what they have written or studied thus far; or for those with an interest in the subject but who have little or no knowledge of it or don't know where to begin.

TWThF 9 A.M.—12 P.M.
FPH 104
Enrollment Limit: 18

JTIA 104

Intensive Sculpture Seminar/Workshop

James Lavo

A full-service, full-release workshop in which we will view and discuss a wide range of contemporary art from the relative warmth and safety of the crit room/slide lounge. We'll talk influences. We'll talk culture. We'll talk public art, installation, performance, and collaboration. Then we'll talk about what we're currently working on, or what we want to start working on in relation to these issues; from here, we slide on over to the sculpture studio/classroom/the Lemelson shop/ wherever we go to get things done, where you will be generously provided the technical and (further) conceptual assistance should you so desire. Note: material costs will be covered by the students.

MTWThF 10 A.M.-3 P.M., ARB Enrollment Limit: 10

JTNS 101

Gene Cloning

Chris Jarvis, Lynn Miller, et al.

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.

MTWThF 8 A.M.-5 P.M.

CSC 2nd Floor Lab Enrollment Limit: 20 first come, first serve; see Chris or Lynn then register.

JTNS 102

Forensic Anthropology: What a Skeleton Can (and cannot) Reveal About a Person

Debra L. Martin

This intensive laboratory will provide students with hands-on experience in methods used by archaeologists, physical anthropologists, coroners, and medical examiners to study human skeletal remains. Age at death, sex, height, physique, occupation, nutrition, and health are but some of the things that can be "read" from dry bones. Students completing this intensive course on the skeleton will be well versed in skeletal analysis and its use in archaeological, medical, and legal situations. It will also provide students with ideas and background for independent Division I, II or III projects. No previous exposure to biology or science is necessary and the course is open to students at all stages of their study.

MTWThF 1:30-3 P.M., CSC Osteology Lab (3rd Floor) Enrollment Limit: 15

JTNS 103

Identifying Wildlife Tracks and Signs

John McCarter

This course is an intensive introduction to tracking mammals in Massachusetts. We will cover clear print characteristics, track patterns and the gaits they represent. We will also examine and discuss a broad range of other wildlife signs such as: browse, scat, scent posts, etc. Meetings will be held in the field (weather permitting) and will include extensive off-trail hiking. Half of one session will be spent indoors viewing a video on quadruped locomotion, and looking at slides. It is suggested that participants read *Tracking and the Art of Seeing* by Paul Rezendez.

MTW Jan. 7-23, Th 24 9:30 A.M.-4 P.M., ASH Aud, Enrollment Limit: 15 Lab Fee: Snow Shoe Rental

JTNS 104

Childbirth in Several Cultures: North American, South American, European and African Experiences of Birth

Courtney Lewis

The experience of childbirth is often a tremendous indicator of a culture's view of women. By exploring sources (both video and written) detailing the costume, environment, language, technology, and individual participation of people involved in a birth, students will draw conclusions and analyze cultural experiences of women in various areas of the world. Readings and discussions will also center around obstacles to optimum care for women and infants by looking at national and international organizations dictating care parameters (such as the American Medical Association and the World Health Organization). The use of technology (both traditional and Western) will be carefully analyzed with respect to its effect on indigenous systems. One brief paper is required for completion of this course, although auditors are welcome.

MTWTh 1-4 P.M., ASH 222 Enrollment Limit: 20

JTNS 105

Knowing and Not Knowing: The Interface of Science and Buddhism

Peter Williams

Although Western scientific and Buddhist approaches to knowledge diverge in important ways, the findings of many scientific disciplines are increasingly harmonious with Buddhist thought. We will explore these similarities and differences, focusing on the disciplines of ecology and evolutionary biology, but including fields as diverse as psychology, neuroscience and physics. We will also examine the relevance of Buddhism to environmental problems. This course includes experiential exercises, emphasizing mindfulness meditation and ecology field trips.

Jan. 14-24 MTWThF 12:30-5 P.M., CSC 121 Enrollment Limit: 18, Lab Fee: \$10

JTSS 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 JAN. 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 as a group every Wednesday, 2:30-4 P.M. in Prescott House B-1. Interested students should contact Maddie Marquez at 559-5301 by Nov. 15.

MTWThF 8:30 A.M.-2:30 P.M. On Site, Enrollment Limit: 10

JTSS 102

A Social History of the Soviet Union

Kevin 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 1930's, World War II, De-Stalinization under Khrushchev, the Cold War, and the profound crisis of the 1980's. 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? Several copies of the two required textbooks will be on reserve at the library or may be purchased for \$40 each.

Jan. 7-12 MTWThF 10 A.M.-5 P.M., Sat. 10 A.M.-12 P.M., FPI 103, Enrollment Limit: 15

JTSS 103

Greasers, Geishas, Gangstas & Good Ol'Boys: A Grassroots Workshop on Speaking Truth and Confronting Race

Richard M. Wright / Jeannie L. Wong / Nadine Wolf Budbill

After laying down basic race and identity development theory as well as a systematic power analysis and a deconstruction of stereotypes, this course will work to expose the personal, political, psychological and spiritual devastation we have all endured, as individuals and as communities, because of racism. Through the medium of creative written text, i.e. poetry, prose, scripts, etc. each student will work to develop a piece(s) of work that explore and speaks to her/his personal journey through racial identity politics. Safe spaces for processing will be provided for both people of color and white people. Through this process we will work to offer concrete models for activism as we move along the continuum of self-empowerment and the dismantling of racism within both our culture and ourselves. This course will not be confined to a black-white dichotomy of race and is open to all. Provocative and informative films will be screened throughout the week. The course co-facilitated by a black man, Chinese-American woman, and white woman.

Jan. 7-11 MTWThF 10 A.M.-4 P.M. w/film screenings at night CSC 333, Enrollment Limit: 15

JTSS 104

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

Margaret Cerullo (SS)

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 be continue throughout.

A number of issues will be addressed in this course including Zapatismo; the effects of NAFTA, globalization and "neo-liberalism" in Mexico; emigration; 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 Sat., Jan. 5, 2002 in Cuernavaca and ends Friday, Jan. 25 in Chiapas, with 1-2 days travel back to Mexico City. Approximate Cost: \$1650 (not including travel between Cuernavaca and Chiapas or airfare to/from Mexico) Enrollment Limit: 15 students

Trips

JTT 201

Yatra: An Indian Journey

Vivek Bhandari

The program will consist of visits to three different locations in India — New Delhi, Jaipur, and Udaipur — where students will engage in a series of workshops with scholars, artists, and activists. In addition to studying how various scholars have treated the region's history, students will be encouraged to experiment with primary sources, assess 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 will be encouraged to address critical questions surrounding the historical and cultural specificity of South Asia as a region. This program will prepare Division II and Division III students for future coursework in the study of South Asia, comparative politics, and history.

Dates of Trip: To be announced Approximate Cost: \$1,800 Enrollment Limit: 8-10

JTT 202

Cuba Trip

Jacqueline Hayden/Joan Braderman

Professors Jacqueline Hayden and Joan Braderman of Film/Photo/Video will take 12 students (6 photography concentrators and 6 video concentrators) to Havana, Cuba. We will be photographing

the restoration of Habana Viejo (old Havana) for the archives of the Oficina de Historiada. Besides the buildings that are being renovated, we have agreed to document the life of the people who work/live and use the buildings. Many of the buildings are from the 17th and 18th century. There will be field trips and events with members of UNEAC (Union of National Cuban Artists and Writers). Pre-requisite for Photographers is FIACU 211 - Photo II: Documentary Photography. Pre-requisite for Video - Intermediate Video Production and instructor permission.

Dates of Trip: To be announced Approximate Cost: To be determined Enrollment Limit: 12

OPRA Trips

JTOP 101

Adventures Down Under: Sea Kayaking and Hiking in New Zealand

Karen Warren / Kate Batten

New Zealand is a fascinating and beautiful country with magnificent outdoor adventures abounding in the summer weather of JAN. down under. This course will explore a variety of wilderness environments on the South Island and give attention to the cultural history of the Maori, the native people of New Zealand.

After flying into Christchurch, the "Garden City" of the South Island, we will travel to the picturesque coastal town of Kaikoura where we will swim with wild dusky dolphins in their natural environment. Next we head north to the magnificent Marlborough Sounds area to spend a week sea kayaking in Queen Charlotte Sound. Close encounters with a variety of sea life, camping on pristine beaches under ancient forests, and splendid adventures can be expected. No prior sea kayaking experience is needed; participants should be able to swim well.

The second half of the trip takes us to Nelson Lakes National Park where we will spend six days backpacking through the alpine beauty of the classic Travers-Sabine circuit. Breathtaking scenery will surround us as we hike through the peaks, valleys, and lake country of this wilderness park. After a soak in the hot springs, we will return to Christchurch for the flight home. Outdoor skills necessary to enjoy the trip will be taught throughout the course. Participants need to be patient with the challenges and occasional surprises of international travel. For more details contact Karen Warren at kwec@hampshire.edu.

Estimated Land Cost: \$850-950 Estimated Airfare: \$1,200 Enrollment Limit: 10

JTOP 102

Winter Sport Adventures in the North Country

Robert Garmirian/Brett Davis

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

Workshops

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 (Imax, snow tubing, etc.).

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 an open faced peak and possibly trying some multi-pitch ice routes. Additional shredding on some American powder will also be emphasized. Our lodging will be in a warm dry hostel where we can sip hot chocolate and tell stories of the days adventures from the comfort of our sleeping bags. All levels of ability are welcome on this winter extravaganza!

Mandatory pre-trip meeting on **Wednesday, November 14** at 5:30 P.M. in RCC. Trip runs Jan. 3-16. Estimated cost: \$400. Enrollment Limit: 10

JTOP 103 Florida Waterways Canoe Exploration

Kathy Kyker-Snotman

Explore the waterways and varied ecosystems of Florida this January. Traveling by van we will head south to the Okefenokee swamp which feeds the Suwanee River. We will travel for four days on the Suwanee, meandering through cypress trees, looking for ocean fossils in the limestone outcrops along the way, and camping on sand beaches. After we resupply, we will head further south, stopping to visit manatees on our way to the Everglades. We will then travel for eight days through the mangrove mazes of the Everglades Wilderness Waterway as well as along the white sand beaches of the Gulf of Mexico. We will see amazing birds, bald eagles, alligators, and maybe even crocodiles. No experience is necessary for this trip, only a spirit for adventure. Canoeing, camping and other outdoor skills will be taught as we travel.

Mandatory pre-trip meeting on **Tuesday, November 13** at 5:30 P.M. in RCC. Trip runs Jan. 3-22. Estimated cost for Hampshire students: \$450. Enrollment Limit: 10

JTOP 104 Roca Escalar (Rock Climbing) South of the Border in el Poltrero, Mexico!

Earl Alderson/Glenna Alderson

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 or Glenna Alderson at the Robert Crown Center (X5470).

Mandatory pre-trip meeting on **Wednesday, November 14** in RCC. Trip runs Jan. 3-22. Estimated Land Cost: \$300. Estimated Airfare: \$300-600. Enrollment Limit: 8.

OPRA

JTOP 105 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., RCC
Enrollment Limit: 20

JTOP 106 Basic Fitness and Training

Troy Hill

This course will give students background knowledge and 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

JTOP 107 Intermediate Shotokan Karate

Marion Taylor

This course is designed for people who have completed a one-semester course in beginning Shotokan Karate. We will cover more advanced combinations of techniques for use in sparring as well as more advanced Kata.

TThSu 6-7:30 P.M., RCC
Enrollment Limit: None

JTOP 108 Intensive T'ai Chi

Rob Zilin

Practicing T'ai Chi Chaun has long been known to build stamina without strain; create "internal power" to help prevent disease. With regular practice the T'ai Chi player develops a meditative calm with a peaceful, stress-free disposition. T'ai Chi starts you gently on the way to True Fitness, that can challenge you to whatever level you desire. T'ai Chi teaches you to maximize your physical and mental potential by fully coordinating your keen mental forms with supple and powerful body. This essential training for a life-long way to health, superb fitness, and peace of mind is also noted for being somewhat frustrating at the beginning level. The Jan Term intensive is intended to jump start your training and enable you in a short time to advance beyond the initial phases of learning forms. You will advance quickly to higher levels of achievement. We will practice Monday through Friday with an optional Saturday practice on special topics if desired.

The class is open to all levels of experience.

MTWThF 10 A.M.-12 P.M.
RCC South Lounge
Enrollment Limit: None

JTWA 101 How I Learn to Write: A Playwriting Intensive

Jennifer Sokolov

You like theatre. You've written good dialogue. You know you've got a good play in you. How do you get from sporadic flashes of creativity to establishing a consistent writing practice? This intensive workshop explores the three key phases of the creative process; opening the creative valve, mining creative material for focused development, and seeing ideas to their completion. Students will undergo a rigorous series of exercises to help define their individual writing process, read and analyze the works of classic and contemporary classic playwrights, receive detailed feedback that will help them adhere to craft and use these skills to complete a short play.

Jan. 7-24
MTWTh 10 A.M.-1 P.M., EDH 101
Maximum Enrollment: 12
Lab Fee: \$25

JTWA 102 New Writing for New Writers

Eula Biss

This introduction to prose writing is intended for students who have not yet had a college level writing course. The focus of this intensive course will be to generate a body of rough material for students to continue to work on independently. Ideally, it will also help establish a group of new writers who are comfortable exchanging work with one another. Our central project will be to produce a variety of short prose. We may initially read some prose poetry as a model for economy of language, as well as a variety of short fiction, personal essay and short non-fiction. We will discuss the basics of each genre and students will be encouraged to experiment with writing between genres. Class time will be devoted to writing exercises and exercises

designed to generate ideas, exchanges of work between partners and discussions of the readings. Readings for this course will consist entirely of works published within the past year. We will read from journals and magazines selected by the instructor, including *McSweeney's*, *Fence*, *Open City*, *Hanging Loose*, *Bomb Magazine* and *Zoetrope*. We will also read recent issues of local literary journals such as the *Massachusetts Review* and *Peregrine*.

Jan. 7-11
MTWThF 10 A.M.-12p.m.
and 1-4 P.M.
KIVA, Enrollment Limit: 15
Lab Fee: \$10

JTWA 103 It's a Class Thing: Discussing Classism and What We Can Do About It

Oona Mia Coy / Rachel Rybczuk

The goal of this course is to learn and talk about class issues at Hampshire as a way to discuss and ultimately change the current class system in the United States and throughout the world. The course will begin with a theoretical overview of class in the United States. We will deconstruct the current framework and learn some of the language needed to move towards sharing personal experiences of classism in our communities, both at Hampshire and beyond. We will collectively begin to understand the current economic inequality in this country by reading statistics, sociological studies, essays, and memoirs. We will respond to readings and discussions with creative and academic writings and/or visual art. We will also dedicate at least two class meetings to organizing strategies and concrete ways of making change.

We plan to create a safe space where people can share their experiences honestly and talk

critically and thoughtfully about the bigger picture. This class is being taught by two Hampshire alumni: one who was raised in poverty and one who was raised with wealth. We encourage everyone to participate regardless of class affiliation/status/etc.

Jan. 7-17
MTWTh 4-6 P.M., FPH 106
Enrollment Limit: 15
Lab fee: \$0-\$25 sliding scale

JTWA 104 Artist's Bookmaking

Grace Hopkins-Lisle

This class will explore the fundamentals, theory and practice of binding pages of words and images. This course will include collage techniques and easy printmaking as well as some poetry exercises. We will look at different forms and styles of bookmaking from the past and present and come up with the right signature for your words and images.

Materials needed: Hard cardboard, color paper for covers, rag paper for interiors, bone folder, scissors, PVA glue and/or Methyl Cellulose. Students will provide their own supplies.

Jan. 7-11
MTWThF 1-5 P.M., ARB
Enrollment Limit: 12

JTWA 105 Landscape Photography

Peter R. Peirce

With the word "landscape," what usually comes to mind is the Grand Scenic View—postcards, coffee table books, and pretty pictures. Landscapes can be introspective as well, grand or not so grand, truth or fiction, scenic or not so scenic, and each person will have a different feeling for the mix. In this class we will be experimenting with the idea of landscape photographs as an expression of how we experience the world around us. Hopefully that includes scenic

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 Arts Village, the Center houses a fabrication shop equipped for work with non-wood materials, chiefly metals and plastics, and a Design Lab housing manual drafting equipment and computer workstations running a number of design, drafting and modeling programs. The facility staff is available to provide one-on-one design and fabrication instruction, as well as conducting group workshops and trainings. No prior experience is necessary and all skill levels are welcome.

Arc Welding 3 hr Sessions
Gas Welding 3 hr Sessions

For schedule and sign-up information on welding trainings and other possible workshops, come to the Center for Design at the start of Jan. Term.

Bicycle Frame Building Clinic

Glenn Armitage, Josh Kerson

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 \$40 material fee if you want to build your own (forks not included).

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 2001/2002 Catalog and Course Guide or call 559-5869.

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



beauty, but few if any can claim a photograph of a beautiful landscape tells the whole story. In looking for beauty we usually find contradictions, imperfections, the past and future, good and bad, lots of bittersweet, and if we are lucky a metaphor for some profound truth of our complicated existence.

This is a critique class. Be prepared to spend time outside in Jan. taking photographs with medium or large format cameras. Plan to produce a small body of finished work by the end of the month. There will be darkroom time available.

Friday, Jan. 4, 11, and 18
Thursday, Jan. 24
10:30 A.M.—12 P.M. and 1—4 P.M.
PUB, Enrollment Limit: 10
Lab Fee \$10

JTWA 106
**Disability Seminars:
Everything You Wanted
to Know But Were
Afraid to Ask**
Elizabeth 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 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 or them.

Jan. 8—24, TTh 1—3:30 P.M.
ASH 111, Enrollment Limit: None

JTWA 107
**THE COMFORT
ZONE: Interrupting
the Capital Flow**
Molly Hein

Between Bush's tax cuts for the rich, Clinton's welfare reform, the internet boom, globalization and the rise of corporate power, the gap between rich and poor seems to be at an all-time high. This workshop will address the personal, political and technical aspects of redistributing privilege. We will ask: is it impossible to be both privileged and politically progressive? How can we use privilege for social change?

This is a workshop for anyone who feels a conflict between their politics and their class background. Financial privilege is relative, but whatever the size, or whether it was earned, inherited, given or awarded, any amount of wealth comes along with considerable privilege and also serious responsibility. This workshop will focus on overcoming psychological obstacles to dealing with wealth head-on, and learning how to take responsibility for privilege through socially responsible investing, donor activism/philanthropy, conscious consumerism and other redistribution strategies. We will also talk about how these tactics can be limiting, patronizing, and can even ultimately reinforce the inequality of capitalism. Prerequisite: Participation in JTWA103 *It's a Class Thing: Discussing Classism & What We Can Do*, is strongly recommended.

Jan. 17—19
ThFS 10 A.M.—12 P.M. and 1—3 P.M.
PPH 105, Enrollment Limit: 15

JTWA 108
**The Feldenkrais
Method: Feel Better in
Your Body**
Lila Hurwitz

Gain immediate improvement in posture, breathing, chronic pain and flexibility; increase your confidence as you move throughout the world. The Feldenkrais Method is a subtle and powerful system of learning through movement that evokes changes in muscular tone, range of motion, coordination, and the comfort and efficiency of movement. These gentle neuromuscular repatterning exercises will help you recognize habitual movement patterns and discover more comfortable ways to move. Great for everyone from super-jocks to couch potatoes.

Jan. 7—11, MTWThF 2-5 P.M.
MDB, Enrollment Limit: 25

JTWA 109
**Considering Very
Young Children: A
Classroom Perspective**
Theresa Gold / Kim Lee Jacobson

A great teacher must believe in the greatness of children. This course will introduce students to high quality readings and a variety of video/slide/ and oral presentations to highlight exemplary work with young children (infants—age 6). We hope to challenge students to evaluate their own assessment of children's understandings and competence, and show how this knowledge can be used to inform

the work that can be produced in the early childhood classroom.

We will work to develop personal statements of educational philosophy through discussions about:

1. Image of the child
2. Creating aesthetic learning environments
3. Teacher as co-constructor, collaborator and researcher

The structure of this course will allow students to refine and reflect on their thinking about the teaching/learning process. Students will be given the opportunity to interweave personal experience with new knowledge in order to further understand the cyclical nature of human learning and creativity, and learning as an interactive process. Prerequisites: three month's experience in infant, toddler and pre-school classrooms.

TW 4—6 P.M., EDH 2
Enrollment Limit: 12
Lab Fee: \$75 for books

JTWA 110
**How To Be Less
Awkward and More
Believable**
Amy Jones / Eugene Mirman

This course will address the challenges we encounter in lending a feeling of authenticity to written works intended for performance or visual mediums, with a specific focus on the mediums of film, video, and sketch and stand up comedy. How do people actually speak? How can I make my audience trust me? Are my images and text paired in a subtle, symbiotic relationship that conveys a powerful yet intricately nuanced message, or are they redundant and didactic? What exactly do we mean by timing? Why would anyone care about this character? These questions and more will be interrogated with a vengeance. While the focus of the class is on authenticity, we will by no means limit our discussion to narrative realism. Emphasis will be on developing a use of language that is authoritative, effective and plausible, in both traditional and experimental genres, and in a range of contexts from the realistic to the absurd.

Students who are grappling with works in progress are encouraged to bring them to class to workshop, and those looking to launch new projects are welcome as well.

Jan. 7—24, MWTh 1—4 P.M.
EDH 4, Enrollment Limit: 12

JTWA 111
**Music, Immigration,
and Identity**

Sean Norton

The great migrations of the 20th Century forced large communities from rural regions to urban environments in a short period of time. Concurrently, the introduction of recording and broadcast technology challenged older notions of community. These technological, economic and political upheavals have led to complex reformulations of cultural identity. This class will examine cultural identity through an exploration of several musical styles and social contexts, including West Java, urban Greece, the Texas-Mexican border region, Southern Appalachia, and among Cambodian immigrants in New England. In focusing on these communities we will explore the way in which music can simultaneously serve to preserve aspects of cultural identity during times of transition, while also will also providing a means for social transformation. We will incorporate a variety of critical and descriptive readings from anthropology and ethnomusicology, with recordings and visits to local musicians. The class is open to all students.

TTh 6—9 P.M. plus field trips
MDB, Enrollment Limit: 10

JTWA 112
**Concept Centered
Curriculum and Lesson
Design**

Elizabeth Neave

This is an interactive mini-course for students with an interest in teaching at the elementary level. It will give participants an introduction to lesson design and the nuts and bolts experience of designing a complete lesson that can be used as part of a portfolio, a job interview, or a divisional exam. Participants will leave the course with the knowledge of how to plan and structure future lessons. Prerequisites: Experience with young children is highly recommended. Introduction survey to be completed and returned by November 16.

Jan. 7 and 14, 10 A.M.—12:30 P.M.
EDH 2, Enrollment Limit: 8

JTWA 113
**So You Think You're
Pretty Smart—
Consulting 101**

Matthew Podowitz

What is a consultant? A common (and unflattering) answer to that question is "someone who borrows

your watch to tell you the time." In reality, consultants are people who apply a unique combination of knowledge, experience, creative thinking and common sense to help organizations address a broad range of issues. Once limited exclusively to the corporate world, consultants today work in a variety of fields including civil society, economic improvement, protection of the environment, life sciences and political reform. Perhaps most importantly, a career in consulting allows for an unprecedented level of freedom, self-determination and education with the ability to earn a good living thrown in for good measure. For some, a career in consulting presents an opportunity to continue living the "I Hampshire experience" long after graduation.

This intensive workshop will allow participants to explore consulting as a possible future profession and opportunities to practice core consulting skills such as developing a strategy, interviewing to gather information, facilitating group meetings and presenting to a group. The techniques and skills presented will also be of interest to anyone pursuing a career in business or interested in starting their own company. Exercises and case studies will be used extensively throughout the course.

The first day of the course will be open to all interested parties. The balance of the course, focusing on crucial consulting skills, is limited to twelve participants.

Jan. 7—11
MTWThF 10 A.M.—12 P.M.,
and 1—4 P.M.
EDH 1, Enrollment Limit: 12

JTWA 114
**Learning Styles and
Learning Strategies**

Karyl Lynch

In the first session, students will be introduced to some of the conceptual thinking behind learning styles and learning strategies and respond to two questionnaires. The emphasis will then shift to specific strategies to use when reading college materials, taking notes, developing organizational and time management skills (including ways to deal with procrastination), writing papers, working on projects, and taking tests. Emphasis will be on identifying learning strategies appropriate for individual students.

Jan. 8—10 and 15—17
TWTh 2:30—4:30 P.M.
Merrill Living Room
Enrollment Limit: 10
Lab Fee: \$5.

Instructors

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

GLENNA ANDERSON is an instructor with OPRA and has extensive experience with students trips.

EMILY ALLING (91F) received an M.A. in linguistics in Fall 2000. She has studied at Cornell and Harvard Universities. She has studied some 10 languages, and while she can't speak any of them really well (most are dead), she would be happy to expound at length on their vowels. She is currently a staff member at Hampshire.

SUSANNE BARKAN (77F) has sung professionally for over 20 years. She has studied with vocalists Bobby McFerrin, Jean Redpath and Victoria Christgau; she currently studies with Rod Gsick. She is on the music faculty at Artspace in Greenfield, teaches Toast & Jam workshops, coaches signing groups and gives private voice sessions at her studio in Shelburne Falls. She created Toast & Jam during Jan Term at Hampshire in 1997, and has taught it during Jan Term ever since then. For more info: www.vocalimprov.com

KATE BATTEN is a native New Zealander with extensive guiding experience in the areas we will visit. She is an outdoor writer and photographer whose knowledge of the natural history of New Zealand and adventurous spirit will greatly enhance the trip.

VIVEK BHANDARI, assistant professor of 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 Asia regional studies and an M.A. in modern history from the University of Delhi. He completed his Ph.D. at the University of Pennsylvania on the relationship between public culture and social change in 19th century northern India.

EULA BISS (95F) is a poet and nonfiction writer whose first book, *The Balloonists*, will be published in the spring of 2002 by Hanging Loose Press.

JOAN BRADERMAN is professor of video, film, and media studies. Her award-winning documentaries and art videos have been shown on PBS, in many galleries, festivals, cable stations, and universities internationally, and are in the permanent collections of museums in Amsterdam, Paris, and London. She has written and spoken widely on the politics of representation in video and film and was a founding member of *Heresies*, A Feminist Journal on Art and Politics. She has taught at the School of Visual Arts, N.Y.U., etc., and her teaching interests continue in video production in a variety of genres and in film, video, art, and media history and theory.

NADINE WOLF BUDBILL (96F) graduated from Hampshire College in 1995 with a focus on race studies and creative writing. She is a poet, educator, and activist who works with youth to promote social justice.

OONA MIA COY (96F) has inherited millions from a family business turned multi-national corporation. She's constantly wrestling with how to live her values and deal with her wealth. She currently works in Hampshire admissions and serves on the board of Resource Generation, an alliance of other young, wealthy, progressive men and women creating change.

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.

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

EMILY FOX (80F) is a DansKinetics instructor and a Registered Movement Therapist with a private practice in Northampton, MA.

FLEUR FRASCELLA (92F) has been a professional bellydancer for nine years. She has performed all over the Philadelphia area and abroad. She has recently founded her own dance company "Tribal Bellydance."

BOB GARMIRIAN is an avid climber and skier. He has taught outdoor skills at Hampshire College for the past 22 years.

CAROLINE GEAR is the director of programs for the International Language

Institute. She has taught Spanish for over 15 years and has lived in Peru, Mexico and Spain. She has a Master's Degree in Spanish Literature from Michigan State University.

THERESA GOLD, M.Ed. has been a preschool teacher at the Hampshire College Children's Center since 1995. She is deeply devoted and fascinated by her work with young people.

DAVID "GOOSE" GOSSELIN, instructor in multimedia at Hampshire, is currently pursuing a Doctorate Degree in Educational Technology from the University of Massachusetts. He already holds a M.Ed. in Instructional Technology, and a B.F.A. in Computer Arts. He has made several national presentations of specific interactive tutors which he has helped design. Other areas of research and interest include digital sensory overload, cognitive theories to educational software, learning environments, and methods for making educational multimedia with better clarity for the learner.

JACQUELINE HAYDEN, professor of 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 10 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.

MOLLY HEIN (96F) is a wealthy anti-capitalist living in Holyoke.

ROBERT HERBST (95F) now lives in LA. Current projects include my garden, an exhibition at

the Arm and Hammer Museum, co-editing a journal of politics and aesthetics, an active studio life, and teaching. In the recent past I've produced and directed radio programs for large scale protests, shown art, and gotten a new kitten. I am looking forward to snow, cross country skiing, and meeting you.

TROY HILL is an instructor in the OPRA Department.

JON HODGE (86F) is completing his doctoral dissertation on Victorian obsession at Tufts University. This is his third Jan Term class.

GRACE HOPKINS-LISLE (91F) is a photographer living in Portland, Maine. She graduated from Tufts University and the School of the Museum of Fine Arts with a BFA in art in 1996. She has recently had one person shows in Boston, Miami, and Portland. Her work is mainly abstract photography with some digital photography and collage.

LILA HURWITZ (83F) is a Guild Certified Feldenkrais Practitioner, professional dancer and dance administrator living in Seattle. She has taught Feldenkrais throughout the country to many diverse populations, including dancers, secretaries, triathletes, and housewives. She also co-organizes the Seattle Festival of Alternative Dance & Improvisation and is the graphic designer for *Contact Quarterly*, a dance magazine.

KIM LEE JACOBSON (90F) teaches in the Infant Room of the Children's Center where she was a work-study student during her time at Hampshire College. She is deeply devoted and fascinated by her work with young people.

CHRISTOPHER JARVIS, assistant professor of cell biology, received his B.S. in microbiology from the University of Massachusetts at Amherst and his Ph.D. in medical sciences from the University of Massachusetts Medical School. He did his post-doctoral work in immunology at the NIH. His research and teaching interests include T-cell development and cellular signal transduction. He has also been skydiving for over 24 years, is an avid backpacker, meditator, and appreciates all things zymological.

AMY JONES (94F) is a writer/director living and working in NYC. She is the author of several experimental short films and one feature length narrative.

ADAM KRAAR (74F) has had plays produced in New York City and around the country, and has won numerous national playwriting awards. This past season, his work was presented at Illinois Theatre Center, Key West Theatre Festival, Lincoln Center Studio, H.B. Playwrights Foundation, and the National Play Award Festival.

KATHY KYKER-SNOWMAN is an OPRA instructor who loves climbing in the sun.

SUSAN LANDAU (88F) received a BA from Hampshire College and a MFA in Scenography from Saint Martins College in London. She has had work exhibited and pieces performed in both Europe and the USA.

JAMES LAW (95F) graduated as a sculpture concentrator now working in Brooklyn as a metal fabricator. Makes sculpture, shoots some video!

COURTNEY LEWIS (88F) has a Masters of Human Services Administration from Antioch University and is a lecturer and consultant specializing in volunteerism and other non-profit issues. She is currently working on her book, *Chronic Illness in the Workplace*, and lives in Groton, Massachusetts with her husband, Ethan Lewis (88F).

KARYL LYNCH, former Associate Dean of Advising and Learning Disabilities Services Coordinator at Hampshire College, has offered workshops on learning styles and learning strategies for several years. She has co-authored two chapters on learning strategies in a recently published book, *Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management* by Dr. Nancy Mather and Dr. Sam Golstein.

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.

DEBRA L. MARTIN, professor of biological anthropology, co-director of the U.S. Southwest and Mexico Program, and dean of Natural Science received her Ph.D. at the University of Massachusetts at Amherst in skeletal biology and physical anthropology. Broadly, her research interests include health in the ancient world with a focus on indigenous women and arid environments. She is trained in the areas of skeletal biology, bioarchaeology, paleopathology, palaeoanthropology, and women's biology, with regional specialization covering desert regions of the American Southwest and Northern Mexico, as well as Egypt and Arabia.

JOHN MCCARTER (75F) is the senior tracking instructor for Paul Rezendes' Nature Programs in Royalston, Massachusetts.

LYNN MILLER, professor of biology, is one of the "founding faculty" of Hampshire. His Ph.D. in Biology from Stanford University. He has taught and studied at the University of Washington, the American University of Beirut, and the University of Massachusetts at Amherst. His principal interests are genetics (human and microbial), molecular biology and evolution

EUGENE MIRMAN is a stand up comic working out of NYC, whose performance credits include appearances at Caroline's, the Luna Lounge, and NBC's Late Night with Conan O'Brien.

KEVIN MURPHY (71F) is a historian living in Cambridge, MA and is currently a post-doctoral research scholar at the Department for Near East and Judaic Studies at Brandeis University. He has worked extensively in the archives of the former Soviet Union and recently completed a monograph entitled "Revolution and Counter-revolution in a Moscow Metal Factory."

ELIZABETH NEAVE (81F) is an experienced and enthusiastic teacher. She currently teaches in Connecticut and participates in the Mentoring program in her district.

ERIK NOONAN (92F) writes and publishes under his imprint, Snaggle Press. The son of a schoolteacher and a truck driver, he has, among other things, taught high school in San Francisco and raked salmon at an Anchorage fishery. Though an Angeleno by birth, he now lives with his girlfriend Ariel and their two cats in Brattleboro, Vermont, where he is working on a study of the American Revolution.

SEAN NORTON (95F) studied music and anthropology and now works in Hampshire's Office of Institutional Advancement.

PETER R. PEIRCE (73F) is a professional photographer living in NYC. His clients include architects, designers, advertisers, and publishers.

MATTHEW PODOWITZ (88F) is a career management consultant. He works with each of his clients to set strategic goals for their

organization and then aligns people, process and technology resources achieve those goals. His clients include banks, insurance companies, manufacturers, distributors, Internet companies and non-profit organizations in the United States, Eastern Europe and the former Soviet Union. In addition to his professional work/ he volunteers as an advisor and board member to non-profit organizations.

ALAN ROBINSON (98F) is currently a research assistant for the School of Cognitive Science at Hampshire College. His research interests include genetic programming, artificial intelligence, and cognitive science.

RACHEL RYBACZUK (94F) grew up in poverty and struggled through Hampshire trying to understand the manifestations of class in the community while hiding her class identity. She currently works in the Hampshire admissions office and continues to learn about classism.

ELIZABETH 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.

JENNIFER SOKOLOV (91F) is a freelance writer and editor. She is currently the Website Editor and Editor in the Book Program at Theatre Communications Group in New York City.

REYA STEVENS (81F) has been practicing Vipassana meditation since 1984, both on intensive retreats and in her daily life. She has been teaching meditation for several years.

MARION TAYLOR has been teaching Shotokan Karate at Hampshire for 25 years and teaching Kyudo for 14 years.

KAREN WARREN is an OPRA instructor who teaches courses in experiential education, outdoor leadership, wilderness studies, and social justice issues in the outdoors. She has sea kayaked and hiked in areas across the globe in her over 25 years of leading trips.

PETER WILLIAMS (84S) is a wildlife ecologist and instructor in the School of Natural Resources at the University of Vermont. He has practiced Buddhist meditation for eight years, including several three-month long retreats.

JEANNIE L. WONG (93F) graduated from Hampshire with a focus on Asian American Studies, U.S. History and Race Studies. She currently works at the Asian American Writers' Workshop in New York.

RICHARD MALCOM WRIGHT (95F) is an American of Jamaican descent. He now does anti-racism workshops at middle schools and colleges. He is also a dj in the New York lounge and warehouse rave scene.

ROBERT ZILIN is the director of the Deer Mountain Tai Chi Academy. He has been studying Chinese culture and healing arts since 1973. Among his many specialties are Tai Chi, Qigong, Ba Gua, and Taoist meditation. Rob integrates the history, philosophy, psychology, and physiology of the Chinese internal arts through training of Tai Chi forms, applications and breathing techniques.

Registration Form

JANUARY TERM 2002

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

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

NAME _____ (last) _____ (first)

CAMPUS BOX # _____ PHONE # _____

EMAIL _____

Mailing Address for registrants who are not currently enrolled Hampshire students

CHECK ONE:

HAMPSHIRE STUDENT

5-COLLEGE STUDENT _____

FACULTY/STAFF _____ (indicate college)

COMMUNITY PERSON

VISITING STUDENT _____

(indicate school, address, telephone)

COURSE TITLE _____ COURSE _____

COURSE TITLE _____ COURSE _____

COURSE TITLE _____ COURSE _____

FOR INDEPENDENT STUDY PROJECTS:

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

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

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

