Adventures in Learning

Winter 2021

Course Offerings

Registration Opens:
Wednesday, November 11, 2020 at Noon

Registration Closes:
Friday, December 11, 2020

Lifelong Education at Colby-Sawyer College
## Term at a Glance

### MONDAYS

1:30 – 3:30 p.m.  **History of New England Skiing** / Ace Eaton  
4 weeks beginning **January 18**, Course will be held in person on campus in the AIL classroom, Lethbridge Lodge, Colby-Sawyer College

1:30 – 3:30 p.m.  **United States Constitution: The Great American Mulligan** / Jim Bays  
6 weeks beginning **January 18**, Course will be held online using Zoom

### TUESDAYS

9:30 – 11:30 a.m.  **An Introduction to Understanding Severe Mental Illness and its Treatment** / Paul Gorman  
5 weeks beginning **January 19**, Course will be held online using Zoom

9:30 – 11:30 a.m.  **A 100th Tribute to Entertainers Born in 1920** / John Peterman  
5 weeks beginning **February 23**, Course will be held online using Zoom

1:30 – 3:30 p.m.  **Mega-Volcanoes, Environmental Shocks and Civilization – A Reprise** / Scott Rappeport  
5 weeks beginning **January 19**, Course will be held online using Zoom

### WEDNESDAYS

9:30 – 11:30 a.m.  **Opening a Continent: Siberia and Her Railroad – A Reprise** / Bob Koester  
4 weeks beginning **January 20**, Course will be held online using Zoom

1:30 – 3:30 p.m.  **The Rise of the Nazis: Lessons for Democratic Citizenship** / Tom White  
5 weeks beginning **January 20**, Course will be held online using Zoom

1:30 – 3:30 p.m.  **Exploring Five Topics in Medieval Europe, c. 900-1100** / Kent Hackmann  
5 weeks beginning **January 20**, Course will be held in person on campus in the AIL classroom, Lethbridge Lodge, Colby-Sawyer College

### THURSDAYS

9:30 – 11:30 a.m.  **The Alcotts** / Joanna Henderson  
4 weeks beginning **January 21**, Course will be held online using Zoom

1:30 – 3:30 p.m.  **Native Nations Poetry: Coming Through** / Nancy Marashio  
8 weeks beginning **January 21**, Course will be held in person on campus in the AIL classroom, Lethbridge Lodge, Colby-Sawyer College

### FRIDAYS

9:30 – 11:30 a.m.  **A Criminal Case Sampler** / Larry Crocker  
8 weeks beginning **January 22**, Course will be held online using Zoom
History of New England Skiing

Study Group Leader: Ace Eaton  
Mondays, 1:30 – 3:30 p.m.  
4 weeks beginning January 18  
Course will be held in person on campus in the AIL classroom, Lethbridge Lodge  
Maximum number of participants: 15

Skiing in New England was once a dangerous pastime for a dedicated few. How did it become such a dominant part of life and the economy of northern New England?

To answer this question, we will visit the New England ski resorts where innovations in ski equipment and clothing, ski lifts, snowmaking and grooming were introduced. Those innovations include the skimoobile at Mt. Cranmore in North Conway; the tram at Cannon Mountain that opened in 1938; Stowe’s single chair, which significantly increased lift capacity; and improvements in snowmaking and grooming at Killington and Sunday River that spurred growth at both resorts. Stratton Mountain, Stowe and Okemo created year-round resorts with golf, tennis, and the arts utilizing the housing and commercial spaces built to support skiing.

We’ll meet some of the personalities involved and consider how the completion of the interstate highway system greatly reduced travel time from huge population centers to these resorts. Waterville Valley, Loon Mountain and Mount Snow were among the resorts that grew quickly with easy access for skiers by car.

Join us for a look back over 80 years at the sport that gives so much pleasure to so many: from young snowboarders, freestyle skiers, and World Cup racers and Olympic hopefuls attending ski academies close to the slopes to seniors still skiing into their 80s and 90s!

Ace Eaton

Austin (Ace) Eaton is a native of New Hampshire and a graduate of Dartmouth College and The Amos Tuck School (now the Tuck School of Business). He was a real estate developer in New England for 40 years; his work includes significant projects at Loon Mountain, Stowe and Waterville Valley. Ace has lived with his wife Joan in Springfield, NH, since 1997. This is his fourth course for AIL.
United States Constitution: The Great American Mulligan

Study Group Leader: Jim Bays
Mondays, 1:30 – 3:30 p.m.
6 weeks beginning January 18
Course will be held online using Zoom
Maximum number of participants: 40

three years after colonial farmers engaged with British army regulars at Concord and Lexington and two years after the thirteen American colonies had declared their independence from Britain, the colonies came together to adopt Articles of Confederation and Perpetual Union. Well, “perpetual” it wasn’t.

In this course, we will explore the origins of the Articles of Confederation and what went wrong and how it was “fixed.” Economic, social and political realities quickly exposed structural weaknesses of the Perpetual Union and almost led to a breakup into smaller confederacies, civil war or worse. Like an errant golf shot, in the late 1780s America found itself lost in the woods.

Having examined what went wrong, we will then turn our attention to the Constitutional Convention and how, under a veil of absolute secrecy, representatives of twelve of the thirteen young States came together to form a “more perfect Union.” That Union has survived for over 200 years . . . with one major change two years after its ratification and 17 further amendments thereafter. And, we will explore some odd provisions of the Constitution that grew out of unique experiences our founding fathers (and mothers) had had as colonists and citizens of newly-forged States and a failed Union.

Jim Bays

Jim Bays is a retired corporate attorney. He graduated from Dartmouth College in 1971 and received his law degree from the University of Virginia Law School three years later. This is his third class for AIL.
An Introduction to Understanding Severe Mental Illness and its Treatment

Study Group Leader: Paul Gorman
Tuesdays, 9:30 – 11:30 a.m.
5 weeks beginning January 19
Course will be held online using Zoom
Maximum number of participants: 25

Limited capacity: This is a carryover course from Spring 2020 with a number of participants already on the roster. Once it is full, we will start a waiting list.

This course will first examine the recent history of the manner in which people with serious mental illness have been treated over the past 100 years. The course will then move on to describe the courses of treatment that now are available to people with severe and persistent mental illness. Unfortunately, a standard definition of serious mental illness does not exist. This complicates both research and discussion of this very difficult human experience.

For the purpose of discussion in this course, we will accept the definition put forward by the National Institute of Mental Health: “Serious mental illness (SMI) is described as a mental, behavioral, or emotional disorder resulting in serious functional impairment, which substantially interferes with or limits one or more major life activities.” Duration of the illness is also an important element to be considered in this descriptive definition. Nearly one in five adults in the United States experience some form of mental illness more broadly defined. One in 24 (4.1%) has a serious and persistent mental illness and this course will focus on that group.

There will be presentations in this course by people who work in the field of mental health including an attending psychiatrist at New Hampshire Hospital in Concord; a psychiatrist on the staff of the Dartmouth-Hitchcock Medical Center; and a representative of the National Alliance for the Mentally Ill (NAMI-NH). The fourth guest presenter will be a psychiatric nurse practitioner who worked in administration at the New York City Hospital and more recently was Director of the Community Mental Health Center in Lebanon that is associated with the Dartmouth-Hitchcock Medical Center. A suggested reading list and other printed material will be made available as the course proceeds.

Paul Gorman
Paul Gorman was the administrator of outpatient services at the Human Resource Institute, a private psychiatric hospital in Boston, for 10 years while completing his graduate work in psychology. He came to New Hampshire to become Director of Operations for the mental health center associated with Dartmouth College, West Central Services. He then became the CEO of New Hampshire Hospital in Concord, the state’s only public psychiatric hospital. He continued to work for the state as the Director of Mental Health, Developmental Disabilities and Substance Abuse Services. He returned to Dartmouth as the Director of the West Institute, a section of the NH-Dartmouth Psychiatric Research Center, where he worked on a national project funded by NIMH to develop learning aids to help clinicians provide evidence-based practices to help people with severe mental illness recover. He spent the end of his career working as a consultant to community mental health centers and state authorities of mental health services. He has also been the Chair of the Board of the NH chapter of the National Alliance for the Mentally Ill.
A 100th Tribute to Entertainers
Born in 1920

Study Group Leader: John Peterman
Tuesdays, 9:30 – 11:30 a.m.
5 weeks beginning February 23
Course will be held online using Zoom
Maximum number of participants: 40


In addition to learning about these artists’ personal and professional lives, we will also view over 70 performance videos and listen to their stories. One hour of history and entertainment for each.

Get ready for mystery guests, trips down the rabbit hole, and musical interludes from Dave Brubeck, Isaac Stern, Carmen McRae and Yul Brynner.

John Peterman

John Peterman’s passion for the performing arts began when watching his father direct Broadway shows at New Trier High School in Illinois. Later, John formed a rock band in the ’60s and wrote songs for an LP that was reviewed as “the greatest ’60s garage band album.” John recently served as Head of School at Brookwood School in MA where he designed a performing arts program considered to be a model for elementary school arts education. John is a member of the Curriculum Committee; this is his fourth course for AIL.
Mega-Volcanoes, Environmental Shocks and Civilization – A Reprise

Study Group Leader: Scott Rappeport
Tuesdays, 1:30 – 3:30 p.m.
5 weeks beginning January 19
Course will be held online using Zoom
Maximum number of participants: 30

The American writer, historian, and philosopher William Durant once noted “Civilization exists by geological consent, subject to change without notice.” In this course, we will learn what scientists and historians currently know about the climatic impacts of massive volcanic eruptions since the last Ice Age and how those climatic impacts may have dramatically altered the course of human civilization. The course is intended for individuals who are fascinated by the intersection of history, climate and geology.

Through lecture, video and group discussion we will explore the scientific basis of abrupt climate alteration associated with massive volcanic eruptions as well as how eruption type, magnitude, geographic location, season and zonal winds amplify or diminish these effects. We will also learn about major climate forcing functions and how scientists are able to determine past climatic conditions. Selected case studies of significant massive volcanic eruptions and their resulting climatic effects on human history will be discussed. For example, a massive volcanic eruption may have initiated the introduction of the Justinian Plague into Europe in 536 CE while others in the 13th and again in the 15th centuries may have ushered in and sustained the major climate event known as the Little Ice Age.

Handouts and reading/viewing suggestions to support learning will be provided. A previous course in a scientific discipline would be a useful foundation but is not required.

Scott Rappeport

Scott Rappeport is a retired marine geologist/system engineer. He received his Ph.D. from Stanford University in 1981 in Earth Sciences and then led a varied career in R&D as a scientist/engineer, first with the Pacific Arctic Branch of the United States Geological Survey in Menlo Park CA, then Exxon Research in Houston, TX, AT&T Bell Laboratories, AT&T Laboratories and most recently General Dynamics in NJ. Over that time, he has held various supervisory and program management positions in leading technical teams in offshore geologic studies and in the development and qualification of highly reliable electronic and mechanical systems for harsh marine environments. He currently resides in Sunapee, NH with his wife Brenda and has two sons, Eric and David. Among his varied interests are a keen interest in English Premier League soccer, the intersection of civilization and paleo-environmental rapid climate changes, all things outdoors, and lastly, an abiding curiosity about the role of human psychology in game theory.
Bob Koester

Bob Koester tries, whenever possible, to arrange travel to coincide with occurrences of astronomical phenomena. His Siberia adventure was no exception in that it included the experience of a total solar eclipse near Novosibirsk, some 2,000 miles east of Moscow. He has led travel/study programs for Osher@Dartmouth on Turkey and the South Pacific, both involving eclipse viewings at the destination. He has also led Osher study groups on the Transit of Venus and Richard Strauss as well as this Trans-Siberian Railroad course. Bob and his wife have been residents of Grantham for 26 years.

Opening a Continent: Siberia and Her Railroad – A Reprise

Study Group Leader: Bob Koester
Wednesdays, 9:30 – 11:30 a.m.
4 weeks beginning January 20
Course will be held online using Zoom
Maximum number of participants: 40

“You ought to come to Siberia. Ask the authorities to exile you.” — Anton Chekov, in a letter to his brother

While Chekov’s remark was surely facetious, it reflects a common view of Siberia as a place of banishment. Beyond this impression, however, lies a fascinating story of the opening of an unimaginably vast land. Larger than the United States and Western Europe combined, Siberia engenders many superlatives. One of these pertains to the Trans-Siberian Railroad which, at nearly 6,000 miles, is the longest rail line in the world. It was completed 105 years ago, in 1916.

Critics of the project spoke of “thousands of miles of rusty streaks of iron, through the vastness of nothing, to the extremities of nowhere.” Construction difficulties were unprecedented. World events intervened, leading to revisions of the original plans and major delays. Overall, the project dragged on for 25 years. Once completed, however, the Trans-Siberian Railroad played important roles in shaping world history, from early in the twentieth century through World War II.

I traveled the full length of the Trans-Siberian with a friend in 2008. While the normal “Express” takes seven days between Moscow and Vladivostok, our adventure lasted 14 days. That allowed time to absorb the history and lore of the railroad as well as several cities and towns along the way. I’m hoping that the sharing of my experiences and photographs will add to the enjoyment of exploring the history of this amazing part of the world and its railroad.

A collection of reading material will be available prior to the course. Approximately 30 pages of reading will be assigned for each week.
The Rise of the Nazis: Lessons for Democratic Citizenship

Study Group Leader: Tom White
Wednesdays, 1:30 – 3:30 p.m.
5 weeks beginning January 20
Course will be held online using Zoom
Maximum number of participants: 40

This course is an exploration into the rise of the Nazis and the destruction of German democracy. We will explore the relevance of antisemitism then and now; the factors that contributed to the collapse of democracy in Germany; the preexisting prejudices and fears manipulated by Nazi ideologues and zealots rooted in German experience; how Hitler was appointed Chancellor and began to form policy; the reaction of Franklin Delano Roosevelt and the United States to the Nazi threat and how that threat challenged and continues to challenge American society; the power of the Southern democratic bloc in shaping U.S. policy; issues of Jim Crow, U.S. immigration policy and refugees; the connection between the German-American Bund and the America First Committee to the rising expression of hate and bigotry in contemporary America; and the circumstances that unfolded and accelerated to create the Holocaust within the context of World War II.

As many topics will raise issues of individual and collective identities, we will ponder what lessons apply for democratic citizenship and civic responsibility. To what degree do these lessons and experiences apply today? Conversation and reflection will be encouraged as we navigate this difficult, but important history. No advanced reading is required.

The following topics will frame our discussion over the five weeks:

• Antisemitism: Hatred as Identity
• The Rise of the Nazis: Establishing Dictatorship, Destroying Democracy (1933-1936)
• Law and the Rise of the Nazi State
• The United States and the Threat of Nazi Germany
• Learning from the Past: Facing Difficult History in the U.S. and Germany

Tom White

Thomas M. White is the Coordinator of Educational Outreach for the Cohen Center for Holocaust Studies at Keene State College. He taught for 16 years at Keene High School before receiving a Fellowship to create his current position. He has served as a researcher for Stephen Hooper’s documentary film, An American Nurse at War, and as historical consultant for David DeArville’s documentary film, Telling Their Stories: NH Holocaust Survivors Speak Out, produced in 2004. He served on the Diocese of Manchester’s Diocesan Ecumenical Commission for Interfaith Relations and was the co-chair and producer of the Cohen Center’s annual Kristallnacht Commemoration. He serves on the Board of Directors of the Association of Holocaust Organizations and has participated as observer and facilitator in the Global Raphael Lemkin Seminar for Genocide Prevention at the Auschwitz Institute for Peace and Reconciliation. He received NEA New Hampshire’s Champion of Human and Civil Rights Award in 2009, and in 2015 was named a Peace Ambassador by the Center for Peacebuilding from Bosnia and Herzegovina.
Exploring Five Topics in Medieval Europe, c. 900-1100

The course invites you to bring your ideas and knowledge about the Middle Ages, no matter how elementary or advanced, to a round table discussion. The plan is to build on what you know by exploring five topics in European history. Collections of documents will guide your journey of discovery in five, two-hour sessions.

First, manorialism. The manor’s physical, economic, and social structure was the center of rural life. The lord of the manor had power and authority over the land and his tenants.

Second, feudalism. Feudalism denotes the power relationships in which the feudal lord received loyalty and service from his vassals.

Third, the Christian church in the west. With the fall of the Roman Empire in the west, the Catholic church filled a void, grew as an organization, and developed doctrines to support its spiritual and temporal powers.

Fourth, The Holy Roman Empire versus the Papacy in the 1000s. A dispute between the Holy Roman Emperor Henry IV and Pope Gregory VII over the issue of lay investitures became the most important conflict between secular and religious powers in medieval Europe.

Fifth, The Battle of Hastings, 1066. Duke William of Normandy became King of England when he defeated Harold, the Anglo-Saxon king. How was his victory possible? Was his claim to the throne legitimate? Period chronicles and the Bayeux Tapestry help answer these and other questions.

Kent Hackmann

Kent Hackmann earned a B.A. in history from Yale University and a Ph.D. from the University of Michigan. He is a Professor Emeritus of History at the University of Idaho, where he taught for 32 years. His course repertoire ranged from a broad introduction to East Asia to advanced courses in early modern England. His research in English history most recently assessed the efforts of the West India Interest in the House of Commons, 1788-1833, to block legislation to regulate the slave trade and prevent the abolition of slavery in the British Empire. He retired to Atlanta in 1999 to join his wife, Cynthia Schwenk, then professor of Greek and Roman history at Georgia State University. They moved to East Andover, NH, in 2012. This is his second class for AIL.
The Alcotts

Study Group Leader: Joanna Henderson
Thursdays, 9:30 – 11:30 a.m.
4 weeks beginning January 21
Course will be held online using Zoom
Maximum number of participants: 50

They were a smart and talented family but with many problems. Unsettled for years, they moved to 30 different rented or borrowed homes, constantly searching for the right living situation. Louisa May’s father Bronson, although unschooled, was labeled a man of brilliance by both Ralph Waldo Emerson and Nathaniel Hawthorne. Bronson saw himself as a teacher and philosopher but as each new school he launched failed, he was driven out of town and his wife Abba (Abigail) found herself returning time and time again to her own family for financial help.

The family’s eccentricities had always been a rich source of local gossip regardless of where they lived. They ate only vegetables and fruit which grew above ground, disdaining root vegetables which did not reach for heaven. They also wore only linen (non-cotton) clothing and non-leather shoes. They had never been conventional but reached new heights of weirdness by not only these acts and by using animals only for plowing.

But the family’s real problems came when they moved to Harvard, Massachusetts and created Fruitlands, the Utopian community Bronson had dreamed about for years. His British partner Charles Lane put up the money for the venture. At this point, Abba had finally had enough. She was driven out of her own home, leaving behind her four daughters.

This course will focus on bringing the true story of this fascinating family to the forefront. Any book by or about Louise May Alcott should be read to get the most out of this class.

Joanna Henderson

Joanna Henderson received her undergraduate degree from the University of Vermont, a Master’s degree in Sociology from Dartmouth College and an Ed.D. from the University of Massachusetts, Amherst. She directed the Tucker Foundation off-campus internship program at Dartmouth and then moved into the field of admissions at several institutions including Wheaton College and Babson College, both in Massachusetts. Joanna was the Dean of Admissions at Colby-Sawyer College from 1988 to 1995 and was most recently the New England Admissions Director for Marietta College in Ohio. At all of these institutions, she taught at least one course a year. In retrospect, she wishes she had majored in American Studies, which is where her interests now lie. Joanna is a past President of AIL and past chair of the Curriculum Committee. She has been a study leader, moderator and lecturer for AIL in 27 courses.

Information: (603) 526-3690
Native Nations Poetry: Coming Through

Study Group Leader: Nancy Marashio
Thursdays, 1:30 – 3:30 p.m.
8 weeks beginning January 21
Course will be held in person in the AIL classroom,
Lethbridge Lodge
Maximum number of participants: 15

“The singers were singing the world into place,
even as it continued to fall apart.
They were making songs to turn hatred into love.”
– Joy Harjo

Poetry of American Indians came first to us as translations into our language. Only when Natalie Curtis determined to record Indian music did the aim become to document not just the literal but also the artistic and creative aspects of the words. She acknowledged “The Indians are the authors, the songs and stories are theirs … The work of the recorder has been but the collecting, editing, and arranging of the Indians’ contributions.” Since that 1907 publication, access to Native American poetry has come through the words of the poets themselves. Collections of poetry by individual poets, about a tribe’s poetry or a region’s, or in order of chronology have differently portrayed the forces which have shaped Native American poetry.

In this course we will be guided by the work of the current United States Poet Laureate, Joy Harjo, who is also our first Native United States Poet Laureate. Our text will be When the Light of the World was Subdued, Our Songs Came Through, edited by Harjo and a circle of contributing editors and advisors. None of the previous Native poetry anthologies attempts “to address the historical arc of time and place of indigenous nations’ poetry.” Contemporary and emerging poets are featured as beneficiaries of those who came before.

As we immerse in Native poems, we will share our responses, insights, questions, and inspirations.

“The trail is beautiful. Be still.”
(Navajo)

Required reading: When the Light of the World Was Subdued, Our Songs Came Through: A Norton Anthology of Native Nations Poetry

Nancy Marashio

In high school, college, and at Boston College for her M.A. in Literature, Nancy Marashio had little contact with Native American literature. Her interest was sparked when N. Scott Momaday became the first Native American to win the Pulitzer Prize for his novel, House Made of Dawn. At Wesleyan University, her advisor David McAllester, a Navajo ethnomusicologist, shared what his Navajo teachers taught him about poetry and the Navajo vision of the world.

Other Native American teachers widened Nancy’s view. Vine Deloria, Jr. was unwavering in his belief that, “we need to glimpse the old spiritual world.” Pat Locke shared the tradition of the strong-hearted women sent out to educate those outside tribal cultures about sustaining truths they are missing.

Native American voices are finally readily accessible in publications to all who care to learn from them. Those voices continue to deepen Nancy’s immersion in Native American literature. She looks forward to welcoming you to Native Nations poetry.
A Criminal Case Sampler

Study Group Leader: Larry Crocker
Fridays, 9:30 – 11:30 a.m.
8 weeks beginning January 22
Course will be held online using Zoom
Maximum number of participants: 40

This course will examine 10 to 15 criminal cases and what they reveal about the justness of criminal justice. Cases are from the study leader’s own practice, from public records, from Shakespeare, and from Stephen King. We will discuss, among other topics, the justice of long-term incarceration, attempt liability, self-defense, plea bargaining, and the exclusionary rule. We also will consider whether the system is biased for or against the accused, and whether it should be permissible for the prosecutor or the defense counsel to mislead the jury.

Larry Crocker

Larry Crocker received his Ph.D. in philosophy from Harvard and his J.D. from Duke. He taught Philosophy for several years at the University of Washington and at Dartmouth from 2004 through 2012. He has clerked for a federal Court of Appeals judge, litigated corporate and air crash cases, prosecuted and defended criminals in Manhattan, and taught law at NYU. This is his third course for AIL.
Have you ever considered becoming an Adventures in Learning Study Group Leader?

Take these steps to share your passion with other lifelong learners:

1. **Identify your course subject and objectives**
   This can be an area of expertise or a new topic that you would like to explore.

2. **Outline your course**
   Determine the content, format (lectures, discussion, other), number of sessions, and number of participants.

   Consider the needs and expectations of your audience; be respectful of others’ opinions; allow opportunities for questions and discussion; and manage your time.

   Consider trying out part of your course at AIL’s Lunch & Learn, Science Pub or Woodcrest Village series.

3. **Complete and submit a proposal form**
   The form is available at www.colby-sawyer.edu/adventures. You can also contact the AIL Office for a copy of the form or to ask any questions. Your course proposal will be reviewed by the AIL Curriculum Committee.

   **Deadlines for Course Proposal Submission**
   - **Summer courses**: First Wednesday in February
   - **Fall courses**: First Wednesday in April
   - **Winter courses**: First Wednesday in July
   - **Spring courses**: First Wednesday in October

4. **Study Group Leaders are supported by the Curriculum Committee and the AIL office.**
   You will be assigned a contact person on the Curriculum Committee who can answer your questions throughout this process. Study Group Leaders attend an orientation session before the term begins and can count on hands-on technical assistance with A/V equipment. At the end of each course, participants are invited to provide feedback through an evaluation form. Course leaders also share their experiences and what they have learned, including suggestions for using the Zoom platform for online courses.
Adventures in Learning Winter 2021

Lunch & Learn, 2021

Lunch & Learn will be held online using Zoom in February, March and April. Registration starts in January. For the Zoom link and passcode for these programs, please email the AIL office at adventures@colby-sawyer.edu or call (603) 526-3434. If you call to sign up, please leave your name and your email address.

WEDNESDAY, FEBRUARY 17 at Noon
Speaker: Ken Tentarelli
Author, Newbury, NH
Subject: Malice in Milan

Recently released Malice in Milan, the third novel in Ken Tentarelli’s award-winning historical mystery series set in the Renaissance, is just one of the one million books expected to be published this year. In this Lunch & Learn session, Ken will tell what it takes to join and get noticed in that crowded field.

WEDNESDAY, MARCH 17 at Noon
Speaker: Aaron Jenkyn
Missioner, Epiphany Church, Newport, NH
Subject: Homeschooling during the pandemic

When Aaron Jenkyn and her husband decided to homeschool their two sons in the Fall of 2020, it was out of necessity, but that decision soon became the most unexpected blessing of these uncertain times as they watched their sons take on the world, one curiosity at a time.

A simple invitation to friends, family and members of their church community to join them on this journey by sharing what excites them about life and learning with the Jenkyn boys, led to a weekly woodworking class, a study of animals and ecosystems around the world, the building of an elaborate tree fort made of recycled materials, and a campaign to raise awareness of hunger in our communities, which raised more than $2,500 for hunger relief efforts. Join us as we discuss the lessons learned about education, community and intergenerational relationships.

WEDNESDAY, APRIL 14 at Noon
Speaker: The Rev. Cornelia Eaton
Canon to the Ordinary for Ministry & Program Director of Hozhó Wellness Center for Women, The Episcopal Church in Navajoland
Subject: Diné (Navajo) culture, tradition and spirituality

Come and learn how the Diné view of creation – that all is interconnected and sacred – informs their culture, their traditions, their stories, their very identity. The balance and harmony reflecting this centeredness is expressed in their word “Hozhó” – “Walk in Harmony. Live in Beauty.” We will experience this by our participation in Diné spirituality.
Online Courses on Zoom

Fall term gave study leaders and members opportunities to use Zoom from the log-in process to participating in class discussions. Here are the steps for participating in a Zoom course this Winter:

- Turn on your computer or iPad; it has to be connected to the internet. Open Safari, Explorer, or Firefox, web browsers that allow you to go to websites.
- Position the cursor in the search bar and enter zoom.us, which is the Zoom homepage.
- Sign up for a FREE Zoom account with your email address. This allows you to download Zoom software to your computer or tablet. You will receive an email from Zoom to activate your account. You install this software by clicking on the installation button.
- You’ll enter your first and last name the first time you use Zoom; your name will be visible to other participants. This lets the study leader know who is in class and makes it easier to address you by name. This is the Zoom version of your AIL name badge!
- On the day and time a class is scheduled, you simply click on the link provided in your course confirmation. Next, you enter a six-digit passcode, also provided in your course confirmation.

The Zoom link and passcode stay the same for every session in that course. If you have a problem with the Zoom link, there is another way to log in:

- Go to zoom.us (the Zoom homepage) and click on the link at the top of the screen that says JOIN A MEETING.
- The MEETING ID is the 10-digit number in the Zoom link for that course.
- The PASSCODE is the same one you use with the Zoom link.

- A camera and microphone are built into your computer or iPad. Look straight at the screen and if possible, try not to move your computer or iPad once class has started. The best way to be seen and heard is to be in front of your screen and have it angled so that you’re centered.
- When you sign into a class or a lecture, you’ll JOIN WITH VIDEO and USE COMPUTER AUDIO; you will be prompted to choose each of those options.
- If you turn off your video, only your name will be displayed on the screen in white letters on a black background.
- There are some handy buttons on Zoom. One is the MUTE button which keeps your background noise from being a distraction. The Study Group Leader may mute everyone so ringing phones or other noises don’t disrupt class. There is also a CHAT button that allows you to send a text message to the whole class, the Study Group Leader or his/her co-host.

If you haven’t tried Zoom and would like to practice before Winter courses begin, please attend one of the practice sessions. Details will be provided in AIL’s monthly Noteworthy News.
Course Registration / Winter 2020

Most courses begin the week of January 18
Please note start date as indicated in course descriptions!

☐ Please check this box if you are a first-time member.
   How did you hear about AIL? ______________________________

Prefix _____ Name ________________________________

Name for name tag _______________________________________________________________________

Mailing Address _______________________________________________________________________

Town __________________ State _____ Zip code _________

Phone __________________ Email _______________________

EMERGENCY CONTACT: ______________________ Phone: __________________

Important information, including course confirmations, special events and alerts are sent via email. If you think we might not have your correct email, please list it above.

Please check off course(s) for which you wish to register.

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<tr>
<th>Course</th>
<th>Day / Time</th>
<th>Cost</th>
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<td>History of New England Skiing</td>
<td>Mon., 1:30 – 3:30 p.m.</td>
<td>$40</td>
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<tr>
<td>United States Constitution:</td>
<td>Mon., 1:30 – 3:30 p.m.</td>
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<td>The Great American Mulligan</td>
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Total: ____________________________________________

Sign up for courses and 2020-2021 membership online at
www.colby-sawyer.edu/adventures/courses.html
or with this form and a check, payable to
Colby-Sawyer College.

Information: (603) 526-3690

AIL MEMBERSHIP
As an AIL member and participant in the programs and activities of Adventures in Learning at Colby-Sawyer College, you are agreeing to the following:

PHOTOGRAPHY AND MEDIA RELEASE: I give AIL permission to use photographs of AIL classes and events that include my image for publicity and publications, i.e., course catalogs, newsletter, brochures, rack cards, website, newspaper ads, signs, etc.

COMMUNICATIONS:
I understand that AIL staff and volunteers will communicate with me via email, phone and U.S. mail. I may also receive alerts via email. If you think we might not have your correct email, please list it above.

WAIVER OF LIABILITY AND INDEMNIFICATION:
I hereby release Colby-Sawyer College and their agents, employees, and volunteers from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney’s fees, brought as a result of my involvement in any activities of AIL including, but not limited to, classroom or lecture hall presentations, field trips, outdoor events, and any transportation that may be associated with these activities.
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**Course Registration / Winter 2020**

*Most courses begin the week of January 18*

Please note start date as indicated in course descriptions!

☐ Please check this box if you are a first-time member.

How did you hear about AIL? ___________________________________________

Prefix _____  Name  _______________________________________________________

Name for name tag _______________________________________________________

Mailing Address  __________________________________________________________

Town __________________________________  State _____  Zip code  ____________

Phone ________________  Email  ____________________________________________

**EMERGENCY CONTACT:** ______________________________ Phone:  _____________

Important information, including course confirmations, special events and alerts are sent via email. If you think we might not have your correct email, please list it above.

**Please check off course(s) for which you wish to register.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Day / Time</th>
<th>Cost</th>
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**Course registrations are due by Friday, December 11, 2020**

Adventures in Learning • Colby-Sawyer College
541 Main Street • New London, NH 03257
adventures@colby-sawyer.edu  (603) 526-3690
The Curriculum Committee of Adventures in Learning is delighted to bring you 11 courses for the Winter 2021 term with most beginning the week of January 18. One course begins on February 23.

This term we welcome and look forward to the contributions of new Study Group Leader Paul Gorman. We thank all of our volunteer study leaders and lecturers for giving so generously of their time and expertise to make the Winter courses possible. We also wish to thank Colby-Sawyer College for providing space for our courses.

Registration Process

├ Pay from the convenience of your own home using the college’s safe and secure online payment system, Storefront, at www.colbysawyer.edu/adventures/courses.html. When registering for courses and paying membership dues online, multiple transactions can be made with a single payment. In addition to allowing you to pay online from any place at any time, you know immediately if you are enrolled in a course or if the course is sold out.

├ In an effort toward better office efficiency and productivity, AIL has implemented a new payment policy: We will accept registrations online, or you may complete a paper form and mail it to the AIL Office, or drop it off in the AIL drop box located in Lethbridge Lodge. No payments will be processed over the phone or in person.

├ A course confirmation, including any communication from the Study Group Leader, will be sent the week of January 11, 2021.

AIL Free Course Option

If you register for two or more courses, you may sign up for one additional course at no cost until the end of registration. To register for the free course, click on “AIL Free Course Option” that appears at the top of the course listing in Storefront under “AIL WINTER COURSES.” Placement in the additional course will be made as space permits and on a first-come, first-served basis. There is no guarantee you will be placed in the course when you use the “AIL Free Course Option.”

Guest Policy

Many of our courses are oversubscribed and have a waiting list. As a courtesy to our membership, please remember that attendance in AIL courses is reserved only for those members who have registered and have been enrolled in the course.

Inclement Weather Policy

AIL follows Colby-Sawyer College’s policy on weather-related closures and delays. If the college is closed, AIL classes are cancelled. If the college has a delay, morning AIL classes are cancelled and afternoon AIL classes will be held. Please check the Colby-Sawyer website at www.colby-sawyer.edu.

Name Badges

Course participants who have not already received a permanent name badge will receive an adjustable, lanyard-style badge to be used in all future AIL courses. Participants should be sure to store their badges in a safe place. The replacement fee is $3.

Disclaimer: The views and opinions expressed in Adventures in Learning classes and presentations are those of the individual presenters and class participants and do not necessarily represent the views and/or opinions of AIL or Colby-Sawyer College.
Administration Office
The AIL office is located on the Colby-Sawyer College campus. With safety considerations in place, the AIL office is closed to visitors at this time. Staff members can be reached via email or phone. There is a drop box for course registration and membership forms in Lethbridge Lodge.

(603) 526-3690 / adventures@colby-sawyer.edu

Staff: Nina Tasi, Abby Hutchinson