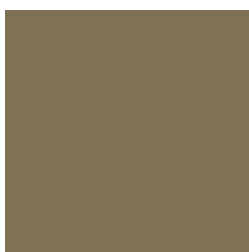
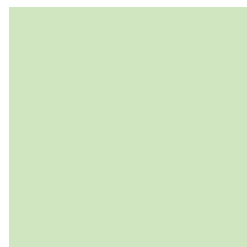
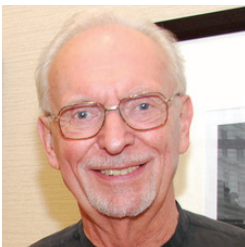
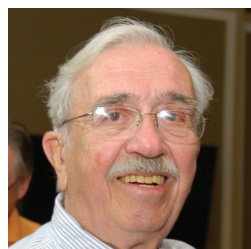
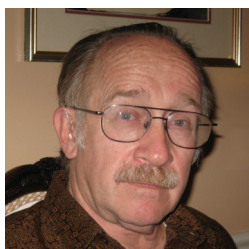
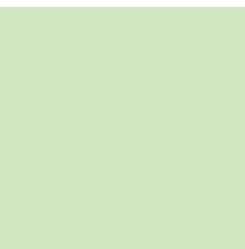


# ALRI

Arlington Learning in Retirement Institute  
Arlington, VA

*FALL 2010*  
*Course Catalog*



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**Arlington Public Schools Career, Technical and Adult Education Program**  
**Sunrise Senior Living at the Jefferson • Marymount University**  
**Elderhostel Institute Network**

# ALRI



## *Fall 2010 Course Catalog*

### **Arlington Learning in Retirement Institute**

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# FALL 2010 COURSE OFFERINGS

Category	Course #	Course Short Name	Instructor	Day	Dates	Start Time	End Time	Site
<b>Fine Arts, Theater &amp; Music</b>	123	Jules Massenet, Romantic Composer	Niles	W	Oct 27 – Dec 1	1:00 PM	2:30 PM	WRC
	125	Before and After Homer	Joy	Tu	Oct 5 – Nov 2	10:00 AM	12:00 PM	GMU
	133	The Educated Theater Audience	Ohlandt	M	Oct 4 – Nov 15	9:30 AM	11:00 AM	GMU
<b>Health &amp; Wellness</b>	202	Estate Planning	Parks	Tu	Nov 23 – Dec 14	1:30 PM	3:00 PM	ACC
	223	US Engagement in Global Health	Piet, Piet-Pelon	Tu	Oct 5 – Dec 7	2:30 PM	4:00 PM	FCC
	224	21st Century Medicine	Connally	M	Oct 4 – Nov 22	9:30 AM	11:00 AM	GMU
	225	What is America Eating?	Weinstein	M	Oct 18 – Nov 22	1:00 PM	2:30 PM	CEC
<b>History</b>	303	Medieval Rome	Wukitsch	Th	Oct 7 – Dec 16	1:00 PM	3:00 PM	CEC
	332	Britain 1901–1952	Schnorrenberg	M	Oct 4 – Nov 8	11:00 AM	12:30 PM	GMU
	334	Fredericksburg and Chancellorsville	Stone	Tu	Oct 5 – Nov 9	1:30 PM	3:30 PM	WRC
	339	South America's Southern Cone	Pederson	M	Oct 18 – Nov 22	1:30 PM	3:00 PM	CEC
<b>Law, Politics &amp; Public Affairs</b>	414	The US Congress	Barton	Tu	Oct 12 – Nov 16	10:30 AM	12:00 PM	GMU
	419	Notable Court Cases	Various Instructors	W	Oct 20 – Dec 1	10:30 AM	12:00 PM	GMU
	426	Ethics	Felker	Th	Oct 7 – Dec 9	10:00 AM	11:30 AM	GMU
	428	US Foreign Aid	Amato	Th	Oct 7 – Nov 18	1:00 PM	2:30 PM	CEC
	429	Problems of Global Security	Keiswetter	F	Oct 15 – Nov 19	2:30 PM	4:30 PM	GMU
	434	Iran	Dachi	W	Oct 13 – Dec 8	10:00 AM	12:00 PM	FCC
<b>Literature &amp; Writing</b>	512	Shakespeare	Alter	F	Oct 15 – Nov 19	1:30 PM	3:00 PM	GMU
	515	Writing About Your Life	Bottum	W	Oct 13 – Nov 17	10:00 AM	12:00 PM	ACC
	516	Four Great Poets in the Romantic Vein	Dunlap	W	Oct 13 – Nov 10	1:00 PM	2:30 PM	WETA
	518	Cervantes and Don Quixote	Francis	F	Oct 15 – Dec 10	11:00 AM	12:30 PM	GMU
<b>Science &amp; Technology</b>	603	A Naturalist's Tour	Ogle	W	Oct 6 – Nov 10	1:30 PM	3:30 PM	Various
	614	Connecting with the World	Ruth	Th	Oct 7 – Nov 4	1:00 PM	2:30 PM	GMU
	617	Neuroethics	Giordano	M	Oct 18 – Nov 15	3:00 PM	5:00 PM	CEC
<b>Social Sciences</b>	714	Issues in Contemporary Islam	Farsakh	Tu	Oct 5 – Nov 9	1:00 PM	3:00 PM	GMU
	719	Affordable Housing	Various Instructors	W	Oct 6 – Oct 27	9:30 AM	11:00 AM	MU
	721	Jews, Christians and Muslims	Burns	M	Oct 4 – Nov 29	10:00 AM	11:30 AM	CEC



# GENERAL INFORMATION

## WHAT IS ALRI?

The Arlington Learning in Retirement Institute (ALRI) is a 501(c)(3) nonprofit organization offering a wide variety of college-level noncredit courses, lectures, special events and activities to help meet the continuing educational and social interests of anyone over age 50 regardless of residence location. ALRI is governed, supported and financed by its members.



Our volunteer instructors—retired or working professionals—create a stimulating learning environment through an exciting array of subjects. No tests, no requirements. Members explore new ideas and develop new friendships inside and outside of classrooms.

ALRI obtains classroom space and other assistance through its association with George Mason University, Marymount University, the Arlington Public Schools Adult Education Program, Arlington County's Senior Adult Program, Sunrise Senior Living at the Jefferson and WETA. It is also affiliated with The Elderhostel Institute Network.

## VOLUNTEERING AT ALRI

One of the most amazing aspects of ALRI is the amount of work accomplished by its volunteers. Volunteer work in ALRI is performed in two ways: through standing committees, each of which is headed by a board member (also a volunteer); and by individual activities, e.g., instructors, class aides and the office management staff. Committee volunteers recruit new instructors and develop courses each semester; seek exhibits, speakers and performances for our special event offerings; write, edit, mail and distribute our publications; recruit new members and set up ALRI functions; recruit, train and support our class aides; and manage the Institute through the volunteer Board of Directors. Class aides provide a valuable interface between instructors, class members and the ALRI Administrator. The office management staff work closely with the Executive Director and Administrator to serve our membership. Volunteer-run committees and other volunteer activities are our lifeblood, but for the most part do not require extensive time commitments.

## BECOMING A 'FRIEND OF ALRI'

Members, friends and organizations can support ALRI with financial gifts. All contributions will go toward building a solid underpinning for the Institute. These funds help ALRI acquire classroom equipment—and may help acquire space in the future. Since ALRI is a nonprofit 501(c)(3) organization, any donation is a charitable contribution deductible from income taxes to the full extent permitted by law.

ALRI also has a scholarship fund for graduates of Arlington Public Schools attending George Mason or Marymount University. Tax deductible contributions may be made by check payable to ALRI with a notation that it is for the Arlington Community Foundation scholarship fund.

## ALRI ACTIVITIES

### SEMESTER-LONG COURSES

Classes are scheduled Monday–Friday, 9 to 5. Classes meet once a week from 1-1/2 to 2 hours, and each course lasts from 4 to 10 weeks. Class sizes generally range from 8 to 25 although some classes may be larger. Courses take place at several Arlington locations as listed in the back of this catalog. Refer to the maps and locations there for transportation and parking options.

### FALL COURSE PREVIEW

ALRI's fall course preview offers you an opportunity to hear the instructors describe their courses before you register and to socialize with other members while you enjoy coffee and snacks. Nonmembers with a possible interest in joining are invited. See page 28 for more information.



### ***SPECIAL EVENTS***

Special events for ALRI members throughout the year include tours, lectures, concerts and other activities. They offer opportunities to join in small-group excursions and to expand intellectual and cultural experiences in the DC area. Advance announcements allow members to coordinate their schedules. See page 29 for more information.

For the most up-to-date information and to register for member-only events, go to the ALRI website: [www.ArlingtonLRI.org](http://www.ArlingtonLRI.org).

### ***CLUBS***

ALRI encourages establishing educational and social clubs within the organization as a means of promoting lifelong learning and personal growth. Club membership is open to all ALRI members in good standing. There are currently seven active clubs: Breakfast, Bridge, Book, Cinema, Current Issues, Ethnic Lunch and Travel. More information is on page 31. Visit the ALRI website for details.

### **ANNUAL MEMBERSHIP MEETING**

ALRI holds an annual membership meeting, normally in June, to elect Board members from a slate of candidates prepared by the annual Nominating Committee and to discuss future courses and events.

### **ALRI MEMBERSHIP**

ALRI membership is \$55 per year beginning the first month in which the dues are paid. The membership fee is nonrefundable. All memberships are individual; each family member must join separately. ALRI is a nonprofit 501(c)(3) organization. The membership fee is a charitable contribution deductible from income taxes to the full extent permitted by law. Only ALRI members may register for a course, special event, or club.

ALRI encourages the use of its website for online membership processing. See page 26. For those who prefer to mail in or hand deliver their checks or credit card payments, a printable Membership/Registration Form is available on our website and on page 25 of this catalog.

### **COURSE REGISTRATION PROCEDURES**

Only ALRI members may register for a course. The fee for each course is \$45. See page 26 for information on using the online registration process. Unless registering online, the membership/registration form accompanied by check or credit card information should be mailed or delivered to the address on the form. No phone registrations are accepted.

Course registration for the fall 2010 semester is available online beginning at 10 AM on September 13. Paper course registration forms received prior to September 13 are processed in random order beginning at 10 AM on September 13. Thereafter, paper registration forms are processed in the order received. Late registration may be possible with the permission of the instructor. Waiting lists for courses are not maintained. Up-to-the-minute course registration levels are posted on the Course Availability page on the ALRI website: [www.ArlingtonLRI.org](http://www.ArlingtonLRI.org).

### **NOTIFICATION AND REFUNDS**

#### ***NOTIFICATION***

Members who register online receive an immediate confirmation message on the payment screen along with a confirming email notification. Registration acceptance letters will be sent to those who mail or deliver their course registrations.

#### ***REFUNDS AND TRANSFERS***

The course fee for any oversubscribed or otherwise closed course or for a course for which ALRI makes a schedule or location change that prevents or limits the student's attendance will be refunded in full or applied to an alternate course at the member's option.

Members desiring to withdraw from a course may enroll in an alternate course in which there is an opening or receive a full refund of the course fee if a written request (mail or email) is received by ALRI at least one week before the course begins. For withdrawal requests received after this time, but within two working days after the first class meeting of the course, the member may apply the course fee to an alternate unfilled course or have it refunded, minus a \$10 service charge.

If withdrawals from a class occur after the class has begun and result in fewer than 8 participants, the class will be cancelled unless the instructor agrees to continue it.

## INCLEMENT WEATHER POLICY AND OTHER SPECIAL CLOSINGS

Cancellation policies related to inclement weather or other civil emergencies vary from site to site. In general, classes scheduled to begin after delayed openings will take place as scheduled. Your class aide can provide further information at the outset of each course. To learn the most up-to-date information:

- Listen to the radio or watch television
- View Arlington Cable
- Go to [www.apsva.us](http://www.apsva.us)
- Call the APS toll-free hotline: 1-866-322-4APS (277)
- Call GMU at 703-993-1000 or access [www.gmu.edu](http://www.gmu.edu)

Other rare cancellations or postponements because of special circumstances such as instructor difficulties will be announced by email (and telephone if necessary) in advance of the class.

## ADA COMPLIANT FACILITIES

All ALRI sites have facilities that meet ADA standards. If a member experiences disability-related difficulties in class participation or has other concerns, he or she should contact the class aide or call ALRI.

## VISITOR POLICY

Visitors who meet ALRI's membership requirements will be allowed to attend a single course session if the requests meet the following criteria:

- The visitor is not already a member of ALRI;
- The course is not fully subscribed;
- The instructor agrees; and
- The request is made in advance to the ALRI Administrator.

## DISCRIMINATION & ACADEMIC FREEDOM

In membership, employment, and its educational programs or activities, the Arlington Learning in Retirement Institute does not discriminate on the basis of age, sex, race, color, religion, disabilities, or national origin. As a learning organization, ALRI subscribes to the American Association of University

Professors (AAUP) principle of academic freedom: All views should be respected, regardless of their conformance with generally, or currently, accepted views.

## PRIVACY POLICY

The Arlington Learning in Retirement Institute (ALRI) is committed to protecting member privacy and to ensuring the security of personal information collected. ALRI does not sell or lend out member information. A complete ALRI Privacy Policy Statement is available from the ALRI Administrator and on the ALRI website at [www.ArlingtonLRI.org](http://www.ArlingtonLRI.org).

***While strictly adhering to this policy, ALRI does urge all members to provide email addresses for internal use. The email addresses in the ALRI database are especially valuable for communicating last-minute scheduling changes, as well as special event announcements. Members are urged to keep ALRI's administration informed when their email addresses or phone numbers change.***

***Members can update their own contact information, including email address, using the Online Transactions/Edit Membership Record function on the ALRI website.***



ALRI maintains an office in room 304 at the Clarendon Education Center (CEC). Executive Director Marjorie Varner (left) has an office at George Mason University's Arlington Campus. ALRI Administrator Donna Banks (right) works at the CEC office. Both can be reached by email at [ALRI@ArlingtonLRI.org](mailto:ALRI@ArlingtonLRI.org) or by calling 703-228-2144. During the academic year, the CEC office is staffed from 10 AM to 3 PM Monday through Thursday. The office's summer hours are posted on the ALRI website.



## Fine Arts, Theater & Music

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### 123 – Too Much Chocolate! The Famous French Composer of Romantic Opera, Jules Massenet

Instructor: John Edward Niles

**Wednesdays, 1:00 - 2:30PM**

**October 27 - December 1**

**Location: WRC**

**6 Sessions**

**Maximum 15, minimum 8 participants**

Jules Massenet, the most famous composer in France during the late 19th and early 20th centuries, wrote many forms of music, ranging from oratorios and cantatas to orchestral compositions and song cycles. However, he was noted principally for his operas, composing over 25 that are still in existence and others whose scores have been lost over time. Offering sensuous, melodic music, Massenet's operas were very popular with French audiences, though some critics complained that they were superficial and often cloying. Unfortunately, Massenet shared the stage with composers like Wagner, who were beginning to change public taste in opera. After Massenet's death, few of his operas were maintained in the general repertoire.

This course will provide an overview of the life and work of this amazingly productive musician, teacher and composer. After exploring some of the more famous Massenet operas, students will discover whether they agree with those critics who claim that his music is ear candy—"too much chocolate"—or whether they find that it still has much to offer listeners today.

**John Edward Niles** is artistic director and conductor of the Opera Theater of Northern Virginia, musical director of COLVA Productions (Fairfax) and program director of the Evelyn Lear and Thomas Stewart Emerging Singers Program of the Wagner Society of Washington, DC. From 1987 to 1998 he worked with European-American Productions in Hannover, Germany. He also has conducted at the Prague Eurofest, ScanMus in Helsinki, WorldMusic, Inc. in Linz, Austria and the Virginia Opera.

### 125 – Before and After Homer: *Iphigenia at Aulis*, *The Trojan Women* and *Electra* by Euripides, *Agamemnon* by Aeschylus, and Homer's *Iliad*

Instructor: James Joy

**Tuesdays, 10:00AM - 12:00PM**

**October 5 - November 2**

**Location: GMU**

**5 Sessions**

**Maximum 30, minimum 8 participants**

One of the greatest achievements of ancient Greek civilization was the creation of tragic drama in the city of Athens in the 5th century BC. The eternal themes of war and sacrifice, love and death, murder and revenge are as relevant today as they were 2500 years ago. Modern performance of ancient Greek tragedy has a long history dating back to the Renaissance. Stage revivals ranging from antiquarian to modernistic productions have become a regular feature of western theater—and, in the last 80 years, of the movie screen as well.

This course will show and discuss four film versions of tragedies centered on events before and after Homer's epic of the Trojan War, the *Iliad*. The film versions of Euripides' *Iphigenia at Aulis*, *The Trojan Women* and *Electra* are directed by Michael Cacoyannis; the film version of Aeschylus' *Agamemnon* is directed by Peter Hall.

**Recommended Reading:** *Iphigenia at Aulis*, *The Trojan Women* and *Electra* by Euripides, *Agamemnon* by Aeschylus, and Homer's *Iliad*.

**James Joy** taught Greek drama in a Great Books course at Howard University and in his classes in European Civilization at Northern Virginia Community College for nearly 20 years. He was an actor in classical and Shakespearean drama at Whitman College, where he earned a BA in English and Political Science. He studied in Europe at the Universities of Oxford and Vienna, the American School of Classical Studies in Athens and the Vergilian School of Classical Studies in Naples. He holds an MA from American University and a Doctor of Arts from George Mason University.

# Fine Arts, Theater & Music

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## 133 – The Educated Audience: Informed Appreciation of Local Theater Productions

Instructor: D. Ohlandt

**Mondays, 9:30 - 11:00AM**  
**October 4 - November 15**  
**Location: GMU**  
**7 Sessions**  
**Maximum 20, minimum 8 participants**



Do you enjoy evenings at the theater but want to know more about what you are seeing? Have you ever wondered if knowing about the historical context of a play, a theater company, or a style would help you better enjoy a production you see? If so, this is the class for you! Through a series of readings and guided discussions, we'll educate ourselves as audience members for three productions put on by three different local theater companies.

One week we'll read the play or the source material and explore it from a literary, dramatic and historical point of view. We will then see the production on our own, and the following week's class session will explore what we saw, considering performance style, technique and production values. Discussions of the plays and the productions will be facilitated by an instructor trained in theater history and dramatic theory, and experienced as a director and dramaturg. There also will be an "extra" week to discuss theater history or production in general.

This course requires attendance at three plays. Students will be responsible for securing their own tickets to the following productions:

1. *All's Well That Ends Well* at Shakespeare Theatre (see between 10/5 and 10/10)
2. *Three Sisters* at the Kennedy Center (see on 10/19 or 10/23—NOTE: these are the only two performances of this show, so please secure your tickets early!).
3. A third production TBD according to class interest—either *Oklahoma!* at Arena Stage or *Superior Donuts* at Studio Theater (see between 11/9 and 11/14).

*Assigned Reading: All's Well That Ends Well* by William Shakespeare (please come to the first class having already read this); *Three Sisters* by Anton Chekhov; a third play or musical TBD (either *Oklahoma!* by Rodgers and Hammerstein or *Superior Donuts* by Tracy Letts).

**D. Ohlandt** holds a PhD in Theater Studies from the University of Michigan and has experience teaching theater history and practice as a college professor as well as over 15 years of experience directing in community, university and regional theater. She has taught students from preschool through adult in a range of settings, including traditional classrooms, summer camps, outdoor team-building courses, and ALRI.

# Health & Wellness

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## 202 – Estate Planning: Basics and Beyond

Instructor: Sarah Parks

**Tuesdays, 1:30 - 3:00PM**  
**November 23 - December 14**  
**Location: ACC**  
**4 Sessions**  
**Maximum 18, minimum 8 participants**

Are you confused about how to approach estate planning, write a will, or create an advance health care directive? Then this is the class for you!

Class sessions:

1. Introduction to Estate Planning: Current estate tax system, probate process, use of last will and testament, powers of attorney.
2. Trusts: What a trust is, how it is used, what benefits it offers, different types of trusts for different needs.
3. Maintaining Control over Health Care Decision-Making: What an advance health care directive is, how one is used, what options you have, what hospice care is, and what your rights are as a hospice patient.
4. Retirement Living Considerations, course wrap-up and questions.

**Sarah Parks** is an estate planner with Custom Estate Planning in Fairfax, which she has operated since 1995. She graduated from George Mason University Law School and has an advanced law degree from Georgetown Law Center. She concentrates her practice solely on estate planning.

## 223 – US Engagement in Global Health: A 50-Year Perspective

Instructors: David Piet, Nancy J. Piet-Pelon

**Tuesdays, 2:30 - 4:00PM**  
**October 5 - December 7**  
**Location: FCC**  
**10 Sessions**  
**Maximum 25, minimum 8 participants**

The United States, through a multitude of government agencies and non-governmental organizations (NGOs), has been a leader in improving the health of people around the world for five decades. American experts have led in strategic planning and policy development. They have introduced countless technical and programmatic interventions that have changed the lives of millions. These interventions have improved nutrition, reduced infant, child and maternal mortality, and contributed to the treatment and prevention of HIV/AIDS, tuberculosis, malaria and other infectious diseases. Communication technologies and techniques for bringing about changes in behavior, such as those that were effective in controlling smoking and increasing the use of seat belts in the US, are being employed worldwide to advance positive health practices and to promote family planning and measures to improve reproductive health. Monitoring of results and strengthening of indigenous health systems have been important components of these interventions.

This course will review these 50 years of global health work and then introduce the Obama Administration's newly announced Global Health Initiative (GHI). Through a new model of US health assistance, the GHI aims to achieve dual objectives: significant health improvement and effective, efficient and country-led platforms for the sustainable provision of essential health care and maintenance of public health programs.

Course material is based on the instructors' work and living experiences in Indonesia, Egypt, Nepal, Bangladesh, Cambodia and Jordan and on their work ex-

# Health & Wellness

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perience in more than 20 other countries worldwide. Examples of their work and stories of people they have met along the way will enrich and enliven the sessions.

*Recommended Reading:* List will be provided in class.

*Recommended Websites:* Health information at [www.usaid.gov](http://www.usaid.gov); [www.worldbank.org](http://www.worldbank.org); [www.unfpa.org](http://www.unfpa.org); [www.cdc.gov](http://www.cdc.gov); [www.gapminder.org](http://www.gapminder.org).

**David L. Piet** served as a USAID population and health officer from 1979 to 2007 in Indonesia, Nepal, Bangladesh, Cambodia and Jordan. He has done short-term work in many other countries, focusing on technical assistance in population and health, as well as strategy and policy work. He has also worked in partnership with governments and NGOs in countries such as Bangladesh, where an NGO was a principal partner in the Bangladesh government's health program.

**Nancy Piet-Pelon** has been engaged in family planning and reproductive health work in Indonesia, Nepal and Bangladesh since the 1970's. She has served as the Asia regional director for ENGENDER Health, a USAID reproductive health program. For the past few years she has worked in various countries evaluating behavioral change programs managed by USAID. She has co-authored two books and published numerous articles on national family planning programs.



## 224 – 21st Century Medicine: Scientific Breakthroughs and Their Cultural and Socioeconomic Implications for the Future

**Instructor: N. Thomas Connally**

**Mondays, 9:30 - 11:00AM**

**October 4 - November 22**

**Location: GMU**

**8 Sessions**

**Maximum 50, minimum 8 participants**

This course will bring together some thoughts from the 11 ALRI courses the instructor has previously offered. The focus will be on two interesting and important scientific topics: genomic medicine and the relationship between neuroscience and behavioral psychiatry. Sessions exploring the way medicine and health care change the world we live in will spotlight international health and population control; reorganization of health care delivery and financing; a significantly better organized way for people to take better care of themselves; the interface between medicine, religion and philosophy; and major societal and personal issues inherent in the growing numbers of older people

The instructor hopes to predict “what we are on our way to have happen--but more importantly, what we as a society must do to get the right outcome.”

Class topics:

- Personalized Medicine in the Genome Era. An entirely new paradigm in diagnosis and treatment.
- The US Health Care System in the Next Century. How it should be organized and how we will pay for it.
- Your Doctor in 2030. What his/her office will be like and how he/she will make decisions.
- Will We Ever Get Preventive Medicine Right? Can the medical profession, schools, the media and public health gurus significantly improve mortality statistics and the quality of our life?



## Health & Wellness

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- International Health. Changing face of epidemics and world population.
- Mental Health and Brain Science. Will we make mental health as scientific as the rest of medicine?
- The Interface of Medical Science and Dilemmas with Religion, Philosophy, and Public Policy.
- Geriatrics in the Coming Century. How old will the population really get? What will quality of life be like? The end of Alzheimer's.

*Assigned Reading:* Four- to six-page handouts will be prepared for each session and will be available at the first class.

**N. Thomas Connally, MD, MACP**, received a BA in Philosophy and his MD from the University of Virginia. He was an officer in the US Public Health Service at NIH for two years and practiced internal medicine in Washington, DC for 32 years. He is the author of a book on health care for seniors, is a member of the board of trustees for CareFirst, Blue Cross Blue Shield, and is active in professional medical organizations at the state and federal level. He is the medical director of the Arlington Free Clinic and has taught 11 health-related courses at ALRI.



### 225 – What, When and Where America Eats!

**Instructor: Herbert Weinstein**

**Mondays, 1:00 - 2:30PM**  
**October 18 - November 22**  
**Location: CEC**  
**6 Sessions**  
**Maximum 24, minimum 8 participants**

Current economic conditions in the US have caused consumers of all ages and incomes to reevaluate and experiment with eating preferences and dining habits. This is bringing about dramatic changes in eating habits that will generate new and diverse opportunities for food and beverages. The instructor will review the origins and basic composition of the different food groups (milk and dairy products, meat products, baked goods, fruits and vegetables, and others) and then explore their recent evolution in terms of nutritional values, with specific attention to those compounds that are controversial, such as caffeine and saturated fats. Another discussion topic will be “dietary” foods (low fat, no carb, “lite” formulations, diabetic foods), their impact on consumers and the food industry, and their labeling and “legal” status with the Food and Drug Administration and the Department of Agriculture. The course will also review important aspects of how products are manufactured and/or preserved and what constitutes “natural”, “organic” and “junk” foods.

*Assigned Reading:* None. Materials will be distributed via the Internet to the class, as appropriate.

*Recommended Reading:* Will be discussed during the lectures.

*Recommended Websites:* Will be discussed during the lectures.

**Herbert (Herb) Weinstein** earned his chemical engineering degree from the Universidad Nacional Autonoma de Mexico and his MS and PhD in Food Science and Technology from MIT. He has over 37 years of industrial experience with General Foods (now Kraft Foods) and Unilever in most technical aspects of food manufacturing, distribution, logistics, product development, quality control, quality assurance and management. He has traveled abroad extensively. He is now a consultant.



# History

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## 303 – Medieval Rome

**Instructor: Tom Wukitsch**

**Thursdays, 1:00 - 3:00PM**  
**October 7 - December 16**  
**Location: CEC**  
**10 Sessions**  
**Maximum 40, minimum 8 participants**

The “Dark Ages” is the name that elitist Renaissance humanists gave to the period between “the fall of Rome” and their own arrival. This derogatory term was especially popular with Romans and other Italians who thought that northern barbarians (Germans) had too much influence during the time when Rome went into eclipse. Our course will discuss the same period, but we’ll use the politically correct terminology of modern historians, i.e., early and late medieval.

Historians disagree (of course!) about what years each of those terms encompasses in the Roman context, but we’ll use “Early Medieval” to mean the time from Gregory the Great (born about 540, Pope from 590 until 604) through about 1000 AD. “Late Medieval” will mean 1000 through the debatable beginning of the Renaissance—we’ll decide when that is later.

Although the course is about Rome, we will talk about other places as needed: Milan, Ravenna, Constantinople, Avignon, etc. Before starting on the medieval period, we’ll go into some background: Constantine’s legacy—for better or worse; barbarians (anyone non-Roman—“your barbarian is my cousin”); Benedict and early monasticism (Gregory was a monk and maybe a Benedictine); Byzantines and their envoys.

This isn’t a linear history course. There are timelines and an abbreviated history, but we will concentrate on trends and controlling factors (some of which are people) rather than on events, and we won’t always go in chronological order. The course is heavy on images of the period. Most of the images can be found, along with accompanying notes, on the Internet at: <http://www.mmdtkw.org/ALRIkwPages.html#Medieval%20Rome>.

*Assigned Reading:* Course handouts will be provided.

*Recommended Website:*

<http://www.mmdtkw.org/ALRIkwPages.html>.

**Tom Wukitsch’s** educational background is in archeology and ancient history. He served in the US Navy in aviation- and archeology-related positions and then had a career as a member of the US Foreign Service, serving in the Middle East and Italy. In the State Department Bureau of Intelligence and Research he was a division chief for the Middle East and then the Western Europe Division. After retiring, he studied and taught for four years in Rome. He is a board member of SMATCH (Scientific Methodologies Applied to Cultural Heritage), an international nonprofit. He has led ALRI Travel Club tours to Rome, Florence, Venice, Pompeii, and Egypt.

## 332 – Triumph and Tragedy: Britain 1901-1952

**Instructor: Barbara Brandon Schnorrenberg**

**Mondays, 11:00AM - 12:30PM**  
**October 4 - November 8**  
**Location: GMU**  
**6 Sessions**  
**Maximum 30, minimum 8 participants**

The first half of the 20th century was a rollercoaster ride for Britain. Two world wars, a vast empire turned into a commonwealth, the virtual disappearance of one political party and the rapid rise of another, and the Great Depression contributed to the increasingly rapid changes that became hallmarks of the century as a whole. Lifestyles, beliefs, communication and economic understanding changed more in these 50 years than in any earlier full century. In this course, we will explore the tumultuous events of this period and discover how the lives of Britons were affected by and reflected the triumphs and tragedies through which they lived.

**Barbara Brandon Schnorrenberg** taught history at the Universities of North Carolina and Alabama. Now an independent historian, she researches and publishes on British and American women’s history.

# History

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## **334 – Lee’s Hollow Victories: Fredericksburg and Chancellorsville**

**Instructor: Robert Stone**

**Tuesdays, 1:30 - 3:30PM**

**October 5 - November 9**

**Location: WRC**

**6 Sessions**

**Maximum 15, minimum 8 participants**

Within a short five-month period (December 1862 to May 1863), Confederate General Robert E. Lee’s Army of Northern Virginia inflicted two major defeats on the Union Army of the Potomac—the first at Fredericksburg, Va., and the second at Chancellorsville, Va. In this course we will study these two great battles using the words of the contending generals themselves (from letters, memoirs and official records) to follow their thoughts and actions as the armies maneuvered into conflict and fought.

Class participants will learn why these two victories—considered the greatest in Robert E. Lee’s long career—proved to be hollow in the end and led General Lee to a false sense of invincibility on his way to Gettysburg. The victory at Chancellorsville was even more important in overall Confederate military history because it resulted in the mortal wounding of General Thomas Jonathan “Stonewall” Jackson. Participants will also learn the fate of the two ill-starred Union commanders—General Ambrose Burnside at Fredericksburg and General Joseph “Fighting Joe” Hooker at Chancellorsville.

One week after the last class session the instructor will sponsor an all-day field tour of the Fredericksburg and Chancellorsville battlefield parks for those students who wish to participate. Costs associated with the tour will be shared equally among the participants, but they should not exceed \$25 per person.

**Bob Stone** has a BS in Education from West Virginia University. He is retired from the Arlington County government where he served in administrative positions in both the Department of Parks, Recreation and Cultural Affairs and the Health Department. While working for the

County, Bob also taught evening management classes at Northern Virginia Community College. He has studied the Civil War extensively for over 50 years and has experience in leading adult group tours of local battlefields. He has been teaching a series on great battles of the Civil War for the past five years.

## **339 – South America’s Southern Cone in the World Economy**

**Instructor: Eldor Pederson**

**Mondays, 1:30 - 3:00PM**

**October 18 - November 22**

**Location: CEC**

**6 Sessions**

**Maximum 40, minimum 8 participants**

What do the countries of the Southern Cone—Argentina, Bolivia, Chile, Paraguay and Uruguay—have in common, and how are they distinct from each other? The year 2010 falls amidst the bicentennial years of independence for these five Spanish-speaking countries of southern South America. Sharing a common background as parts of Spain’s colonial empire, since independence Argentina, Bolivia, Chile, Paraguay and Uruguay have developed along distinct paths even as they remain strongly interdependent and face similar problems in the world economy. Their independence bicentennials provide an incentive to examine these five nations and to investigate some of their current problems and their prospects for the future. Geographic, social and economic conditions, rather than the complicated politics of the Southern Cone countries, will be emphasized.

The first two sessions will be overviews of the geography and the social and economic history of the Southern Cone states. The third and fourth sessions will look in greater detail at the three richer countries, Argentina, Chile and Uruguay. The fifth session will look at the specific problems of the two poorer countries, Bolivia and Paraguay. The concluding session will be devoted to discussion of the place of the Southern Cone in the evolving world economy and the problems and prospects that globalization presents for the region. Of necessity that discussion will

## History *continued* / Law, Politics & Public Affairs

include a brief examination of the role of Brazil in the Southern Cone region and the development of MERCOSUR, a regional common market.

*Recommended Reading:* Will be provided at the first class.

*Recommended Website:* Will be provided at the first class.

**Eldor Pederson** holds a BA from the University of Washington and a PhD in geography and urban studies from the University of California, Berkeley. This course has evolved from personal interests developed during extensive travel in four of the five Southern Cone countries.

### 414 – The United States Congress: A Study of Sausage in the Making

**Instructor: Richard Barton**

**Tuesdays, 10:30AM - 12:00PM**

**October 12 - November 16**

**Location: GMU**

**6 Sessions**

**Maximum 30, minimum 8 participants**

The 2008 election brought a sea change in the make-up of Congress as well as a new president, with huge challenges for both. This course will examine the evolution of congressional power since the first Congress in 1789, how Congress works now, and what we might expect in the future. The relationship between Congress and the President is crucial, given the unforeseen growth of the presidential role in the development of legislation. Lobbying also has become an ever more significant part of the legislative process, involving a complex set of interactions of Executive Branch agencies, special interests and public interest groups and the demands of financing political campaigns. We will discuss these topics and anything else the class considers fruitful and interesting. Expert guest speakers will assist the instructor in providing insight into the complexities of the American legislative process.

*Assigned Readings:* Roger H. Davidson and Walter J. Olieszek, *Congress and Its Members*, 8th Edition. Washington, DC, CQ Press, 2002. Eric Redman, *The Dance of Legislation*. New York, Simon and Schuster, 1973. The University of Washington Press has published a new edition of the latter book, with updated forward and preface.

*Recommended Reading:* Will be included in the syllabus.

*Field Trips:* Optional field trips to George Washington University and to spend a day in the US Capitol observing Congress.

**Richard Barton** spent 22 years as a lobbyist for the direct marketing industry and 13 years prior to that on the staff of the US House of Representatives, where he served as staff director of three legislative subcommittees. He has taught courses on the bureaucracy in the political system and the history of modern civilization at George Mason University and the University of North Carolina. He recently received his PhD in Public Policy from George Mason.



# Law, Politics & Public Affairs

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## 419 – Notable Court Cases

**Instructors:** Jean Moore, Tom Ripy, Bill Allen, Jack Maskell, Dave Ackerman, Abe Krash

**Wednesdays, 10:30AM - 12:00PM**

**October 20 - December 1**

**Location: GMU**

**6 Sessions**

**Maximum 49, minimum 12 participants**

Much of the drama of history and national life is played out in court trials and in the decisions of the US Supreme Court. The outcomes dispose of the particular cases but often fail to end debate and discussion of their vital issues. These six lectures will illuminate the background of major legal controversies, the competing arguments, the decisions and their aftermaths.

1. **The Trial of Lizzie Borden** (*Jean Moore*). The trial of Lizzie Borden was one of the 19th century's most sensational murder trials. Accused of brutally murdering her father and stepmother in 1892, Lizzie was front-page news for months. But did she do it? Was the jury wrong in its verdict? Did the judge engage in unethical conduct and if so, why? You be the judge as we revisit the trial.
2. **Marbury v. Madison** (*Tom Ripy*). *Marbury v. Madison* (1803) is often cited as the most important case in the history of the Supreme Court. Read by all students of American constitutional history and law, it established the principle of judicial review: the power of the court to review acts of the Congress and to refuse to enforce those it determined to be unconstitutional. The decision written by Chief Justice John Marshall proved him to be both a skilled jurist and an adept politician.
3. **K Mart v. Cartier, Inc.** (*Bill Allen*). The Supreme Court case ended up as *K Mart Corp. v. Cartier, Inc.* (1988), but it didn't start out that way. The lecture follows intellectual property litigation through the federal courts as a coalition of trademark owners and merchants tried to stop the sale of "prestige" goods at discounted prices through the "gray market" (products manufactured with a genuine trademark that an independent importer purchases in an authorized foreign market and re-

sells in the US without the express consent of the trademark owner).

4. **Gravel v. United States** (*Jack Maskell*). *Gravel v. United States* (1972) began at midnight on June 29, 1971, when Sen. Mike Gravel convened his subcommittee to hear him read aloud into the record a large portion of a classified document popularly called "The Pentagon Papers." A federal grand jury subpoenaed two of Sen. Gravel's staff employees. Under his constitutional immunity, Gravel challenged the subpoenas from being "questioned in any other place." The Supreme Court addressed questions of the scope of that immunity, its extension to staff, and executive branch challenge to the subcommittee proceeding.
5. **Youngstown Sheet & Tube Co. v. Sawyer** (*Dave Ackerman*). In *Youngstown Sheet & Tube Co. v. Sawyer* (1952) the Supreme Court confronted a constitutional question that continues to echo in the current response to terrorism: What are the President's powers in wartime? In 1952, in the middle of the Korean War, the United Steelworkers of America gave notice of a strike of all the nation's steel mills. President Truman seized the steel mills by Executive Order and ordered their continued operation, relying solely upon his inherent powers as President and Commander in Chief of the Armed Forces. The Supreme Court ruled Truman's action unconstitutional.
6. **Gideon v. Wainwright** (*Abe Krash*). In *Gideon v. Wainwright* (1963), the Supreme Court ruled that a defendant in a state criminal trial who lacks the funds to employ defense counsel must be provided a lawyer by the state government. The decision affirms the constitutional principle that, as a matter of due process of law, every person in this country who is charged with a crime is entitled to the assistance of a defense attorney. This was among the most notable civil liberties decisions by the Supreme Court under Chief Justice Earl Warren.

**Jean S. Moore** received a law degree summa cum laude from Ohio State University, joined the Honors Program of the US Department of Justice, and later the White House Office of Special Counsel as Staff Assistant to the Presi-



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dent. After specializing in international litigation and arbitration, she is now a retired partner of the Washington law firm of Hogan and Hartson and serves on boards of several corporations and nonprofit organizations.

**Thomas Ripy** received a BA in history from Transylvania University, an MA and PhD in political science from the University of Kentucky, and a JD from the University of Memphis. For 25 years, he was a legislative attorney in the American Law Division of the Congressional Research Service. He has been a college instructor in constitutional law and administrative law.

**William H. Allen** had a long career with a large Washington law firm where his practice included constitutional cases before the Supreme Court. Earlier he served as a law clerk to Chief Justice Earl Warren. He has occasionally taught constitutional law in law schools and to undergraduates.

**Jack Maskell** is a legislative attorney in the American Law Division of the Congressional Research Service. He works, lectures and writes extensively in the areas of privileges and immunities of Members of Congress, government ethics and conflict of interest laws, anti-corruption laws, election laws and lobbying.

**David Ackerman** received a BA in history from Knox College and a JD from Georgetown Law School. Prior to retirement, he served for 30 years as a legislative attorney with the American Law Division of the Congressional Research Service.

**Abe Krash** graduated from the College and Law School of the University of Chicago and was a graduate fellow at the Yale Law School. He assisted Abe Fortas, who was appointed by the Supreme Court to act as Gideon's counsel in *Gideon v. Wainwright*. He taught a seminar at Yale in the 1970's and 1980's and teaches constitutional law at Georgetown. He is a retired partner of the Washington law firm of Arnold and Porter.

## 426 – Ethics: Theory and Reality

**Instructor: Tim Felker**

**Thursdays, 10:00 - 11:30AM**

**October 7 - December 9**

**Location: GMU**

**9 Sessions**

**Maximum 30, minimum 8 participants**

The course will look at human values and conduct through the prism of ethics. Against a backdrop of the major historical theories of ethics, and of American experience, the class will examine the general nature of morality and specific kinds of moral actions a person may take in relating to other people and to the world. The instructor will lead discussions identifying principal “for” and “against” arguments and differing views concerning many of the troubling issues of the day.

The first class session will work to define ethics and integral theories, values, and considerations. The second and third sessions will examine in some depth ethical questions inherent in the waging of war, countering terror, and inflicting of torture.

Later sessions will explore ethical issues involved in:

- Suicide, capital punishment, allowing someone to die, mercy death and mercy killing;
- Abortion;
- Lying, cheating, breaking promises, stealing;
- Human sexuality;
- Bioethics;
- Business and media; and
- The environment.

A nine-week course is planned, with time for a tenth class session if needed.

*Recommended Reading:* Any newspaper and journal articles or other sources that capture points the student would like to share in class. The instructor will use Jacques P. Thiroux, *Ethics: Theory and Practice*, 8th ed., Pearson Prentice Hall, 2004, as a guide.



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**Tim Felker** held the Defense HUMINT Chair of the National Defense Intelligence College, Washington, DC, from 2003 to 2008, teaching courses in Human Resources Intelligence and a class in Intelligence Ethics. He retired in 2008 with 25 years of Army service and 21 years in Defense Intelligence. The focus of his work was intelligence operations, analysis and command. Born in Washington, he grew up in Arlington, went to St. Charles Elementary and Gonzaga High School and earned a BA in English from St. John's University in Minnesota and an MA in Russian/Area Studies from Georgetown. He also helped his wife, Ann, raise their nine children with hopefully more than a smattering of ethics.

## 428 – The United States' Role in Foreign Aid

**Instructor: Peter W. Amato**

**Thursdays, 1:00 - 2:30PM**

**October 7 - November 18**

**Location: CEC**

**6 Sessions**

**Maximum 20, minimum 8 participants**

The assistance the United States renders to other nations—foreign aid—is badly understood by the citizens who pay for it with their taxes: its extent exaggerated, its recipients misidentified, and its purpose obscured. This course will attempt to provide a better understanding of how in fact US foreign aid is designed, implemented, and evaluated and how it impacts other countries. The course is based on the instructor's over 30 years of professional experience in development work in the public and private sectors.

The six sessions of the course will cover :

1. An introduction to the United States Agency for International Development and the aid programs it administers.
2. USAID's development assistance to the republics of the former Soviet Union.
3. Development assistance to fragile states, states in conflict zones and states regarded as sensitive from the standpoint of US foreign policy.
4. USAID's project design and project evaluation processes.
5. The allocation of scarce aid resources and the cost of foreign aid.
6. A review of the current state of US foreign aid and its future directions.

Case studies will be used to illustrate the material. Full student participation and interaction will be encouraged, with time allotted for questions and feedback.

*Assigned Reading:* to be provided in class.

*Recommended Reading:* to be provided in class.

*Recommended Website:* to be provided in class.

**Peter Amato** is an international development consultant with over 30 years experience, mainly with USAID. He has served in 10 countries working in the development and implementation of US foreign aid programs. He also served as a tenured faculty member and program chair over a 10-year period at the University of Wisconsin, Madison, teaching graduate courses in planning and economic development. He holds an MS degree in Urban and Regional Planning from Columbia University, and a PhD from Cornell University.



Photo Credit: USAID/Rebecca Gustafson

# Law, Politics & Public Affairs

## 429 – Problems of Global Security: An Analytical Look at Obama's Approach

Instructor: Allen Keiswetter

**Fridays, 2:30 - 4:30PM**  
**October 15 - November 19**  
**Location: GMU**  
**6 Sessions**  
**Maximum 50, minimum 8 participants**

What is President Obama's approach to problems of global security? Is he a realist or an idealist? How does he define US national interests? What are the broad elements of change and continuity in his approach, and what are the "objective circumstances" that his policies try to take into account?

These questions will take up the first two sessions of the course. The remaining four will address specific problems of global security: political Islam, the Middle East, nuclear proliferation, and relations with other major powers. Students will have an opportunity to assess where their own approach to international affairs falls along the continuum of idealist to realist.

*Recommended Reading:* Selected chapters of Joseph Nye's book *Paradox of Power*, and articles and documents available online.

**Allen Keiswetter**, a retired senior foreign service officer, is a scholar at the Middle East Institute. He has taught courses on global politics, Islam and the Middle East at the National Defense Intelligence College, the National War College and the University of Maryland. In his 36 years in the State Department, he served in six Middle Eastern countries. He currently teaches a graduate course on "Problems of Global Security" at the University of Maryland.

## 434 – Iran: History and Prospects-- Past, Present and Future

Instructor: Stephen F. Dachi

**Wednesdays, 10:00AM - 12:00PM**  
**October 13 - December 8**  
**Location: FCC**  
**9 Sessions**  
**Maximum 50, minimum 8 participants**



How much do you really know about Iran? This course is a survey of Iran's history, society and politics covering the following topics: Iranian history from the late 19th century; the Shahs and the beginning of modern Iran; the story of Iranian oil; Islam in Persia; Shiite Iran: the

domestic and international factors in the rise, decline and fall of Mohammed Raza Pahlevi, the last Shah of Iran; the rise of Ayatollah Khomeini and the Iranian revolution of 1979; war and confrontation with Iraq and the Arab Middle East, 1979-89; Islamism vs. Nationalism; the nuclear issue: Iran vs. the world; and the politics of Iran today: theocracy vs. the people.

**Stephen F. Dachi** is a retired foreign service officer and has recently taught at the Foreign Service Institute and at the Elliott School of International Affairs at George Washington University. He has presented courses at ALRI for the past five years. Senior assignments in the foreign service included Consul General in Sao Paulo, Brazil and Minister Counselor of the US Embassy in New Delhi, India. At the Foreign Service Institute, Dachi taught South Asia Area Studies and a special program on Afghanistan. At George Washington University, he teaches Political Islam and Global Energy Security.

# Literature & Writing

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## 512 – All You Need Is Love. Or Not: Romeo and Juliet, Troilus and Cressida, Antony and Cleopatra

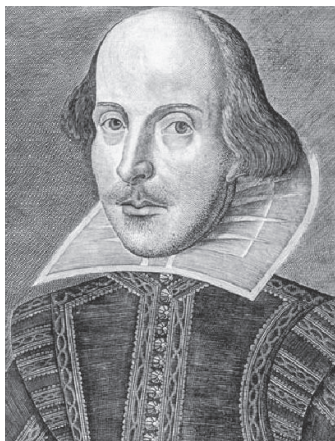
Instructor: Iska Alter

**Fridays, 1:30 - 3:00PM**  
**October 15 - November 19**  
**Location: GMU**  
**6 Sessions**  
**Maximum 30, minimum 8 participants**

In the three plays we'll be covering, Shakespeare explores the ambiguous, even destructive, power of love in the midst of a disastrous feud (*Romeo and Juliet*), a lengthy war (*Troilus and Cressida*) and violent imperial expansion (*Antony and Cleopatra*). The playwright's three couples, each at a different stage of life—passionate adolescence, young adulthood, and weary middle age—attempt to make love the instrument to stave off the encroaching chaos. Will they do so? Can they do so? Over six weeks we shall discover the answers.

*Recommended Reading:* *Romeo and Juliet*, *Troilus and Cressida*, *Antony and Cleopatra*.

**Iska Alter** is Emerita Professor of English at Hofstra University, Hempstead, NY. Although ostensibly retired, she continues to teach on a part-time basis. Her areas of specialization are American Literature, Shakespeare and English Renaissance Drama. Dr. Alter's work has appeared in such journals as *Modern Drama*, *The American Journal of Theater History*, and *Shakespeare Survey*. In addition, she has written what remains an important analysis of the fiction of the novelist Bernard Malamud, entitled *The Good Man's Dilemma*. She received her BA from CCNY, her MA from Wisconsin and her PhD from NYU.



## 515 – Writing about Your Life

Instructor: Cherie Toll Bottum

**Wednesdays, 10:00AM - 12:00PM**  
**October 13 - November 17**  
**Location: ACC**  
**6 Sessions**  
**Maximum 15, minimum 8 participants**

Have you been meaning to write your memoirs? Now is a good time to celebrate and preserve your life and times. In this class, you can begin to create a record of your stories—serious and funny—about encounters and family and reflections on the world around you that your family, friends and perhaps even historians can enjoy. (Or you might wish to write only for yourself). Guided by Zinsser's wise, practical and humorous book (recommended below), we will consider many kinds of personal writing: memoirs, diaries, family histories, journals, letters, even poetry. We'll examine classic examples by writers such as Russell Baker, Martha Gelhorn, Frank McCourt and Eudora Welty.

The class will be a semi-workshop. We will critique our own work and others' (only if they wish). The class will feature practical exercises to help students get started and keep writing and to organize their ideas by selecting and focusing. We'll look at integrity. As Zinsser says, "Use memoir to look for your humanity. Be as honest as you can." It's your chance to tell your story as only you can.

*Recommended Reading:* *Writing about Your Life: A Journey into the Past* by William Zinsser, available in paperback at bookstores and through Amazon.com.

**Cherie Toll Bottum** is a writer, editor and teacher. She has published articles and essays in five different sections of the Washington Post, including humor on the op-ed page, and in *Good Housekeeping* and *Family Circle*. She has taught creative writing at the University of Virginia-Northern Virginia Center in Falls Church. She was managing editor of the academic journal *College Teaching* for 25 years.



# Literature & Writing

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## 516 – Four Great Poets in the Romantic Vein: Wordsworth, Yeats, Dickinson and Oliver

Instructor: Tom Dunlap

**Wednesdays, 1:00 - 2:30PM**  
**October 13 - November 10**  
**Location: WETA**  
**5 Sessions**  
**Maximum 13, minimum 8 participants**

In 1798 Wordsworth began what was to be called the Romantic Movement in English poetry. He wanted a new poetry that was full of life and displayed heartfelt emotion. He once defined poetry as “passion recollected in tranquility.” He famously looked to nature for wisdom. He felt that God or the One speaks to us through nature if we are observant and attuned.

The beauty and insights in Wordsworth’s poetry had a great influence on W.B. Yeats, Emily Dickinson and, in our time, Mary Oliver. Each of these later Romantic poets built on Wordsworth and moved creatively in his or her own direction.

This class will explore and discuss important poems by these four writers. Come join us; we will meet as a small group with time for questions, discussions and careful reading of selected poems.

*Assigned Reading:* Major poems by the four writers.  
*Recommended Reading:* *Mary Oliver – New and Selected Poems* (1992, 2004); available online for \$11.  
*Recommended Website:* [www.poetryfoundation.org](http://www.poetryfoundation.org).

**Tom Dunlap** has been enjoying a variety of poetry for over 40 years and is looking forward to sharing insights and lively discussions with others. He holds a master’s degree in English Literature from the University of Michigan, where he was a teaching fellow. He has years of experience teaching adults in informal settings.

## 518 – Cervantes, Don Quixote and the Spanish Golden Age of Literature

Instructor: Lesley Lee Francis

**Fridays, 11:00AM - 12:30PM**  
**October 15 - December 10**  
**Location: GMU**  
**8 Sessions**  
**Maximum 30, minimum 8 participants**

The early 17th century was greatly enlivened by two fictional characters, Don Quixote and Sancho Panza. Created by Miguel de Cervantes Saavedra, they appeared in one of the most widely read novels in the world, *Don Quixote*. Join Dr. Francis, professor of Spanish literature, in celebrating the work of Cervantes, who is to Spanish literature what Shakespeare is to English, Dante to Italian, or Goethe to German. With your participation, the course will explore the social, historical and biographical context of *Don Quixote*, written for all times and all peoples.

*Assigned Reading:* An English translation of *Don Quixote*.

**Lesley Lee Francis**, who holds a PhD in Romance Languages from Duke University, was a professor of Spanish language, literature and history at a number of colleges and universities. She also owned and directed a summer school in Spain for many years. The granddaughter of the poet Robert Frost, she has lectured and published extensively on her grandfather and has offered several ALRI courses on Frost’s writings.



## Science & Technology

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### 603 – A Naturalist's Tour of Arlington: Revealing a Living Planet

**Instructor: Martin Ogle**

**Wednesdays, 1:30 - 3:30PM**  
**October 6 - November 10**  
**Location: Various**  
**6 Sessions**  
**Maximum 16, minimum 8 participants**

How are the processes of our living planet seen through our small place on Earth? In six sessions that include two classroom sessions and four field trips, the chief naturalist of the Northern Virginia Regional Park Authority will introduce students to the interrelationships among the geology, biology and human history of Arlington. The course will open and close at Potomac Overlook Regional Park's nature center and will explore other locations in the intervening weeks: Chain Bridge, Fort C.F. Smith, Four Mile Run (in Shirlington) and Theodore Roosevelt Island.

The six sessions will examine the following topics:

1. **Potomac Overlook Regional Park:** classroom session on the Gaia Theory—the science of our living planet. Short walk.
2. **Chain Bridge:** exploring the fall line.
3. **Fort C.F. Smith:** the impact of the Civil War on the land and the people.
4. **Four Mile Run:** trees and birds.
5. **Theodore Roosevelt Island:** Piedmont gives way to coastal plain.
6. **Potomac Overlook Regional Park:** short walk and wrap-up in nature center.

*Recommended Reading:* Potomac Overlook Field Guide (will be handed out at the first class session).

\*Note that the walking trails can be loose, uneven and covered with leaves and twigs. Some paths have intermediate inclines. Good walking shoes and a walking stick are recommended. This course is not handicapped accessible.

**Martin Ogle** has been the Chief Naturalist for the Northern Virginia Regional Park Authority since 1985. He

earned a BS and MS in Wildlife Biology from Colorado State University and Virginia Tech respectively. He has presented courses on biology and geology for school and public groups, universities, the Smithsonian Institution, the US Department of Agriculture Graduate School and other groups and organizations.

### 614 – Connecting With the World: How Information Technology Is Used in Communication Today

**Instructor: Stephen R. Ruth**

**Thursdays, 1:00 - 2:30PM**  
**October 7 - November 4**  
**Location: GMU**  
**5 Sessions**  
**Maximum 30, minimum 8 participants**

The explosive development of information technology (IT) around the globe has produced changes in communications that are bewildering to many. For instance, are you familiar with Facebook pages, blogs, Twitter and the many other social networking tools used by your children and grandchildren? Do you know the meaning of such terms as WiFi, WiMax, ambient intelligence, malware, E-government, or Internet auction? This course will examine the many uses of IT in communications today, covering a broad range of topics from the serious to the seemingly frivolous. It will focus on how things are used, not how things work, and is aimed at the nontechnical student who would like to know more about today's astounding variety of IT applications. As the course will explore global uses of IT, it will include an assessment of efforts to spread technology to developing nations, noting both the positive effects and some of the problems that may result. A special information-packed website with scores of examples, applications, videos, etc. has been designed for use by course participants.

*Recommended Website:* <http://www.icasit.org>.

**Stephen Ruth** is a professor of public policy and technology management at George Mason University and director of the International Center of Applied Studies in Informa-



## Science & Technology *continued* / Social Sciences

tion Technology (ICASIT). He specializes in assessing the return on information technology investments, particularly in poor nations. Over the past decade, ICASIT has used grant funds to set up computer-based systems in nearly 30 developing nations. This course, which debuted in the fall of 2009, is the first one Ruth has offered for ALRI in his professional field; he has previously taught several ALRI courses on the Bible.

### 617 – Neuroethics 101: Science and Morality at the Intersection of Brain, Mind, Self and Society

**Instructor: James Giordano**

**Mondays, 3:00 - 5:00PM**

**October 18 - November 15**

**Location: CEC**

**5 Sessions**

**Maximum 50, minimum 8 participants**

In this course we will consider new ethical considerations forced upon us by the most current technological and scientific understanding of the human brain, mind and self. In particular we will explore:

1. Ethical thought in science and medicine from antiquity to the present.
2. How current bioethical constructs arose from the Nuremberg Code, which ultimately led to the Belmont Report—a report that prescribed basic ethical principles of biomedical research that were subsequently extended to medical practices.
3. How new areas of science and technology affect ethical, legal and social issues.
4. How and why these new scientific and technological explorations involve the application of pre-existing ethical frameworks to entirely novel problems and philosophical constructs.
5. The “big questions” in neuroethics that arise from the “hard problems” of neuroscience (as science and technology redefine what constitutes the brain, the mind and the self, these redefinitions in turn force renewed moral and ethical consideration).

*Assigned Reading:* James Giordano and Bert Gordijn (eds.), *Scientific and Philosophical Perspectives in Neuroethics*. Cambridge University Press, 2010.

**Dr. James Giordano** is director of the Center for Neurotechnological Studies and chair of academic programs at the Potomac Institute for Policy Studies in Arlington; University Affiliate Professor of Molecular Neurosciences at the Krasnow Institute for Advanced Studies, George Mason University; and Senior Research Associate of the Welcome Centre for Neuroethics, University of Oxford. He is the author of over 140 publications on neuroscience, and the philosophy and ethics of biotechnology; his books include *Scientific and Philosophical Perspectives in Neuroethics*; *Pain: Mind, Meaning and Medicine*; and *Pain Medicine: Philosophy, Ethics and Policy*. Giordano is also editor-in-chief of the journal *Philosophy, Ethics, and Humanities in Medicine* and associate editor of the journal *Neuroethics*.

### 714 – Political and Social Issues in Contemporary Islam

**Instructor: Andrea Farsakh**

**Tuesdays, 1:00 - 3:00PM**

**October 5 - November 9**

**Location: GMU**

**6 Sessions**

**Maximum 40, minimum 8 participants**

The course will cover the following topics:

1. A short history of Islam; Sunni/Shia political attitudes.  
*Recommended Reading:* Karen Armstrong, *Islam; Mohammed*.
2. Sunni/Shia political attitudes.  
*Recommended Reading:* Vali Nasr, *The Shia Revival: How Conflicts Within Islam Will Shape the Future*.
3. Women in Islam.  
*Recommended Reading:* Isobel Coleman, *Paradise Under Her Feet*.
4. Muslim relations with Christians and Jews.  
*Recommended Readings:* Karen Armstrong, *Holy War; The War for God*. Zachary Karabell: *Peace Be Upon You*.
5. Violent extremism in Islam.  
*Recommended Readings:* Monte Palmer, *Islamic Extremism*. Gilles Kepel: *Jihad; The War for Muslim Minds*.

## Social Sciences

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6. Modern Islamic reformers.

*Recommended Readings:* Gilles Kepel, *The War for Muslim Minds; The Revenge of God.*

**Andrea Farsakh** had a 25-year career in the foreign service, serving all her overseas tours in the Middle East. Among other assignments, she was lead officer to liaison with the PLO in Tunis after the 1993 Oslo Agreement, dealing with all Palestinian leaders at that time. Since her retirement she has worked at the Department of State on Iraqi political and economic affairs—and during the past year on democratic governance in Afghanistan. For many years she has lectured extensively in the Washington area and elsewhere in the US on Islamic subjects and the Israeli-Palestinian conflict.

### 719 – Affordable Housing in Arlington

**Instructors:** Maureen Markham, Catherine Bucknam, Barbara A. Favola, Nina Janopaul, Michael Scheuer, John McClain, Dave Leibson

**Wednesdays, 9:30 - 11:00AM**

**October 6 - October 27**

**Location: MU**

**4 Sessions**

**Maximum 29, minimum 8 participants**

As a densely developed community with high land values, Arlington County faces a number of challenges in trying to maintain a housing stock that is affordable for moderate- and low-income families and individuals. This course will provide participants with the background to better understand the ins and outs of affordable housing programs and the challenges ahead.

**1. Basic Concepts and Definitions** (*Maureen Markham*): This lecture will present the key concepts that define affordable housing, the people served by affordable housing programs, and the basic steps of the housing development process.

**2. History and Goals of Arlington's Affordable Housing Programs** (*Catherine Bucknam and Barbara Favola*): These presentations will review Arlington's affordable housing efforts

since 1975, the county's affordable housing goals, and legal and policy impediments to attaining those goals.

**3. Planning and Funding an Affordable Housing Development** (*Nina Janopaul and Michael Scheuer*): These presentations will trace the complex processes affordable housing proposals go through to secure county approval and county and state funding.

**4. Looking Ahead** (*John McClain and Dave Leibson*): These presentations will examine the future demand for affordable housing in Arlington and additional policies and programs to help meet that demand.

**Maureen Markham** is a senior housing development specialist for the Arlington County Department of Community Planning, Housing, & Development. Before coming to Arlington in 2005, she held a variety of positions in the community development and affordable housing field. She holds a Master of Public Administration degree from the Harvard Kennedy School of Government and a Master's degree in Child Development from the University of Delaware.

**Catherine Bucknam** has directed community relations at AHC Inc., an Arlington-based, nonprofit developer of affordable housing, since November 1999. She has been involved in the affordable housing field since she began volunteering with the Arlington-Alexandria Coalition for the Homeless in 1990. A native of Illinois and an Arlington resident for 23 years, she holds an MBA from Columbia University and a BA from Marycrest College in Davenport, Iowa.

**Barbara A. Favola** has been a resident of Arlington since 1982. She has been a member of the Arlington County Board since 1997, serving as Board chair in 2000, 2004, and 2009. She has championed land-use and transportation policies designed to encourage growth along the Rosslyn-Ballston corridor while at the same time protecting surrounding neighborhoods from encroachment. She is a strong advocate of policies that increase the supply of affordable housing. She holds a Master of Public Administration degree from New York University and a Bachelor of Science degree from Saint Joseph College.

**Nina Janopaul** is president/CEO of the Arlington Partnership for Affordable Housing, a nonprofit, community-based affordable housing developer. Before joining APAH

# Social Sciences

in 2007, she was a principal at Capital Strategies Consulting, Inc. (CSC), providing real estate development, financial advisory services and strategic planning to clients in the affordable housing field, including Enterprise Community Investment Inc. (formerly ESIC). She holds a Bachelor of Arts degree from Harvard University.

**Michael Scheuer** heads the Virginia Housing Development Authority's outreach efforts in Northern Virginia, based in Reston. Previously he was the senior deputy director of the Fannie Mae Washington Metropolitan Business Center. He holds a BS and a Master's degree in Urban and Regional Planning from Ball State University. He has served on a number of national trade association boards.

**John McClain** is a senior fellow and deputy director of George Mason University's Center for Regional Analysis. The Center conducts research and analytical studies on economic, housing, fiscal, demographic, and social and policy issues related to the current and future growth of Virginia, Maryland, and DC. He received a BS in Civil Engineering from Duke University and a Master of Regional Planning degree from the University of North Carolina at Chapel Hill.

**David Leibson** is co-chair of the Task Force on Implementation of Arlington County's 10-Year Plan to End Homelessness. He was previously a member of the county housing commission for nine years and also serves on the boards of New Hope Housing and the Alliance for Housing Solutions. He worked with the County Board, staff and community leaders in developing and securing approval of an innovative supportive housing plan, which now has more than 200 homes based on the "Housing First" model for people with mental and developmental challenges.



## 721 – Abraham's Children: Jews, Christians and Muslims

**Instructor: John Barclay Burns**

**Mondays, 10:00 - 11:30AM**

**October 4 - November 29**

**Location: CEC**

**8 Sessions**

**Maximum 40, minimum 8 participants**

What are the interrelationships among Judaism, Christianity and Islam? The course begins with a short introduction to religion in the ancient Near East and then focuses on the three major and enduring religious traditions emerging from the Middle East: Judaism, Christianity and Islam. Included will be the religion of ancient Israel and the rise of Judaism; the origin and growth of Christianity; and the beginning and expansion of Islam. The interrelationship of these three faiths will be examined using comparative and cross-cultural approaches, concluding with a survey of their current status as global religions. Given that all three claim connection to the figure of Abraham, an important aspect of the course will be discovering how much they share and where they differ. Their presence and co-existence in the USA will also be studied. If there is time, religious movements deriving from these religions—such as Baha'i and the Church of Jesus Christ of Latter Day Saints—may be surveyed.

**Assigned Reading:** Theodore M. Ludwig, *The Sacred Paths of the West* (3rd ed. 2006) or any good introduction to these three religions.

**Recommended Reading:** As assigned.

**John Barclay Burns**, a US citizen born in Scotland and educated at the universities of St. Andrews and Glasgow, is Associate Professor Emeritus of Religious Studies at George Mason University, where he taught for 24 years. Prior to that he was a Presbyterian minister in Scotland, Canada and the US. His focus is the religion of ancient Israel, early Judaism and the religions of the ancient Near East. He has written articles, delivered papers, reviewed and edited books in his field. He taught introductory courses on human religion and the religions of the Middle East and upper-level courses in his specialty. He also created the graduate concentration in Religion, Culture and Values in the MA in Interdisciplinary Studies degree at GMU.



## ALRI Membership and/or Registration Form

(Please use one form per person)

ON-LINE REGISTRATION available at [www.ArlingtonLRI.org](http://www.ArlingtonLRI.org)

**NAME** (Please print)

First \_\_\_\_\_ MI \_\_\_\_\_ Last \_\_\_\_\_

Preferred First or Nickname \_\_\_\_\_ Mr. Mrs. Ms. Other \_\_\_\_\_

☐ Male ☐ Female

(Circle one)

**CONTACT INFORMATION** (Complete only if new member or updating information)

Street \_\_\_\_\_ Apt. \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ - \_\_\_\_\_

Home (\_\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_ Cell (\_\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_

Email \_\_\_\_\_ @ \_\_\_\_\_

**MEMBERSHIP** (Membership fees and donations are tax-deductible)

Annual Fee is \$55 per person (non-refundable): ☐ New ☐ Renewal

Additional Donation (optional): ☐ \$ \_\_\_\_\_

*Check the membership  
expiration date on your  
address label.*

**COURSE REGISTRATION** (\$45 per course)

If you are interested, place a check mark in the Class Aide column. Class Aides receive free parking while assisting their class. See page 30 for explanation.

Course Name (Please use short title shown in Catalog tables)	Course #	Class Aide

*Check the membership expiration date on your address label.*

**MAIL FORM WITH PAYMENT TO:**

Adult Education/ALRI  
2801 Clarendon Blvd., Suite 306  
Arlington, VA 22201

**Membership fee** (\$55/yr) \$ \_\_\_\_\_

**Course fees** (# of courses x \$45) \$ \_\_\_\_\_

**Donation** (Optional) \$ \_\_\_\_\_

**TOTAL check/charge amount:** \$ \_\_\_\_\_

\* *Checks should be made payable to ALRI.*

\* *If paying by credit card, fill in the info below and sign your name as it appears on your credit card.*

**PAYMENT METHOD**

☐ Check (Make payable to ALRI)

☐ VISA ☐ MasterCard

Expires: Mo.  Yr.

*Sign your name as it appears on your credit card*



# JOIN, RENEW, REGISTER & PAY ONLINE

It's easy, fast and secure!

Register online as soon as course registration opens at 10 AM on September 13, 2010. Don't be closed out of a popular class! Register without leaving your home. Know instantly if you are accepted into a course.

Pay by credit card. ALRI uses the secure VeriSign website, the industry leader in payment processing and Internet security. Your credit card information is encrypted and is never seen by anyone at ALRI. Follow the directions below.

## MEMBERSHIP

### New Member

If you have never been a member of ALRI:

1. Go to [www.ArlingtonLRI.org](http://www.ArlingtonLRI.org).
2. Choose the **Online Transactions** menu option at the left side of the page.
3. Choose **Join ALRI**.
4. Enter the information required.
5. Click the **Submit** button.
6. You will be transferred to the VeriSign secure website for entering your credit card information. Type your credit card number and expiration date. We accept Visa and MasterCard.
7. When complete, click the **I Authorize This Transaction** button.
8. Your credit card account will be charged at this time.
9. A message will appear on the screen confirming your membership and you are immediately eligible to register for available classes and events.
10. ALRI will send you a confirmation email immediately, and sends you membership material via first-class mail.

### Current and Past Members of ALRI

If you are a current or past ALRI member and:

- Have your ALRI **User Name** and **Password**, skip to **Course Registration**; or
- Have forgotten your password, use these steps to request a new password:

### Request a Password

*Note that the password process works only if we have your current email address in our database. Send any email address updates to us at [ALRI@ArlingtonLRI.org](mailto:ALRI@ArlingtonLRI.org) prior to requesting a new password.*

To get a password or if you've forgotten your password:

1. Go to [www.ArlingtonLRI.org](http://www.ArlingtonLRI.org).
2. Choose the **Online Transactions** menu option at the left side of the page.
3. Choose **Get New Password** item in the list of available transactions.
4. Enter your first name, last name and current email address.
5. Click the **Submit** button.

The system will display a message confirming that it is sending your User Name and a system-generated 8-digit password to the email address we have for you.



It may take several minutes for the message to arrive. Please do not request another password. If the message appeared on your screen, the email will come.

Once you receive your User Name and password and have signed on, we recommend that you change the system-generated password to one of your choosing using the **Change Password** option.



You can always request a new password using the above steps 1 - 5 each time you need to make a payment online for membership renewal or course registration. It doesn't bother us!

And if you share your computer with another ALRI member, you will find it helpful to close and reopen your Internet browser between registering the two persons. Also in this case, don't check the box asking ALRI to remember your password. Using this option forces your computer to recognize only one of you for payment transactions and may block the other.

## COURSE REGISTRATION

### Online Registration

1. Once fall semester registration begins at **10 AM on September 13, 2010** go to [www.ArlingtonLRI.org](http://www.ArlingtonLRI.org).
2. Sign on with your **User Name** and **Password**. (We recommend you verify that you can sign on prior to the busy first week of course registrations.)
3. Choose **Online Transactions** menu option.
4. Choose **Register/Renew** transaction.
5. Enter your **User Name** and **Password**.
6. Click the Log In button.
7. The **Online Payment Form** will appear.
8. Select your desired courses from the drop-down list.

**Note:**

- The drop-down list of courses is accessible only after 10 AM on September 13.
- Cancelled or filled courses do not appear on the drop-down list.

9. You also can choose to:
  - Serve as a class aide in any or all of the classes selected.
  - Renew your current or expired membership (\$55 per annum, tax-deductible).
  - Make a tax-deductible donation to ALRI.

10. Click the **Proceed to Checkout** button.
11. Review your payments and either:
  - Choose **Edit** if you wish to make any changes (which returns you to the **Online Payment Form**); or
  - Choose **Submit**. You will be transferred to the VeriSign secure website for entering your credit card information.
12. Enter your credit card number and expiration date. Choose Visa or MasterCard.
13. Click **Continue**.
14. Review the information and:
  - If necessary, you may cancel the transaction by closing the screen using the red X in the upper right corner.
  - If satisfied with your billing information, click the **I Authorize This Transaction** button.
15. Your credit card account will be charged at this time.

### Confirmation of Registration

A message will appear on the screen confirming your registration. An email is sent to you confirming your registration and payment. This email is your formal notice of course registration. Please PRINT IT OUT for your records.

To see all these steps illustrated, view our tutorial under the **Online Transactions** button on the left side of the ALRI homepage ([www.ArlingtonLRI.org](http://www.ArlingtonLRI.org)).

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• If you have any questions, call or email  
• the ALRI office:  
•  
• **703-228-2144**  
• or  
• **ALRI@ArlingtonLRI.org**  
•  
• The ALRI office is staffed from 10 AM  
• to 3 PM, Monday through Thursday.  
•  
• .....

# ALRI

## FALL COURSE PREVIEW



Learn about our fall courses and join us for light refreshments.

### **Open to non-members too!**

Take advantage of the chance to hear our instructors talk about their course offerings. Bring friends, relatives and neighbors who meet ALRI's basic age requirement and who have an interest in joining. Our preview offers an opportunity not only to sample upcoming courses, but also to chat with instructors and other ALRI members and to learn more about clubs, special events and volunteer opportunities.

### **PLEASE JOIN US!**

**Saturday, September 11, 2010**

Doors open at 9 AM – socialize until 1 PM

Presentations by instructors: 9:30 AM – Noon

National Rural Electric Cooperative Association  
4301 Wilson Blvd., Arlington, VA  
Ballston – Corner of N. Taylor St. & Wilson Blvd.

There is ample free parking in NRECA's underground garage (entrance on N. Taylor St.). Metro's Ballston Station on the Orange Line is two blocks away.

Call the ALRI office at 703-228-2144 for specific directions or any questions.



## Special Events for ALRI Members

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ALRI's Special Events opportunities provide a variety of attractions to complement its course offerings. Some require a modest admission fee while others are free. Registration is required only for events not scheduled at County libraries.

Suggestions from members for future places of interest are always welcomed by the Special Events Committee as the greater Washington area is a treasure trove of opportunities, some of which—such as embassy visits—are otherwise normally private.

Members with email addresses on file with ALRI receive monthly reminders of the upcoming events, but members are encouraged to check the ALRI website for the most current listings.

### Registering for a special event is simple and easy.

- ALRI members can register online at [www.ArlingtonLRI.org](http://www.ArlingtonLRI.org). Click on the **Special Events** tab on the left side of the ALRI home page. Then click on the **Register** option to select the button beside the desired event. Enter your first and last name and click on **Make Reservation**. A notice will appear immediately indicating whether you are registered or on the waiting list.
- Or you can email your selection to [ALRI@ArlingtonLRI.org](mailto:ALRI@ArlingtonLRI.org) with "Special Event Registration" in the subject line, noting your full name and the event requested in the body of the email.
- The third way to register is to call the ALRI office at 703-228-2144 and leave a message including your full name, phone number and the event requested.

After your phoned or emailed request has been processed, an ALRI volunteer event coordinator will notify you of your registration status. You should call this event coordinator if you later need to cancel your registration.

Events held at Arlington libraries require no registration and are open to the public. They are a good way to introduce your friends to ALRI and the caliber of its offerings. Events requiring registration are reserved for current members only. Your most recent catalog or newsletter address label includes your membership expiration date.

Special events are popular, and those on the waiting list will appreciate your canceling your reservation if you are unable to attend an event. You may do this online or by contacting the ALRI office at the above number.

**Remember to check the ALRI website for dates and additional information!**  
**[www.ArlingtonLRI.org](http://www.ArlingtonLRI.org)**



# **WANTED: Volunteers**

## **ALRI wants YOU!**

...to participate in the many activities in which we are involved--developing courses, putting together the catalog, writing and publishing the quarterly newsletter, recruiting new members, planning special events, and many more. It's a wonderful opportunity to meet people who share your interests, to develop new skills -- or to use the skills you spent years developing.

ALRI members are a great community of people, and your participation will help to make it even greater. Please call the ALRI office at 703-228-2144 or [ALRI@ArlingtonLRI.org](mailto:ALRI@ArlingtonLRI.org).

## **Do Your Part As a Member!**

### **Volunteer to be a Class Aide**

#### **What do I do?**

- Serve as interface between instructors, class attendees and the ALRI Administrator
- Take attendance and distribute/collect evaluations
- Pick up photocopied class materials at the office and take them to class
- Set up, with assistance if needed, any audiovisual equipment needed by instructor
- Communicate with the class in the event of schedule changes

#### **What benefits will I have?**

- Get to be an integral part of ALRI
- Get free parking while attending the class
- Get to know your classmates and the instructor

#### **How do I volunteer?**

- Check the "Class Aide" column when registering for a class
- Respond when contacted prior to beginning of semester by a Class Aide coordinator who will provide details on aide training and specific audiovisual needs of class
- Attend the one-hour orientation/training session before classes start
- Review the take-home guide covering all aspects of the job

*Virtually all classes have an aide and a backup -- you will not be alone!*

**Questions about Class Aides? Contact Carolyn Gosling at [ALRI@ArlingtonLRI.org](mailto:ALRI@ArlingtonLRI.org) or call 703-228-2144 and leave a message.**



## CLUBS at ALRI

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ALRI's special interest clubs are busy organizing events for their members. Join ALRI and add club events to your calendar at no extra cost. If you're interested in movies, you can meet monthly with others to see a film and chat about it over coffee afterwards. If you enjoy a friendly bridge game, join the Bridge Club. Share your ideas on timely topics with the Current Issues Discussion Club. Discuss nonfiction literature selections with the Book Club. Or explore your international interests through the Ethnic Lunch Club or Travel Club.

If you have a consuming interest and would like to engage other like-minded souls to participate in it with you, consider starting a club of your own. Contact Margie Teed at teed-fam@verizon.net or 703-533-8698 to discuss your ideas. Here are the current clubs and their coordinators.

### BOOK CLUB

Meetings are held from 1:30 to 3:00 PM every other month on the second Monday of the month in the meeting room at the Arlington Public Library Main Branch on Quincy Street. For more information contact Marge Alia at Malia04@comcast.net (please enter ALRI Book Club in the subject area of your email.)

### BREAKFAST CLUB

Are you a morning person? If so, join the Breakfast Club for conversation and social networking with other ALRI members. We meet Wednesday mornings from 8 to 9 AM at La Madeleine, a low-key, Parisian style breakfast and coffee place in Baileys Crossroads near the intersection of Columbia Pike and Leesburg Pike (Rte 7). For more information email Karen Cavanaugh at kcavanaugh6@verizon.net.

### BRIDGE CLUB

The Bridge Club meets once a month on an irregular schedule at the homes of club members to play bridge. Either a meal or a snack is served, with each player paying the host \$5 to offset the cost of food and drink. The coordinator describes the sessions as "very social and probably not ideal for someone who wants to play very serious bridge." If you are interested in joining, please contact Bernice Foster at fosterbf@aol.com.

### CINEMA CLUB

If current cinema is your passion, join the Cinema Club, which meets monthly to see a movie. Dates are chosen as much as possible to accommodate participants' schedules. If you would like to be included in this group's activities, email Leanne Peters at PetersLP@aol.com or Janice Yeadon at jnyeadon@hotmail.com.

### CURRENT ISSUES DISCUSSION GROUP

The ALRI Current Issues Discussion Group meets the third Tuesday of every month at 1:30 PM at the Lubber Run Community Center. Anyone interested in the group can get more information from Jim Walsh at walsh22204@aol.com or 703-920-1709.

### ETHNIC LUNCH CLUB

The Ethnic Lunch Club, a group of "foreign foodies," meets usually on the last Thursday of the month to explore and enjoy the area's great ethnic food. To join, call the ALRI general line, choose the clubs option (5) and leave a message for the Ethnic Lunch Club coordinator, Arlene Kigin, who will contact you.

### TRAVEL CLUB

The ALRI Travel Club meets the first Wednesday of each month at 2:30 PM at the Langston Senior Center. They enjoy presentations on various parts of the world and share information on trips taken or planned. All ALRI members are welcome. For more information call Sharon Schoumacher at 703-522-9014 or email her at sharon@earthwave.net.



Book Club meeting

# TRANSPORTATION

ALL CLASSROOM BUILDING SITES ARE IN ARLINGTON	PARKING		METRORAIL STATION ❖ or BUS ROUTE
	Public Garage or Lot	Street Parking (restricted parking zones listed)	
<b>ACC</b> Arlington County Courthouse <i>1425 N. Courthouse Road</i>	Pay surface lot - across street	Metered and Zone 5	Courthouse station ❖ Metrobus 38B, 4B/4E or ART 61/77 - walk 2 blocks
<b>CEC</b> Clarendon Education Center <i>2801 Clarendon Boulevard</i>	Pay garage at Clarendon Market Commons - across street	Metered and Zone 6	Clarendon station ❖ or ART 41/42/77 or Metrobus 38B, 4B, 4E - walk 1/4 mile or 3 blocks
<b>FCC</b> Fairlington Community Center <i>3308 S Stafford Street</i>	Free lot adjacent	Free and Zone 11	Metrobus 22A/25A/25C - walk 50 ft
<b>GMU</b> George Mason University - VA Sq <i>3401 N Fairfax Drive</i>		Metered and Zone 6	VA Square station ❖ or ART 41/42 or Metrobus 38B - walk 1/6 mile or 3 blocks
<b>MU</b> Marymount University - Ballston <i>1000 Glebe Road</i>	Free lot adjacent		Ballston station ❖
<b>WETA</b> WETA Public TV 26/ 90.9 FM <i>2775 S Quincy Street</i>	Free garage adjacent	Metered	ART 77/87/82 bus & Metrobus 25A/D, 22A - walk 50 ft
<b>WRC</b> Walter Reed Community Center <i>2909 16th Street South</i>	Free lot adjacent	Free	ART 74/77 or Metrobus 10B - near parking lot

❖ All Metrorail stations are on the ORANGE Line.

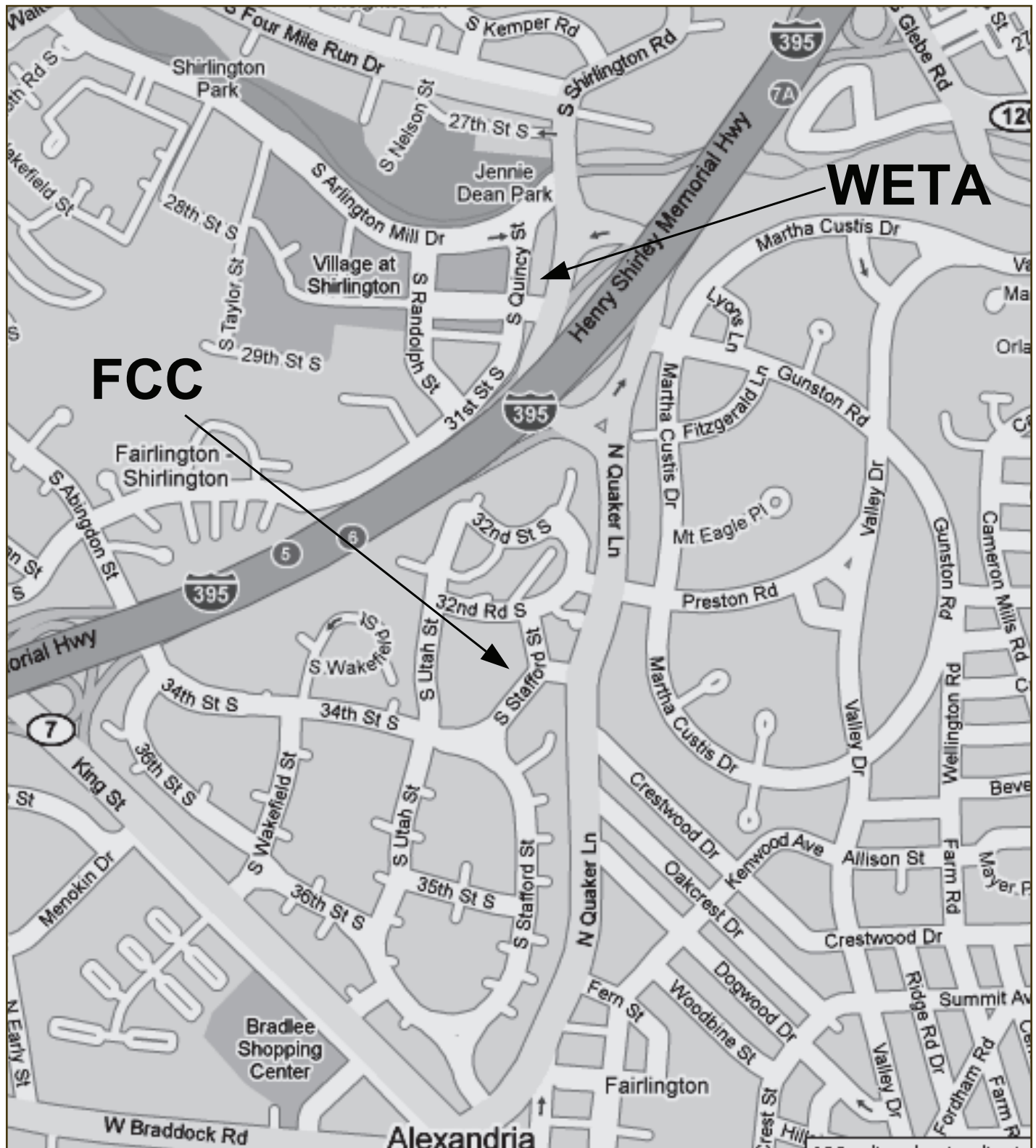
*Suggestion:* Try using google.com to get directions to class. You can select your mode of transportation (walking or by car) and Google will provide a map, detailed directions, the distance in miles, and the transit time. Use [www.wmata.com](http://www.wmata.com) for public transit information, directions, timetables, etc.

## MAPS: Arlington County Courthouse





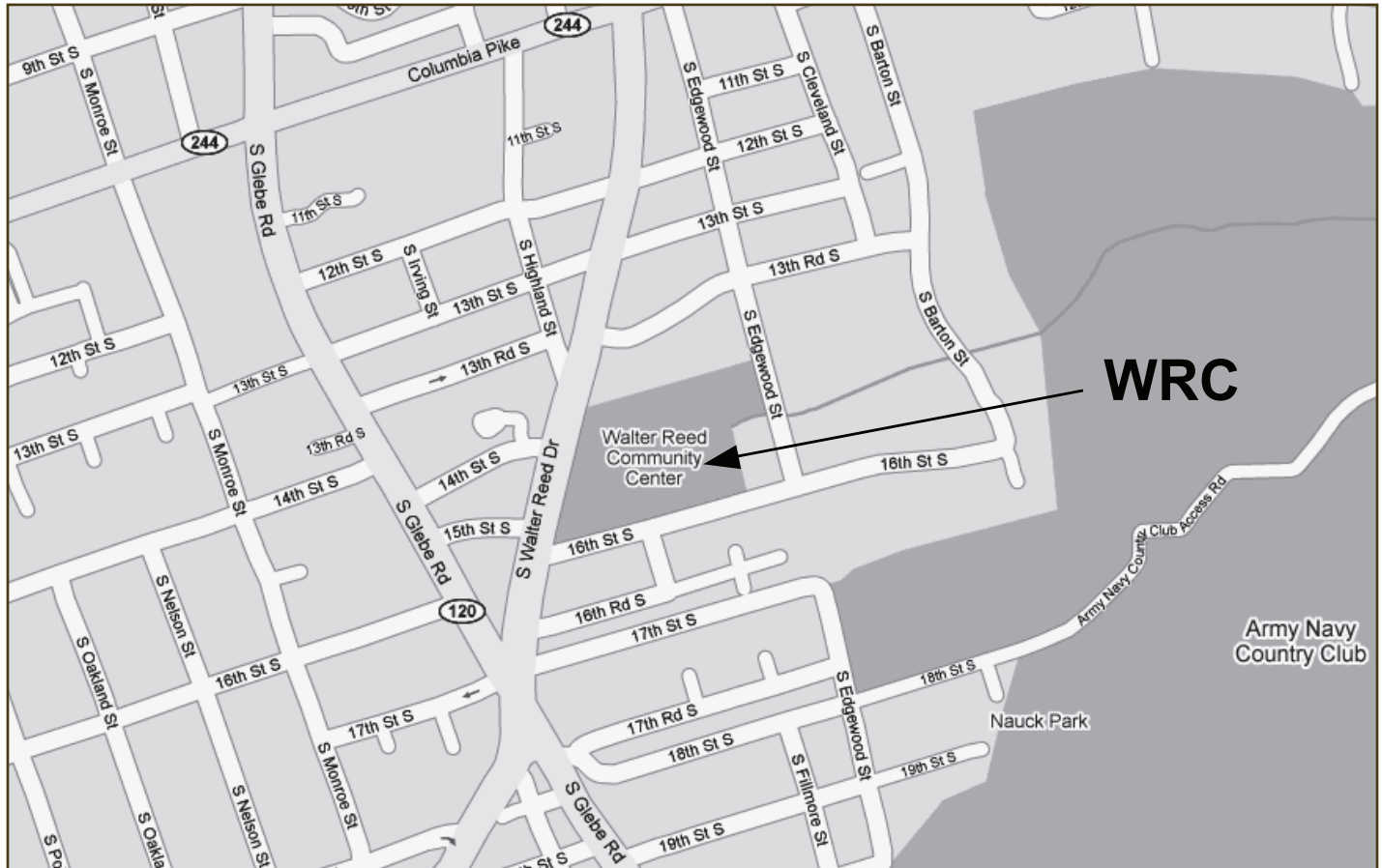
## MAPS: Fairlington Community Center, WETA







## MAPS: Walter Reed Community Center



# COURSES by Calendar View

MORNING

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30–11:00 / GMU <b>133 Educated Audience</b> <i>Ohlandt</i> 10/4–11/15		9:30–11:00 / MU <b>719 Affordable Housing</b> <i>Various Instructors</i> 10/6–10/27	10:00–11:30 / GMU <b>426 Ethics</b> <i>Felker</i> 10/7–12/9	
9:30–11:00 / GMU <b>224 21st Century Medicine</b> <i>Connally</i> 10/4–11/22	10:00–12:00 / GMU <b>125 Before &amp; After Homer</b> <i>Joy</i> 10/5–11/2	10:00–12:00 / FCC <b>434 Iran</b> <i>Dachi</i> 10/13–12/8		
10:00–11:30 / CEC <b>721 Jews, Christians ...</b> <i>Burns</i> 10/4–11/29	10:30–12:00 / GMU <b>414 U.S. Congress</b> <i>Barton</i> 10/12–11/16	10:00–12:00 / ACC <b>515 Writing, Your Life</b> <i>Bottum</i> 10/13–11/17		
11:00–12:30 / GMU <b>332 Britain 1901-1952</b> <i>Schnorrenberg</i> 10/4–11/8		10:30–12:00 / GMU <b>419 Notable Court Cases</b> <i>Various Instructors</i> 10/20–12/1		11:00–12:30 / GMU <b>518 Cervantes, Don Quixote</b> <i>Francis</i> 10/15–12/10

AFTERNOON

1:00–2:30 / CEC <b>225 What America Eats</b> <i>Weinstein</i> 10/18–11/22	1:00–3:00 / GMU <b>714 Contemporary Islam</b> <i>Farsakh</i> 10/5–11/9	1:00–2:30 / WRC <b>123 Massenet, Composer</b> <i>Niles</i> 10/27–12/1	1:00–2:30 / CEC <b>428 US Foreign Aid</b> <i>Amato</i> 10/7–11/18	
1:30–3:00 / CEC <b>339 South America</b> <i>Pederson</i> 10/18–11/22	1:30–3:00 / ACC <b>202 Estate Planning</b> <i>Parks</i> 11/23–12/14	1:00–2:30 / WETA <b>516 Four Great Poets</b> <i>Dunlap</i> 10/13–11/10	1:00–2:30 / GMU <b>614 Connecting with World</b> <i>Ruth</i> 10/7–11/4	
	1:30–3:30 / WRC <b>334 Fredericksburg and ...</b> <i>Stone</i> 10/5–11/9	1:30–3:30 / Various <b>603 A Naturalist's Tour</b> <i>Ogle</i> 10/6–11/10	1:00–3:00 / CEC <b>303 Medieval Rome</b> <i>Wukitsch</i> 10/7–12/16	1:30–3:00 / GMU <b>512 Shakespeare</b> <i>Alter</i> 10/15–11/19
	2:30–4:00 / FCC <b>223 Global Health</b> <i>Piet, Piet-Pelon</i> 10/5–12/7			2:30–4:30 / GMU <b>429 Global Security</b> <i>Keiswetter</i> 10/15–11/19
3:00–5:00 / CEC <b>617 Neuroethics</b> <i>Giordano</i> 10/18–11/15				

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