

Fall 2008 Course Catalog



703-228-2144 www.ArlingtonLRI.org

Arlington Learning in Retirement Institute

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Sunrise Senior Living at the Jefferson • Marymount University
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ALRI is a 501(c)(3) nonprofit organization.

ALRI



Fall 2008 Course Catalog

Arlington Learning in Retirement Institute

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ALRI Course Catalog

Fall Term 2008

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Arlington Learning in Retirement Institute Course Offerings — Fall 2008

Category	Course's Short Title	Crs. No.	Meeting Day	Start Date	End Date	Start Time	End Time	Site	Class Max. No.	Class Min. No.
Art and Music	America on Film	110	Tuesday	Oct. 14	Nov. 18	10:30	12:00	GMU	50	15
	Puccini: Operatic Pioneer	116	Wednesday	Oct. 01	Nov. 05	1:00	2:30	JEF	50	8
	Christian Hymns	126	Friday	Oct. 03	Oct. 31	11:00	12:30	GMU	30	8
Health and Wellness	Estate Planning	205	Friday	Oct. 03	Oct. 31	9:00	10:30	GMU	30	8
	Happiness in Retirement	209	Thursday	Oct. 02	Nov. 06	10:00	11:30	MAD	35	8
	American Health Care Mess	210	Tuesday	Oct. 07	Nov. 25	12:30	2:00	GMU	50	8
History	Ancient Rome	303	Thursday	Oct. 02	Dec. 11	12:30	2:30	GMU	50	8
	India and Pakistan	306	Monday	Oct. 06	Nov. 24	1:30	3:30	CEC	30	8
	Foods from SE Asia	307	Friday	Oct. 17	Nov. 21	1:30	3:00	CEC	30	8
	Petersburg to Appomattox	315	Tuesday	Sep. 30	Nov. 18	12:30	2:30	GMU	30	8
	Civil War Selected Topics	320	Monday	Oct. 06	Nov. 17	11:30	1:00	GMU	30	8
Politics and Political Issues	The Four Georges	326	Monday	Oct. 06	Nov. 10	11:30	1:00	CEC	20	8
	The Middle East Crucible	410	Thursday	Oct. 02	Nov. 13	10:00	12:00	GMU	50	8
	Conflicts in Africa	425	Tuesday	Nov. 18	Dec. 16	2:30	4:00	CEC	50	8
	Canada and USA	427	Wednesday	Oct. 08	Oct. 29	3:30	5:00	CEC	30	15
	Church and State Issues	430	Friday	Oct. 17	Nov. 21	10:30	12:00	CEC	30	15
Literature and Writing	Comedy on the Air	505	Tuesday	Oct. 07	Nov. 18	1:00	2:30	WRC	16	8
	Famous Sonnets	506	Wednesday	Oct. 01	Nov. 05	1:00	2:30	WETA	14	8
	Shakespeare's Outsiders	508	Friday	Oct. 10	Nov. 14	1:30	3:00	GMU	30	8
	Robert Frost: Love Poet	514	Tuesday	Oct. 07	Dec. 09	11:30	1:00	CEC	20	8
	Writing about Your Life	515	Wednesday	Oct. 15	Nov. 19	10:00	12:00	WETA	15	8
Science and Technology	Mysteries: Poe to the Present	520	Monday	Oct. 20	Nov. 17	10:30	12:00	CEC	50	8
	James Joyce	528	Wednesday	Oct. 01	Oct. 22	2:00	3:30	CEC	20	8
	The Climate-Change Debate	609	Wednesday	Oct. 01	Nov. 05	9:30	11:00	MU	30	8
	History of Computing	610	Wednesday	Oct. 08	Nov. 19	1:00	2:30	GMU	30	8
	Meet the Invertebrates	615	Thursday	Oct. 16	Dec. 11	3:00	5:00	CEC	30	8
Social Sciences	The <i>Washington Post</i>	703	Tuesday	Oct. 07	Dec. 09	10:00	11:30	CEC	50	8
	Figures Can Lie	708	Monday	Oct. 20	Dec. 01	9:30	11:00	GMU	30	8
	Enneagram Guide to Life & Love	711	Wednesday	Oct. 15	Nov. 19	10:00	11:30	CEC	20	10
	Alternatives to Violence	720	Wednesday	Oct. 15	Dec. 10	10:30	12:00	MAD	15	8
	Selling the Candidate	730	Thursday	Oct. 02	Oct. 23	10:00	11:30	GMU	25	8

GENERAL INFORMATION

WHAT IS ALRI?

The Arlington Learning in Retirement Institute (ALRI) is a 501(c)(3) nonprofit volunteer 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.

VOLUNTEER OPPORTUNITIES

COMMITTEES

Member involvement is essential to ALRI, an open, all-volunteer organization. While participation is certainly not mandatory, members are encouraged to join any of ALRI's committees to help plan future events and lectures, to develop ideas for courses and/or to teach courses themselves and to support our administration. The fellowship and accomplishments from these volunteer activities are self-enriching and benefit the entire membership.

CLASS AIDES

Class aides provide an essential interface between other ALRI volunteers, instructors, the ALRI Administrator and class attendees. By ser-

ving in this capacity for a course, members also gain an excellent opportunity to participate in ALRI affairs. In recognition of this tremendously important responsibility, ALRI covers aides' parking expenses while they assist their classes. Class aide functions include communicating ALRI information to the instructors and their fellow class participants and assisting instructors with their equipment and copying needs. There is space on the Membership/Registration form to volunteer for this activity. See page 30.

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 ACTIVITIES

SEMESTER-LONG COURSES

Classes are scheduled Monday through Friday, 9 to 5. Classes meet once a week for 1 1/2 to 2 hours and the courses last 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 later in this catalog. Refer to the maps and locations in the back of this catalog for transportation and parking options.

OPEN HOUSE

ALRI holds an open house before each semester where many of the instructors describe their course material. It's a great opportunity to choose courses for the new term. 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 31 for upcoming activities.

For the most up-to-date information and to register for member-only events, go to the ALRI website 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 six active clubs: Travel, Cinema, Bridge, Book, Ethnic Lunch and Current Issues. More information on page 32. 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 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 on-line membership processing (see page 27).

However, for those who prefer to mail in or to hand deliver their checks or credit card payment, a printable Membership/Registration Form is available on our website and on page 26 of this catalog.

COURSE REGISTRATION PROCEDURES

Only ALRI members may register for a course. The fee for each course is \$45. See page 33 for information on using the online process. Unless registering online, the membership and registration form accompanied by check or credit card information, should be mailed or delivered to the address on the form.

Acceptances will begin September 8 for both online and paper registrations. The online course registration fields will be locked until 10 AM on September 8. Course registration requests may be mailed as soon as the fall catalog is online. Registration requests received prior to September 8 will be processed randomly that day. Requests received thereafter will be processed in the order received. No phone registrations are accepted. Late registration may be possible with the permission of the instructor. Current registration levels are posted on the Course Availability page on the ALRI website: 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 – 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.arlington.k12.va.us
- Call the APS toll-free hotline 1-866-322-4277
- Call GMU at 703-993-1000 or access 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 classroom aide or call ALRI.

VISITOR POLICY

Visitors 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 AND ACADEMIC FREEDOM

In membership, employment, or 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 in membership, employment, or its educational programs or activities. 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 member information. A complete ALRI Privacy Policy Statement is available from the ALRI Administrator and on the ALRI website at www.ArlingtonLRI.org.

While strictly adhering to this policy, ALRI urges 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 are changed.

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

Fall Term Courses—2008

Fine Arts, Theater and Music

110 - The American Character on Film

Instructor: Lee Lederer

Tuesday, 10:30-12:00
October 14–November 18
GMU
6 Sessions
Maximum of 50, minimum of 15 participants

Is it only a movie or can a film tell us something meaningful about who we Americans are, who we think we are or who we ideally would like to be? How are the American national character and the concept of American “exceptionalism” reflected in our movies? What explains the American penchant for happy endings in contrast to European films that take a bleak and more cynical view of the human condition? What are we looking for in our choice of heroes and heroines in film? And how do movies treat major foreign events such as the wars in Vietnam and Iraq that have affected the American trajectory? Amply illustrated by brief film clips, this course is for the movie buff who enjoys exploring the historical and cultural factors underlying some of our favorite movies.

Lee Lederer, a former career Foreign Service Officer with the United States Information Agency, has worked on television documentaries with visiting foreign journalists for the State Department's Office of Broadcast Services. A long-time movie buff, he studied film at American University and the University of Southern California.



116 - Puccini: Operatic Pioneer

Instructor: John Edward Niles

Wednesday, 1:00–2:30
October 1–November 5
JEF
6 Sessions
Maximum of 50, minimum of 8 participants

Giacomo Puccini's operas including *La Boheme* and *Madame Butterfly* are among the most frequently performed in the operatic repertoire. Puccini's melodies are familiar to music lovers everywhere whether or not they attend performances of his operas. Arias such as "Nessun dorma" (*Turandot*) and "Che gelida manina" (*La Boheme*) are performed by famous singers so often that listeners recognize the music even if they do not know or remember the source.

This course will introduce the man who created these works and trace the development of his music from his early days as a church organist to *Turandot*, the opera left unfinished at his death. It will focus on how Puccini significantly changed opera from what had been composed by his predecessors and demonstrate his important contributions to that musical form.

John Edward Niles is Artistic Director and Conductor of the Opera Theater of Northern Virginia, Musical Director of Colva Productions, Inc. USA 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 at the Virginia Opera.

126 - Christian Hymns

Instructor: Richard Mayberry

Friday, 11:00–12:30

October 3–October 31

GMU

5 Sessions

Maximum of 30, minimum of 8 participants

The ancient Hebrews wrote and chanted psalms as a way to praise the Creator. Christianity built on this sacred tradition of praise and worship, putting Psalms and other poetic Biblical passages to music to supplement the liturgy of church service. Christians have sung these hymns or songs of praise, adoration and prayer for their own private devotion and in church for more than two thousand years.

During the 19th century a new style of hymn called gospel songs arose. These gospel songs served as testimonial music for revivals, camp meetings and evangelistic crusades, and they spread rapidly in Protestantism. It's been said that the basic beliefs of many Christians have been shaped more by the hymns they sing than by the preaching they hear or the Bible study they pursue.

In class we will discuss the background of seventeen noted hymn writers ranging from Martin Luther (16th century) through Charles Wesley (18th century) to Katherine Lee Bates (20th century.) The discussion, covering such iconic works as "Rock of Ages," "Amazing Grace," "Battle Hymn of the Republic" and "America, the Beautiful," will examine the historical circumstances and personal context that inspired each hymn. To enter more fully into the spirit of the works, each hymn will be played by audio in each class, and the class will close by singing along with the recording one of the hymns studied that day.

Richard (Dick) Mayberry resides in Arlington and regularly lectures on eldercare, Medicaid and estate planning. He is an instructor for Arlington Adult Education and also teaches on Medicaid and Estate Planning for adult children with elderly parents or family members facing a nursing home crisis. He also lectures on technical aspects of the law to financial

professionals and attorneys. He is a practicing lawyer and received his Master of Laws degree from the George Washington University Law School in 1977. A life-long Presbyterian, he has developed an interest in the origins of Christian hymns.

Health and Wellness

205 – Estate Planning Secrets of the Rich and Famous

Instructor: Richard Mayberry

Friday, 9:00–10:30

October 3–October 31

GMU

5 Sessions

Maximum of 30, minimum of 8 participants

Have some fun while learning how to plan your estate. You will learn the ins and outs of revocable living trust planning for the middle class so as to avoid the mistakes of the rich and famous. For example, Marilyn Monroe died at age thirty-six with a will that left seventy-five percent of her estate, including licensing and royalty fees, to her acting coach, Lee Strasberg. Marilyn's will stated her wishes that Strasberg donate this bequest to a particular charity at his death. But Strasberg later married; and when he died in 1982, his estate—including Monroe's bequest—went to his widow and not to Marilyn's charity. The licensing fees alone generate over one million dollars annually.

We will take the lessons learned from such unfortunate errors and explore how to use trusts to ensure that your assets will go to whom you want, when you want, the way you want and at the lowest possible administrative cost. Among the other teaching examples will be Elvis Presley, Groucho Marx and James Dean.

Recommended Reading (optional): *Estate Planning Success for Virginia Residents*, Barron Publishing Company; *250 Estate Planning Questions Everyone Should Ask* by Lita Epstein, or any other estate planning book.

Health and Wellness

Richard (Dick) Mayberry resides in Arlington and regularly lectures on eldercare, Medicaid and estate planning. He is an instructor for Arlington Adult Education and teaches Medicaid and estate planning for adult children with elderly parents or family members facing a nursing home crisis. He also lectures financial professionals and attorneys on technical aspects of the law. He is a practicing lawyer and received his Master of Laws degree from the George Washington University Law School in 1977.

209 - Happiness in Retirement: Research and Practice

Instructor: Bruce Britton

Thursday, 10:00–11:30
October 2–November 6
MAD
6 Sessions
Maximum of 35, minimum of 8
participants

Happiness is a prime candidate for being the most important goal in life. Can we have better success in achieving this goal after we retire? This course looks at the science of happiness (based on thousands of peer-reviewed scientific studies, including some by Nobel Prize winners, on happiness worldwide over the last fifty years.) A consensus has emerged on the science, and our job is to apply that consensus to the special circumstances of retired people. Half of each class period will be devoted to the results of the scientific consensus and half to applying the science to retired people's lives. Psychotherapy will be no part of the course, and self-help activities will not be assigned; but class members who choose to try things out may want to report the results.

Assigned Reading: *Happier*, by Tal Ben-Shahar

Recommended: *A Primer in Positive Psychology*, by Christopher Peterson

Recommended Websites:

<http://worlddatabaseofhappiness.eur.nl/>

<http://www.authentichappiness.sas.upenn.edu/Default.aspx>

http://www.happiness-project.com/happiness_project/

Bruce K. Britton is Professor Emeritus at the University of Georgia where he was a Professor in the Department of Psychology as well as Adjunct Professor in the Department of Educational Psychology, a Fellow of the Institute of Behavioral Research, a Faculty Fellow in the Artificial Intelligence Center and a member of the Consultant Faculty of the Mental Performance and Aging Laboratory. He has written numerous articles for professional journals and edited seven books on psychology. He has been studying the research on happiness since 1990.

210 - The American Health Care Mess: How We Got Here and How We Get Out

Instructor: N. Thomas Connally

Tuesday, 12:30–2:00
October 7–November 25
GMU
8 Sessions
Maximum of 50, minimum of 8
participants

Our health care system is seriously flawed. With no demonstrable increase in quality, per person costs are over twice those of almost all other developed countries; 47 million Americans have no insurance; and future implications for our economy are enormous. This review of the numerous causes and possible solutions will give participants a sophisticated understanding of this very important part of our national economic and political dialogue. Our topics are:

1. Health Care Costs and Quality—an Overview. A comparison of our system to that of other developed countries and the implications for our economy if costs are not better controlled.
2. The Reasons We Spend (and Waste) So Much More than Any Other Country. These include poor organization and incentives for physicians, massive waste on bureaucracy, excessive spending on pharmaceuticals, meager attention to prevention and a wasteful malpractice adjudication system.
3. The Collapse of Primary Care. In this age of medical specialists, we will discuss how the centerpiece of cost-effective health care should

be organized and why the supply of general physicians, already too low, is declining rapidly.

4. The Increase in the Uninsured and Who Should Pay To Turn It Around. We will examine the plans of the presidential candidates and what can be done to eliminate bureaucratic waste and devise insurance plans that are fair but reasonably priced. We may review plans used in other states.

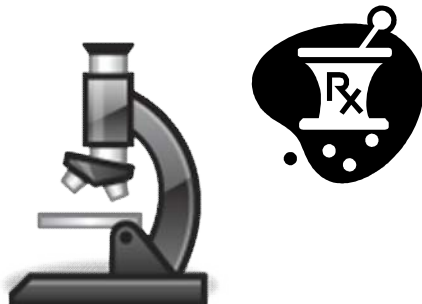
5. The Pharmaceutical Business and What It Costs Us. This session will provide an overview of drug costs and the interactions of Big Pharma, government, private insurers, physicians and patients.

6. The Costs—Direct and Indirect—of Our Malpractice System. How does our malpractice system work and what are proposals for systemic reform?

7. Prevention: When Is It Cheaper than Cure? Public and private issues in reducing disease and in managing chronic conditions before they become expensive medical disasters will be reviewed along with the concept of QALYS (quality-adjusted life years).

8. Now the Hard Part—Should We, Can We or Will We Limit Certain Expensive End-of-Life Treatments? Moral and ethical concerns for possibly excessive and fruitless spending on the terminally ill.

N. Thomas Connally holds an MD from the University of Virginia, 1962, with postgraduate training at the University of Rochester, the University of Virginia and NIH. He spent thirty-two years in private practice of internal medicine and held clinical faculty appointments at George Washington and Georgetown. He is the author of *The Third Third* about health care after age sixty. He is Medical Director of the Arlington Free Clinic and was recently designated a Master of the American College of Physicians for a lifetime of clinical excellence.



History



303 – Ancient Rome

Instructor: Tom Wukitsch

Thursday, 12:30–2:30

October 2–December 11

**No class meeting November 27
GMU**

10 Sessions

**Maximum of 50, minimum of 8
participants**

Although we tend to idealize Athenian "democracy" as the basis of our own system of government, the American republic is more closely based on the governmental system of republican Rome. The founding fathers of the United States were intimately familiar with the Roman republic because they had read the works of the ancient Greek historian Polybius, a former Greek general who convinced his own countrymen that the "mixed" Roman republican government was worthy of emulation. It had executive, legislative and judicial branches that checked and balanced each other—yes, it should sound familiar. Of course, when its checks and balances were subverted, the Roman republic deteriorated into a sequential, oligarchic, plutocratic dictatorship—a few "rich guys" running everything, one after the other. Americans need to understand how this decline happened so that we can avoid repeating it. This course will look at how the Roman republic grew out of a

History

foreign-dominated monarchy, how the republican institutions worked and eventually failed and how the "imperial" system replaced the republic.

But even if we were to follow the Roman example, would that really be so bad? Rome achieved its greatest power, its greatest wealth, the flowering of its art and architecture and almost certainly its people's greatest happiness and prosperity during the thousand or so years after the fall of its republic. We will see what's wrong with that supposition as we go through the course.

Recommended Reading: Course handouts available in class.

Websites for course materials:

<http://www.mmdtkw.org/ALRItkwPages.html> and
<http://www.mlloyd.org/mdl-indx/polybius/intro.htm>

Tom Wukitsch's background is in archeology and ancient history. He served in the US Navy and then had a career as a member of the US Foreign Service, serving in the Middle East and Western Europe and as a Division Chief for the Middle East Division and then the Western Europe Division in the State Department Bureau of Intelligence and Research. After retiring he studied and taught for four years in Rome. He is a board member for SMATCH (Scientific Methodologies Applied to Cultural Heritage), an international nonprofit. He has led ALRI Tavel Club tours to Rome, Florence, Venice and Egypt.

306 - India and Pakistan: 5,000 Years of Continuity and Conflict

Instructors: Harold A. Gould, James Caron

Monday, 1:30–3:30
October 6–November 24
CEC
Eight Sessions
Maximum of 30, minimum of 8 participants

The Indian subcontinent is the home of one of the world's oldest and most influential civilizations. This course will present a social-historical examination of the development of

Indian society and civilization from its origins in the Indus valley five thousand years ago to the present. Class sessions will emphasize the evolution and interplay of basic South Asian institutions such as the caste system, Hindu-Buddhist-Islamic religious systems, the region's ethno-cultural characteristics and political evolution. The rise of the British Raj and the conditions that paved the way for it will also receive a great deal of attention. In addition we will look closely at the emergence of nationalism and the roles played in this process by the Separatist Movement, the India National Congress, the Muslim League and other political groups. Then we will review the post-Independence era. While personalities like Gandhi, Nehru and Jinnah will, of course, be discussed, we will focus on the interplay of institutions and social processes rather than individuals in the shaping of the South Asia region.

The portion of this course devoted to Pakistan will consist of three thematic sections each explored in readings as well as during a two-hour lecture. In those sections we will trace first the historical trajectories of unelected institutions of state (military and bureaucracy), then the role of political parties and the economy and finally cultural politics, particularly surrounding activist Islam, kinship and gender.

Assigned Reading: *The Idea of India* by Sunil Khilnani. *A History of India* (Vol. 1) by Romila Thapar. *The Hindu Caste System: The Sacralization of a Social Order* (Vol. 1) by Harold Gould. *India and Pakistan: The First Fifty Years* by Selig Harrison, Dennis Kux and Paul Kreisberg. For Pakistan, *Democracy and Authoritarianism in South Asia* by Ayesha Jalal.

A list of books for additional reading will also be presented at the first class.

Harold Gould spent twenty-three years at the University of Illinois (Urbana-Champaign) concentrating on South Asia, particularly India. He now holds the position of Visiting Scholar at the University of Virginia, lecturing about the South Asian region. In 2006 he published *Sikhs, Swamis, Students and Spies: The Rise of the Indian Lobby in the United States*. He has a BA in Sociology (University of Rhode Island), an MA in Sociology/Anthropology (Ohio State), and a PhD in Anthropology (Washington University of St. Louis.)

History

As a Fulbright student at Lucknow University in India, he did anthropological fieldwork in the Indian cities of Lucknow and Faizabad. He has extensive research experience in villages on the Gangetic plain in North India. He speaks, reads and writes Hindustani and has studied Sanskrit.

James Caron is a PhD candidate in the Department of South Asian Studies, University of Pennsylvania. He specializes in the modern rural history of Afghanistan and Pakistan and the ways non-elite groups portray collective visions of their own pasts and futures through informal media. He speaks and writes Pashto, Urdu, Hindi, Persian and Punjabi and has recently conducted two years of fieldwork in Peshawar, Pakistan, and Kabul, Afghanistan. For one year he has taught South Asian history at Rutgers University, Newark.

307 - The World's Pantry: Foods from South East Asia

Instructor: Herbert Weinstein

**Friday, 1:30–3:00
October 17–November 21
CEC
6 Sessions
Maximum of 30, minimum of 8
participants**

What's for dinner tonight? This is a daily question that we may answer without really appreciating the great opportunities we have in selecting foods. The restaurants we choose to visit, the dishes we decide to eat and the ingredients we use in their preparation may seem to have been there all the time. But is this true? What are the origins of the ingredients and the evolution of their preparation in the many succulent dishes we customarily consume? How did they become available in our cities and towns?

This course will focus on the origin, history and development of foods from the South East region of Asia. It will include discussion of typical native cuisines of the area and the influences that other countries have had on the food as well as the local peoples' eating habits. The culinary influence of France in Vietnam, of

the United States in the Philippines, and of China in Thailand are some of the examples that will be explored. In addition historic events that have modified diets and eating habits will be touched upon.

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 industry experience (General Foods, now Kraft Foods, and Unilever) in most technical aspects of food manufacturing, distribution, logistics, product development, quality control, quality assurance and management. Today he is a consultant and has been an instructor for ALRI.

315 - Petersburg to Appomattox: The Road to Surrender

Instructor: Robert Stone

**Tuesday, 12:30–2:30
September 30–November 18
No class meeting November 11
GMU
7 Sessions
Maximum of 30, minimum of 8
participants**

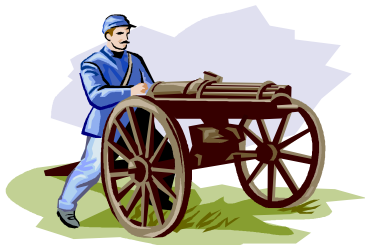
After six weeks of horrific fighting and bloodshed at the battles of The Wilderness, Spotsylvania Courthouse and Cold Harbor, the Civil War in central Virginia changed into siege warfare. The Confederate forces under General Robert E. Lee held back the Union forces under General Ulysses S. Grant for more than nine months as Grant tried to capture the cities of Richmond and Petersburg. Both armies fought from behind elaborate field fortifications and entrenchments, thus previewing the fighting that took place fifty years later during World War I. After the Union forces finally broke through the Confederate lines on March 31 and April 1, 1865, the Civil War in Virginia ended just eight days later at the little village of Appomattox Courthouse. This class will use pictures, maps, lectures and discussions to explore the many separate actions that happened during this nine-month siege and Lee's retreat to Appomattox. The

History

instructor will offer an optional day-long field trip to Pamplin Park outside of Petersburg the week following the last class. The cost of this trip will be shared equally by the class members making the trip (probably not to exceed \$25-\$30 per person plus a park entrance fee). Pamplin Park, a privately funded park dedicated to the individual soldiers of the Civil War, occupies the site of the Union breakthrough of March 31.

Recommended Reading: *A Stillness at Appomattox* by Pulitzer Prize winner Bruce Catton

Bob Stone has a BS in Education from West Virginia University. He worked for the Arlington County government for thirty-six years and, as a visiting lecturer, taught classes at Northern Virginia Community College. He has studied the American Civil War extensively for over fifty years and has experience taking adult groups on tours of Eastern battlefields. He has taught a series of classes on the Civil War for ALRI over the past four years and also teaches or lectures on the Civil War in other venues.



320 - American Civil War: Selected Topics

Instructor: R. Keith Young

Monday, 11:30–1:00

October 6–November 17

GMU

6 Sessions

No Class meeting on October 20

Maximum of 30,

minimum of 8 participants

Here's a unique opportunity to delve into six intriguing but often overlooked Civil War topics, several with a distinctly local focus.

1. Dr. Francis Lieber and the Rules of War. Dr. Lieber, working with a board of four Union generals, brought order to the largely unwritten set of rules for warfare that had evolved over several centuries of political usage and custom.

2. Saint Elizabeth's Hospital and the War. As host of army and navy general hospitals, Washington's Saint Elizabeth's Hospital played an important part in the war; and in the postwar period it continued to treat soldiers psychologically damaged during the conflict.

3. Prisoners of War: America's Failure. The story of the prisoners taken during the war is often not pleasant as both sides experienced problems and shortcomings in their treatment of prisoners. We will discuss the emergence of the POW problem, the prison exchange system, paroles, prison conditions and some of the personalities involved.

4. Point Lookout: A Prisoner's View. A look at life in this Federal prisoner of war camp, using sketches by one of its Confederate prisoners, reveals a fascinating side of the war and shows that a sense of humor and the entrepreneurial spirit could persist even after a soldier's capture.

5. The War Afloat, Part 1. This survey of the organization and administration of the two navies will also cover naval personnel, the two naval academies, and the two marine corps. We will review the vastly different composition and employment of the two navies and the reasons for those differences.

6. The War Afloat, Part 2. We will (figuratively) board the USS Cairo—a quintessential Union river gunboat—and discuss naval innovations during the war, including iron-clad ships, torpedoes, semi-submersibles and submarines. We will note examples of Army-Navy cooperation in the war and show the symbols under which the navies fought.

Keith Young has a very active interest in American history and has traveled extensively to visit many Civil War sites. He is a past president of the Bull Run Civil War Round Table and was a contributor to the *Library of Congress Civil War Desk Reference* published in 2002. As an active lecturer on Civil War topics, he has spoken at many civil war round tables, community organizations, educational institutions and civil war descendants' groups.

326 - The Four Georges: Britain 1714-1830

**Instructor: Barbara Brandon
Schnorrenberg**

**Monday, 11:30–1:00
October 6–November 10
CEC
6 Sessions
Maximum of 20, minimum of 8
participants**

Have you ever considered the reigns of the first four British kings named George a bit stodgy and uneventful? Here's your chance to correct that misconception. Much happened in Britain during this period, not all of it related to the kings and their government. The era saw the beginning of industrialization, modern economics and parliamentary government, the United States, the British Empire, the novel, women's rights, romanticism, Methodism and much more.

During this course we will meet not only the Georges but also a diverse and fascinating cast of their contemporaries from political figures and military men to writers, artists, musicians and clergy whose fame and influence outlived their century. We also will get acquainted with colorful characters who earned more notoriety than fame. Among those who will stride across the stage of our classroom: William Pitt, John Wilkes, Dr. Johnson, Edward Gibbon, Mary Wollstonecraft, Georgiana Duchess of Devonshire, David Garrick, Beau Nash, Beau Brummel, Hannah More, Horace Walpole, the Duke of Wellington, Thomas Paine, Captain Cook, Sarah Siddons, Sir Joshua Reynolds, John Wesley and George Frederick Handel.

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.

Law, Politics and Public Affairs

410 - The Middle East Crucible

Instructor: Allen Keiswetter

**Thursday, 10:00–12:00
October 2–November 13
GMU
7 Sessions
Maximum of 50, minimum of 8
participants**

What does the future hold for the Middle East and US policy in the region? This course provides the strategic and regional context for assessing Middle East issues as they dominate the US presidential campaign. The first four classes take up broad regional questions: Is there a clash of civilizations in the Middle East; what are the US interests there; how does the religion, especially Islam, shape Middle Eastern views; what are the sources of political legitimacy and the causes of terrorism; what are the prospects for democracy; and why is the region relatively underdeveloped despite its great oil wealth. The remaining sessions focus on the specific challenges to US policy in the Persian Gulf (Iran, Iraq and Saudi Arabia) and in the eastern Mediterranean (Middle East peace negotiations, Syria and Egypt).

Recommended Reading: *Between Memory and Desire: The Middle East in a Troubled Age*, 2nd edition, by R. Stephen Humphreys.

Allen Keiswetter, a retired senior foreign service officer, is a Scholar at the Middle East Institute. He has taught courses on Islam and the Middle East at the National Defense Intelligence College, the National War College, and the University of Maryland. In his thirty-six years in the State Department, he served in six Middle Eastern countries.

425 - Conflicts in Africa

Instructor: Clement M. Aapengnuo

Tuesday, 2:30–4:00
November 18–December 16
CEC
5 Sessions
Maximum of 50, minimum of 8
participants

Africa is often associated with such bad news as sickness, poverty, conflict, and corrupt or authoritarian governments. In the last twenty years the continent has experienced a number of tragic conflicts including those in Rwanda, Liberia, Sierra Leone, Ethiopia, Somalia and Sudan. Since 1970 more than thirty wars have been fought in Africa, the vast majority of them intrastate in origin. This strife has seriously undermined Africa's efforts to ensure long-term stability, prosperity and peace. What is often not reported is the root causes of these clashes or the efforts Africans themselves are making against all odds to resolve them and build peace. To address the questions of why Africa is so conflict prone and what can be done about it, the course will present a bird's-eye view of the historical context of these African struggles. With the premise that a holistic understanding of African conflicts is key to their sustainable and peaceful resolution, we will briefly review the precolonial, colonial and postcolonial periods of African political history as well as the impact of those periods on the wars that Africa has experienced during the last sixty years.

Father Clement, a master's student at the Institute for Conflict Analysis and Resolution, was director of the Center for Conflict Transformation in Northern Ghana for six years. He holds an MA in social communications and postgraduate certifications in conflict analysis and resolution and in public administration. Father Clement also studied philosophy and theology at St. Victor's Major Seminary Tamale, Ghana.

427 – Canada and the USA: Uneasy Neighbo(u)rs

Instructors: David T. Jones, Linda Recht, Robert Watts

Wednesday, 3:30–5:00
October 8–October 29
CEC
4 Sessions
Maximum of 30, minimum of 15
participants

The United States and Canada—so alike but different somehow. What is the difference? Is it only in the mind of the beholder? Are Canadians just unarmed Americans with health insurance? Or are casual observations more deceptive than imagined.

This course provides insights into how the United States and Canada evolved as "alternative North Americas" despite essentially similar demographics, histories, cultural influences, technology and economic systems. In four sessions, the instructors will outline (1) the essential systemic and attitudinal differences between Canadians and Americans in government, politics and social attitudes on health care, gun control and capital punishment. How Canadians view Americans—and vice versa; (2) the economics of interdependence: how the North American Free Trade Agreement (NAFTA) works and who benefits. Our differing views on energy, the environment and the Security and Prosperity Partnership; (3) the defense of North America and the role of Canadian forces in continental defense, NATO and peacekeeping/making; (4) the interactions of US and Canadian foreign policy and cooperative or conflicting views toward the United Nations, economic assistance and international organizations and agreements.

Recommended Reading: *Uneasy Neighbo(u)rs: Canada, the USA, and the Dynamics of State, Industry, and Culture* by David T. Jones and David Kilgour. Available on the Internet at Amazon.com.

Law, Politics and Public Affairs

David T. Jones is a retired senior US foreign service officer with forty years of experience in foreign affairs with the Department of State and twenty-eight years of combined active and reserve service with the US Army. He was a political minister counselor at the US Embassy in Ottawa and is coauthor of *Uneasy Neighbo(u)rs* as well as several hundred articles and op-ed pieces on US-Canadian bilateral relations.

Linda Recht and Robert Watts will jointly lead one class. They are economic officers in the Department of State, Economic Bureau, currently assigned respectively in the offices of Bilateral Trade Affairs and Intellectual Property.

430 - Church, State, Education and the Constitution

Instructors: David Ackerman, James Stedman

Friday, 10:30–12:00

October 17–November 21

CEC

6 Sessions

Maximum of 30, minimum of 15 participants

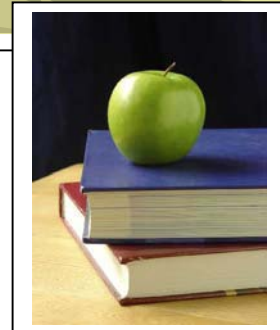
Few issues in American life have proven to be as controversial or as persistent as those involving matters of church and state. Religious exercises in the public schools, public aid to sectarian schools, the display of religious symbols on public property, the teaching of evolution and creationism—these and related issues continue to arouse strong emotions, precipitate numerous Supreme Court and lower federal court decisions and have demonstrable impact on elections and the course of judicial appointments. Moreover, virtually all of these issues have deep roots in American history and most are intertwined with the development of our public and private educational systems. As a consequence, this course will examine a variety of church-state issues within an historical context. Attention will be given to salient events involving church and state from the earliest American colonies to the present, the addition of the establishment and free exercise clauses of the First Amendment to the Constitution, the development and nature of our public and

private educational systems, the role of government in supporting and regulating those systems, and Supreme Court and pertinent lower federal court decisions interpreting the establishment and free exercise clauses in the context of particular controversies.

Assigned Reading: Will be given in class.

Dave Ackerman received a BA in history from Knox College and a JD from Georgetown Law School. Prior to retiring recently, he served for thirty years as a legislative attorney with the American Law Division of the Congressional Research Service providing legal analysis and assistance to Members of Congress, committees and staff. The law of church and state was one of his areas of specialization. He also attended Chicago Theological Seminary and worked for six years in the Washington Office of the National Council of Churches.

Jim Stedman received a BA in history from Middlebury College, an MA in history from Harvard University, and an MAT from Johns Hopkins University. He was a specialist in social legislation for the Congressional Research Service from which he recently retired after thirty years of service. His areas of responsibility included elementary and secondary education reform, federal assistance to elementary and secondary education, and private education. He has also taught at the elementary school level in the Howard County, Maryland, public school system.



Literature and Writing

505 - Comedy on the Air: with Will Rogers, Garrison Keillor, Burns & Allen, Lilly Tomlin and More

Instructors: Thomas Dunlap, Jim Mayer

**Tuesday, 1:00–2:30
October 7–November 18
No class meeting November 11
WRC
6 Sessions
Maximum of 16, minimum of 8 participants**

Comedy is serious about not being serious. It exaggerates, mocks, ridicules, overreacts, completely misunderstands and distorts, but somehow it makes us feel better. Maybe it's because our troubles aren't as bad as those blatant faults plaguing the fools of comedy. Underneath all of its laughter and silliness, comedy attempts to loosen us up to realize we too can spin out of control, make fools of ourselves or profoundly misunderstand those closest to us. Comedy makes us recognize that we all need forgiveness, many kinds of love and a good sense of humor about others—and ourselves.

Both instructors will participate in the informal seminar setting of each class where we will listen to and discuss comic performances by Will Rogers, Jonathan Winters, Jean Shepherd, Garrison Keillor, Burns & Allen, Lilly Tomlin and others. We'll share the laughs and the fun!

Tom Dunlap holds an MA in English Literature from the University of Michigan where he was a Teaching Fellow. He has years of experience teaching adults in informal settings. He is looking forward to teaching this course on comedy with Jim Mayer.

Jim Mayer is a retired Air Force officer and civil servant. A graduate of Brown (BA English) and the Wharton School, University of Pennsylvania (MBA), Mayer's experiences at CIA, NSA and Air Force overseas locations gave him frequent opportunities to observe and experience the many aspects of comedy and, occasionally in Washington, tragicomedy.

506 - Sonnets from a Muse of Fire: From Shakespeare to Edna St. Vincent Millay

Instructor: Thomas Dunlap

**Wednesday, 1:00–2:30
October 1–November 5
WETA
6 Sessions
Maximum of 14, minimum of 8 participants**

What has kept the sonnet format flourishing for five hundred years? Inside the restrictive limits of the 14-line sonnet, writers have found countless ways to express powerful emotions about their lives and loves. This brief format seems to have challenged and enhanced their creativity and focused their imagination. Shakespeare leads this “muse of fire” group. When the theatres were closed, he wrote a sequence of 154 sonnets plus others that he used to spice up his plays. We will discuss his masterpieces including “Shall I compare thee to a summer's day?” “When, in disgrace with Fortune and men's eyes,” “That time of year thou mayest in me behold,” “Poor soul, the center of my sinful earth” and others.

We will also discuss a number of Edna St. Vincent Millay's rather sultry sonnets; her most famous one is “What lips my lips have kissed, and where, and why.” Along the way we will discuss sonnets by Donne, Wordsworth, Keats, Shelley, Christina Rossetti, and Emma Lazarus.

This course is open to everyone. No need to be a poetry expert. It will be held in an informal seminar setting. The discussions are often lively and always interesting as students share their reactions to the poems. Consider joining us.

Assigned Reading: *Penguin Book of the Sonnet: 500 Years of a Classic Tradition in English*

Tom Dunlap has been enjoying a variety of poetry for over forty years and is looking forward to sharing insights and lively discussions with others. He holds an MA in English Literature from the University of Michigan where he was a Teaching Fellow. He has

Literature and Writing

years of experience teaching adults in informal settings.



508 - Shakespeare's Outsiders: Kate the Shrew, Shylock the Jew, and Othello the Moor

Instructor: Iska Alter

**Friday, 1:30–3:00
October 10–November 14
GMU
6 Sessions
Maximum 30, minimum 8
participants**

The Taming of the Shrew, *The Merchant of Venice* and *Othello* indicate the extent to which playwright William Shakespeare dramatizes an ongoing concern with the figure of the outsider: the individual, male or female, comic or tragic, who by virtue of gender, religion or race has been relegated to the outskirts of cultural acceptability. The protagonists of these plays—Katherine Minola, Shylock the Jew of Venice, Othello the Moorish general—challenge in one way or another the normative categories that define not only Elizabethan and Jacobean society but also, perhaps, our own.

Indeed, controversy still shadows the production of these plays and can disrupt their performances. It is not uncommon for critics, scholars, actors and even audiences to claim that it is time to retire the plays to the shelves as they appear demeaning, insulting and degrading. But why should that be? What exactly is it about the texts that continue to provoke? Are such attitudes fair, such criticisms just? In this six-week course we will attempt to address these issues among others as we explore the texts, contexts and characters in *The Taming of the Shrew*, *The Merchant of Venice* and *Othello*.

Assigned Reading: *The Taming of the Shrew*, *The Merchant of Venice*, *Othello* by William Shakespeare:

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. Her work has appeared in such journals as *Modern Drama*, *Theater History Journal*, and *Shakespeare Survey*. Her 1981 book *The Good Man's Dilemma* remains an important analysis of the fiction of novelist Bernard Malamud. She received her BA from CCNY, her MA from Wisconsin and her PhD from NYU.

514 - Robert Frost: Love Poet

Instructor: Lesley Lee Francis

**Tuesday, 11:30–1:00
October 7–December 9
No class meetings on November 4,
November 11
CEC
8 Sessions
Maximum of 20, minimum of 8
participants**

Join Robert Frost's granddaughter, Lesley Lee Francis, for a course that takes a new look at the poet's treatment of love. Engraved under Frost's name on his tombstone in Old Bennington, Vermont, is the line "I Had a Lover's Quarrel with the World." Under his wife Elinor's name is engraved "Together Wing to Wing and Oar to Oar" in recognition of their lifelong devotion.

Frost's poems touch upon romantic love but also love of country, the land and friends. The instructor will bring her extensive publications on Frost and her personal experience to this study of his work.

Assigned Reading: *Robert Frost: Collected Poems, Prose, and Plays* (Library of America Edition)

Lesley Lee Francis, who holds a PhD in Romance Languages from Duke University, is the granddaughter of Robert Frost. She has lectured and published extensively on the subject of her

Literature and Writing

grandfather. Her recent biographical study, *Robert Frost: An Adventure in Poetry, 1900-1918*, was published in paperback in 2004. She has taught several previous ALRI courses on Frost.



515 - Writing about Your Life

Instructor: Cherie Toll Bottum

Wednesday, 10:00–12:00
October 15–November 19
WETA
6 Sessions
Maximum of 15, minimum of 8
participants

Have you been meaning to write your memoir? 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, 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 look at classic examples by writers such as Anne Frank, Russell Baker, Frank McCourt and Eudora Welty.

We'll critique our own work and others' (only if they wish). The course will feature practical exercises to help students get started and keep writing and to organize and focus their material. 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.

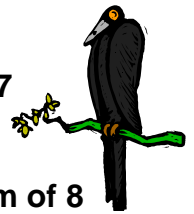
Recommended Reading: *Writing about Your Life: A Journey into the Past* by William Zinsser

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 for twenty-five years managing editor of the academic journal *College Teaching*.

520 – Mysteries: Poe to the Present

Instructor: Marianne Wilski Strong

Monday, 10:30–12:00
October 20–November 17
CEC
5 Sessions
Maximum of 50, minimum of 8
participants



Do you love reading a good mystery? Then this is the course for you. You will learn how and why the mystery story was born in the 19th century and became a favorite of readers in the 20th. The mystery story began to develop in England with Charles Dickens and Wilkie Collins, but its real inventor was an American, Edgar Allan Poe, who created many of the techniques still in use today. Then, in the late 19th century, the mystery genre burst into full bloom in England with Arthur Conan Doyle's Sherlock Holmes stories. In this course we will examine how the development of the mystery story in the 19th century reflected a new world view, one that is still found today. We will learn how a British club for mystery writers set up rules for mysteries and how the Americans in the 1930s broke those rules and moved the genre into new territory, reflecting the historic movements in the country at the time. We will discuss how the flexibility of the genre has allowed it to reflect ethnic, historic and current feminist concerns and why mysteries, although popular worldwide, have traditionally been written only in democracies. Finally, you will have an opportunity to ask your instructor, a published author, how she and other mystery writers get and develop their ideas.

Marianne Wilski Strong is a published writer of over twenty-five mystery short stories, most published in the *Alfred Hitchcock Mystery Magazine* and the *Ellery Queen Mystery Magazine*. She has had stories published in Germany and has had a story selected for the book *Best Mysteries of 2001* and a story nominated for the Pushcart Prize. Her stories have been featured on two websites: The Sibyl & Sleuth and Literary Traveler. She holds an MA in English and chaired the Literature Department at Prince George's Community College.

Coilin Owens, Professor Emeritus, taught for twenty-nine years at George Mason. He took an early retirement to devote his energies to writing about Joyce. He has completed two book-length studies of individual *Dubliners* stories: *James Joyce's Painful Case* (University of Florida Press, 2008) and the forthcoming *James Joyce's After the Race*. Other similar studies are under way.

528 - James Joyce's Dubliners

Instructor: Coilin Owens

Wednesday, 2:00–3:30
October 1–October 22
CEC
4 Sessions
Maximum 20, minimum 8
participants

James Joyce's *Dubliners* is one of the most influential books of the last century. These fifteen stories are widely appreciated for their keen cultural and political criticism which exposes the paralysis imposed by the twin powers of church and state and suffered by the citizens. It is not for the cogency of this case that the stories are classics of the short story genre. They are classics because the author writes them in accordance with the gold standard of classical literary expression. Like Dante's *Divine Comedy*, the *Dubliners* stories operate on four levels of interrelated meaning: realistic, historical, allegorical and anagogical. They express a vision of life that is at once personal and universal, autobiographical and historical, Irish and mythological, critical and Christian. They require careful, informed and thoughtful reading. The four lectures will cover:

Session 1: Introduction to reading *Dubliners*, "The Sisters," "An Encounter" and "Araby;"
 Session 2: "Eveline," "After the Race" and "The Boarding House;"
 Session 3: "Counterparts," "Clay" and "A Painful Case;" and
 Session 4: "Grace" and "The Dead."

Assigned Reading: Stories as noted above.

Science and Technology

609 - The Climate Change Debate: What Should We Pay To Reduce Global Warming?

Instructor: Bruce Britton

Wednesday, 9:30–11:00
October 1–November 5
MU
6 Sessions
Maximum 30, minimum 8
participants

How much are you willing to pay to reduce climate change? Several hundred dollars a month in increased prices are expected from each of us for gasoline, oil, and alternative energy, all manufactured goods and services, plus more taxes from everyone. And we'll start to pay as soon as next year. All this money would be transferred from us to benefit people more than forty years in the future, prompting some to ask "What has the future done for us lately?" Others strongly believe we are morally obligated to protect future generations. Intense debate is the likely result of considering these moral dilemmas; so if you enjoy lively discussion, this is the class for you. For half of each class session we will address the facts—what risks climate change might create, increase or prolong; how much it would cost to end, reduce or forestall the risks; and who pays and who gets the benefits. The rest of each class session will focus on the morals and ethics involved—what, if anything, should we do? The presidential candidates have strong views on the

matter; and fireworks are expected in Congress next year, whoever wins. The class will get to decide and, if we want, speak truth to power.

Assigned readings: Selections from *The Challenge of Global Warming: Economic Models and Environmental Policy* by Nordhaus. *The Intergovernmental Panel on Climate Change Fourth Assessment Report. Stern Review on the Economics of Climate Change.* *What to Do about Climate Change.*

Websites:

http://nordhaus.econ.yale.edu/Balance_2nd_proofs.pdf;

http://www.hmtreasury.gov.uk/independent_reviews/stern_review_economics_climate_change/sternreview_index.cfm;

<http://www.cato.org/pubs/pas/pa-609.pdf>.

Bruce. K. Britton is Professor Emeritus at the University of Georgia where he was a Professor in the Department of Psychology, Adjunct Professor in the Department of Educational Psychology, a Fellow of the Institute of Behavioral Research, a Faculty Fellow in the Artificial Intelligence Center and a member of the Consultant Faculty of the Mental Performance and Aging Laboratory. He has written numerous articles for professional journals and edited seven books on psychology



610 – The History of Computing: The People and Ideas that Created the Information Age

Instructor: Ken McLean

Wednesday, 1:00–2:30

October 8–November 19

GMU

7 sessions

Maximum of 30, minimum of 8
participants

The computer has been called "the machine that changed the world" and its creation "the triumph of the nerds." In seven sessions, we will take a close look at the history of computing and the ideas and people that made it possible. A recurring theme is that technology invented to solve a particular problem often ends up offering vast new and unanticipated uses. This is not a "how-to" but rather a "how we got to where we are" course. Topics we will cover include:

1. Ideas that shaped computing from Leibniz to Turing
2. Logical structure of computers: the von Neumann Machine
3. Relational databases and how they transformed corporate America
4. The birth of Microsoft
5. Inventing the Internet
6. The origins and growth of the web
7. Google and the birth of web search engines

Recommended Reading (optional): *The Universal Computer: The Road From Leibniz to Turing* by Martin Davis. *The Computer from Pascal to von Neumann* by Herman H. Goldstine. *Inventing the Internet* by Janet Abbate. *Gates* by Stephen Manes and Paul Andrews. *Where Wizards Stay Up Late* by Katie Hafner and Matthew Lyon. *Weaving the Web* by Tim Berners-Lee.

Ken McLean became hooked on computer technology after a long career in government and lobbying. He went back to school and received an MS in Computer Science and taught computer programming for eight years. Since then he has developed online payment and registration systems for ALRI and two other institutes for lifelong learning.

615 - Meet the Invertebrates

Instructor: Katharine M. Rogers

Thursday, 3:00–5:00

October 16–December 11

No class meeting November 27

CEC

8 Sessions

Maximum of 30, minimum of 8
participants

What does the word *invertebrates* suggest to most of us? Tasty shrimps in garlic sauce, disgusting cockroaches swarming over kitchen surfaces, unoffending but distastefully slimy earthworms on a rain-washed sidewalk? Invertebrates are actually living creatures dealing with life's challenges as fish, birds and mammals must. When 97 percent of the animals on earth are invertebrates, it is egocentric of us to divide the animal kingdom into vertebrates—the relatively uniform group that includes us—and invertebrates—the many groups that include all other animals. We generally define invertebrates by their lack of a backbone instead of looking at their diverse ways of supporting their bodies and anchoring their muscles as well as solving all the other problems of living. Invertebrate animals range from sponges, which are sessile creatures that respond vaguely to their surroundings and have barely distinguished cells, to active, highly coordinated animals such as octopuses, which have eyes like our own and can learn to open bottles, or ants, which have a highly efficient society with a sophisticated system of communication. In this course, we will take a close look at thirteen invertebrates—a sponge, an anemone, a tapeworm, *Ascaris* (a roundworm), a clam, an octopus, an earthworm, a crayfish, a cockroach, a butterfly, an ant, a spider and a sea star.

Recommended Reading: *Animals without Backbones* by Ralph Buchsbaum, Mildred Buchsbaum, John Pearse and Vicki Pearse. *For the Love of Insects* by Thomas Eisner. *Parasite Rex* by Carl Zimmer.



Katharine Rogers has a PhD in English and taught literature and women's studies for thirty years at the City University of New York. Her eight books include two on cats and one on dogs. She is now pursuing a long-standing interest in natural history. She met the invertebrates when she volunteered at the Invertebrate Exhibit at the National Zoo.

Social Sciences

703 - The *Washington Post*: Behind the Headlines

**Instructors: *Washington Post* Speakers
Bureau/David Jones**

Tuesday, 10:00–11:30

October 7–December 9

**No class meeting on November 4,
November 11**

CEC

8 Sessions

**Maximum of 50, minimum of 8
participants**

Here's an opportunity to get the real "scoop" about what goes into making the headlines of the award-winning *Washington Post*. Reporters and editors from the *Post*'s Speakers Bureau will once again provide an informative eight-session series on news coverage in the nation's capital. While presidential and congressional campaigns may be the top ongoing story in this election season, the speakers will also share their experiences and insights on coverage of the war, the economy, health care and how the editorial decision-making process is handled. They will also review the guidelines used to select opinion pieces for the Op Ed page. As the speakers discuss how they gather information, select sources and make decisions on their stories, we will have an opportunity to talk with them about how First Amendment concerns and ethics in journalism affect print journalism in today's media-savvy world. Because this course runs through November, it offers a great opportunity to learn about news coverage both before and after the election.

Instructors for this course will be drawn from the reporters and editors of the *Washington Post* Speakers Bureau who can be made available on the days when classes meet. Previous speakers have included Jeff Birnbaum, Jon Cohen, Tim Craig, Juliet Eilperin, Michael Fletcher, Chris Jenkins, Josh White and Jose Antonio Vargas.



Class aides at *Washington Post* class, Spring 2008

708 - Figures Can Lie: Separating Numerical and Statistical Facts from Fiction

Instructor: Richard Pariseau

Monday, 9:30–11:00
October 20–December 1
GMU
7 Sessions
Maximum 30, minimum 8
participants

How much can we rely on the numbers, graphs and other numerical and statistical data embedded in our daily fare of newspapers, magazines and general reading material? While giving the material the appearance of authority, such data can mislead as well as inform. If you have wondered how to recognize inadvertent errors and intentional skewing of such data, here's a self defense course for those facing numerical and statistical bombardment every day.

We will examine examples of the manipulation of data in its presentation, errors in data analysis, biased data collection and basic probability concepts (at a very elementary level) that will help identify faulty statements supported by numbers. We will also discuss some of today's hot issues in which statistics are used

to support positions. Lectures will cover: misrepresentation of data in presentations; faulty analysis, misstatement of results and misleading advertising; data collection errors (e.g., when is a survey better than a census?), data analysis errors such as mistaking correlation for causation; street arithmetic (if you read "two years ago high school math scores were down by 60 percent but have since rebounded by 70 percent," is that cause for celebration or alarm?); probability basics (e.g., If the odds of an event occurring are "8 to 5," what's the probability it will occur?); and some of the behind-the-scenes data on current issues such as global warming, the AIDS epidemic in Africa and nuclear power as a curse or solution.

This course is only slightly technical and is designed to help lay persons become better judges of the reliability and accuracy of numerically based data that they read or hear.

Richard Pariseau, a retired naval officer, spent 20 years in nuclear-submarine-related engineering, operations, intelligence and advanced technology with a second career as an operations and systems analyst. An Adjunct Professor with a PhD in business, he taught graduate courses in probability and statistics at George Washington University and the Florida Institute of Technology. He has published over 40 articles and technical reports.



Social Sciences

711 - The Enneagram: A Guide to Life and Love

Instructor: Marilyn Williams

Wednesday, 10:00–11:30
October 15–November 19
CEC
6 Sessions
Maximum of 20, minimum of 10 participants

You may be wondering what an Enneagram is. The Enneagram has been described as a more in depth Myers-Briggs personality inventory that enables people to identify their personality types—but more importantly to uncover the motivating factors that produce their behaviors. This course is designed to help you discover and understand your own life patterns and the relationships with those you love—partners, children and friends. This is a dynamic and lively course in which students both participate and learn from one another. It's appropriate for those new to the Enneagram as well as those who have taken previous classes and want to further their knowledge of this system.

Assigned Reading: *The Essential Enneagram* by David Daniels and Virginia Price.

Recommended Reading: *The Enneagram in Love and Work* by Helen Palmer. *The Enneagram Made Easy* by Renee Baron and Elizabeth Wagele. *The Wisdom of the Enneagram* by Don Riso and Ross Hudson.

Website: www.enneagramworldwide.com

Marilyn Williams, LCSW, is a professional psychotherapist, consultant and speaker. As a certified Enneagram Teacher in the Narrative Tradition, she uses this tool to help people identify their personality types and uncover what motivates their action or inaction. She has taught this course several times at ALRI.

720 - Alternatives to Violence

Instructor: Michael Timpane

Wednesday, 10:30–12:00
October 15–December 10
No class meeting November 26
MAD
8 Sessions
Maximum of 15, minimum of 8 participants

Join the instructor in a reading and discussion seminar reviewing the development of nonviolence strategies for political and social change around the world and in the US during the past century. We will review the origins of religious and philosophical nonviolence and examine the works and thoughts of Gandhi, M. L. King Jr., Tolstoy, the Dalai Lama, the leaders of Solidarity in Poland and antiapartheid campaigns in South Africa, and more recent developments in the Ukraine, Georgia and elsewhere. The PBS video series *A Force More Powerful* will be shown in part. Participants will also be invited to explore and report briefly on some aspect of nonviolent thought or action—interpersonal, community-based, national or international—of particular interest to them.

Assigned Reading: Excerpts from the Center for Teaching Peace's handout *Solutions to Violence*

Recommended Reading: *There Are Realistic Alternatives* by Gene Sharp, (Albert Einstein Institution, available free from www.aeinstein.org.) Other short readings will be distributed.

Website: www.aeinstein.org

Michael Timpane is a long-time resident of Arlington, former chair of Arlingtonians for a Better County and of the Arlington School Board. He has also served as President of Teachers College, Columbia University and as leader of the Aspen Institute education program. He has published extensively on issues of education policy and development. He has BA and MA degrees from Catholic University, an MPA from Harvard and honorary doctorates from Catholic University and Wagner College. He previously offered this course in 2003 and in 2004.



730 – Selling the Candidate: An Introduction to Campaign Communications

Instructor: Jef Dolan

Thursday, 10:00–11:30

October 2–October 23

GMU

4 Sessions

Maximum of 25, minimum of 8 participants

You may have wondered about the difference between selling a potential president and a product. This course raises and seeks to answer questions implicit in the selling of a candidate. We will consider ideas such as:

1. Whether the candidate really listens to individual voters. What it is about public speaking that causes anxiety. Why public speaking is different from other forms of speaking. And how this “guy” Aristotle relates.
2. How candidates find out about the audience. Why candidates are always “on message.” What about those questions from the audience that candidates always seem to expect. Who Maslow is and why candidates follow his lead.

3. Is it a candidate or a can of tuna fish? Who calls the shots and why some shots are hits and others misses. Whether we pay attention as the message changes. How our perceptions change our thinking.
4. Do the issues matter; how they are determined; and who does the determining. How issues are crafted to sell the candidate. Whether we even listen to the issues. Whether issues or the public persona wins our vote for a candidate.
5. Whether the political process allows the best person to win an election. If not, why not. When does enough become too much, and does saturation make us unsatisfied? Which ads will you remember from this election?

Recommended: Reading newspapers and news magazines and viewing nightly news television, candidates’ websites and related blogs.

Jef Dolan is Assistant Professor of Communication at Marymount University. She earned an undergraduate degree from Marquette University and an MA from Northwestern University. Her professional experience includes higher education, film and television and personal experience in political campaigns. At Marymount, she teaches Public Speaking, Broadcast Delivery and Business Communication. She has taught through the Elderhostel program and looks forward to joining the ALRI faculty as an extension of both her teaching career and her community volunteer activities.





ALRI Membership and/or Registration Form

Fall 2008 (Please use one form per person)

INSTEAD OF SENDING THIS FORM,
JOIN ONLINE AT www.ArlingtonLRI.org. Details on page 27.

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 checkmark 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

Mail form to:

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

Membership fee (\$55/yr) \$ _____

Course fees (# of courses x \$45) \$ _____

Donation (Optional) \$ _____

☐ Check: Make payable to ALRI

Total check/charge amount: \$ _____

PAYMENT METHOD

☐ VISA ☐ MasterCard

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Expires: Mo.

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Sign your name as it appears on your credit card

Register and Pay Online!

Say goodbye to paper forms and stamps.

Are you concerned about being closed out of a popular class? With online registration you can register as soon as course registration opens on September 8 and without having to leave your home.

Have you ever wondered if you were accepted into a course you registered for by mail? Online registration brings instant notification if you have been accepted.

Worried about security? To maximize protection, your credit card information is encrypted and processed using the secure website run by VeriSign, the industry leader in payment processing and internet security. With online registration, your credit card information is never seen by anyone at ALRI.

Our online registration is easy, efficient, secure and fast. Just follow the directions below. If you are a current or past member of ALRI, start by getting a password. Not a member yet? You can join ALRI just as easily.

Join ALRI

If you have *never* been a member of ALRI and want to join:

1. Go to www.ArlingtonLRI.org and click on the *Online Transactions* option at the left side of the page.
2. Click the *Join ALRI* item in the list of available transactions. At the newly displayed membership screen, enter the information required.
3. Click the *Submit* button. You will be transferred to a secure website for entering your credit card information. Type your credit card number and expiration date. We accept Visa and MasterCard.
4. When complete, click the *I Authorize This Transaction* button. Your credit card account will be charged at this time.
5. A message will appear on the screen confirming your membership. An e-mail confirming the details of your membership

and payment is sent immediately. More membership material will arrive via first-class mail, but you are immediately eligible to register for available classes and events.

Register and pay for courses from your personal computer

Get a Password

Note that the password process works only if we have your current e-mail address in our database. Send any e-mail updates to us at 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 and click on the *Online Transactions* option at the left side of the page.
2. Click the *Get New Password* item in the list of available transactions. On the screen, enter your first name, last name and current e-mail address.
3. Click the *Submit* button. If we have your current e-mail address, a message will appear on the screen confirming that we are sending your User Name and a system-generated 8-digit password via e-mail. If your e-mail service provider is busy, it may take minutes or longer for our message to arrive. Please do not request another password – if the message appeared on your computer, the e-mail will eventually come. Going through the process again will change your password so that when the first password finally arrives it will no longer work.

And here's some advice: modify the assigned password to one of your choosing using the *Change Password* option. But if you find any password difficult to remember or if you have forgotten that clever password you just devised, just request a new one using the above steps 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.



Online Registration

With your User Name and Password, follow these simple steps to register online for classes once the fall semester registration begins after **10 AM on September 8**. We do recommend that you verify that your email address is up-to-date in our system and that you obtain a password prior to the busy first week of course registrations.

1. Go to www.ArlingtonLRI.org and click on the *Online Transactions* option at the left side of the page.
2. Click the *Register/Renew* item in the list of available transactions. On the screen, enter your User Name and Password.
3. Click the *Log In* button. The Online Payment Form will appear.
4. Select your desired courses from the drop-down list accessed by clicking the down arrows on the screen. Note: the drop-down list of courses is accessible only after 10 AM on September 8. Cancelled or filled courses do not appear on the drop-down list.

5. You can also choose to:
 - a. serve as a class aide in any or all of the classes selected;
 - b. renew your current or expired membership (\$55 per annum, tax-deductible);
 - c. make a tax-deductible donation.
6. Click the *Proceed to Checkout* button.
7. Review your payments and either:
 - a. select *Edit* if you wish to make any changes (which returns you to the Online Payment Form), or
 - b. select *Submit* (which transfers you to a secure website for entering your credit card information).
8. If you have selected *Submit*, type your credit card number and expiration date. Choose between Visa and MasterCard.
9. Click the *Continue* button. Review the information. (If necessary, you may cancel the transaction by closing the screen using the red X in the upper right corner.)
10. When satisfied with your billing information, click the *I Authorize This Transaction* button. Your credit card account will be charged at this time. A message will appear on the screen confirming your registration. Also, an e-mail is sent immediately confirming the details of your registration and payment. This email is your formal notice of course registration, so print it out for your records.

You are registered!!

View our detailed tutorial under the *OnLine Transactions* button to see all these steps illustrated. And if you have any questions, do not hesitate to contact our office between noon and 3 PM on Mondays, Tuesdays, Thursdays and Fridays at ALRI@ArlingtonLRI.org or 703-228-2144.

ALRI OPEN HOUSE

Meet the instructors and join us for light refreshments

Open to nonmembers!

Come to the Open House! Bring friends, relatives and neighbors who meet ALRI's basic age requirement and who have an interest in joining. The Open House gives you an opportunity to preview spring courses, chat with instructors and other ALRI members and learn more our clubs, special events and volunteer opportunities.

PLEASE JOIN US!

Saturday, September 6, 2008

9 AM – Noon

National Rural Cooperative Electric Association (NRECA)

4301 Wilson Boulevard, Arlington, VA

(Ballston—corner of North Taylor Street and Wilson Blvd.)



There is ample free parking in NRECA's underground garage (entrance on North Taylor Street.) You may also take Metro's Orange Line to the Ballston Station. Please call the ALRI office at 703-228-2144 for more information.

WANTED: ALRI 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 would help to make it even greater — please call or email Ann Kelleran today at 703-228-2144 or e-mail at ALRI@ArlingtonLRI.org.

Do Your Part as a Member!

Volunteer to be a Class Aide!

What do I do?

- Take attendance and distribute/collect evaluations
- Photocopy class materials if instructor requests them
- Set up, with assistance if needed, any audiovisual equipment needed by instructor
- Communicate with the class in the event of schedule changes
- Announce important new ALRI developments needing immediate attention

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 two-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 or call 703-228-2144 and leave a message.

SPECIAL EVENTS FOR ALRI MEMBERS

ALRI members looking for unique opportunities to supplement course offerings have a variety of attractions to choose from. Some events require a modest admission fee, while others are free. Registration is required for all events except those scheduled at County libraries. ALRI volunteers will notify you of your registration status. Information on events is available below and in the quarterly newsletter, but members are encouraged to check the ALRI website for the most current listing. Members with email addresses on file with ALRI receive monthly reminders of upcoming events.

Registering for a special event is simple and easy.

- An ALRI member can register online at www.ArlingtonLRI.org. Click on the *Special Events* tab on the left side of the ALRI home page.
- You can email your selection to ALRI@ArlingtonLRI.org with "Special Event Registration" in the subject line and 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.

Events held at Arlington libraries are open to the public. Events requiring registration are reserved for current members only. 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 cancel online or by contacting the ALRI office at 703-228-2144.

Events Scheduled for Fall 2008

Monday, September 15, 2008, 3:PM. Meet the Speaker Series: The Bill of Rights and the Supreme Court. Arlington Central Library.

Friday, September 26, 2008, 10:00 AM. Tour: It's for the Birds! The Smithsonian National Zoological Park.

Sunday. September 28, 2008, 3 PM. Performance: Eclipse Chamber Orchestra. George Washington Masonic National Memorial.

Friday October 03, 2008, 10 AM, Tour: Save the Bay. Arlington County Water Pollution Control Plant.

Friday, October 10, 2008, 11:00 AM. Tour: President Lincoln's Cottage. Armed Forces Retirement Home Campus.

Friday, October 31, 2008, 11:00 AM. Tour: Martha Custis Peter's Home. Tudor Place.

Monday, November 10, 2008, 3:00 PM. Meet the Speaker Series: Sex and Gender in Ancient Rome. Arlington Central Library.

Clubs at ALRI

ALRI's special interest clubs are busy organizing events for their members. Come join in! If you're interested in movies, you can meet once a month with others to see a film. If you're looking for a bridge game, join the Bridge Club. The Current Issues Discussion Group meets once a month to consider a topic currently in the limelight, such as immigration reform.

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 Gary Lee on garyalee1@verizon.net to discuss your ideas.

Current clubs and their coordinators:

The 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.



The Cinema Club

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

The 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 \$5.00 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.

The Book Club

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

The Ethnic Lunch Club

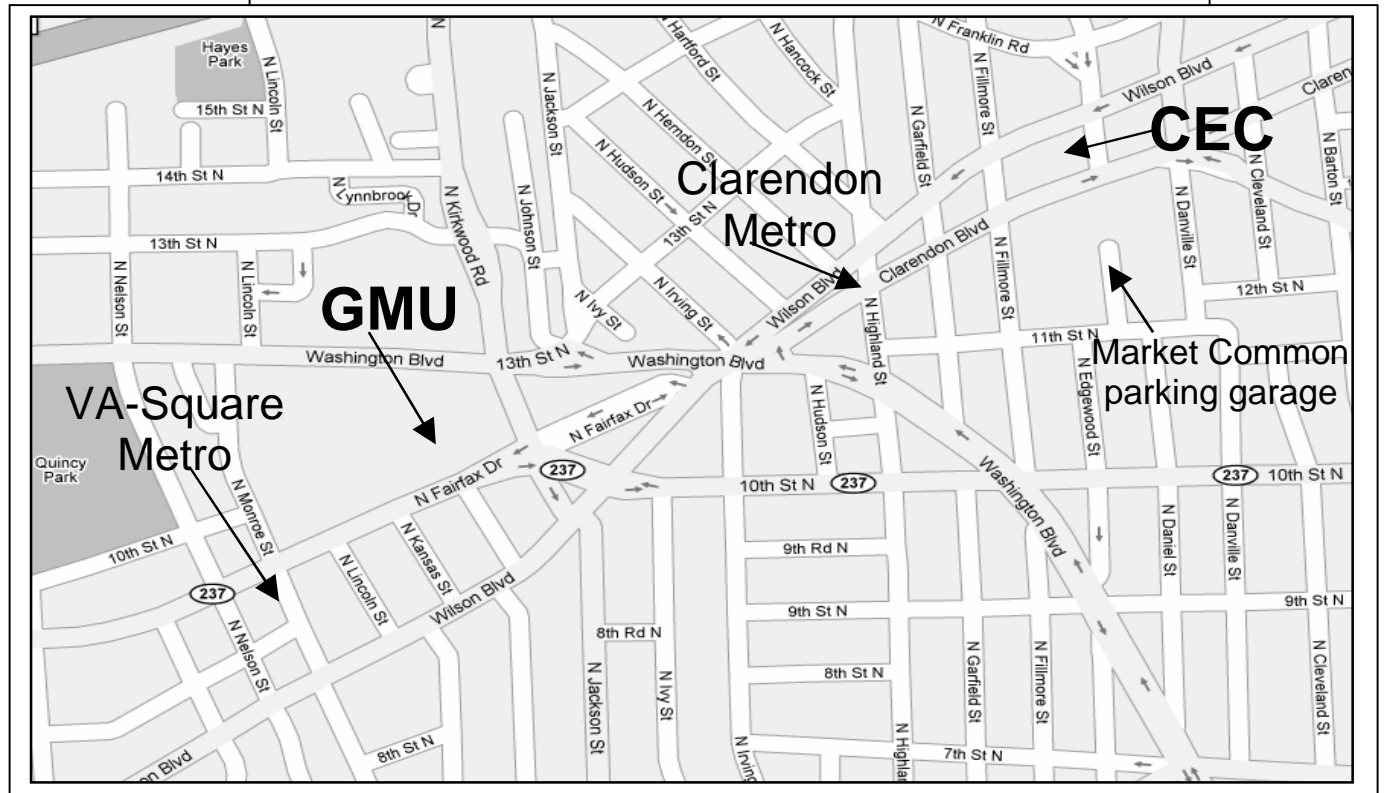
The Ethnic Lunch Club meets usually on the last Thursday of the month. To join, members may call the ALRI general line, choose the clubs option (5) and leave a message for the Ethnic Lunch Club. The coordinator will contact you.

ALL CLASSROOM BUILDING SITES ARE IN ARLINGTON	PARKING			METRORAIL STATION ❖ OR BUS ROUTE
	Nearby Pay Garage	Adjacent Free Lot	Meter On Street	
	Walking distance from parking lots			
CEC Clarendon Education Center 2801 Clarendon Boulevard	■ 200 ft or ½ block		■	Clarendon station - walk 1/4 mile or 3 blocks
GMU George Mason University - VA Sq 3401 N Fairfax Drive	■ 200 ft or ½ block		■	VA Square station - walk 1/6 mile or 3 blocks
JEF The Jefferson 900 N Taylor Street	■ ½ mile or 3 blocks from mall		■	Ballston station - walk 1/6 mile or 2 blocks
MAD Madison Community Center 3829 N Stafford Street		■ 50 ft		ART53 bus - near parking lot
MU Marymount University—Ballston 1000 Glebe Road		■ 50 ft		Ballston station - walk 1/3 mile or 5 blocks
WRC Walter Reed Community Center 2909 16th Street South		■ 50 ft		ART74 bus and Metrobus 10B - near parking lot
WETA WETA Public TV 26/ 90.9 FM 2775 S Quincy Street		■ 100 ft	■	ART82 bus & many Metrobus routes - walk 50 ft

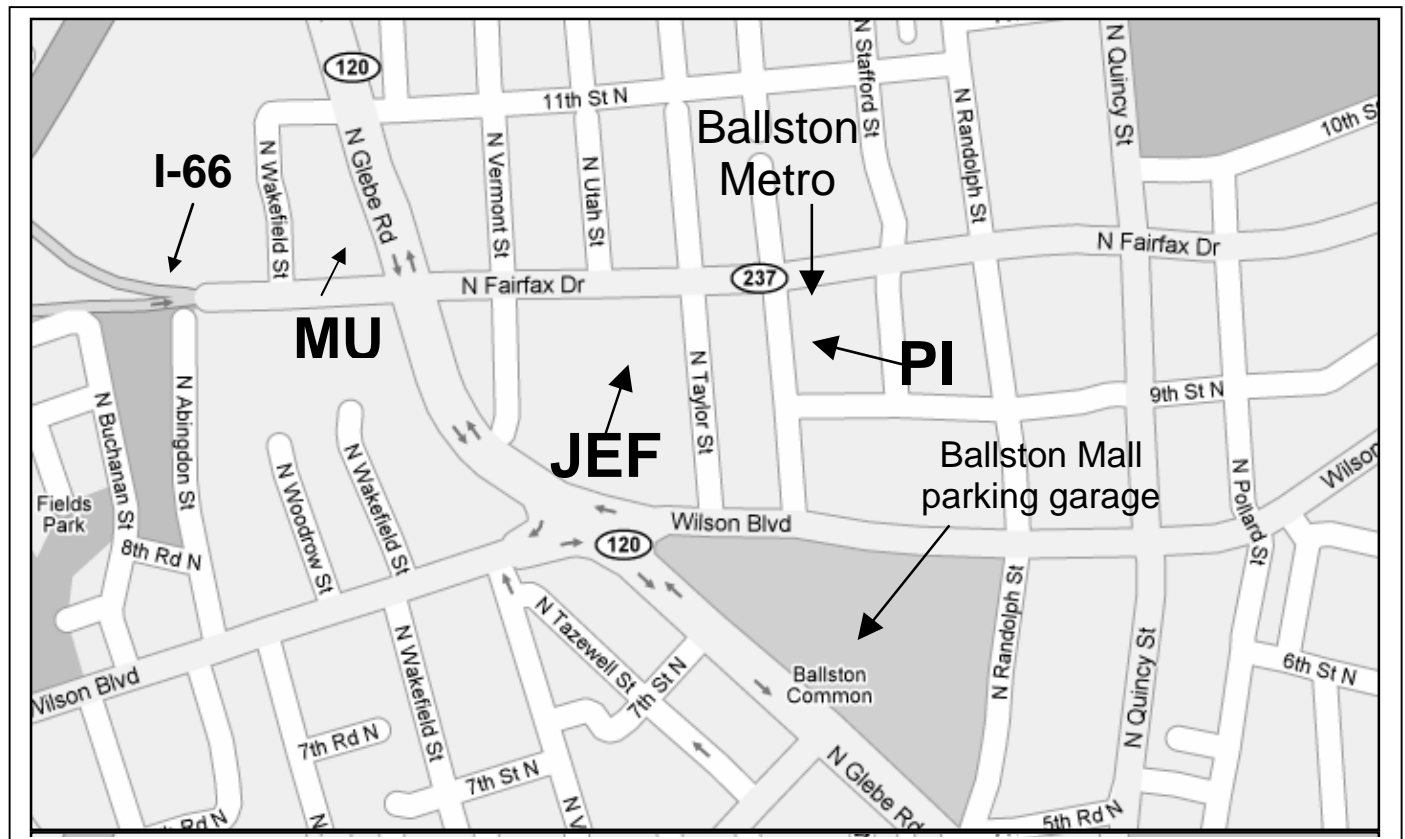
❖ All Metrorail stations are on the **ORANGE** Line.



Va Square Metro, Clarendon Metro, GMU, CEC



Marymount, Ballston Metro, JEF, PI Locations



A detailed map of the area around the Walter Reed Community Center. The map shows a grid of streets including S Glebe Rd, S Walter Reed Dr, S Garfield St, and various numbered streets from 13th to 17th. The Walter Reed Community Center is a large, dark grey building located between S Walter Reed Dr and S Garfield St. The intersection of S Glebe Rd and S Walter Reed Dr is marked with a '120' shield. Arrows indicate the direction of traffic flow on several streets.

WETA Location



Visit to Indonesian Embassy

Courses by Calendar View

	Monday	Tuesday	Wednesday	Thursday	Friday
M O R N I N G	9:30-11:00 GMU 708 Figures Can Lie 10/20-12/1		9:30-11:00 MU 609 The Climate- Change Debate 10/1-11/5		9:00-10:30 GMU 205 Estate Planning 10/3-10/31
		10:00-11:30 CEC 703 <i>The Washington Post</i> 10/7-12/9	10:00-12:00 WETA 515 Writing about Your Life 10/15-11/19	10:00-11:30 GMU 730 Selling the Candidate 10/2-10/23	
	10:30-12:00 CEC 520: Mysteries: Poe to the Present 10/20-11/17	10:30-12:00 GMU 110 America on Film 10/14-11/18	10:00-11:30 CEC 711 Enneagram Guide to Life & Love 10/15-11/19	10:00-11:30 MAD 209 Happiness in Retirement 10/2-11/6	10:30-12:00 CEC 430 Church and State Issues 10/17-11/21
	11:30-1:00 GMU 320 Civil War Selected Topics. 10/6-11/17		10:30-12:00 MAD 720 Alternatives to Violence 10/15-12/10	10:00-12:00 GMU 410 The Middle East Crucible 10/2-11/13	
	11:30-1:00 CEC 326 The 4 Georges 10/6-11/10	11:30-1:00 CEC 514 Robert Frost: Love Poet 10/7-12/9			11:00-12:30 GMU 126 Christian Hymns 10/3-10/31
A F T E R N O O N		12:30-2:30 GMU 315 Petersburg to Appomattox 9/30-11/18	1:00-2:30 JEF 116 Puccini: Operatic Pioneer 10/1-11/5	12:30-2:30 GMU 303 Ancient Rome 10/2-12/11	
		12:30-2:00 GMU 210 American Health Care Mess 10/7-11/25	1:00-2:30 GMU 610 History of Computing 10/8-11/19		1:30-3:00 CEC 307 Foods from SE Asia 10/17-11/21
	1:30-3:30 CEC 306 India and Pakistan 10/6-11/24	1:00-2:30 WRC 505 Comedy on the Air 10/7-11/18	1:00-2:30 WETA 506 Famous Sonnets 10/1-11/5		1:30-3:00 GMU 508 Shakespeare's Outsiders 10/10-11/14
		2:30-4:00 CEC 425 Conflicts in Africa 11/18-12/16	2:00-3:30 CEC 528 James Joyce 10/1-10/22		
			3:30-5:00 CEC 427 Canada and USA 10/8-10/29	3:00-5:00 CEC 615 Meet the Invertebrates 10/16-12/11	

Arlington Learning in Retirement Institute
2801 Clarendon Blvd, Suite 306
Arlington, VA 22201

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Register Early for Classes!