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REGISTERING FOR WINTER 2011 COURSES IS EASY

A. You must be a 2010-2011 ILEAD Member.

The Annual Membership year runs from July 1, 2010 – June 30, 2011. Membership is open to anyone – regardless of age, academic background and college affiliation. The Annual Membership Fee is \$60 per individual.

B. Make sure your personal schedule will permit you to attend at least the majority of the course meetings for each course you elect.

If your schedule will not, please do not request enrollment in that course, so as to provide other members the opportunity of being accepted into that course.

C. Read the following information closely before filling out the Application & Member Information Form(s) pps 25 & 27

1. COURSE DATES

2011 winter term begins the week of January 10, and eight-week courses end the week of March 4.

2. COURSE COSTS

(please make checks payable to ILEAD)

\$55 for one Full-Length Course (5-8 weeks)

\$30 for one Mini Course (2-4 weeks)

\$25 for each additional course

ILEAD WILL BILL YOU FOR ADDITIONAL COURSES.

NOTE: When applying for more than one course, please send payment for ONLY ONE course with your application.

3. APPLYING FOR ADDITIONAL COURSES

If you are interested in taking additional course(s), you must circle how many courses you wish to take on the Application Form. You'll automatically be enrolled in additional study groups based on availability, and mailed your acceptance letter with the amount owed.

After the lottery process, courses will be available on a first-come, first-served basis, and applications will be accepted for the remaining open courses until January 4, 2011.

4. LOTTERY REGISTRATION DEADLINE December 10, 2010.

Payment and completed application form must arrive at the ILEAD office, 10 Hilton Field Road, Hanover, NH 03755-1413, by noon on Friday, December 10, 2010, to be eligible for the Lottery (for over-subscribed courses).

5. MINIMUM COURSE ENROLLMENT

If minimum enrollment in a course is not achieved, the course will be cancelled and you will be offered an alternate course (if available). If you did not make an alternate choice, your course fee will be refunded.

6. COURSE MATERIALS

Study group participants may be requested to spend up to \$50 for course materials.

New or non-active members must have their \$60 Membership Fee paid, or accompany their course fee and winter term course application.

Please refrain from calling the ILEAD Office to inquire as to what course(s) in which you have been enrolled. Acceptance letters will be mailed by December 21, 2010.

The ILEAD office will be closed for the Holidays December 23, 2010 - January 3, 2011.

GOOD LUCK AND ENJOY YOUR WINTER COURSES!

LETTER FROM THE PRESIDENT

November 2010

Dear ILEAD Members and Friends:

Welcome to ILEAD's winter term 2011. Again, the Curriculum Committee has been working long and hard to create thirty-eight courses: twenty-six regular courses, eleven mini-courses, and one pre-study travel course. Course titles range from "U.S. Intelligence" to "Memoirs of a Scottish Traveler." We encourage you to explore new subjects, delve deeper into old favorites and make new friends along the way.

Application forms are located at the back of this catalog. Please note that all courses now have a course numbers. Be sure to enter both the course number and name to assist our busy office staff and assure you are enrolled in the correct course.

Our study leaders are volunteers who develop their own courses. Some are experienced teachers and some have never taught before, but all are eager to share their passion for their subjects. If you, or any of your acquaintances, are interested in leading a course, please contact the ILEAD office.

This year ILEAD celebrates its 20th Anniversary and we thank you, the members, for your continued support and participation in all that ILEAD offers.

Enjoy your winter courses.

Sincerely,



Ann D. Hargraves, President

Vice President Pete Bleyler
Treasurer Martin Blumberg
Secretary Anne Baird

ILEAD'S WINTER TERM 2011 AT A GLANCE

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MONDAY				
9:30-11:30	Rebirth of a Nation: The Making of Modern America 1875-1920	(5 wks)	D.O.C. House	4
9:30-11:30	Environmental Autobiography	(6 wks)	D.O.C. House	4
9:30-11:30	Endangered Coral Reefs	(8 wks)	Kendal @ Hanover	5
12:00-2:00	Following the Lines: Abstract Painting and Its Place in History	(5 wks)	D.O.C. House	5
12:00-2:00	Memoirs of a Scottish Travelers (Gypsy) Life	(6 wks)	D.O.C. House	6
2:30-4:30	Modern Fundamentalism	(6 wks)	D.O.C. House	6
2:30-4:30	Using Technology for Active Investing Rookies	(6 wks)	D.O.C. House	7
2:30-4:30	Hanover and Dartmouth: 1761 to Present	(5 wks)	Kendal@ Hanover	7
TUESDAY				
9:00-11:00	Go Ghana	(6 wks)	D.O.C. House	23
9:30-11:30	Beyond Flossing	(2 wks)	D.O.C. House	17
9:30-11:30	The Anti-Slavery (13th and 14th) Amendments	(4 wks)	D.O.C. House	17
9:30-11:30	Un-baffling the Bible	(6 wks)	Kendal at Hanover	8
9:30-11:30	Living with Our Mortality	(7 wks)	The Woodlands	8
12:00-2:00	Capturing the Image: Photography	(5 wks)	D.O.C. House	9
12:00-2:00	Regional Vision of the Upper Valley	(3 wks)	D.O.C. House	18
2:30-4:30	Unconscious Influences on Choices, Attitudes, and Preferences	(8 wks)	D.O.C. House	9
2:30-4:30	God?	(8 wks)	D.O.C. House	10
2:30-4:30	Ragtime: the American Art Form That Changed Its Time...	(4 wks)	Hanover Senior Ctr	18
WEDNESDAY				
9:30-11:30	Perils, Problems and Promise of American Education Reform	(7 wks)	D.O.C. House	10
9:30-11:30	Greek Tragedy: The Plays of Sophocles	(7 wks)	D.O.C. House	11
9:30-11:30	Thirteen Books That Changed America	(7 wks)	Hanover Senior Ctr	11
9:30-11:30	John Milton's Epic Poem <u>Paradise Lost</u>	(6 wks)	Kendal at Hanover	12
12:00-2:00	An Opera Production From Concept to Stage	(2 wks)	D.O.C. House	19
12:00-2:00	Reading Historic New England Houses	(4 wks)	D.O.C. House	19
12:00-2:00	Great These of Humanity in the Bible	(4 wks)	D.O.C. House	20
1:00-4:00	"I Am a Promise" and Other Lessons on Education	(4 wks)	UVEI – Lebanon	20
2:30-4:30	<u>To Kill a Mockingbird</u> at 50	(5 wks)	D.O.C. House	12
2:30-4:30	Individual and Family Responses to Illness: Acute and Chronic	(8 wks)	D.O.C. House	13
THURSDAY				
9:30-11:30	U.S. Intelligence: Past, Present, and Future	(8 wks)	D.O.C. House	13
9:30-11:30	A Year in the Life of Your Garden	(7 wks)	D.O.C. House	14
12:00-2:00	Immigration – Can We Get it Right?	(7 wks)	D.O.C. House	14
12:00-2:00	For Those Who Avoided Econ 101	(7 wks)	D.O.C. House	15
2:00-4:00	Disasters: Natural and Otherwise	(3 wks)	To Be Determined	21
2:30-4:30	Regulation of Our Financial Markets	(4 wks)	D.O.C. House	21
FRIDAY				
9:00-11:00	Ikebana: Japanese Flower Arranging	(4 wks)	D.O.C. House	22
9:00-12:00	Morning Becomes Altman	(8 wks)	Lebanon College	16
9:30-11:30	Germany and the Germans	(8 wks)	D.O.C. House	15
9:30-11:30	Life's Third Act: Control and Serendipity	(7 wks)	Kendal@ Hanover	16

FULL-LENGTH COURSES

Course #:12301

Rebirth Of A Nation The Making Of Modern America 1875 - 1920

Gerry Jones

Mondays 9:30 – 11:30 AM

January 10 through February 7, 2011
D.O.C. House

In the half-century between the Civil War and World War I, widespread yearning for a new beginning permeated American public life. Dreams of spiritual, moral, and physical rebirth formed the foundation for the modern United States and inspired its leaders with imperial ambition. Theodore Roosevelt's desire to recapture frontier vigor led him to encourage our participation in the Spanish-American War and to promote U.S. interests throughout Latin America, including the construction of the Panama Canal. Woodrow Wilson's vision of a reborn international order drew him into a "war to end war." Andrew Carnegie's embrace of philanthropy coincided with his creation of the world's first billion-dollar corporation, United States Steel. Presidents and entrepreneurs helped usher the nation into the modern era.

We will discuss how the spread of science and technology, urbanization, immigration, and economic depressions eroded Americans' conventional beliefs in individualism and a divinely-ordained social system. We will also try to better understand how in subsequent years, during the Progressive era of Theodore Roosevelt and Woodrow Wilson, Americans sought the organizing principles around which a new viable social order could be constructed in the modern world.

The class will consist of five sessions. The ILEAD office will make available to students the reading list for this course consisting of many new and provocative books. Weekly reading assignments will not exceed fifty pages.



GERRY JONES has taught ILEAD history courses since 2004. Courses have featured a survey course on Austria-Hungary, a study of the life of Theodore Roosevelt, an analysis of the so-called "great" American presidents and the history of the early days of World War II. Gerry graduated from Yale, majoring in history, and Yale Law School. He practiced law in New York and Connecticut for 40 years and now lives in Woodstock, Vermont.

Course #:12315

Environmental Autobiography: Out In All Weathers Or Feet Up By The Fire?

Betsy Vickers

Mondays 9:30 – 11:30 AM

January 10 through February 14, 2011
D.O.C. House

Given where we live, the Upper Valley, our environment—terrain, weather, season—is hard to ignore. Most of us who live here, even if raw nature is not an immediately welcome milieu, come to good terms with it from indoors looking out a framing window, through a middle ground of leisurely strolls, or taking the dog for vigorous walks or being active stewards, to those who positively wallow in it: hiking, climbing, biking, skiing, boating, swimming.

The way one relates to the environment is highly individual, a mutuality developed over a lifetime from cumulative significant experiences. Class members will map the personal encounters which have endangered their current relationship with, or orientation to, their surroundings, whether in nature or at a respectful distance from it or even an internal environment.

Weekly written story-telling (emphasis on content not style), visual illustration, and supporting photographs will be the expressive media for recalling and describing the evolving stages: earliest memory, childhood, adolescence, young adulthood, mid-life to the present, and the ways our senses are engaged and stimulated. Participants will offer to one another their steps, perceptions, and perspectives.



BETSY VICKERS is a graduate of Bennington College and has an MFA from The Art Institute of Chicago. She has almost successfully retired from her work creating print media and websites for educational programs, with an emphasis on study abroad. She writes in several genres—poetry, essay, memoir, professional prose, over-written email—which ask for an acute awareness and observation of her environment. Betsy has previously taught Environmental Autobiography with Maine as the backdrop. A veteran ILEAD student, she looks forward to teaching there for the first time.

FULL-LENGTH COURSES

Course #:12319
Endangered Coral Reefs

Tom Wilson
Mondays 9:30 – 11:30 AM
January 10 through February 28, 2011
Kendal @ Hanover – Card Room

The world has many amazing eco-systems. We plan to study that of the coral reef to learn why it is a critical and threatened part of our planet. We will study the flora and fauna that make up the individual parts of the system. We will also attempt to see the important interrelationships and balances in the system.

We will spend the first hour of each class talking about reefs. What is coral? What fish and invertebrate creatures inhabit coral reefs? What strategies do these creatures use to feed themselves, to reproduce, and to survive? What are some examples of symbiosis? And what are the threats to our coral reefs and to our oceans?

In the second hour we will visit reefs around the world. These will include the Caribbean, the Bahamas, the Galapagos and other islands in the Eastern Pacific, Hawaii and Midway, Fiji, Palau, Australia, Papua, New Guinea, Thailand, Indonesia, the Maldives, and the Red Sea.

There is no one assigned textbook. We will share a number of books and articles. All class members are welcome to prepare short reports and/or to tell us of their underwater experiences.



TOM WILSON has lived at Kendal here in the Upper Valley for the last 9 years. Prior to that, he lived in Princeton, N.J. for 40 years where he had a pediatric practice. Tom took up scuba diving about 1970, and since then has visited coral reefs all over the world. He has taken thousands of underwater pictures and some underwater videos. Tom has been active in ILEAD as a student, as a study leader, and as a committee member.

Course #:12299
**Following The Lines:
Abstract Painting And
Its Place In History**

Christine Hawkins
Mondays 12:00 – 2:00 PM
January 10 through February 7, 2011
D.O.C. House

During the first twenty years of the twentieth century, almost everything that happened in painting pointed to the growth of abstraction and its seemingly inevitable triumph over realism. There was a working alliance between the reasoned order of cubist painting with an emphasis on the virtues of equilibrium and the demands of liberated unconscious.

The generation of nonfigurative painters following the Abstract Expressionist adopted the large-scale canvases and overall composition of their predecessors. But there the similarity ends. The individual, spontaneous, and accidental “process” of painting was rejected in favor of pre-planned and mechanically rendered geometric shapes and format.

In this course we will examine the development of abstraction by such notable artists as Piet Mondrian, Kasimir Malevich, Wassily Kandinsky, Pablo Picasso, and Frank Stella. We will study their individual sensibilities and methods. In one of the sessions, artist Elizabeth Mayor will speak about how Frank Stella influenced her work.

There will be readings assigned and images shown on PowerPoint. We will make one field trip to the Hood Museum to view Frank Stella’s work. Classes will be enlivened by discussions and individual participation is encouraged.



CHRISTINE HAWKINS graduated from Boston University School of Fine Arts and Dartmouth’s M.A.L.S. She has been an Art Teacher in schools in VT and NH. She is a painter and gardener and lives on a farm in the Connecticut River Valley with many pets and her husband.

FULL-LENGTH COURSES

Course #:12311

Memoirs Of A Scottish Travelers (Gypsy) Life

Anne Shivas

Mondays 12:00 – 2:00 PM

January 17 through February 28, 2011

(no class February 7)

D.O.C. House

The Yellow on the Broom and Red Rowans and Wild Honey are the beautiful memoirs of Scottish Traveler (the name used by Scotland's Gypsies), Betsy Whyte. Told with great humanity, humor, intelligence and earthiness, these stories are a unique portrait of a now almost lost way of life.

The family spent summers following seasonal work from farm to farm or camping high in the Highland Glens and only lived in a house, in the East Coast town of Brechin, during the winter months. In May, when "the yellow was on the broom," they would gather their belongings and take to the road again.

Born in 1919, Betsy Whyte was brought up in the age-old ways of the "mist people," and her accounts offer a wonderful sense of the life of the Scottish Travelers in the 1920's and 30's.

Written in a blend of English and "Scots Cant," the language of the Traveling people, which contains elements of Scots, Gaelic, Roma and Shelta, the prose is colorful, musical and accessible.



ANNE SHIVAS is a Scot, a poet, and a Vermont resident. She grew up in and received her B.Ed (Hons) in Edinburgh and her M.A. in Philosophy of Education in London. She lived in Jerusalem, Israel for ten years before coming to the Upper Valley. She has taught many previous ILEAD classes on Scottish poetry and literature.

Course #:12288

Modern Fundamentalism

Charles Buell

Mondays 2:30 – 4:30 PM

January 17 through February 21, 2011

D.O.C. House

This course will use Karen Armstrong's *The Battle for God* to study the bases of religious fundamentalism that currently effect many countries, particularly fundamentalist movements from Judaism, Christianity and Islam.

Our readings will come from Part Two of Armstrong's book, which start with the 1870's and eventually get almost to the present. (It was published in 2000).

While class discussions will generally follow the reading assignments, participants are strongly encouraged to bring up their own experiences with fundamentalism wherever it was encountered.



CHARLES BUELL graduated from Middlebury College and received advanced degrees in American History at New York University. Since then he has worked in book publishing, advertising and the software industry, all the while keeping his hand in History. He taught an earlier version of this course in 2006, focusing on Fundamentalism in Iran.

FULL-LENGTH COURSES

Course #:12283
**Using Technology
For
Active Investing Rookies**

Harvey Bazarian
Mondays 2:30 – 4:30 PM
January 10 through February 14, 2011
D.O.C. House

The Internet has made available much of the professional investor's desktop power to us rookies. If you have investment understanding and have used your computer to invest, come and share your ideas with our group. We will briefly cover the fundamentals of investing then explore valuable information available on the Internet.

Technical indicators, sources of valuable information, and understanding the data will be covered. We will also explore methodology to drive quality investment decisions.

As we are all "rookies, bring your computer, best websites, and ideas for this journey through the web." Your active participation will significantly add value.



HARVEY BAZARIAN, a University of Vermont graduate, is retired in Vermont. He completed an MBA at Babson College and advanced training at Penn State University while working for Verizon. Following retirement from Verizon, Harvey moved to NEC America as Vice President of Product Management and Sales. Finally, as an investor/Vice President in a start up, Go Packets Networks, he ventured into the world of Voice over Internet Protocol working with cable companies to offer voice services. For six years, he volunteered as Director of the William E. Doctor Scholarship fund managing over one million in assets. The fund grew substantially while distributing almost \$100,000 yearly for college scholarships. Currently he is a trustee of the Quechee Club and active in local groups. He is not an investment professional but offers a joint exploration of investing with attendees who have little understanding of it.

Course #:12282
**Hanover And Dartmouth:
1761 To The Present Settlement,
Development, And
The Architectural Environment**

Frank J. Barrett, Jr.
Monday 2:30 – 4:30 PM
January 10 through February 7, 2011
Kendal @ Hanover – Steere Room

This course will take a comprehensive detailed look at the building of Hanover and Dartmouth College, starting with an overview of Colonial New Hampshire prior to the town's settlement and continuing to the present day. Interactive lectures will focus on the historic architectural context, and will use historic maps and photographs from private and college collections to look at the legacy of Hanover land use and conservation today.

The class format will be informal: inviting questions and class participation. Topics will include an overview of Colonial New Hampshire (1623-1770), rural areas, Dartmouth College, and the Village at the College (1770-1860), Victorian Hanover (1860-1893), the Years of Fulfillment (1893-1945), and the Post-WWII Community (1945-the present).

There will be handouts at the beginning of each session, but no required text or outside work.



FRANK J. BARRETT, JR., better known as "Jay," is a second generation architect born and raised in Hanover who now resides in Fairlee, Vermont. He has an established architectural practice in White River Junction. Since about the age of seven, Jay has had a deep interest in the history, land, and buildings of his home community. To date, he has published three pictorial histories of Hanover and Dartmouth College, and is currently working on several books about the architectural history of the area.

FULL-LENGTH COURSES

Course #:12304
Un-baffling The Bible

Don Kivell
Tuesdays 9:30 – 11:30 AM
January 11 through February 15, 2011
Kendal @ Hanover – Training Room

Clearly a collection of texts from unfamiliar times, the Bible can be both profound and puzzling. Bible readers often tire of trying to figure out much from its 66 books: events intertwine...some questions remain unanswerable. Why?

Because the story is all about God, who is:

1. above human understanding, but progressively encountered by humans in real ways,
2. seemingly wrathful, but proclaimed as loving, good and purposeful, and
3. whose stories form an overall mosaic, but may combine to deliver incredible wisdom.

To discover a biblical panorama of the human struggle to comprehend God, love, and the human situation, selected/shortened passages about:

1. women (Eve, Deborah, Mary...),
2. men (David, Elijah, Paul...) and
3. many events will be read aloud. Attendees may read, comment, discuss or just listen.

Although stories may bewilder, God told Isaiah: “My word will not return to me empty, but will accomplish what I desire.”

Since the Bible’s power to enlighten and nourish is in the words of its story, and “story” is the class focus, current religious issues and literary/philosophical views of the Bible cannot also be addressed.

Class size: small. Bible expertise: unnecessary. Readings: provided. Lectures/Homework: none.



DON KIVELL received a BS (Speech) from Northwestern University in 1950, and a MA in Religion from Trinity Seminary in Pittsburgh, PA (1992). He specialized in communications with the Navy, followed by 37 years directing communications for NBC-TV, New York. After retirement in 1988, and four years of seminary, Don worked with young adults for the next 15 years discussing their questions and comments about the Bible. He leads a Bible Study at Kendal.

Course #:12303
Living With Our Mortality

Marie Kirn
Tuesdays 9:30 – 11:30 AM
January 11 through February 22, 2011
The Woodlands

No matter what we accomplish in modern medicine, our death rate remains at 100%. Our aging, illness and mortality - along with those of our family and friends - often present a major challenge. We can help ourselves and others with that challenge by beginning the conversations about it today.

This experiential course offers an opportunity to explore our experience, attitudes and feelings related to dying and death; to consider issues and tasks of our own end-of-life time; to discuss end-of-life issues in a safe and light-hearted setting; to gain comfort in supporting friends and family dealing with end-of-life issues; and to better understand available resources for the final stage of life.

We will spend time alone, in small groups, and in the large group. We will write and draw and talk, with laughter and with tears. We will have minimal lecture, lots of sharing, and some reading outside of class. We will consider communication about these issues with parents and with children, depending on the situations and interests of participants.



MARIE KIRN, with Brown degrees and on an eclectic career path, was deeply moved in 1975 by Elisabeth Kubler-Ross’ On Death and Dying. After work with Kubler-Ross, Marie co-founded and led Monadnock Hospice and NH Hospice Organization. She was Executive Director of the VNAVNH Hospice for ten years. Marie serves on the Community Advisory Committee for Palliative Medicine at DHMC. She lives at Cobb Hill Cohousing in Hartland, VT.

FULL-LENGTH COURSES

Course #:12295

Capturing The Image: Photography From The Camera Obscura To The Digital Age

Jon Gilbert Fox
Tuesdays 12:00 – 2:00 PM
February 1 through March 1, 2011
D.O.C. House

Centuries have passed since man first attempted to reproduce an image using lenses and light. In the years since, we have made great strides in perfecting that image. In the process, we've also changed how we all see and react to the world and to our own lives.

In this class, we will consider the history of photography, looking at images created by some of the best photographers through time -- some who documented everyday life, and a few who changed the way we see the world.

From landscapes to portraiture to photo journalism to art and abstract images created by photographic processes, we will explore what makes a good and effective image. We'll discover how technology, philosophy, and history have determined the path of photography's progress. We will also discuss how photography relates to our lives, and how the transition from film and scrapbooks to digital and smart phones has changed how we use our own photo images.

As a participant, I encourage you to bring images that capture your imagination and interest by professional photographers or examples of your own work to each session. If you use a camera, please bring it to our first class meeting.



JON GILBERT FOX has taught the practice and history of photography and worked as a freelance photographer for forty years. He was the primary dance and theater photographer in Washington, DC, then moved to New England to become a regular contributor to publications such as Vermont Life Magazine. Three books of his own photographs have been published, and he has contributed inside images, author portraits, and covers to at least a dozen more books. His work has been published in the New York Times, Time Magazine, The New York Post, Upper Valley Life, Der Spiegel, and the Washington Post, as well as numerous other publications.

Course #:12289

Unconscious Influences On Choices, Attitudes, And Preferences

Greg Burke
Tuesdays 2:30 – 4:30 PM
January 11 through March 1, 2011
D.O.C. House

Our decisions about what things to purchase, choice of career path, political persuasion, economic strategy, mate selection, and social preferences are some of the major determinants of who we are as persons. Logical weighing the pros and cons is one strategy for making better choices. The mind also employs automatic unconscious instinctual ways to sort out options. Can an understanding of the gut feelings that drive our preferences lead to better choices? Can our choices be unconsciously manipulated by external forces? If so, can we avoid this manipulation and how can we do so?

Unconscious forces are not directly accessible to thought but modern neuroscience and psychology have developed new tools and experimental approaches that may shed light on these mechanisms. We will address unconscious factors that play a role in advertising, political affiliation and rhetoric, choice of our romantic partners, economic choices, and social bias. We will discuss the roles of priming, evaluative conditioning, framing, and other mechanisms that can influence our choices.

Sessions will consist of presentation of concepts, examples of experiments from the literature, and some self assessment opportunities with ample discussion. My optimistic hypothesis is that an understanding of the unconscious influences on decision making can result in more adaptive choices and more satisfying lives.



GREG BURKE received his MD and Ph.D. from SUNY-Downstate Medical Center. After postgraduate training in Internal Medicine and Medical Oncology at DHMC, he has worked in clinical medicine, drug evaluation and research at the FDA, and in international oncology drug development with Novartis. He is retired and lives in Hartland, VT. He has previously led an ILEAD course on the physiology and philosophy of consciousness.

FULL-LENGTH COURSES

Course #:12293
God?

Larry Crocker
Tuesdays 2:30 – 4:30 PM
January 11 through March 1, 2011
D.O.C. House

Does God exist? Should we hope that God exists? Can God be proved to exist or proved not to exist? What do the traditional proofs and disproofs assume about the nature of God? Is it responsible to believe in God if the proofs do not work? Is it responsible to be an atheist if the disproofs do not work? What does evidence have to do with whether we should believe in God? How good are miracle reports as evidence for the existence of God? How good are moral evil and innocent suffering as evidence against the existence of God? Does our consciousness suggest that we have souls? Could it be reasonable for us to hope that God exists even if not reasonable for us to believe that God exists? What is the relation of God to morality and of the belief in God to morality?

Based loosely on a First Year Seminar at Dartmouth, this course will consider these and related questions as the interests of the participants take it. The method of philosophy is discussion.



LARRY CROCKER received his Ph.D. in philosophy from Harvard and taught philosophy for several years at the University of Washington. He then practiced law and taught law at NYU. Since 2004 he has taught at Dartmouth classes in philosophy of law, crime and punishment, ethics, political and social philosophy, philosophy of science, and philosophy of religion. He has a book manuscript under publisher's review, *Hope to God, Common Ground for Believers and Unbelievers*. For a clip of a public lecture see http://www.youtube.com/watch?v=kXzS0N4P_fc&feature=player_embedded

Course #:12286
**Perils, Problems And Promise Of
American Educational Reform**

Robert Binswanger
Wednesdays 9:30 – 11:30 AM
January 12 through February 23, 2011
D.O.C. House

We will focus on seven topics, one for each session and each with many internal issues. Topics: Assessment, Governance, Instruction, Technology, Voices of the Public, Administration, and Content. Issues introduced will include: charter schools, merit pay, school finance, property tax, athletics, calendar, technology, testing, drop outs, class size, curriculum, standards, vouchers, and a brief review of previous reform efforts.

Each of the seven sessions will focus on a critical area of reform, and following a brief introduction of the subject, emphasis will be placed on conversations regarding the topic, how it is perceived, and what type reform is involved. Readings for each week will be distributed a week in advance. Lecture will be at a minimum. To be effective each session will be a participatory experience. Cold calls can be expected. The study leader seeks the views, ideas, thoughts and opinions of each individual.



ROBERT BINSWANGER has enjoyed a half-century-plus in the classroom, split between the public and private sectors. He has experience at all levels of education: local, state, and national, holding positions as professor, coach, dean, vice-chancellor, visiting scholar, department head, principal, community organizer, adviser, researcher and consultant. He has been a trustee at Macalester College, Hampton University, Stonehill College, NAIS, Deerfield Academy and Schools for the Future. He holds degrees from Dartmouth, Harvard, and Bowdoin.

FULL-LENGTH COURSES

Course #:12310
**Greek Tragedy:
The Plays Of Sophocles**

William Scott
Wednesdays 9:30 – 11:30 AM
January 12 through March 2, 2011
D.O.C. House

The whole area of Greek tragedy is interesting not only as our closest approach to the birth of drama, but also because of the later European and American works that these plays have inspired. Sophocles was always regarded as the poet who did it right. Aristophanes chose him as the irreplaceable playwright and educator of the Athenians and Aristotle picked Oedipus the King as the model tragedy of the 5th century.

I hope to have a course that will be 40% lecture and 60% discussion. The lectures will fill in the literary, historical, political, and philosophical background for the plays. The discussion will explore the amazing depth of Sophocles' heroes and heroines in order to come to an understanding of his broader themes.

In addition, each week I will suggest a play by either Aeschylus or Euripides which deals with the same characters or topics as the main play of Sophocles.



WILLIAM SCOTT was a professor of Classics and Drama for 35 years at Dartmouth College. He published several books and articles on the Greek playwrights during his tenure.

Course #:12296
**Thirteen Books
That Changed America**

Michael Galbraith
Wednesdays 9:30 – 11:30 AM
January 19 through March 2, 2011
Hanover Senior/Community Center

This course will examine Jay Parini's book Promised Land, which lays out arguments for the thirteen most important books that changed America. These books range from The Federalist Papers to The Feminine Mystique, with stops in between. The books Parini chose were those that played a role in shaping the nation's idea of itself or that consolidated and defined a major trend. Generally, these books shifted our conscience in some public fashion or opened fresh possibilities for ways Americans lived their lives.

We will also read excerpts from the thirteen books to help in our examination, analysis, and discussion on how these books influenced, changed, and moved forward the development of our country. I will solicit your ideas on what other books have changed America and why you feel they may be more influential in the development of our country than those on Parini's list.



MICHAEL GALBRAITH has a BS in Chemical Engineering from Worcester Polytechnic Institute and an MBA from Northwestern University. After 45 years in the paint and detergent business and living and working throughout the country, he has retired to Hanover. Between making batches of paint he became a pseudo-American history buff and felt it would be more interesting to lead an ILEAD course on Thirteen Books That Changed America rather than one on how paint dries.

FULL-LENGTH COURSES

Course #:12284
**John Milton's Epic Poem
Paradise Lost**

Peter Bien
Wednesdays 9:30 – 11:30 AM
January 12 through February 16, 2011
Kendal @ Hanover – Training Room

Paradise Lost is long and difficult. Nevertheless, reading it should not be a chore for anyone who (1) loves magnificent poetry, (2) wants to gain—or refresh—his or her acquaintance with our Judeo-Christian heritage, and (3) is moved by Milton's ability to combine a conservative attachment to morality with a liberal attachment to beauty.

In six sessions we will finish the poem's entire twelve books because we will not worry too much about the mountains of erudition contained therein. Our object will be to appreciate issues such as what constitutes damnation, why Adam was more guilty than Eve, and why, for Milton, the "sin" of our first parents was a "Happy Fall," not a grievous one.



PETER BIEN, Emeritus Professor of English and Comparative Literature at Dartmouth, studied Milton (rather than Shakespeare or Chaucer) as the "major author" required for his Ph.D. degree at Columbia University. He has taught Paradise Lost dozens of times to Dartmouth freshmen, doing his best to dissuade them from their expected attachment to Milton's Satan.

Course #:12305
**To Kill A Mockingbird
At 50**

Tim Knox
Wednesdays 2:30 – 4:30 PM
January 12 through February 9, 2011
D.O.C. House

Harper Lee's justly celebrated novel To Kill a Mockingbird has never been out of print since it was published in 1960. Ostensibly a condemnation of prejudice in an Alabama small town in the 1930's, the novel explores universal themes of pre-judged attitudes, fairness, and courage. It won the Pulitzer Prize in 1961 and has been taught in middle and high school classrooms ever since. The universality of its themes and concerns make it a touchstone for self-criticism for all ages and all societies.

In this course we will look at the novel in detail and view the motion picture of 1962 starring Gregory Peck, which Lee called one of the best movie adaptations of a novel that she knew. We will discuss the autobiographical elements from Lee's childhood, including her friendship with Truman Capote, the model for Dill in the novel, and her father's resemblance to the courageous Atticus Finch. Class discussions will include the reactions of the participants when they first read the novel and their reactions now.

We will have some short reports from class members on people and issues that are related. Finally, we will try to decide what makes Mockingbird so ageless.



TIMOTHY KNOX graduated from Dartmouth in 1961, earned an MA in English from Columbia and has spent his entire career in education. He taught English, particularly world literature and Shakespeare, at Carnegie Mellon and the Dalton School in NYC. He next became headmaster of the Fountain Valley School of Colorado and then of Kimball Union Academy, NH, continuing to teach English literature and composition.

FULL-LENGTH COURSES

Course #:12312

Individual And Family Responses To Illness: Acute And Chronic

Bonnie Siegal

Wednesdays 2:30 – 4:30 PM

January 12 through March 2, 2011

D.O.C. House

This course will include multiple topics in each illness. For example, the power relationship between the individual, his/her family, and the health care provider varies by the type of illness. In acute illness events, the health care provider is more powerful and controls the interactions between the provider and the individual/family system. In chronic illness, the relationship is a partnership with both the health care provider, the individual, and the family working together on a specific problem.

The course themes include the health care interaction, symptom awareness and control, health beliefs and behaviors, coping styles, individual and family tasks, social consequences, emotional responses, and many case examples. A second course, dealing with terminal illness, will be given in the spring. The suggested text for this course is, *I'm Fine* by Carol Sveilich, MA.



BONNIE SIEGAL, Ph.D., is a health care social worker with more than 30 years experience in chronic illness, organ transplantation, and social science research. She will be assisted by her spouse, **DAVID SIEGAL**, MD, Dartmouth 1953 and Albany Medical College 1957, who will discuss how the social aspects of disease have changed over his 50 year career, and his experiences working with the pioneers of open heart surgery.

Course #:12313

U.S. Intelligence: Past, Present, And Future

Bill Sullivan

Thursdays 9:30 – 11:30 AM

January 13 through March 3, 2011

D.O.C. House

This course will provide an historical and critical examination of U.S. intelligence activities and institutions, including successes, failures, and the ultimate importance to national security. A review of the contributions and use of intelligence from the American Revolution to the end of World War II will precede a study of the growth, promise and problems of the "Intelligence Community" from 1946 to the present. Special attention will be paid to oversight of intelligence activities and new directions for intelligence as a consequence of issues related to 9/11, terrorism and the wars in Iraq and Afghanistan.

The course will be a combination of lectures, group discussions, and a guest presentation by a former intelligence professional.



BILL SULLIVAN served for 36 years as an intelligence analyst, linguist, and senior executive with the National Security Agency, including a detached service tour with the Deputy Undersecretary of Defense for Policy and Chairmanship of the DCI's Signals Intelligence Committee. Following retirement he served as a Professional Staff Officer on the Commission on the Roles and Capabilities of the U.S. Intelligence Community. Bill graduated from Tufts University with a major in German and a minor in European History.

FULL-LENGTH COURSES

Course #:12298
**A Year In The Life
Of Your Garden**

Annemarie Godston
Thursdays 9:30 – 11:30 AM
January 13 through February 24, 2011
D.O.C. House

This course will take you through a year in your garden. We will begin in the winter when your dreams seem to be expressed in pictures. We will share various books and magazines to see how they can help us. We will compare catalogs offering us information about our plants, both real and imaginary. Catalogs can be a gardening encyclopedia if we know what we are looking at, so we will learn to read their “codes” and choose the very best plant material for our little corner of the world.

When it is still early in the year, we will have a vegetable expert from the New Hampshire Extension Service talk to us about our “farming” techniques. Here is where you will find out about what to plant, how to do it, and when. You will learn which veggies are the best and easiest to grow in our climate.

As the course progresses, we will talk about each season, learning what we should be doing as they impact our garden. Finally, we will learn how to help our garden make it through the winter so we can begin the process all over again next year.



ANNEMARIE GODSTON, known “on-line” as the “North Country Maturing Gardener,” has a degree in Education from Wagner College. She was certified as a Master Gardener in 1988 and has been a “Garden Educator” ever since. Annemarie is a freelance writer with a Gardening Blog at www.ncmg.blogspot.com. Over the last six months she has begun offering gardening seminars at various locations in Northern New Hampshire.

Course #:12308
**Immigration – Can We
Get It Right?**

Evangeline Monroe
Thursdays 12:00 – 2:00 PM
January 13 through February 24, 2011
D.O.C. House

When this course was first offered at ILEAD four years ago it was called “Immigration – Melting Pot or Boiling Cauldron?” That question has been answered. It is a boiling cauldron.

There are myriad reasons why immigration is so contentious. In this course we will explore the many aspects of immigration, and, hopefully, arrive at a cooler, more rational understanding of it. We will begin with a discussion of national identity, values, and the history of immigration. Economic factors will be a special focus along with politics and local attempts at solutions. We will look at humanitarian concerns and the nexus between the fear of terrorism and immigration. Hispanic immigration and its impact will be discussed as a discrete issue. We will observe how other countries manage immigration.

The course will consist of very brief lectures and discussions and will require some reading.



EVANGELINE MONROE is a retired Foreign Service Officer who began her career as a consular officer implementing U.S. immigration law. In her professional capacity she had opportunities to observe and compare U.S. immigration policy with the practices of other countries. She has offered this course, which has been updated, three times previously.

FULL-LENGTH COURSES

Course #:12318

For Those Who Avoided Econ 101: Basic Economic Literacy For The 21st Century

Jim Wilson

Thursday 12:00 – 2:00 PM
January 13 through February 24, 2011
D.O.C. House

This course is designed for those who have never taken Econ 101 and who would like to better understand how markets work and comprehend some of the current issues, including the present global recession, the pros and cons of free trade, money, deficits, and public tax and spending policies. Emphasis is on how economists think about real issues and problems. "Supply and demand" will be de-mystified while numbers and graphs are kept to an absolute minimum.

For those interested in how to restore their 401K's or learning the intricacies of credit default swaps, DO NOT TAKE THIS CLASS. Discussions will be devoted to the readings, questions raised by the participants, and to weekly presentations on current economic issues. The goal is to better understand how markets work, the economic world around us, and in the process, to better comprehend that very elusive (and controversial) balance between an economy that is dynamic and entrepreneurial on the one hand, and equitable and just on the other.

It is strongly suggested that participants read [The Travels of a T-shirt in the Global Economy](#) by Pietra Rivoli before the class begins.

The course will be for seven weeks. Most classes will be discussion oriented and topics considered will be in response to issues raised by the students. Participants should expect to do three or four hours of reading for each class, and plan to prepare one short presentation.



JIM WILSON graduated from Yale in 1959 and has earned Masters Degrees in Liberal Studies from Wesleyan and Dartmouth. For 49 years Jim taught history and economics at Loomis Chaffee School in Connecticut. He taught a similar ILEAD course a year ago. Jim lives in Strafford.

Course #:12306

Germany And The Germans

Roland Kuchel

Fridays 9:30 – 11:30 AM
January 14 through March 4, 2011
D.O.C. House

This course is for those who find Germany and the Germans both admirable and perplexing. Germany is one of our most important economic and security partners and the "fatherland" of the US's largest ancestral group (over 50 million). Yet we tend to look at Germany with little affection or interest. Why is Germany, in the words of one observer, in "a sort of Dead Zone" today?

The enormity of Germany's actions under Hitler provides very good reasons. This course aims to rediscover Germany and the Germans by reviewing German history and culture before 1933 without which an understanding of European civilization would be impossible.

"Germania" existed as a concept since Roman times, but for centuries its peoples were united only by language and culture and divided politically in over a thousand mini-states. Metternich famously sneered that Italy was but a "geographic expression," but even today Germany is not even that.

Aided by selected readings, our discussions will focus on the consequences of Germany's failure to develop a nation-state and political union until the late 19th century--the era of rampant nationalism, imperialism and military-industrial competition. It is not a great time to enter the family of nations. Lively class participation is expected.



ROLAND KUCHEL, a retired State Department diplomat, was born half-German. However, being also half-Italian, he finds that travel in Germany rarely provided the kind of warm, mellow, and "simpatico" feeling he regularly experiences in Italy. But he also likes people who are serious and arrive at places on time. At this late stage in his life, he hopes this course will be both self-enlightening and also help others to understand Germany and its people.

FULL-LENGTH COURSES

Course #:12317

Morning Becomes Altman: Roger (not Ebert) And Don (not Corleone) Present Robert Altman And Related Movies

Roger Feldman and Don Watson
Fridays 9:00 – Noon
January 14 through March 4, 2011
Lebanon College

It's Friday and you need coffee-and-a-great-movie! Roger Feldman and Don Watson present a stimulating collection of Robert Altman and other directly-comparable films for your entertainment and edification.

Robert Altman was one of the great film directors: a director's director, an actor's director, a film aficionado's director. He brought forth innovative and evocative techniques in: Cinematography; Sound; Genre-stretching; and in creating memorable moments in movies.

Through a wide range of films – *The Mystery, a la the British*; *The Irreverent War* film, as seldom seen; *The Hollywood Insider*, powered by an autobiographical purposefulness; and *The Western*, transcending a time and place – Altman provides us an opportunity to explore, learn, and grow in our appreciation of movies. We will compare and contrast an Altman film to one similar in genre. The probable movies are:

- Wk 1: *Gosford Park*, 2001. Altman (Smith, Mirren, Owen, Fry)
Wk 2: *Murder by Death*, 1976. Moore (Guinness, Niven, Sellers)
Wk 3: *M*A*S*H*, 1970. Altman (Sutherland, Gould, Duvall)
Wk 4: *Inglourious Basterds*, 2009. Tarantino (Pitt, Waltz, Laurent)
Wk 5: *The Player*, 1992. Altman (Robbins, Scacchi, D'Onofrio)
Wk 6: *Get Shorty*, 1995. Sonnenfeld (Travolta, Hackman, DeVito)
Wk 7: *McCabe and Mrs. Miller*, 1971. Altman (Beatty, Christie)
Wk 8: *Unforgiven*, 1992. Eastwood (Eastwood, Hackman, Freeman)



ROGER FELDMAN has had a lifelong, passionate love affair with “the movies.” He has a critically sensitive eye and has studied critiques of cinema. His career was in Foreign Affairs, retiring as Assistant Secretary Of State from the U.S. Department of State. He was educated at Brown University and NYU-Graduate School.

DON WATSON lived in Poitiers, France, where he discovered the French fascination with *Le Western Americain* and the New Wave Cinema of Truffaut, Godard and Chabrol. He earned an M.A. from the University of Chicago and an M.L.S. from S.U.N.Y. (Albany). He retired from teaching Latin and French at Hanover High School.

Course #:12290

Life's Third Act: Control And Serendipity In Your Mature Years

Patricia Burnham
Fridays 9:30 – 11:30 AM
January 14 through February 25, 2011
Kendal @ Hanover – Steere Room

We're each central characters in the exciting final third of life. Using fiction and non-fiction, as well as our own experiences, we'll explore the denouement of individual characters, including our own.

We'll discuss the integrative work of this stage, its dimensions of clarifying identity, character, and values. Does balance mean letting life happen or taking charge? Is adult development linear or nonlinear? Do we have to let go and leave behind in order to move forward? What are the roles of childhood experience and historical context in shaping our views and values? Do women and men typically define themselves differently from one another as they age? What are our images of new roles in Life's Third Act?

Numerous commentaries and stories offer ideas about how people seek full character development at this key stage of life. One text will be recommended and a second provided. A bibliography of related materials will be available.

The instructor will summarize recent research and writing on aging decisions in the early sessions. Discussion of the text and participants' sharing of their related readings and experiences will be a significant portion of the course.



PATRICIA BURNHAM has an M.A. in English and a Ph.D. in Higher Education Administration. She has long studied and worked in adult development. Her interest in elder and health policy lead to publications on aging, adjunct teaching at UVM and leadership of health care organizations.

Patricia has been a college professor, university and state agency administrator, and senior manager with Nationwide Insurance and Chase Manhattan Bank. She's “still trying to decide what to do when she grows up.”

MINI-COURSES

Course #:12302
**Beyond Flossing:
Dental Health You Can
Sink Your Teeth Into**

Robert Keene
Tuesdays 9:30 – 11:30 AM
January 11 & 18, 2011
D.O.C. House

Students will gain the ability to better manage their oral health. Further, participants will explore the questions that they might ask their dental provider, dispel dental myths, and discuss current dental health evidence based knowledge. We will also cover 21st century dental treatment choices.

This is a hands-on course where participants will actually be involved in simple and specifically directed oral health maintenance techniques. A review of available current anti-microbial/caries products and oral health appliances will be covered.



ROBERT KEENE grew up in Hanover, graduating from Hanover High School and UNH. After service in the U.S. Air Force as an Aircraft Maintenance Officer he attended Tufts Dental School. In 1963 he established a general dental practice in Hanover that focused on prevention. His dental experiences have taken him to Korea, China, Nepal, Ecuador and Honduras. He founded the Red Logan Dental Health Clinic and is board certified in Operative Dentistry.

Course #:12297
**Why Did The Supreme Court
Misconstrue The Anti-Slavery
Amendments From The Beginning?**

John Garfield
Tuesdays 9:30 – 11:30 AM
February 8 through March 1, 2011
D.O.C. House

We'll start by understanding how the court in fact did misconstrue the amendments in some of the early cases. We can also see that the justices were exposed to more accurate interpretations. Why, then, did the majority of the justices follow the less accurate path?

This issue is far more complex and requires a close look at the political and intellectual currents of the half-century following the Civil War. Given the significant, and often unfortunate, consequences of the misinterpretations, it is important to arrive at a rational (even if tentative) answer to this question.

This seminar is expected to be argumentative; unlike the new rules for the National Parks, however, no firearms will be allowed in the classroom, even if we have to schedule a fifth session.

Necessary materials will generally be provided in handouts.



JOHN GARFIELD received his BA in history from Williams and his MA in Liberal Studies from Wesleyan. In between, he received the PFC from the U.S. Army in Germany and spent two years at Yale Law School. His major research has focused on the Civil Rights Act of 1866.

MINI-COURSES

Course #:12291
**Regional Vision
Of The
Upper Valley**

**Len Cadwallader
Shawn Donovan**
Tuesdays 12:00 – 2:00 PM
January 18 through February 1, 2011
D.O.C. House

Talk to any “old-timer” who likes to reminisce and they’ll tell you that our region has changed dramatically since the ‘50s when cows still stood in every field, men walked to work in the downtown mills, and the shopping districts were in downtown Lebanon, Claremont, and White River Junction. Iconic images like Lou’s Restaurant in Hanover and the Polka Dot diner in White River Junction trick us into thinking our “Main Streets” haven’t changed and that life in the Upper Valley is much like it’s always been.

But changed it has, and change it will. How will we manage that? And, more importantly, how will we make this region more sustainable so that the quality of life we enjoy will also be available for future generations to enjoy?

This mini-course will look at some of the forces that have caused our region to change, and examine effective ways that citizens can work together to achieve our common aspirations. There are no required texts but readings will be suggested. We will hear from a few guest speakers, but mostly we will use active managed dialog to explore this topic.



LEN CADWALLADER of Hanover, NH, is the Executive Director of Vital Communities, a nonprofit organization that engages citizens, organizations and communities in creating solutions to regional challenges. His professional career has been devoted to the management of nonprofit organizations.

SHAWN DONOVAN of Lebanon, NH, is a professional planner with over thirty years experience. He represents Lebanon on the 27-town Upper Valley Lake Sunapee Regional Planning Commission while also serving on the Upper Valley Transportation Management Association and the Vital Communities boards.

Course #:12309
**Ragtime: The American Art Form
The Changed Its Time
And Changed The World**

Paul Johnson
Tuesdays 2:30 – 4:30 PM
January 11 through February 1, 2011
Hanover Senior/Community Center

Ragtime is arguably America’s first unique musical creation. It’s exciting, infectious rhythms soon could be heard on stages, phonographs and player pianos across the country and then around the world. It’s a style that effected the development of jazz and the blues while it influenced composers from Berlin to Gershwin to even Stravinsky. It was enthusiastically played by brass bands, string bands and amateur and professional pianists and composers. It introduced new rhythmic ingredients that became integral components of American popular songs.

How did this uniquely American style come about? How did it evolve and spread and who were its most creative and overlooked composers and performers?

This course will present new research that tells a different story as to the origins of this American art form. It will tell the fascinating tale of the mashup between African and European musical cultures and trace the course of its development over thirty plus years. Students will learn about ragtime not only from discussion but through listening to vintage phonograph and piano roll recordings as well as the best in contemporary renditions.



PAUL JOHNSON has immersed himself in ragtime for the past 35 plus years. He has presented the topic at the Scott Joplin International Ragtime Festival and colleges in California. He has studied the era’s phonograph and piano roll recordings as well as read many books on the subject. He continues to study the music’s origins and development from primary and secondary sources. A business graduate from San Jose State University, he also holds a degree in music theory.

MINI-COURSES

Course #:12285
**An Opera Production
From Concept
To The Stage**

Helena Binder
Wednesdays 12:00 – 2:00 PM
January 12 & 19, 2011
D.O.C. House

A modern La Boheme. A Hollywood western, Elixir of Love. How do these and other opera productions develop?

From the director's first ideas and concept, through collaboration with set and costume designers, to the rehearsal process with singers and the maestro, to the realization of the performance on the stage, director Helena Binder describes the steps of production creation and development and shares the experiences that result in what the audience sees on opening night



HELENA BINDER was an actor and director of plays and musicals for 20 years before focusing her career on opera. Her productions have been seen at New York City Opera, Minnesota, Portland (Oregon), Pittsburgh, Lake George Opera, Wolf Trap, and many others. Her production of The Barber of Seville for The Dallas Opera was named one of the Top Ten Classical Performances of 2006 by the Dallas Morning News.

Seen on stage in regional theatre here and abroad, she has also been director of the Legislative Correspondents Association Show, the oldest political satire revue in the country, for the past 27 years. She is an image coach who has work with the young artist programs of Minnesota, Portland, Lake George and Glimmerglass Opera and is a Lecturer in Acting in the Opera Institute of Boston University's School of Fine Arts.

Course #:12316
**Reading Historic New England Houses:
A Guide To Understanding And Dating
New England's Historic Architecture**

Jonathan Vincent
Wednesdays 12:00 – 2:00 PM
January 12 through February 2, 2011
D.O.C. House

This is an introduction to historic domestic architecture in New England, starting with the 17th Century and ending with the 20th Century. Houses will be dated using documentary evidence, technology, and stylistic trends.

The evolution and changes nearly all houses experience will be discussed, since very few buildings represent only one period. Restored "pure" buildings will be compared with local ones showing a combination of periods, and, sometimes, styles.

There will be suggested readings and some handouts, but the emphasis will be on seeing and discussing examples in class. There may be one or two field trips to see local historic houses if the class wishes. The goal is to train students to see and understand when and how a house was built, and to enable them to be able to "read" its history from the exterior.



JONATHAN VINCENT lives in Norwich, VT, in a Federal house. He is an architect with a lifelong interest in historic houses and American history. He is in private practice and enjoys teaching Art History at Granite State College. He hopes to share his enthusiasm and interest in antique houses to others so they will be able to appreciate and understand them better.

MINI-COURSES

Course #:12300
**Great Themes
Of Humanity
In The Bible**

Heidi Hoskin
Wednesdays 12:00 – 2:00 PM
February 2 - 23, 2011
D.O.C. House

Everyone likes a conversation about the ways and wiles of human nature. Regardless of your level of Biblical literacy, in this course you will enjoy taking a look at the first eleven chapters of the Book of Genesis, stories of glory and calamity. What do you think of the characters in the so-called primeval narratives telling of the nature of God and humanity; the Creation stories; the Garden of Eden, Cain and Abel, the Tower of Babel? Why mark a break after chapter eleven? Could there be a shift from prototype tales to historic accounts?

The second part of the study will focus on the Birth Narratives in the Gospels and in one of the Letters to Churches. Are they all the same? Check out the varying genealogies. Do we find references to the Doctrine of the Virgin Birth? What is the role of Joseph? What do these stories mean to you at Christmas time and at other times? Do they support the Doctrine of the Incarnation? Do other religions have Birth Narratives? What is the significance of Birth as a metaphor, as a story or as history? The themes of these texts might be obvious, but they are still worth exploring more deeply.



HEIDI HOSKIN is an ordained minister in the United Church of Christ. She studied Theology in her German homeland and served churches there and in New Hampshire, Vermont and Miami, Florida. Now retired from parish ministry she is the Moderator of the UCC churches in this area.

Course #:12307
**“I Am A Promise”
And Other Lessons On Education:
A Film Series**

Beverly Marshall
Wednesdays 1:00 – 4:00 PM
January 19 through February 9, 2011
Upper Valley Educators Institute – Lebanon, NH

Education has been, and continues to be, a theme for dramatic films as well as a hot topic for documentaries and the news. The debate rages on about national standards, teaching for tests, unions, funding, salaries, classroom size, and the meaning of reform. While the conversation (and sometimes the shouting) continues, 21st century learners are entering school with a very savvy understanding of the use and power of computers and the internet, creating a new set of challenges for educators.

How will schools and teachers adapt to this new environment? What reform is needed to meet these challenges? How can we influence the future of education?

This course will delve into current issues besetting education in the U.S.: reform, teacher evaluation, funding arts education, diversity, and classroom management. Participants will be encouraged to research and present findings about the subject matter.

At each session, the class will view a movie or documentary followed by a discussion. The final session will include an exchange of ideas to determine what we, as individuals, might do to make a difference going forward.

The films in this course will be different from those shown in the 2010 winter series.



BEVERLY MARSHALL is the Associate Director for Institutional Advancement at the Upper Valley Educators Institute in Lebanon. Prior to moving to New England, Beverly directed adult education and public programming at The Cooper Union, and was the Executive Assistant to the President at WNET/Channel 13. The course represents a fusion of two personal passions: the future of education and the transforming power of a good movie. This is the fourth course she has led at ILEAD.

MINI-COURSES

Course #:12314

Regulation Of Our Financial Markets: Have We Now Gotten It Right? How Does It Affect You?

Robert Titus

Thursdays 2:30 – 4:30 PM

January 13 through February 3, 2011

D.O.C. House

This four-session course will examine how and why we regulate the various financial markets in the United States, both historically and as contemplated by the 2010 reform legislation passed by Congress. The various sectors – banking, insurance, securities and mutual funds, most notably – long have operated separately with their own unique forms of federal and/or state regulation (or lack thereof). Much of the existing regulatory structure was put into place in reaction to the perceived abuses occurring before and during the “Great Depression.”

The just-enacted 2010 reform legislation was fueled by perceived industry abuses and failures in regulation leading up to the most recent financial crisis. Have we gotten reform right or are we merely repeating history?

What are the specific risks – and to whom – about which we are to be concerned: systemic safety, protection of depositors and policyholders, consumer protection? We will evaluate the effectiveness and shortcomings of both the prior regulatory approaches and those proposed in the 2010 legislation.

Our examination will place particular emphasis on how each of us is affected when we participate in financial transactions: whether as a consumer or commercial borrower, depositor, policyholder, trader, investor, shareholder, taxpayer, or other related capacity.



ROBERT TITUS is a retired lawyer and law professor who now resides in Lyme and serves from time to time as a public securities arbitrator and as a mediator in several courts. He practiced securities, banking and business law in a large Hartford Connecticut law firm for 15 years, and thereafter taught law in Springfield, Massachusetts over an additional 15 year period. During a two year sabbatical from the latter, he served as the Connecticut Deputy Banking Commissioner.

Course #:12287

Disasters: Natural And Otherwise

Tom Blinkhorn

Thursdays 2:00 – 4:00 PM

February 17 through March 3, 2011

TBD

Does it sometimes seem as if we live in an age of unending disaster and malady: Devastating oil spills, earthquakes, faulty coal mines, tsunamis, pandemics, tainted food, and internet sabotage, among others? This three session mini-course will provide different perspectives on the wrath that nature, or man, hath wrought.



BOB HAGER retired NBC correspondent and Woodstock, VT native, will set the stage in the initial session with behind the scene stories, video clips and lessons learned from coverage of such disasters as: Hurricanes Hugo, Andrew and other devastating storms; aviation tragedies including the bombing of Pan Am 103 over Scotland, the explosion of TWA 800 off Long Island; the bombing of the federal building in Oklahoma City and the 9/11 attacks.

A Dartmouth graduate, Bob covered Vietnam, the Cold War (from bases in Moscow and Berlin); he then spent 15 years as NBC's principal “disaster” correspondent, traveling to the scene of innumerable cataclysmic events.

JOSEPH ROSEN, in the second session, will focus on the impact of pandemics on societies and how biological threats have special consequences. Specifically, he will present the US and global response to H1N1 Swine flu and discuss how this pandemic could have repeated the 1918 Spanish flu in impact if its virulence had continued to rise. He will also discuss ways to evaluate the impact of a virus, how we responded to H1N1 and what can be done differently in future.

Joseph is a professor of surgery at the Dartmouth Hitchcock Medical Center in the division of plastic surgery. He is also an adjunct professor at the Thayer School of Engineering. He has consulted for the US defense department for many years and has been involved in relief work internationally.

TOM BLINKHORN, who worked in international development for 30 years with the World Bank before retiring and moving to Hanover, will discuss the various strategies and programs that have been deployed in recent years to help societies recover from devastating earthquakes, tsunamis, civil war. The focus will be on lessons learned, what seems to have worked, what hasn't and why.

During his career with the World Bank, Tom worked on several reconstruction efforts – the Republic of Georgia in the aftermath of civil war and an earthquake; Turkey and Romania earthquakes; tsunamis in Indonesia, India and Sri Lanka. His presentation will draw on these experiences; he will also discuss current efforts to help Haiti recover from the latest earthquake.

MINI-COURSES

Course #:12294
**Ikebana:
Japanese Flower Arranging**

Ann Davis
Fridays 9:00 – 11:00 AM
January 14 through February 4, 2011
D.O.C. House

We will study the Art of Japanese Flower Arranging, its history and relevance to life in Japan, past and present. There will be a limited amount of reading. Sessions will consist of brief lectures, discussion, and workshops in which participants will create their own arrangements each week.

Weekly fee of \$10-\$15 for flowers payable to Ann Davis.



ANN DAVIS is a graduate of Middlebury College '53. She traveled to Japan frequently and lived there from October 1987 through December 1990. She studied the Sogetsu School of Ikebana receiving her first level certificate. She occasionally lectures and exhibits her arrangements.



STUDY / TRAVEL

GHANA

September 17 – October 1, 2011

Group Leader: Susan Cohen

Are you looking for an adventure in travel? Would you like to learn about a community from the inside by living and working there?

Linking with Global Volunteers, a non-profit service organization, Study Travel will offer the possibility of travel and volunteer work in one community for two weeks teaching conversational English, assisting in light labor projects, or working in the medical field. No specialized skills are necessary.

We have chosen Ghana as our site staying in either Senchi Ferry or Akeada, two small villages which are within walking distance of each other in the Volta region of Ghana. In preparation for this trip, a course will be offered in the winter and spring of 2011.

Global Volunteers has sites on 6 continents including North America and has had over 25,000 volunteers in their 26 years as a service organization.

Courses: Will be offered in winter and spring of 2011.

Cost: \$2595 for two weeks per person which includes all meals and room. If six or more go, then there will be a \$300 discount per person. Two courses given by ILEAD in the winter and spring 2011 are required to participate.

Included: Double room with bath and air conditioning (private room is an added charge), pick up and return to the airport in Ghana, transportation as needed at site, and an on-site Global Volunteers project leader.

Not Included: Airfare to Ghana from Boston and return, transportation to and from Boston, cost of passport and visas, immunizations, optional weekend travel between the weeks; several trips are possible

The flight and service part of the trip are tax deductible.

More information can be researched at
www.globalvolunteers.org
or by calling me at (603) 643-3611
or emailing me at sncohen037@gmail.com

Course #:12292

Go Ghana

Susan Cohen

Tuesdays 9:00 – 11:00 AM

January 11 through February 15, 2011

D.O.C. House

If you are ready to join an adventuresome group and travel to Ghana in the fall of 2011 through ILEAD and Global Volunteers, then this is the first course to learn about this fascinating county. The course will briefly cover the history, economics, politics, and medical field with 4 guest speakers: Tim Lenocho, Tom Blinkorn, Janice McElroy, and Kofi Osei Okoh. In addition, a group of students at Dartmouth will share their experiences in Ghana. Come to class prepared to ask questions.

The reading will be from handouts from the speakers.

People travelling to Ghana will get first choice for this course.



SUSAN COHEN is a retired middle school and high school English teacher in New York City, Claremont, and Hanover. She has been on the Curriculum Committee and Study Leader Support with ILEAD and has traveled with Global Volunteers to Mexico and Portugal.

~ NOTES ~

ILEAD WINTER 2011 COURSE APPLICATION

1. List courses in order of preference.
2. Please do not register for a course if your schedule does NOT permit your attending a MAJORITY of the classes.
3. Your *completed* Application Form and accompanying check made payable to ILEAD for \$55 OR \$30, (based on your first choice) must be at the ILEAD office by NOON on Friday, December 10, 2010, for the initial lottery process.

\$55 FOR A FULL-LENGTH COURSE OR \$30 FOR A MINI-COURSE

PLEASE PAY FOR ONLY ONE COURSE AT THIS TIME

COURSE #	COURSE NAME
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

NOTES for ILEAD office concerning your application: _____

How many courses do you wish to take? (circle one) 1 2 3 4 5 AMOUNT ENCLOSED: \$55 or \$30
(Checks payable to ILEAD)

Name _____

Nametag (name you prefer to appear on your name tag) _____

Mailing Address _____

Town/City _____ State _____ Zip _____

Telephone _____ E-mail _____

Deadline for applications is Friday, December 10, 2010, in order to be eligible for all oversubscribed courses.

Applications for all remaining open courses will be accepted until Tuesday, January 4, 2011.

MAIL APPLICATIONS WITH YOUR COURSE FEE TO:
ILEAD, 10 Hilton Field Road, Hanover, NH 03755-1413
Call (603) 646-0154 for questions and additional information.

PLEASE NOTE: If you have requested one or more course(s) and you did NOT receive an enrollment notice or a waitlist notice, you may call ILEAD and have your name added to a waitlist.

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