

# Adventures in Learning

## Fall 2020

### Course Offerings



**Registration Opens:**  
**Wednesday, August 12, 2020 at Noon**  
**Registration Closes:**  
**Friday, August 28, 2020**



Colby Sawyer  
College

*Lifelong Education at Colby-Sawyer College*

# Adventures in Learning

## Fall 2020

### Term at a Glance

Cover Photo: "Autumn Birch" by  
Joan Eaton

#### MONDAYS

4:00 – 5:00 p.m. **The Saved Ones: The Wrongfully Convicted and Exonerated** / Lynn Garrioch  
4 weeks beginning **October 19**, Course will be held online using Zoom

#### TUESDAYS

9:30 – 11:30 a.m. **Understanding Gender Fluidity** / Sage D. Chase  
4 weeks beginning **September 15**, AIL Classroom, Lethbridge Lodge,  
Colby-Sawyer College

1:30 – 3:30 p.m. **The Pinocchio Signal: Recognizing Fake News** / Scott Rappeport  
5 weeks beginning **September 15**, Course will be held online using Zoom

#### WEDNESDAYS

9:30 – 11:30 a.m. **A Practical Guide to Renewable Energy** / Jamie Hess  
5 weeks beginning **September 23**, Course will be held online using Zoom

4:00 – 6:00 p.m. **100th Anniversary of Women's Suffrage in America** / Moderator and  
Presenter: John Ferries  
5 weeks beginning **September 23**, Course will be held online using Zoom

#### THURSDAYS

9:30 – 11:30 a.m. **Charles Dickens: A Product of His Time and Place** / Julie Machen  
5 weeks beginning **September 17**, Course will be held online using Zoom

1:30 – 3:30 p.m. **When Stars Were Born: 1919** / John Peterman  
5 weeks beginning **September 17**, Course will be held online using Zoom

#### FRIDAYS

9:30 - 11:30 a.m. **Writing Workshop** / Nancy Marashio  
5 weeks beginning **September 18**, AIL Classroom, Lethbridge Lodge,  
Colby-Sawyer College

### News from Adventures in Learning

Colby-Sawyer College is restoring the Colby Homestead to its original use as a residence. As a result, AIL has moved to a different location on campus. The office is still closed to visitors at this time. Please feel free to contact Nina Tasi or Abby Hutchinson via email or phone: [nina.tasi@colby-sawyer.edu](mailto:nina.tasi@colby-sawyer.edu), (603) 526-3690; [abby.hutchinson@colby-sawyer.edu](mailto:abby.hutchinson@colby-sawyer.edu), (603) 526-3434.

Welcome back! We trust that you too are looking forward to Fall AIL courses as your opportunity to continue on the path of learning together.

AIL's collaboration with Colby-Sawyer College guided the careful crafting of an expansion of how we will offer classes: online through Zoom and webinars, in-person, and hybrid (a combination of both). Study Group Leaders were surveyed to identify (1) who would teach in the Fall and (2) which of the three methods they would use. How to Zoom workshops will be offered, first to Study Group Leaders and then to course participants. Lethbridge Lodge is limited to a maximum of 15 persons for in-person classes with clear safety standards from both the College and AIL. A hybrid approach will unify in-person and online participants into one group. We all must accept that Covid-19 may force modifications without much advance notice.

You will become the most persuasive decision-makers by choosing the Fall courses that best suit your needs. We await your return with eagerness to begin again.

Nancy Marashio  
Curriculum Committee Chair

## An Introduction to Zoom

1 Turn on your computer or tablet, such as your iPad; it has to be connected to the internet, so a Kindle won't work. Open Safari, Explorer, or Firefox, web browsers that allow you to go to web-sites.

2 Position the cursor in the search bar and enter **zoom.us**, which is the Zoom home page.

3 Sign up for a **FREE** account with your email address. This allows you to download Zoom software to your computer or tablet. You will receive an email from Zoom to activate your account. You have to **INSTALL** this software by clicking on the installation button.

4 On the day and time a class is scheduled, you simply click on the link provided in your course confirmation and that will take you there.

5 **A camera and microphone are built into your computer. Look straight at the screen.** You'll enter your **first and last name** the first time you use Zoom; your name will be visible to other participants. When you sign into a class or a lecture,

you'll **JOIN WITH VIDEO** and **USE COMPUTER AUDIO** to be seen and heard; you will be prompted to choose each of those options.

6 There are some handy buttons on Zoom. One is the **MUTE** button which keeps your background noise from being a distraction. The Study Group Leader may mute everyone so ringing phones or other noises don't disrupt class. There is also a **CHAT** button that allows you to send a text message to the Study Group Leader or his/her assistant. We plan to have a Zoom assistant compiling questions for the Study Group Leader from the CHAT function.

7 AIL will be offering two types of Zoom courses. One is the **MEETING** format, where you see course participants on the screen in individual frames. The other is a **WEBINAR** format which allows more people to attend. Their faces are shown on the right side of the screen with the presenter in the center. The webinar leader can also limit people on screen to presenters only. Presenters can share PowerPoint slides, documents, and even videos that appear on everyone's screen.

**We will offer online sessions for members to practice with Zoom in August and September.**





### Lynn Garrioch

Professor Lynn J. Garrioch joined the Colby-Sawyer College faculty in 2001. She completed her undergraduate work at Wilfrid Laurier University in cognitive psychology and her graduate work at the University of Victoria in applied social psychology and law. She teaches a variety of psychology courses, including *Introduction to Psychology*, *Social Psychology*, *Psychology and the Law*, *Forensic Psychology* and *Statistical Methods in Psychology*. Her research interests are eyewitness testimony and confidence, jury deliberations and group dynamics, and false confessions. Prof. Garrioch is passionate about ending wrongful convictions of innocent persons.

## The Saved Ones: The Wrongfully Convicted and Exonerated

**Study Group Leader: Lynn Garrioch**

**Mondays, 4:00 – 5:00 p.m.**

**4 weeks beginning October 19**

**Course will be held online using Zoom**

**Maximum number of participants: 40**

How is a person wrongfully convicted of a violent crime, sentenced to years in prison, or even placed on death row, and then finally exonerated? This course will explore the complex causes of wrongful convictions, including false child accusations in sexual abuse cases, eyewitness misidentification, repressed, recovered, and false memories. The role, but limits, of DNA testing in exonerations will also be investigated. The course will conclude by looking at the lives of the exonerated, post-exoneration.

Reading *Surviving Justice: America's Wrongfully Convicted and Exonerated* in advance of this course is highly recommended. This book of essays, edited by Dave Eggers and Lola Vollen, tells the stories of how 13 people were convicted and incarcerated for crimes they did not commit and how they were ultimately exonerated.

## Understanding Gender Fluidity

**Study Group Leader: Sage D. Chase**  
**Tuesdays, 9:30 – 11:30 a.m.**  
**4 weeks beginning September 15**  
**Adventures in Learning Classroom,**  
**Lethbridge Lodge, Colby-Sawyer College**  
**Maximum number of participants: 10**

### LGBTQI??

Confused by the definitions? Puzzled by all the new pronouns?

Wondering if this is a recent phenomenon?  
 Concerned about the fast pace of social change?

If you are interested in learning first-hand experiences of these individuals and families in their struggle for understanding and acceptance in broader society, a group no larger than 10 will examine this topic in a four-week workshop.

Dr. John Turco, Director of the Dartmouth-Hitchcock Transgender Health Clinic (and semi-retired Head of the Gender Identity Clinic at DHMC) will be assisting Sage Chase in this course.

Handouts, as well as lists of recommended books, films and podcasts will be distributed in class.

**Required reading:** *Trans/Portraits: Voices from Transgender Communities* by Jackson Wright Shultz (Dartmouth Ph.D.). Please read the historical timeline at the beginning of the book and the glossary of general terms at the end before attending the first class.

Come with all your questions and contributions!



**Sage D. Chase**

Sage Chase earned her B.A. from Wheaton College and her M.A. from the University of Pennsylvania, both in English Literature, and an M.A. in Counseling from St. Joseph's College. She taught English at Graland Country Day School in Denver and at Phillips Exeter Academy. She has also been a therapist in a psychiatric association and in private practice.

Sage and her husband Dick built a retirement home in Wilmot in 2000 where they have been active in local groups, including her seven years on the New London Hospital Board. They enjoy traveling and keeping up with their large, scattered family including five sons and 15 grandchildren. This will be Sage's third AIL course.

### Colby-Sawyer College has established the following rules for in-person courses this Fall:

- Maximum class size in the AIL classroom: Study Group Leader and up to 15 participants
- Stay 6 feet away from other people at all times
- Wear a mask if a 6-foot distance cannot be maintained (AIL recommends masks indoors)
- Answer six health questions, which are also answered daily by CSC students, faculty and staff members (these questions will be included in the course confirmation materials)





### Scott Rappeport

Scott Rappeport is a retired marine geologist/system engineer. He received his Ph.D. from Stanford University in 1981 in Earth Sciences and has then led a varied career in R&D as a scientist/engineer first with the Pacific Arctic Branch of the United States Geological Survey in Menlo Park, CA, then Exxon Research in Houston, TX, AT&T Bell Laboratories, AT&T Laboratories and most recently General Dynamics in NJ. Over that time, he has held various supervisory and program management positions in leading technical teams in offshore geologic studies and in the development and qualification of highly reliable electronic and mechanical systems for harsh marine environments. He currently resides in Sunapee, NH with his wife Brenda and has two sons, Eric and David, ages 25 and 27 respectively. Among his varied interests are a keen interest in English Premier League soccer, the intersection of civilization and paleo-environmental rapid climate changes, all things outdoors and lastly an abiding curiosity about the role of human psychology in game theory.

## The Pinocchio Signal: Recognizing Fake News

**Study Group Leader: Scott Rappeport**  
**Tuesdays, 1:30 – 3:30 p.m.**  
**5 weeks beginning September 15**  
**Course will be held online using Zoom**  
**Maximum number of participants: 30**

Fake News (disinformation, trolls, bots, memes, etc.) is the new language for our new information age. The recognition of “Fake News” is often difficult as it is typically psychologically packaged to be resonant with our own ingrained belief sets. These belief sets are partly the outgrowth of the fears and instincts humans inherited from our hunter-gatherer ancestors living on the savannahs of Africa.

In addition to “Fake News,” another common deceptive media technique is the use of half-truths. Mark Twain famously wrote “a half-truth is the most cowardly of lies,” and a half-truth is particularly pernicious as it cannot be disproven but is invariably irrelevant to the pertinent issue. In addition, because our cognitive processing capacity although large cannot hope to assess all raw data, the use of charts and statistical claims are common. These data syntheses are often deliberately misleading or factually incorrect and are designed to “spin” a particular viewpoint.

This course will examine how to rationally evaluate media information and data syntheses for validity and relevance through the application of critical thinking skills, analytical evaluation steps and simple rational questioning. We will also examine what many people see as self-evident “truths” but factually are misconceptions echoing our ancestral fears and instincts.



## A Practical Guide to Renewable Energy

**Study Group Leader: Jamie Hess**  
**Wednesdays, 9:30 – 11:30 a.m.**  
**5 weeks beginning September 23**  
**Course will be held online using Zoom**  
**Maximum number of participants: 40**

Should I install solar panels on my roof? Does driving an electric car make sense? How do I make my home more energy-efficient? Can I really reduce my 'carbon footprint'? And what's it going to cost?

This course will tell you everything you want to know about renewable energy but don't know who to ask. In addition to solar panels and electric cars, we'll also talk about wind, wood and geothermal energy, as well as the best way to make saving energy and saving money go hand-in-hand, including, for example, efficiency measures such as air-sealing, insulation, LED lighting and mini-split heat pumps.

In five classes, leaning on the expertise of speakers familiar with this rapidly evolving science, we'll show you how to take advantage of new technology to adopt a 'net-zero energy' lifestyle and save a few dollars, too. You'll become familiar with how energy is produced, stored, distributed and consumed, and how the costs and benefits of efficiency and renewables are influenced by state and federal tax credits, rebates and other incentives. Course participants will also have the opportunity to attend the Kearsarge-Sunapee Electric Vehicle Expo as well as optional field trips to solar, geothermal and biomass installations in our vicinity.



### Jamie Hess

Jamie Hess chairs the New London Energy Committee, a town committee appointed by the Selectmen. In this role, Jamie and fellow committee members advise the Town on ways to simultaneously save energy and money while moving toward the goal of achieving 100% renewable energy by 2030 for electricity use in government offices. Jamie has organized residential Solarize and Weatherize initiatives, an Energy & Environment Expo, and three Electric Vehicle Expos. Prior to joining the Energy Committee, Jamie's career included stints in software engineering, transportation planning, and founding and operating a small business. Jamie holds a Bachelor's degree in Civil Engineering from Princeton University.



**John Ferries**

*Limited capacity; this is a carryover course from Spring term with a significant number of participants already on the roster. Once it is full, we will start a waiting list.*

## 100th Anniversary of Women's Suffrage in America

**Moderator and Presenter: John Ferries**

**Wednesdays, 4:00 – 6:00 p.m.**

**5 weeks beginning September 23**

**Course will be held online using Zoom**

**Maximum number of participants: 50**

The 19th Amendment, giving women the right to vote, was ratified on August 18, 1920. The battle for women's suffrage had taken many years, with numerous defeats, barriers, and frustration along the way.

During America's early history, women had been denied many basic rights enjoyed by men. Women couldn't own property and had no legal claim to any money they might earn. And no woman had the right to vote. Women were expected to focus on housework and motherhood, not politics.

Starting in the 1820s, women's movements became a growing force, but they focused on issues like temperance leagues, the abolitionist movement, and religious groups. However, these movements helped plant the seeds for the crusade to gain women's suffrage. So did the growing dissatisfaction among American women of the notion that the ideal woman was a pious, submissive wife and mother. What emerged was a new way of thinking about what it meant to be a woman and a citizen of the United States.

After the Civil War, the women's rights movement found itself divided over the issue of voting rights for black men. Many objected to the proposed 15th Amendment, which would give black men the right to vote, but failed to extend the same privilege to American women of any color. Despite this opposition, the 15th Amendment was ratified in 1870.

This course will tell the whole women's suffrage story covering some determined women pioneers who fought for it, other equally determined women who opposed it, the role of women of color in the movement, the clever tactics of all these women, the glorious victories and stinging defeats they each encountered, and the role of some influential men on both sides. It will also recount the battle to get the U.S. Congress, especially the Senate, to pass the 19th Amendment (requiring a 2/3 vote) and then the uphill, fierce battle to get 3/4 of the states to ratify it. That battle eventually came down to one final state, Tennessee, where all parties and outside lobbying groups fought for each legislator's vote under the glare of a raucous, divided media. The stakes were huge, the battle lines were drawn, emotions spilled over, the outcome was uncertain. It would be a cliffhanger.



**Sept. 23: An Overview of the Suffrage Movement:** In this opening session, Liz Tentarelli will present a comprehensive overview of the Suffrage Movement and how it emerged as a potent force. It will include the tactics used by various suffrage groups to publicize women's demands, and the changing roles of women in society and in the workforce that influenced public opinion. It will also include their clever initiatives to raise funds to support the cause.



**Liz Tentarelli**

**Sept. 30: The Key Leaders and Supporters of the Suffrage Movement:** Who were the leaders of the Suffrage Movement in America? What kind of lives did they lead and what kind of people were they? This session, presented by Joanna Henderson, will focus on the five most powerful women of the movement – the founders and presidents of the national organizations they presided over. It will focus not only on their political genius, but their childhoods, parents, friends, lovers, temperaments, and illnesses. It will also focus on other supporters who were not necessarily leaders but worked tirelessly, often got arrested and put in jail, and others who contributed enormous amounts of money to the cause. Were they suffragists or suffragettes? Why did the cause they supported take over 70 years to become successful?



**Joanna Henderson**

**Oct. 7: Opponents of Women's Suffrage:** While many of us can understand why men were involved in the anti-Suffrage Movement, it may seem counter-intuitive to believe that most anti-suffrage groups were led and supported by women. Why would women be against the right to vote? David Bashaw will present the many reasons from "simply unnecessary" to strong Protestant feelings that women were destined to be child-bearers and homemakers. And why were so many anti-suffragettes from the South?



**David Bashaw**

**Oct. 14: The Role of Minority Women in the Suffrage Movement:** This session, presented by Brenda Watts, will focus on the generations of pioneering suffragettes from minority groups, who are largely unknown to most of us. They fought discrimination due to their sex and race in the struggle to win the elusive right to vote. The 19th Amendment proved to be a hollow victory for them since many minority women had to wait for decades longer to be able to cast their ballots. These women continue their struggle today in their push for social justice.



**Brenda Watts**

**Oct. 21: The Bitter Battle for Ratification:** This concluding session, presented by John Ferries, will cover the long and tortuous struggle to get the 19th Amendment ratified by 36 states. By mid-summer 1920, 35 states had ratified the Amendment. It was widely expected that the decisive 36th state would be Delaware, but the legislators there shockingly rejected it, so the focus turned to the final state, Tennessee. The outcome appeared bleak, given the negative outcomes in other Southern states. John will reveal the intense, conflicting, unrelenting pressure from all sides put on each of the 132 male members of the state legislature while the whole nation watched. He will also reveal how the battle was narrowly won, and the legal challenges that followed ratification.





### Julie Machen

Julie Machen has been an Anglophile since her student days at Durham University in Northern England. She and her English-born husband visit that country regularly. While teaching AP European History at Greenwich High School in CT, she conducted an independent study of Victorian England. She was also the recipient of a grant from the National Endowment for the Humanities to study the Industrial Revolution in Britain at the University of Nottingham. Charles Dickens was one focus of that seminar.

## Charles Dickens: A Product of His Time and Place

**Study Group Leader: Julie Machen**

**Thursdays, 9:30 – 11:30 a.m.**

**5 weeks beginning September 17**

**Course will be held online using Zoom**

**Maximum number of participants: 15**

“It was the best of times, it was the worst of times.” When Charles Dickens wrote these words, he was describing 18<sup>th</sup> century France, but he could just as well have been writing about 19<sup>th</sup> century England, a period from which he ultimately benefitted but one that his pen satirized and condemned. The Victorian age was one of paradoxes and no one depicted that more brilliantly than Dickens. He was, through his fiction, a chronicler of the time and place in which he lived, as well as a product of that period.

In this study group, we will look at the period, the man, what molded and motivated him and how specific writings reflect his own experiences. Class members will be asked to read *Hard Times*, Dickens’ shortest novel, and to refamiliarize themselves with *Oliver Twist*, one of his most famous.

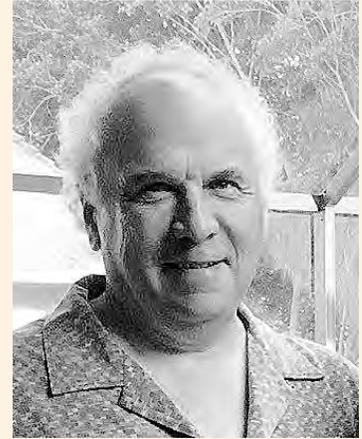
Recognizing that his works continue to be popular today, course participants will also select and view a dramatized video of one of Dickens’ novels and on the last day of class, be prepared to relate the themes to our focus.

## When Stars Were Born: 1919

**Study Group Leader: John Peterman**  
**Thursdays, 1:30 – 3:30 p.m.**  
**5 weeks beginning September 17**  
**Course will be held online using Zoom**  
**Maximum number of participants: 40**

*Limited capacity; this is a carryover course from Spring term with a significant number of participants already on the roster. Once it is full, we will start a waiting list.*

Let's pull back the curtain on the fascinating lives and careers of these "American" performing artists: a 100th anniversary/birthday celebration! Following each presentation, there will be a short opportunity for discussion. In addition to learning about these artists' personal and professional lives, we will also view performance videos and listen to their stories. One hour of history and entertainment each from Liberace, Nat King Cole, Howard Keel, Margot Fonteyn, Jennifer Jones, Gower and Marg Champion, Kitty Wells, Ernie Kovacs, Carol Landis, Anita O'Day, and Pete Seeger.



**John Peterman**

John Peterman's passion for the performing arts began when watching his father direct Broadway shows at New Trier High School in Illinois. Later, John formed a rock band in the '60s and wrote songs for an LP that was reviewed as "the greatest '60s garage band album." John recently served as Head of School at the Brookwood School in MA where he designed a performing arts program considered to be a model for elementary school arts education. John is a member of the Curriculum Committee and this is his third course for AIL.





## Nancy Marashio

When Nancy Marashio began teaching in 1964, English majors concentrated on learning literature. Her students were the ones who helped her see their need to experience writing about what mattered to them; in turn, their work as writers deepened their understanding of literature and language.

After teaching high school and middle school students for two decades, Nancy became a professor at River Valley Community College; at all those levels writing remained the core of her teaching. Even now, when she meets past students, they emphasize the transforming role writing still plays in their lives.

In her previous AIL courses, Nancy used writing as the core for connecting participants to Sarah Josepha Hale medalists, Nobel Literature Laureates, Native American writers, and the local poets who shaped *Visual Verse* publications. This is her first AIL course on writing itself.

## Writing Workshop

**Study Group Leader: Nancy Marashio**  
**Fridays, 9:30 – 11:30 a.m.**  
**5 weeks beginning September 18**  
**Adventures in Learning Classroom,**  
**Lethbridge Lodge, Colby-Sawyer College**  
**Maximum number of participants: 10**

*Note: This course is a carryover from Spring term and it is full. Contact the office if you would like to be placed on the waiting list.*

Writing Workshop provides a challenging but supportive environment in which participants determine and pursue individual writing intentions. The goal of the workshop is to help you best say what you want to say. Weekly writing in and out of class is the cauldron for experiencing the four elements of writer, writing process, writing product, and responding. Each writer will be asked to read his or her piece aloud and to direct the discussion by giving course participants particular questions or concerns about your piece. Each participant will act as an interested and lively responder for the work of every writer in the class. Comments will begin by focusing on strengths and on what is working; then move on to suggestions about what might improve the piece. You, as the writer, always determine what is or is not best for your writing.

Participants will experience a variety of strategies, behaviors, habits, and attitudes, so they can choose those that help them improve. Uncertainty and ambiguity are part of the work, but remember that we are all in this together.

This course will be offered as a hybrid of classroom and online learning. Participants can attend in person, log in from home via Zoom, or even alternate week to week between coming to campus and participating online.

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- Maximum class size in the AIL classroom: Study Group Leader and up to 15 participants
- Stay 6 feet away from other people at all times
- Wear a mask if a 6-foot distance cannot be maintained (AIL recommends masks indoors)
- Answer six health questions, which are also answered daily by CSC students, faculty and staff members (these questions will be included in the course confirmation materials)

## Course Registration / Fall 2020

Most courses begin the week of September 14.

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

Prefix \_\_\_\_\_ Name \_\_\_\_\_

Name for name tag \_\_\_\_\_

Mailing Address \_\_\_\_\_

Town \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

EMERGENCY CONTACT: \_\_\_\_\_ Phone: \_\_\_\_\_

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

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

Course	Day / Time	Cost
<input type="checkbox"/> The Saved Ones: The Wrongfully Convicted and Exonerated	Mon., 4:00 – 5:00 p.m.	\$40
<input type="checkbox"/> Understanding Gender Fluidity	Tues., 9:30 – 11:30 a.m.	\$40
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<input type="checkbox"/> When Stars Were Born: 1919	Thurs., 1:30 – 3:30 p.m.	\$50
<input type="checkbox"/> Writing Workshop	Fri., 9:30 – 11:30 a.m.	\$50
<input type="checkbox"/> Membership, July 1, 2020 through June 30, 2021		\$50

Total: \_\_\_\_\_

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

Course registrations are due by Friday, August 28, 2020.

Adventures in Learning • Colby-Sawyer College  
541 Main Street, Box 2027 • New London, NH 03257  
[adventures@colby-sawyer.edu](mailto:adventures@colby-sawyer.edu) (603) 526-3690

### AIL MEMBERSHIP

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

### PHOTOGRAPHY AND MEDIA RELEASE:

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

### COMMUNICATIONS:

I understand that AIL staff and volunteers will communicate with me via email, phone and U.S. mail. I understand that AIL will not sell or use my information for third-party solicitation purposes.

### WAIVER OF LIABILITY AND INDEMNIFICATION:

I agree to indemnify and hold harmless Colby-Sawyer College and Adventures in Learning and their respective officers, agents, employees, and volunteers from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees, brought as a result of my involvement in any activities of AIL including, but not limited to, classroom or lecture hall presentations, field trips, outdoor events, and any transportation that may be associated with these activities.



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541 Main Street, Box 2027 • New London, NH 03257  
[adventures@colby-sawyer.edu](mailto:adventures@colby-sawyer.edu) (603) 526-3690**



The Curriculum Committee of Adventures in Learning is delighted to bring you eight courses for the Fall 2020 term with many beginning the week of September 14. Two courses begin on September 23, and one begins on October 19.

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

## Registration Process

- ▶ Pay from the convenience of your own home using the college's safe and secure online payment system, Storefront, at [www.colbysawyer.edu/adventures/courses.html](http://www.colbysawyer.edu/adventures/courses.html). When registering for courses and paying membership dues online, multiple transactions can be made with a single payment. In addition to allowing you to pay online from any place at any time, you know immediately if you are enrolled in a course or if the course is sold out.
- ▶ In an effort toward better office efficiency and productivity, AIL has implemented a new payment policy: We will accept registrations online, or you may complete a paper form and mail it to the AIL Office, or drop it off in the AIL drop box located in Lethbridge Lodge. **No payments will be processed over the phone or in person.**
- ▶ A course confirmation, including any communication from the Study Group Leader, will be sent the week of September 7, 2020.

## AIL Free Course Option

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

## Guest Policy

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

## Inclement Weather Policy

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

## Name Badges

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

*Disclaimer: The views and opinions expressed in Adventures in Learning classes and presentations are those of the individual presenters and class participants and do not necessarily represent the views and/or opinions of AIL or Colby-Sawyer College.*

## 2020 – 2021 Curriculum Committee

Nancy Marashio, chair  
Betsy Boege  
Morris Edwards  
Joanna Henderson  
Julie Machen  
Bob Lyon  
Marion Leyds  
Ginger Milord  
John Peterman  
Scott Rappeport  
Ken Tentarelli  
Tom Vannatta  
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# ADVENTURES IN LEARNING

Colby-Sawyer College  
541 Main Street, Box 2027  
New London, NH 03257

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## Administration Office

The AIL office is located on the Colby-Sawyer College campus. With safety considerations in place, the AIL office is closed to visitors at this time. Staff members can be reached via email or phone. There is a drop box for course registration and membership forms in Lethbridge Lodge.

(603) 526-3690 / [adventures@colby-sawyer.edu](mailto:adventures@colby-sawyer.edu)

Staff: *Nina Tasi, Abby Hutchinson*