

Harvard
University
Campus
August 10-14,
2009

OIL AND THE CONTEMPORARY GLOBE

A Multi-Regional, Multi-Subject Study of the Modern World's Foundation

***Belfer Case Study Room, 1730 Cambridge Street, Room S020
Course iSite: <http://isites.harvard.edu/icb/icb.do?keyword=k40642>***

Organized by the National Resource Centers at Harvard

Outreach Program, Davis Center for Russian and Eurasian
Studies <http://daviscenter.fas.harvard.edu/>

Outreach Program, David Rockefeller Center for Latin
American Studies <http://www.drclas.harvard.edu/>

Outreach Center, Center for Middle Eastern Studies
<http://cmes.hmdc.harvard.edu/outreach>

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WELCOME



Welcome Teachers!

On behalf of the outreach programs of the Center for Middle East Studies, the David Rockefeller Center for Latin American Studies, and the Davis Center for Russian and Eurasian Studies, we are pleased to welcome you to our 2009 summer workshop, Oil and the Contemporary Globe: A Multiregional/Multisubject Study on the Modern World's Foundation.

The workshop could not be more timely.

Energy, oil prices, and alternative energy possibilities dominate arenas ranging from academia to government to the media to water-cooler conversations. Oil is a subject of crucial importance that influences contemporary Middle Eastern, Latin American, and Eurasian studies as well as any serious inquiry into the US during the last 100 years. By being here this week, you, as educators, have recognized the importance of imparting this information to your students, acknowledging that having this knowledge will help prepare them for life in an increasingly globalized world.

Our aim this week is to assist you in meeting the high goals you have set for yourselves in being a part of this workshop. Whether that means writing a new unit specifically about oil, incorporating what you have learned in more discrete ways throughout a variety of classes, or simply expanding your own personal knowledge of the topic, we are here to serve you.

Thanks for being a part of the workshop.

Paul Beran
CMES

Cris Martin
Davis Center

Maria Regan
DRCLAS

AGENDA

Note: As an educational road-map the academic schedule for Oil and the Contemporary Globe is organized around general discussion questions. These include:

- How much oil is available (i.e. peak oil and technological advance)?
- What has oil made possible (i.e. built environments, wealth and development, new orientations of power and progress)?
- How is oil marketed (i.e. resource extraction, commoditization, trade and markets)?
- How does economics impact oil and oil impact our economies (i.e. how does oil impact foreign policy across the globe)?
- Where is oil in relation to other energy sources (i.e. solar, wind, hydro, coal, oil, bio-mass, tidal)?

Day One: Monday 10 August 2009

Topics

- Oil 101: Basic understandings of oil and hydrocarbons in the modern world and their impact on global citizenship (educating for global realities)

Questions

- How is oil understood in contemporary society?
- What are its scope of activities?
- How is oil transferred from raw material to refine commodity?

8:30—10:15

Welcome and Introductions

Paul Beran, Center for Middle East Studies

Cris Martin, Davis Center for Russian and Eurasian Studies

Maria Regan, David Rockefeller Center for Latin American Studies

10:15—10:30

Break

10:30—12:45

NEED: National Energy Education Development Project

12:45—1:30

Lunch (as a group)

1:30—3:00

NEED, continued

3:00—3:15

Break

3:15—4:30

NEED, continued

My notes about today (Highlights? Suggestions for improvement? Things to use in the classroom?):

Day Two: Tuesday 11 August 2009

Topics

- Oil in Regional Contexts: Latin America, Russia and Eurasia and the Middle East
- Oil as a Traded Commodity
- Tools for Classroom Use: Lesson Preparation and Teaching

Questions

- What causes fluctuations in the price of oil?
- How does oil change in content, quality and availability throughout the three regions considered for the workshop?
- How do the nations in these three regions use oil to their advantage, and are all nations in these regions able to do so at the same level?
- How does the commodification of oil impact how your students understand the impact of oil on their life?

8:30—9:15	Discussion of previous night's reading
9:15—10:45	Lecture: The Global Oil Market: Myth and Reality <i>Bruce Everett, Adjunct Professor, Tufts and Georgetown Universities</i>
10:45—11:00	Break
11:00—12:30	Lecture: Energy Supply and Demand: A Framework for the Coming Energy Transition <i>Nathan Hagens, Graduate Student, University of Vermont</i>
12:30—1:15	Lunch (on your own)
1:15—3:00	Panel Presentation: Oil in the Middle East, Latin America, and Eurasia <i>Paul Beran, Center for Middle Eastern Studies</i> <i>Maria Regan, David Rockefeller Center for Latin American Studies</i> <i>Cris Martin, Davis Center for Russian and Eurasian Studies</i>
3:00—3:15	Break
3:15—4:15	Lesson Presentation: Simulation <i>Rachel Ott, Cambridge Rindge and Latin High School, Cambridge, MA</i>
4:15—4:30	Evaluations

My notes about today:

Day Three: Wednesday 12 August 2009

Topics

- Oil and Foreign Policy
- Regional Case Studies: Venezuela, US Foreign Policy and Russia
- Technology Tools for Teaching About Oil in the Classroom

Questions

- How does a regional focus change the way that oil and its impact is understood?
- Is there an overarching theme to US foreign policy as it relates to oil in the Middle East region?
- What are the hallmarks of a Petrostate in the model of Russia during the political career of Vladimir Putin?
- What are the social and fiscal effects of relying on a single commodity – like oil in the Latin American context – that can have volatile price swings?

8:30—9:15 **Discussion of previous night's reading**

9:15—10:45 **Lecture: Economics and Oil in Latin America**
Roberto Rigobon, Professor of Applied Economics, MIT

10:45—11:00 **Break**

11:00—12:30 **Lecture: US Foreign Policy in the Middle East Region and Oil**
Irene Gendzier, Professor of Political Science, Boston University

12:30—1:15 **Lunch (as a group)**

1:15—2:45 **Lecture: Petrostate: Putin, Power and the New Russia**
Marshall Goldman, Kathryn Wasserman Davis Professor of Russian Economics, Emeritus, Wellesley College; Senior Scholar, Davis Center, Harvard University

2:45—3:00 **Break**

3:00—4:15 **Teach-In: Technology**
• **On-line flash based game, Oilogarchy**
Nicole Rivett, Davis Center for Russian and Eurasian Studies
• **Technology Tools: movie, website, facebook**
George White, Newton Public Schools

4:15—4:30 **Evaluations**

My notes about today:

Day Four: Thursday 13 August 2009

Topics

- Oil, Geography and Moving Oil to Market in Saudi Arabia
- Oil, Scarcity and Manipulation in American History
- Google Earth and Oil
- Modifying Materials for Classroom Use

Questions

- How has the purchase of oil been distorted by market manipulation?
- Can oil be both the center of contemporary economic life, cheap and vulnerable all at the same time?
- What are the spatial realities that tell the story of analyzing the topic of oil in the classroom?

8:30—9:00	Discussion of previous night's reading
9:00—10:00	Lesson: The Teapot Dome Scandal <i>Al Flynn, Stoughton High School, Retired</i>
10:00—11:30	Lecture: Trans-Arabian Pipeline: Geographies of Oil Infrastructure <i>Rania Ghosn, Graduate School of Design, Harvard University</i>
11:30—11:45	Break
11:45—12:45	Simulation: Using Google Earth as a Classroom Tool <i>Jeff Blossom, Center for Geographic Analysis, Harvard University</i>
12:45—1:15	Lunch (as a group)
1:15—2:45	Lecture: Panic at the Pump: The Oil Shock of the 1970s <i>Meg Jacobs, Associate Professor of History, MIT</i>
2:45—3:00	Break
3:00—4:15	Teach-In: Modifying Materials for the Classroom <i>Paula Seaver, Landmark School</i>
4:15—4:30	Evaluations

My notes about today:

Day Five: Friday 14 August 2009

Topics

- Beyond Oil to New Energy Possibilities
- Global Warming and its Discontents
- US Energy Policy in Massachusetts and Washington

Questions

- Is there a connection between oil usage and changes in the environment?
- Is there an alternative to oil's central position in contemporary America?
- What are political and social impediments to introducing new energy sources in the United States?

8:30—9:15

Discussion of previous night's reading

9:15—10:45

Lecture: Global Warming, Fact or Fiction?

James McCarthy, Professor of Biological Oceanography, Harvard University

10:45—11:00

Break

11:00—12:30

Lecture: Energy Efficiency Efforts in Massachusetts

*Frank Gorke, Director, Division of Energy Efficiency
Massachusetts Department of Energy Resources*

12:30—1:15

Lunch (as a group)

1:15—2:45

Lecture: Finding the Right Energy Path: Policies and Prospects for Addressing Climate Change

John Rogers, Senior Energy Analyst, Clean Energy Program, Union of Concerned Scientists

2:45—4:00

Highlight "10 Best" resources for use in the classroom

4:00—4:30

Evaluations

My notes about today:

SPEAKER BIOS

List of Speakers by Topic of Participation

Welcome and Introductions

Paul Beran, *Director, Outreach Center, Center for Middle Eastern Studies, Harvard University*

Paul is a researcher, writer and teacher on civil society in the Middle East region and the West; Middle East politics and democratization; and, regional human rights and development. He has lived in Cairo, Jerusalem and traveled widely throughout the Middle East region and teaches *Introduction to the Conflict in Israel and the Occupied Territories* at the Harvard University Extension School.

Cris Martin, *Director, Outreach Program, Davis Center for Russian and Eurasian Studies*

Prior to her work at Harvard, Cris administered academic and volunteer exchange programs for student and scholars from Eurasia at IREX, a non-governmental organization based in Washington, DC. She has a BA degree in History from Carnegie Mellon University and a MA degree in International Education Policy from Harvard.

Maria Regan, *Manager, Outreach & Publications, David Rockefeller Center for Latin American Studies*

Maria has worked throughout Latin America with both private sector firms and non-profit organizations. She has conducted extensive communications market research and consulting projects in Colombia and Mexico and organized seminars and conferences on information technology topics across the region. Maria earned an MA in International Relations at Tufts University's Fletcher School of Law and Diplomacy, and a BA in Spanish Language and Literature/Journalism from The George Washington University.

NEED: National Energy Education Development Project (www.need.org)

In 1980, the NEED Project began as a one-day celebration of energy education. A Joint Congressional Resolution established National Energy Education Day. A Presidential Proclamation from President Jimmy Carter proclaimed the need for comprehensive energy education in our nation's schools, a reduction of our dependence on fossil fuels, and increasing use of renewable energy technologies and energy efficiency. Today, twenty-eight years later, the same message holds true. NEED and the teachers, students, partners, and sponsors who make up our network, strive to make energy education a priority in the nation's schools. NEED is represented today by Mary Spruill, Executive Director. <http://www.need.org/info.php>

Lecture: The Global Oil Market: Myth and Reality

Bruce Everett, *Adjunct Professor, Tufts and Georgetown Universities*

Bruce Everett has over three decades of experience in the energy business as a government official, oil industry executive, teacher and commentator on energy policy. Born and bred in the Boston area, he graduated from Princeton University in 1969 and earned a PhD in International Relations from The Fletcher School at Tufts University in 1980. During the oil crises of 1973-74, Bruce joined the fledgling Federal Energy Administration in Washington in the Office of International Affairs and continued with the Department of Energy when it was formed in 1977. He joined ExxonMobil Corporation in 1980, and worked across the spectrum of the energy industry, including oil, coal, natural gas, electricity. Bruce currently teaches oil market economics as Adjunct Professor of International Business at the Georgetown School of Foreign Service and Adjunct Associate Professor of International Business at the Fletcher School.

Lecture: Energy Supply and Demand: A Framework for the Coming Energy Transition

Nathan Hagens, *Graduate Student, Gund Institute for Ecological Economics, University of Vermont*

Prior to coming to the Gund Institute, Nathan Hagens developed trading algorithms for commodity systems and is former President of Sanctuary Asset Management, Managing Director of

Pension Research Institute, and Vice President at the investment firms Salomon Brothers and Lehman Brothers. He holds an undergraduate degree from the University of Wisconsin and an MBA with honors from the University of Chicago. Nate is studying the impacts that a decline in liquid fuels will have on planetary ecosystems and society. On the supply side, he is exploring net-energy comparisons of the primary alternate fuel sources to oil: coal, wind, nuclear and biomass. While many new energy schemes will produce profits from a bottoms-up perspective, an EROI (Energy Returned on Energy Invested) analysis from a top-down perspective limits the scope of energetically and ecologically sound replacements for fossil fuels.

Lesson Presentation: Simulation

Rachel Otty, *History Teacher, Cambridge Rindge and Latin High School, Cambridge*

Rachel Otty will begin her fifth year as a history teacher at Cambridge Rindge and Latin School in the fall of 2009. She teaches both United States and World History and has a particular interest in the modern Middle East region and Africa. As part of a senior elective she teaches -- Modern World History -- students examine the relationship between the West and the Middle East region and begin the unit with a study of the power of oil.

Lecture: Economics and Oil in Latin America

Roberto Rigobon, *Professor of Applied Economics, MIT, Professor of Applied Economics at the Sloan School of Management, Massachusetts Institute of Technology*

In addition to his work at the Massachusetts Institute of Technology (MIT), Roberto Rigobon is a Research Associate of the National Bureau of Economic Research and a Visiting Professor at IESA in Venezuela. His areas of research are international economics, monetary economics, and development economics and specifically the causes of balance-of-payments crises, financial crises, and the propagation of them across countries. Roberto joined MIT's Sloan School in 1997 and has won the "Teacher of the Year" and the "Excellence in Teaching" award three times each.

Lecture: US Foreign Policy in the Middle East Region and Oil

Irene Gendzier, *Professor of Political Science, Boston University*

Irene Gendzier writes on subjects of US foreign policy in the Middle East and problems of development. Her works include: *Notes From the Minefield: United States Intervention in Lebanon and the Middle East, 1945-1958* (Columbia University Press, 1998; pbk. Westview Press, 1999); *Development Against Democracy* (Tyrone Press, 1995); *Frantz Fanon: A Critical Study* Pantheon (1973; revised edition, Evergreen, 1985), among other titles. (<http://web.bu.edu/polisci/people/faculty/gendzier/gendzier.html>)

Lecture: Petrostate: Putin, Power and the New Russia

Marshall Goldman, *Kathryn Wasserman Davis Professor of Russian Economics (Emeritus), Wellesley College; Senior Scholar, Davis Center, Harvard University*

An expert on the Russian economy, politics, environmental policy, and the economics of high technology, Marshall Goldman is also well known for his study of the career of Mikhail Gorbachev. His most recent publication, *Petrostate: Putin, Power, and the New Russia*, examines Russia's reemergence onto the world stage and the role of fossil fuels in that rise. Marshall's other books on the former Soviet Union include *The USSR in Crisis: The Failure of an Economic System* and *Lost Opportunity: What Has Made Economic Reform in Russia So Difficult*. He regularly meets with business leaders, diplomats, and government officials in Russia and the United States.

On-line flash based game, Ologarchy

Nicole Rivett, Assistant, Outreach Program, Davis Center for Russian and Eurasian Studies, Harvard University.

Nicole Rivett earned her Bachelor of Arts in Slavic Languages and Literatures at the University of Michigan. She is currently working toward a Master of Liberal Arts at the Harvard University Extension School and a thesis that explores the early work of Russian Symbolist poet and dramatist Aleksandr Blok. In addition to her work at the Davis Center, Nicole has also worked as a freelance Russian-English translator for several international agencies.

Technology Tools: movie, website, facebook

George White, *History Teacher, Newton Public Schools*

George White has taught History and Literature in the Newton Public Schools since 1970. He has written or edited eight books and been an education technology consultant in Europe and America for Apple Computer since 1990. More recently, George covered both the Patrick and Obama campaigns as a photographer - see www.whizzer.smugmug.com.

Lesson: The Teapot Dome Scandal

Al Flynn, *History Teacher, Stoughton High School, Retired*

Al Flynn retired in June 2007 after teaching for nearly 30 years in Massachusetts high schools. In addition to American Studies and traditional American History, he taught Modern World History, and electives on Sociology, Law, Vietnam, Economics, Business and Accounting. Al holds an undergraduate degree in Business from Northeastern University and a Masters degree in History from Bridgewater State College. He has also served as a program reviewer for the Massachusetts Department of Education, evaluating teacher-training programs in universities and colleges in Massachusetts, and has been part of a team of teachers who assisted the Museum of African American History in Boston to develop its educational programs and redesign its interactive museum.

Lecture: Trans-Arabian Pipeline: Geographies of Oil Infrastructure

Rania Ghosn, *Graduate School of Design, Harvard University*

Rania Ghosn received her Bachelor in Architecture degree from the American University of Beirut (AUB) in 2000. With a British Council Chevening scholarship, she pursued her interests in the relations of space, capital and power and completed her MSc in "Modernity, Space and Place" at the University College London in 2003. Rania has taught basic and advanced level studio courses at AUB and at the Lebanese American University (LAU), and has been a teaching fellow at the Graduate School of Design. Her primary research is on the Pan-Arab Highway, a proposed highway linking the eastern shores of the Mediterranean to the Persian Gulf. Rania has traced the politics of infrastructural development from the concession of the Beirut-Damascus Carriage Road under the Ottoman Empire to the post Lebanese civil-war toll-highway that reasserted Beirut as the Gateway to the East. (http://www.gsd.harvard.edu/academic/agakhan/fellows_students.html)

Simulation: Using Google Earth as a Classroom Tool

Jeff Blossom, *Senior GIS Specialist Center for Geographic Analysis, Harvard University*

Jeff Blossom has worked for over 11 years in the field of GIS as a technician, analyst, developer and manager. Prior to joining the CGA, he was the GIS Photogrammetry Administrator for the City and County of Denver, Colorado. Jeff earned a MA in Geography from the University of Denver in 2002. For his Masters project he created a DEM and derived mapping products for sediment studies in a Colorado watershed severely burned by wildfire. Jeff's work experience also includes serving as a GIS Analyst for the Los Alamos National Laboratory, New Mexico, the USGS in Lakewood, Colorado, and an internship at ESRI's Denver office.

The Center for Geographic Analysis at Harvard University was founded in 2006 as a university-wide technology platform in the Institute for Quantitative Social Science, building on the foundation already created by the Harvard Geospatial Library and the Harvard Map Collection. The Center has permanent professional staff that administer Harvard-wide GIS infrastructure, collect and disseminate spatial datasets, and provide training and consultation in the use of geospatial technologies. It supports research projects and courses needing spatial analysis. (<http://www.gis.harvard.edu>)

Lecture: Panic at the Pump: The Oil Shock of the 1970s

Meg Jacobs, *Associate Professor of History, MIT*

Meg Jacobs received her Ph.D. in 1998 from the University of Virginia. Her area of expertise is 20th century American political history. Her first book, *Pocketbook Politics: Economic Citizenship in Twentieth-Century America* was published with Princeton University Press and won the Organization of American Historians' 2006 prize for the best book on modern politics. Meg is

currently working on a book on the energy crisis entitled *Panic at the Pump* and another on the Reagan Revolution. In 2008-2009, she was a fellow at Harvard University's Radcliffe Institute for Advanced Studies.

Teach-In: Modifying Materials for the Classroom

Paula Seaver, *History and Language Arts Teacher, Landmark School*

Paula Seaver has taught at the Landmark School since 1987. Landmark is an internationally recognized school for students with Language-Based Learning Disabilities located in Prides Cross, Massachusetts. At the school she teaches Study Skills, World History, and one-to-one Language Arts tutorials. In addition to teaching, Paula has been the faculty advisor to the senior class, Academic Case Manager and, currently, is Summer Study Skills Department Head. She has conducted numerous outreach workshops locally and around the country for educators and parents in detailing study skills strategies for students with LBLD. Paula earned her Bachelor's Degree in Political Science from Gordon College, a Master's Degree in Political Studies from Boston College, and Master's of Education with Special Needs Certification from Simmons College.

Lecture: Global Warming, Fact or Fiction?

James McCarthy, *Professor of Biological Oceanography, Harvard University*

James McCarthy is the Alexander Agassiz Professor of Biological Oceanography, Master of Pforzheimer House and Acting Curator of the Malacology Department in the Museum of Comparative Zoology at Harvard University. James McCarthy's research addresses factors that regulate the processes of primary production and nutrient supply in the upper ocean. Study sites range from near shore to the open ocean. His previous and current field research locations include: the North Atlantic, equatorial Pacific, and Arabian Sea. (<http://www.oeb.harvard.edu/faculty/mccarthy/mccarthy-oeb.html>)

Lecture: Energy Efficiency Efforts in Massachusetts

Frank Gorke, *Director, Division of Energy Efficiency Massachusetts Department of Energy Resources*

Frank Gorke is the Director of the Division of Energy Efficiency at the Department of Energy Resources. He is responsible for the Commonwealth's energy efficiency policies and programs, including implementing the efficiency provisions of the Green Communities Act of 2008 and managing the Department's oversight of utility efficiency programs. Prior to joining state government, Frank launched Environment Massachusetts, a non-profit environmental advocacy organization, where he worked with the Save Energy Coalition to lobby for passage of the Green Communities Act. He has also worked as the Energy Advocate for the Massachusetts Public Interest Research Group and as a community organizer working to cut air pollution from coal and oil-fired power plants in Bridgeport, New Haven, New London and other Connecticut cities.

Lecture: Finding the Right Energy Path: Policies and Prospects for Addressing Climate Change

John Rogers, *Senior Energy Analyst, Clean Energy Program, Union of Concerned Scientists*.

John Rogers manages the Northeast Clean Energy Project, which is helping implement a range of renewable energy, climate, and other clean energy policies that the Union of Concerned Scientists (UCS) has been promoting in the region. He has been working primarily on renewable electricity standards and the Regional Greenhouse Gas Initiative. John also serves on the advisory boards of several nonprofit organizations that support increased funding for U.S. renewable energy and rural energy access worldwide. (<http://www.ucsusa.org/news/experts/john-rogers.html>)

The Union of Concerned Scientists is the leading science-based nonprofit working for a healthy environment and a safer world. It combines independent scientific research and citizen action to develop innovative, practical solutions and to secure responsible changes in government policy, corporate practices, and consumer choices. (<http://www.ucsusa.org/about/>)

PARTICIPANTS

<i>Name</i>	<i>School</i>
Al Flynn	Stoughton High School, Stoughton MA
Alexandra Siemon	Dana Hall School, Wellesley MA
Ana Mejia	Odyessy High School, Boston MA
Ann Tassinari	Hamilton-Wenham Regional High School, Hamilton MA
Barbara Mee	Londonderry High School, Londonderry NH
Carol D'Amico	Provincetown Middle & High School, Provincetown MA
Cindy Weisbart	Cambridge Rindge & Latin School, Cambridge MA
Dori Kalthofer	Qualters Middle School, Mansfield MA
Elyssa Koretz	Stoughton High School, Stoughton MA
Erin Youmans	Mill Pond School, Westborough MA
George White	Newton South High School, Newton MA
Heidi Huntley	Episcopal High School, Alexandria VA
Jacquelyn Ruback	Lexington High School, Lexington MA
James Estey	Bryant University, Smithfield, RI
Jim Murphy	Weston High School, Weston MA
Joseph Bridgeforth	Stoughton High School, Stoughton MA
Joshuah Totten-Greenwood	Nashua High School South, Nashua NH
Katherine Murphy	Lexington High School, Lexington MA
Kathryn Ballard	E. W. Thurston Middle School, Westwood MA
Katie Chery	Watertown Middle School, Watertown MA
Lori Marena	Salem High School, Salem MA
Manny Morelli	Westwood High School, Westwood MA
Mark Healey	Needham High School, Needham MA
Mark Gaulrapp	Mashpee Public Schools, Mashpee MA
Matt Sebold	The Engineering School, Hyde Park, MA
Matt McGuinness	Holliston High School, Holliston MA
Matthew Gardner	Lexington High School, Lexington MA
Michael Hirsh	Needham High School, Needham MA
Michelle Connolly	Community College of Rhode Island, Warwick RI
Michiko Kurata	Weston High School, Weston MA
Mike Balulescu	Acton-Boxborough Regional School District, Acton MA
Nicole Pelletier	Boston Community Leadership Academy, Boston MA
Paula Seaver	Landmark School, Prides Crossing MA
Rachel Otty	Cambridge Rindge & Latin School, Cambridge MA
Ryan Quinn	Masconomet Regional High School, Boxford MA
Sean Turley	Newton South High School, Newton MA
Susan Colella	Framingham High School, Framingham MA
Tim McKenna	Parkway Academy of Tech & Health, West Roxbury, MA

READING GROUPS

<i>Name</i>	<i>Day 2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Al Flynn	A	F	A	D
Alexandra Siemon	C	D	F	G
Ana Mejia	D	C	F	A
Ann Tassinari	C	B	G	A
Barbara Mee	D	E	C	F
Carol D'Amico	F	D	A	B
Cindy Weisbart	B	E	G	B
Dori Kalthofer	E	C	D	B
Elyssa Koretz	A	E	B	B
Erin Youmans	B	A	E	E
George White	B	D	C	G
Heidi Huntley	E	C	E	C
Jacquelyn Ruback	C	F	D	C
James Estey	D	G	B	F
Jim Murphy	B	G	A	F
Joseph Bridgeforth	G	C	A	C
Joshuah Totten-Greenwood	C	A	D	A
Katherine Murphy	D	B	E	D
Kathryn Ballard	G	E	F	C
Katie Chery	G	A	B	C
Lori Marenda	E	A	C	D
Manny Morelli	F	G	E	G
Mark Gaulrapp	F	A	F	D
Mark Healey	E	G	C	B
Matt Sebold	C	E	A	E
Matt McGuinness	D	F	E	F
Matthew Gardner	F	B	D	E
Michael Hirsh	E	F	C	E
Michelle Connolly	A	G	G	E
Michiko Kurata	E	B	A	G
Mike Balulescu	G	D	G	D
Nicole Pelletier	G	B	C	A
Paula Seaver	A	B	F	F
Rachel Otty	A	C	G	C
Ryan Quinn	C	G	D	F
Sean Turley	B	F	B	A
Susan Colella	F	E	D	G
Tim McKenna	A	D	B	G

At the end of each day, you will receive your reading for the evening. The following morning, you will share the main ideas from the reading, as well as your response to it, with your assigned small group. Groups have been arranged so that you will work with as many of your colleagues as possible. Please let us know if you have questions or issues.

LOCATIONS

Reading discussion groups will meet in the following locations:

- Group A: S020
- Group B: S020
- Group C: S030
- Group D: S030
- Group E: Con-course near the windows
- Group F: S050
- Group G: Con-course near the stairs