

## **Fine Arts, Theater & Music**

### **1020.37v A Short Tour of the Orchestra**

Instructor: A. Scott Wood

Wednesday, 10:00 AM - 11:30 AM

3/10/2021 - 3/31/2021 Virtual on Zoom – Instructions provided before first class

No musical creations are as rich as those performed by an orchestra. Violins, violas, cellos, double basses, flutes, oboes, clarinets, bassoons, horns, trumpets, trombones, tuba, and a dizzying array of percussion and keyboard instruments work together to give audiences a coherent, dramatic, emotional performance. A modern full-scale orchestra may have 100 musicians. This course will take the orchestra apart and put it back together. In four weekly sessions, we will examine each of the four families that comprise an orchestra: strings, woodwinds, brass and percussion. We will learn the typical role for each family of instruments and how each works with the others to tell musical stories.

**A. Scott Wood** is music director of the Arlington Philharmonic and the Amadeus Orchestra and teaches at the National Cathedral School and George Washington University. He has recently conducted the Israel Symphony Rishon LeZion, the Middleburg Film Festival Orchestra and the Wolf Trap Orchestra.

## **Health & Wellness**

### **2008.37v Healthy Relationships**

Instructor: Kate McCauley

Monday, 12:00 PM - 2:00 PM

3/8/2021 - 5/3/2021 Virtual on Zoom – Instructions provided before first class

An African proverb says, "If you want to go fast, go alone. If you want to go far, go together." Did you know:

- Medical research consistently identifies two keys to longevity: deep connections and a life with purpose and meaning. Healthy relationships are fundamental to both.
- Living in healthy relationships requires a series of skills that anyone can develop.
- Healthy relationships help bring meaning to life. They are, in fact, the secret to happiness.

This course explores the key elements of healthy relationships. Participants are guaranteed to learn something new to improve connection even in the happiest relationships. Students who have taken a semester-long version of this course report that they often call on the skills they have learned.

**Kate McCauley** has been teaching for more than 30 years. Early in her career, she taught at the elementary, middle and high school levels. From 1994 to 2017, she taught psychology at Marymount University. In 2013 she also began teaching a course called Relationship Health at George Mason University.

## **History**

### **3004.37v Genealogy Without Fear: Getting Started in Family History**

Instructor: Kadri Kallikorm-Rhodes

Tuesday, 10:00 AM - 11:30 AM

4/13/2021 - 5/4/2021 Virtual on Zoom – Instructions provided before first class

This course aims to demystify genealogy, provide a basic introduction to family history research and encourage individuals to undertake their own research by equipping them with the basic background knowledge useful to begin. Topics covered will include basic research methods, family lore and artifacts, census records, vital records and other sources of genealogical information. The discussion will include

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many examples, primarily from the United States, but the methods discussed can be used in researching in other parts of the world.

The first lecture in the series will concentrate on preparing to embark on a family research project: how to formulate questions that work, take stock of what you already know, pick sources and take good notes. The second lecture will be devoted to census records. The third will focus on vital records — what forms they might take and where to find them. The fourth and final lecture will briefly touch on some of the other important sources of information about our ancestors' lives.

**Kadri Kallikorm-Rhodes** is a former Estonian diplomat with a background in both history and genealogy. A professional librarian, she currently serves as reference librarian at the DAR Library in Washington, DC. Her research interests mostly focus on the Eastern seaboard (especially New Jersey), but she has also worked on other times and places (for example, the Jewish community in Helena, Montana, of the 1860s boom era). What she loves most is helping people with their genealogical research and empowering them to discover the truth behind family lore.

### 3006.37v Soviet Union Versus Nazi Germany

Instructor: George Pick

Tuesday, 2:00 PM - 3:30 PM

3/23/2021 - 5/11/2021 Virtual on Zoom – Instructions provided before first class

Most people are well-informed about the aspects of World War II (WW II) in Western Europe and in the Pacific theaters. Interesting, and less well known, is that about 90 percent of WW II casualties on the European Continent were in the "East," namely, between Germany and the Soviet Union. This course is designed to highlight this existential struggle between Nazi Germany and the Soviet Union that had a major impact on determining the outcome of the war.

Topics for the eight sessions include:

- The prelude to war in the 1920s and 1930s, spending time on little-known wars and pacts.
- Operation Barbarossa and its planners: This was the code name for the Axis invasion of the Soviet Union that started on June 22, 1941. We will focus on the critical battles and encirclements in 1941 and 1942.
- The defensive and offensive operations of the war: The 900-day siege of Leningrad as well as the critical battles of Stalingrad and Kursk that occurred in 1941-1943.
- The Red Army offensives of 1943-1945, including the battles for Budapest and Berlin. How were the civilian populations affected on both sides? What were the losses on both sides, and what were the long-term consequences of the war in the East?

Literature from both the victorious and the vanquished will be used to illustrate the war.

**Recommended Reading:** *The Second World War*, Martin Gilbert; *Russia at War*, Alexander Werth; *Soviet Casualties and Combat Losses*, G.F. Krivosheev; *Fighting in Hell*, Peter Tsouras; *The Wehrmacht in Russia*, Bob Carruthers; *With Paulus at Stalingrad*, W. Adam and O. Rühle.

**Independent Reading:** *Stalingrad to Berlin: The German Defeat in the East*, Earl F. Zamke; *Leningrad 1941: The Blockade*, Dmitri V. Pavlov; *Deadlock Before Moscow*, Franz Kurowski; *Soldaten*, Sönke Neitzel and Harold Welzer; *The Men of Barbarossa*, Samuel W. Mitcham, Jr.

**George Pick** is a retired professor and aerospace engineer who worked for the U.S. Navy for 30 years. He is an associate fellow of the American Institute of Aeronautics and Astronautics, a member of the Planetary Society, and a docent at the U.S. Holocaust Memorial Museum. He is the author of numerous publications about science and the Holocaust.

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### **3018.37v Pompeii, Vesuvius and All That**

Instructor: Tom Wukitsch

Monday, 12:00 PM - 2:00 PM

3/8/2021 - 5/10/2021 Virtual on Zoom – Instructions provided before first class

There had been massive volcanic eruptions centuries before the eruption of Mt. Vesuvius in 79 AD. The entire Bay of Naples is but one-fourth of a huge caldera, and Vesuvius is only a small vent on its eastern edge. But local residents and wine connoisseurs in the towns clustered around the base of the mountain were not aware of the significance of early warning rumblings. Many in Pompeii had forgotten the local mythology that warned of a restless, struggling giant trapped under Vesuvius. They had mostly turned to worship of the Egyptian goddess Isis, who apparently knew nothing of volcanoes.

This class will look at the history and geology of the area around the Neapolitan caldera, the eruption itself and the aftermath including ruins and recovered artifacts. We will read an eyewitness account of the eruption written later by Pliny the Younger, who had declined an invitation to accompany his uncle, Pliny the Elder, on his fatal rescue mission into the danger area. The former still had to flee the final pyroclastic flow that roared almost 20 miles across the Bay of Naples. He abandoned his home at the Roman naval base at Misenum with his mother, their heads wrapped in pillows for shelter from falling clasts. Finally, we will assess modern volcanic dangers. Vesuvius is still considered the world's second most dangerous volcano.

No class 3/29/2021.

**Recommended Website:** <http://www.mmdtkw.org/ALRItkwPages.html>

**Tom Wukitsch's** interest in the ancient world was whetted by his grandparents' bookcase of *National Geographic* back issues. Early on he learned about Latin, Greek, ancient Semitic languages, Egyptian hieroglyphs, math, history, archeology, archeometry and computers. After retiring in 1998, he studied and taught in Rome and, since 2003, at Encore Learning.

### **3022.37v Walks with Charley - Pandemic Version**

Instructor: Marty Suydam

Thursday, 10:00 AM - 11:30 AM

4/8/2021 - 5/6/2021 Virtual on Zoom – Instructions provided before first class

This five-session course is based on the instructor's book *Walks with Charley: Sniffing Arlington Ridge History & Mystery*, 2d edition. Rain or shine, we will enjoy five walking tours (mostly flat) covering the Arlington Ridge history and mystery. Most will start at the Hume School, home of the Arlington Historical Museum.

**Walk 1:** Arlington Ridge, Northwest, two miles (general orientation of area, Hume School, Little Tea House, Fort Albany, Prospect Hill Manor, JEB Stuart Homes, Pentagon Ridge Condos, Sears Bungalows)

**Walk 2:** Arlington Ridge, Southeast, two miles (street naming/renaming, Tudors of Arlington, Summer Rentals Offices, "Ty Bryn" and Haley Park, Garfield Estates, Fort Scott, Luna Park)

**Walk 3:** Arlington Ridge, Southwest, two miles (Arlington Ridge Road, Oakridge Elementary School, Gunston Middle School, Shirley Homes, Green Valley Manor, ARNA Valley, Dolley Madison JHS, Fraser Street [23rd St] and view of Fraser cemetery)

**Walk 4:** Arlington Ridge, Northeast, two miles (Addison House, Crystal City, Brick Yards, Sunnyside Farm, Jubal Early Homes)

**Walk 5:** Army Navy Country Club, two miles (Fraser Cemetery, Civil War Fort Richardson and Convalescent Hospital)

Handout cards are provided for each walk tracing walk path and providing space for taking notes.

**Recommended Reading:** *Walks With Charley*, 2d edition, Martin Suydam.

**Marty Suydam** is a retired Army officer, government and corporate executive and professor. He has published articles in *The Arlington Historical Magazine* and has written two memoir books, *Walks with Charley: Sniffing Arlington Ridge History and Mystery* and *Let's Go Camping*.

### **3028.37v History from the Axial Age to Christianity**

Instructor: Dwight Rodgers

Monday, 12:00 PM - 1:30 PM

3/1/2021 - 4/12/2021 Virtual on Zoom – Instructions provided before first class

This secular history course will describe the development of major religious traditions during what is called the Axial Age, which spans the period roughly from 800 to 300 BCE/BC, and will follow developments in Judaism and Christianity until about the year 200 CE/AD. The term "Axial Age" originated with the philosopher Karl Jaspers, who pointed out that major religious and philosophical concepts originated in India, China, Persia, and the Greco-Roman Mediterranean basin during this period. Examples are the formation of leading aspects of Hindu and Hebrew traditions, Buddhism, Jainism, Zoroastrianism, Confucianism, Taoism, and the schools of Greek and Roman philosophy and religious practice. Toward the end of the course we will look at the developments in Palestine leading to the emergence of nascent Christianity. In six weeks this course will cover:

- What was the Axial Age?
- Wisdom Literature
- South Asian Insights (Hindu and Buddhist)
- Athens and Jerusalem
- The Eastern Mediterranean Crucible (200 BCE/BC to 100 CE/AD)
- First and Second Century Christianity CE/AD and its emergence from Judaism.

The class will use Karen Armstrong's book *The Great Transformation* as a basis for class discussion. This course will provide an opportunity to ask questions of the traditions that originated or were transformed during the early to mid-first millennium BCE/BC.

No class 3/29/2021.

**Recommended Reading:** *The Great Transformation: The Beginning of Our Religious Traditions*, Karen Armstrong.

**Dwight Rodgers** has taught both history and mindfulness courses for Encore Learning. He majored in history at Amherst College and received his MAT in Teaching History from UMass Amherst. Sidetracked from teaching by a long federal career, Dwight continued to study and travel to deepen his historical understanding. He has combined an interest in history with secular religious studies. He has always been curious about how the religious aspect of cultures has developed and changed.

### **3029.37v The Scots: Their Language and Literature**

Instructor: John Barclay Burns

Wednesday, 10:00 AM - 11:30 AM

3/3/2021 - 4/14/2021 Virtual on Zoom – Instructions provided before first class

This course will provide an overview, with in-depth moments, of the languages of Scotland and what constitutes a "Scottish" language. We will begin with what is known about the languages of prehistoric Scotland and conclude with language as a national factor in the 21st century.

Scottish literature will begin with the early medieval period and trace the chronological development of Scottish literature with the focus on a couple of medieval poets; compositions of kings; and the "great" literature of the 18th century including Robert Burns, John Galt, Sir Walter Scott, the latter the inventor of

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Scotland as a tourist destination. We will study J. M. Barrie and the Kailyard school, not a favorite of scholars of Scottish literature but one dear to the heart of the instructor. The 20th century will close with glances at nationalist poetry and some of the edgier novels like *Trainspotting*, which has nothing to do with locomotives. There will be a short unit on Gaelic literature in translation and, of course, Scots dialects will be tempered to the understanding of the class.

**Independent Reading:** *Scotland's Books: The Penguin History of Scottish Literature*, Robert Crawford; *The Scottish Invention of English Literature*, Robert Crawford.

**John Barclay Burns** is associate professor emeritus of Religious Studies at George Mason University. Born and raised in Scotland, and educated at the Universities of St. Andrews and Glasgow, he was a Presbyterian minister in Scotland, Toronto, Ontario and Fairfax, VA. He went on to teach for 24 years at George Mason University, where he continues to teach part-time.

### **3030.37v Historic Places: A Changing Preservation Movement**

Instructor: Robert Nieweg

Wednesday, 2:00 PM - 3:30 PM

3/24/2021 - 4/14/2021 Virtual on Zoom – Instructions provided before first class

This course will engage students in the journey of preserving significant historic places and interpreting the essential American stories embedded within each unique and irreplaceable site. Each week will highlight important historic places with most of them within easy reach of Northern Virginia through the use of virtual tours.

The preservation movement is changing to meet emerging challenges. Guest speakers will give insight into current issues impacting the historic preservation movement. Class participants will be invited to engage in discussions on hot topics such as climate change, racial justice and memorialization and how these topics impact how landmarks are protected and their stories told.

**Rob Nieweg** is vice president for Preservation Services & Outreach at the National Trust for Historic Preservation. He has advocated to save historic places for 30 years including in his early career, leading a grassroots nonprofit on the Upper West Side of Manhattan. Today, Rob's department of 18 focuses on strengthening and diversifying the public-interest preservation movement. Recent advocacy campaigns have focused on the National Mall Tidal Basin, Washington Union Station, Richmond's Shockoe Bottom and the James River at Jamestown.

### **3031.37v Civil War Close-up: 1862 Maryland Campaign/Antietam**

Instructor: Robert Stone

Thursday, 12:00 PM - 2:00 PM

3/4/2021 - 4/15/2021 Virtual on Zoom – Instructions provided before first class

The Maryland Campaign of 1862 is partly a personality study of both the Union and Confederate high commands: George Brinton McClellan and Robert Edward Lee. To follow this interesting story, the course will begin in the spring and summer of 1861, when George McClellan takes command of the Union armies. We will introduce the other half of this story, after Robert E. Lee, in the summer of 1862, takes command of the Army of Northern Virginia. We will then track these two men through the Seven Days Battles around Richmond in June and July 1862 and later at the Second Battle of Manassas in August 1862.

After Manassas, Lee took his army into Maryland, to push the war into northern territory. McClellan's Army of the Potomac followed Lee's army to Frederick, Maryland, where Lee's "lost orders" are discovered by Union personnel. McClellan then went on the offensive at South Mountain to break through the mountain gaps and trap Lee. Lee sent his subordinate, "Stonewall" Jackson, to Harper's Ferry, where he captured

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the Union garrison (the second largest surrender of United States forces in our history, Corregidor in WWII being first). Eventually, the two forces faced off along a meandering creek called Antietam outside Sharpsburg, Maryland. The Battle of Antietam on September 17, 1862, became the bloodiest single day in American military history with 23,000 male casualties on Maryland farms. The very heavy casualties also brought to light the deeds of Clara Barton and the fight by women to become nurses.

If the pandemic conditions allow for group trips, a voluntary field trip to the Maryland locations will be offered by the instructor on the Thursday after the last formal class. Any costs for the tour will be shared equally by all participants.

**Robert Stone** is a graduate of West Virginia University with a BS in education. He worked for the Arlington County government for 36 years in a variety of administrative positions. He has studied the American Civil War for most of his life and has shared his knowledge with numerous Civil War Round Tables and other interested groups. He is also a battlefield tour guide for most of the eastern battlefields.

### **Law, Politics & Public Affairs**

#### **4004.37v Global Hot Spots**

Instructor: Multi-Instructor

Thursday, 2:00 PM - 3:30 PM

4/8/2021 - 5/13/2021 Virtual on Zoom – Instructions provided before first class

The United States is confronted by an increasingly complex and perilous world. We face a globe marked by dangerous geographical hot spots and faced with critical policy issues, some flaring openly into violence, others simmering near the edges of our attention. This course taps the experience and perspectives of diplomats to offer insights into what is at stake.

#### **1. Ukraine on the Front Line: A Conversation** (William Taylor 4/8):

In this class we will address issues relating to Ukraine and Russia, which is at war with Ukraine and the West. Russia's armed aggression has led to the deaths of 14,000 Ukrainians since the start of the war in 2014. The instructor will discuss the current situation and the support that the U.S. and its allies should provide to Ukraine for its defense.

#### **2. A State Department Model on Recruitment and Retention** (Stacy Williams 4/15):

This class will examine the role of the Diversity Council of the State Department's Bureau of Western Hemisphere Affairs (WHA) in advancing the recruitment, retention and professional development of its domestic and overseas missions. We will also discuss how WHA's efforts are gaining the attention of other bureaus throughout the department with an eye on replicating its innovative and critically important programming.

#### **3. The New Security Environment in the Persian Gulf** (Edward Gnehm 4/22):

The instructor will review the players, states, diplomatic controversies, and militaries that combine to determine the overall safety and security of the Persian Gulf. You can count on an up-to-the-minute discussion of all the key hot spots in the region.

**4. COVID-19 Impact on Nigeria** (George Moose 4/29): This class will offer observations on how the COVID-19 crisis has impacted preexisting governance challenges in Nigeria, Africa's most populous country. In particular, we will examine the pandemic's impacts on the ongoing conflicts in northern and eastern Nigeria and the Nigerian government's capacity to respond to the needs and demands of its 180 million citizens.

**5. Belarus** (John Boris 5/6): Frequently described as "Europe's last dictator," Alexander Lukashenko became president of Belarus in 1994, and his hold on power long seemed unshakable. The crackdown that

followed the fraudulent August 2020 election outraged and galvanized Belarusians. Mass protests of unprecedented scale drew hundreds of thousands into the streets for weeks, redrawing the political landscape. Flanked by the European Union and NATO to the west and Russia to the east, Belarus faces a delicate path forward.

**6. Hong Kong: A Strategic Partner or a Trojan Horse?** (Christopher Jackson 5/13): This class will look at Hong Kong from various perspectives:

- An economy offering strong legal protection and a business-friendly environment for foreign investors.
- Transition from British colony to a Special Administrative Region of China.
- Economic success in the 2000s versus growing economic and age divisions.
- The “Umbrella Revolution” and the “National Security Law.”
- A stable business environment but new worries about previously reliable legal protections.
- Relationships with Beijing and others.

**Recommended Reading:** “Institutional Evolution, WHA Diversity Council works to change Bureau culture,” *State Magazine*, September 2020.

**Recommended Website:** <https://statemag.state.gov/2020/09/0920feat05>

**William Taylor** is currently vice president, strategic stability and security at the U.S. Institute of Peace. He served as chargé d'affaires at the U.S. embassy in Kyiv. During the Arab Spring, he oversaw U.S. assistance and support to Egypt, Tunisia, Libya and Syria. He served as the U.S. ambassador to Ukraine from 2006 to 2009.

**Stacy Williams** is deputy director, Office of Haitian Affairs in the Bureau of Western Hemisphere Affairs. He is chair of the bureau's Diversity Council and was named the recipient of the State Department's 2020 Equal Employment Opportunity Award.

**Edward Gnehm** is Kuwait professor of Gulf and Arabian Peninsula Affairs at The George Washington University's Elliott School of International Affairs. He is also director of the Middle East Policy Forum. During his 36-year career in the State Department, he was a senior foreign service officer, held the rank of career minister and served as ambassador to Jordan, Australia and Kuwait.

**George Moose**, vice chairman of the U.S. Institute of Peace, retired from the Foreign Service where he attained the rank of career ambassador, having served in Asia, Africa, the Caribbean and Europe. His service included U.S. ambassador to the Republic of Benin (1983-1986) and the Republic of Senegal (1988-1991). From 1991 to 1992, he was U.S. alternate representative to the UN Security Council. In 1993, he was appointed assistant secretary of state for African Affairs, a position he occupied until August 1997.

**John Boris** was a foreign service officer for 28 years and worked at the State Department for an additional seven years. His career largely focused on central and eastern Europe, with overseas tours in Poland, Belarus and the Czech Republic. He served as deputy chief of mission and chargé d'affaires at the U.S. Embassy in Minsk from 1995 to 1998.

**Christopher Jackson** was in the Hong Kong public service from 1976 to 2011. In the 1980s he was a trade negotiator and became deputy director general of trade for Hong Kong (1991-1993). He headed the Hong Kong representative office in Washington, DC through the transition in sovereignty to China. After other tours, he returned to the United Kingdom in 2011 and served as the vice chairman of the Hong Kong/UK Business Forum. He consults on Hong Kong trade issues.

### **4018.37v European Union: Origins and its Role Today**

Instructor: Carl Lankowski

Tuesday, 2:00 PM - 3:30 PM

3/2/2021 - 3/23/2021 Virtual on Zoom – Instructions provided before first class

This four-session course is a snapshot of the European Union (EU). Formed in 1958 as the European Economic Community (EEC), the organization known today as the European Union began as an economic partnership among six European nations: Belgium, Germany, France, Italy, Luxembourg and the Netherlands. The organization's membership and mission grew over the next half century, and it assumed its new moniker in 1993. Currently the EU has 27 member states.

Great Britain's controversial and protracted exit from the community has sharpened international attention on the EU's international role. This course will address the origins, history and the institutional matrix of the EU and its significance for international relations. We will also examine EU policy development in the key areas of economic performance, the environment and immigration.

**Recommended Website:** [www.FT.com](http://www.FT.com) ; [https://europa.eu/european-union/index\\_en](https://europa.eu/european-union/index_en)

**Carl Lankowski** retired in March 2020 from the State Department after serving 20 years as director of European area studies. He worked previously at the American Institute for Contemporary German Studies, where he was the research director. Prior to that, he taught at the State University of New York-Albany, American University and in visiting positions in Aarhus (Denmark), Brussels, and Konstanz (Germany). Having also served on the board of the European Union Studies Association, he was president of the Aachen Committee of the Arlington Sister City Association and is president of Historic Chevy Chase, DC.

### **4019.37v The Nonprofit Sector and Community Needs**

Instructor: Multi-Instructor

Tuesday, 12:00 PM - 1:30 PM

3/2/2021 - 4/6/2021 Virtual on Zoom – Instructions provided before first class

Last year nonprofits made up 5.5 percent of our nation's GDP and 7 percent of its workforce. Their impact is baked into the fabric of American communities. This course will look at local nonprofit organizations and their impact on the community.

**1. Overview of the Nonprofit Sector** (Alan Abramson 3/2): The kick-off session will examine the history, mission, structure and economics of American nonprofit organizations. We will look briefly at the growth of civil societies around the globe and then conclude, closer to home, with thoughts on the contributions of the local nonprofit sector.

**2. The Nonprofit Role in the Safety Net** (Anne Vor der Bruegge 3/9): The second session covers how Arlington nonprofits collaborate to supplement local government programs to meet essential human service needs. It will highlight their accessibility, flexibility in responding to emerging trends, and deep collective knowledge of our community's needs.

**3. Philanthropy and Community Change** (Tricia Rodgers and Sonia Quiñónez 3/16): In the third session program officers from the Northern Virginia Health Foundation and the Meyer Foundation will discuss how data on racial inequities and place-based disparities in this region have guided their organizations' evolving approaches to addressing community issues, needs and priorities.

**4. Climate Change: Think Globally & Act Locally** (Jay Fiset 3/23): The fourth session will frame the global imperative of climate change, describe the multi-dimensional aspects of the issue from a local and regional perspective, and explore opportunities to become part of the solution in your community and your life. The work of a number of local and regional nonprofit organizations will be featured.



**5. Arts and Culture--The Soul of a Community** (David Briggs 3/30): The fifth session will explore the many ways that arts and culture touch our everyday lives and enhance the life and vitality of a community. We will see how arts and culture can stimulate critical thinking, encourage development of empathy and social tolerance skills, open doors of communication, help heal the mind and body, enhance productivity, serve as a valued player in economic and community development, and generally fuel enrichment of the quality of life and reputation of a community.

**6. Nonprofit Engagement: Sharing Time and Talent** (Christy Cole 4/6): The last session will examine how to create a mission statement and a plan for volunteer service and philanthropy. We will explore the elements of a successful volunteer experience and how to find an opportunity aligned with your interests and talents. We will discuss how to create strategies for current and future giving and learn how to evaluate your impact. Participants will learn how to share time, talent and treasure to make a difference.

**Recommended Reading:** *Arlington's Safety-Net Nonprofits: Advancing the Common Good*, <https://www.doorwaysva.org/wp-content/uploads/2016/02/Arlingtons-Safety-Net-Nonprofits>

**Recommended Website:** <https://insideclimatenews.org/>

**Alan Abramson** is director of the Center for Nonprofit Management, Philanthropy and Policy at George Mason University. He previously was director of the Aspen Institute's nonprofit and philanthropy program. In that role he was a key national leader building the field of nonprofit research. He has authored numerous articles and books on the topic. He was named among the top 50 most influential leaders in the U.S. nonprofit sector.

**Anne Vor der Bruegge** is director of grants and initiatives at the Arlington Community Foundation. In this role she convenes Safety Net Arlington, human service nonprofit leaders working to strengthen Arlington's public/private safety net. She also manages the foundation's Bridges Out of Poverty and Shared Prosperity initiatives, aimed at improving economic mobility and opportunities for Arlington's low-income residents.

**Tricia Rodgers** is the program officer for the Northern Virginia Health Foundation, whose mission is to improve the health and healthcare of Northern Virginians. She has been involved in local philanthropy in Northern Virginia for nearly 30 years. She has led various community initiatives in both Alexandria and Arlington, and has served on the boards of several health, human services and arts organizations.

**Sonia Quiñónez** is the VA Director of Partnerships and Strategy at the Meyer Foundation, based in D.C. and dedicated to supporting solutions toward racial and economic equity in the Washington metropolitan region. Prior to joining the foundation, she spent 30 years working in community-based nonprofit organizations that seek social justice, build youth resiliency, and cultivate partnerships across sectors to advocate for change.

**Jay Fisette** is managing principal of DMV Strategic Advisors and a former Arlington County Board chair and member. He previously chaired the Virginia Municipal League and in that capacity created the Go Green Initiative to promote sustainability and reduce carbon emissions. He is a member of the Encore Learning Community Advisory Council.

**David Briggs** is a former chairman of the Arlington Commission for the Arts, and a former commissioner of the Virginia Commission for the Arts. He is a board member of Embracing Arts Arlington, a nonprofit arts advocacy and support organization. He has been actively engaged in Arlington's cultural life, having served on the governing or advisory boards of numerous arts organizations. He is a trustee emeritus and former treasurer of the Arlington Community Foundation.

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**Christy Cole** is the philanthropic planning advisor for the Arlington Community Foundation. She has more than 20 years of experience in gift planning and nonprofit fundraising and leadership. She started her career in banking, managing a portfolio of charitable remainder trusts, gift annuity programs, and endowment funds for nonprofit clients. She is active in nonprofit leadership and serves as the emeritus board chair for Doorways for Women and Families and as board chair for Aspire! After School Learning.

### **4020.37v Social Justice Perspectives**

Instructor: Brendan Murphy

Monday, 2:00 PM - 3:30 PM

3/1/2021 - 4/5/2021 Virtual on Zoom – Instructions provided before first class

On December 1, 1955, Rosa Parks refused to give up her seat to a white passenger on a Montgomery, Ala., bus. In 1978, Lois Gibbs was raising her family in the upstate New York community of Love Canal when she discovered that buried toxic chemicals threatened the health of her entire community. In 2018, students attending Marjory Stoneman Douglas High School in Parkland, Fla., experienced the deadliest high school shooting in U.S. history. These seminal events all gave rise to impactful movements to drive change.

This course will examine social justice issues from the perspectives of individuals and groups. We will look at their stories, experiences, activism and challenges. We will examine how activists tell their stories, and how those stories frame the narrative of a movement.

The first of our six class sessions will cover an introduction to social justice movements and the use of personal narratives. Sessions two through five will cover the makings of a movement, environmentalism and climate change, racial equality, affordable housing, access to justice, access to education, LBGTQ+ equality, affordable healthcare, hunger and food insecurity, and economic inequality. During session six, students will be invited to present social justice stories based on their interests and the class will discuss ways to engage with social justice issues in their own lives.

**Brendan J. Murphy** is an attorney and educator. As a solo practitioner and mediator, he uses non-adversarial means to facilitate party-directed, interest-based, mutually satisfying solutions to resolve conflict. As an educator, he has worked with students from elementary school to college age. He is on the board of directors of the Connecticut Mediation Association and is a member of the Sustainable CT Windham town committee. He holds a BA from the University of Connecticut and a JD from Western New England University.

### **Literature & Writing**

#### **5012.37v American English**

Instructor: Leslie Tierstein

Tuesday, 10:00 AM - 11:30 AM

3/16/2021 - 4/6/2021 Virtual on Zoom – Instructions provided before first class

The course looks at the current state of American English, both in terms of its historical development and of social issues regarding the spread, teaching and standardization of the language.

We will start with an overview of linguistics, the study of language. The review will focus on case studies from English and dialects of English heard and spoken in the United States. This analysis will be the basis for the terminology and methodology needed to discuss English grammar, syntax and vocabulary, both written and spoken, and how advances in linguistics disciplines have come to affect our everyday life. Factors that influence how a language develops and changes will be considered, ranging from historical events (resulting from conquest or colonization) to modern times. How does immigration affect the grammar, sounds and vocabulary of American English? What about different versions of the same

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language: American versus British English; Parisian French versus Quebecois (or Cajun or Haitian Creole); Iberian Spanish versus American Spanish? We will examine interpretation and translation, literary and commercial.

We will conclude by considering how the Internet and modern conveniences have influenced English and other languages. Is there more or less "borrowing" between languages? Is there such a thing as "global English," a lingua franca for technical (and not so technical) communication? Many foreign universities now offer graduate courses (and tests) in English! When you are abroad and someone says they "speak English," what should you expect? And what are the prospects for language recognition and speech synthesis?

**Leslie Tierstein** has worked in computer technology for several multinational companies. Her duties have included: technical translation; delivering computer-based training to audiences in Europe, Australia, Asia and North America; and developing computer-programming languages. She served as the technical editor of several books on computer programming and methodologies. She has a BA degree in comparative literature from Brown University and MA degrees in French and Linguistics from the University of Pennsylvania.

### 5013.37v Anton Chekhov's Short Stories

Instructor: Natalia Lord

Friday, 10:00 AM - 11:30 AM

3/5/2021 - 3/26/2021 Virtual on Zoom – Instructions provided before first class

When discussing the challenge of being a writer, Chekhov said, "Don't tell me the moon is shining; show me the glint of light on broken glass." Chekhov was a prolific writer but also an accomplished medical doctor who headed his region's effort to combat the cholera epidemic of 1892. His more than 200 short stories introduce us to a panoply of characters who reflect disparate aspects of 19th century Russian life yet are essentially universal and could be met anywhere in any time period. In this four-week course, we will read and discuss 10 of Anton Chekhov's short stories:

1. "The Choristers," and "Passion Week"
2. "The Man in a Case," "Anna on the Neck" and "Neighbors"
3. "The First Class Passenger," "The Bishop" and "The Death of a Government Clerk"
4. "Easter Eve" and "The Student"

**Recommended Reading:** *Complete Works of Anton Chekhov*, Delphi Classics. The stories are listed in both chronological and alphabetical order. The Audible version comes in two parts.

**Natalia Kamendrowsky Lord** has a master's degree in Russian literature from Fordham University and has taught at Fordham, Howard University and the Foreign Service Institute for more than 40 years.

### 5015.37v British Poets of the 19th Century: Tradition and Experiment

Instructor: John Pfordresher

Tuesday, 12:00 PM - 1:30 PM

3/9/2021 - 5/11/2021 Virtual on Zoom – Instructions provided before first class

This course will explore the widely various ways that five writers took up traditional genres and renewed them through creative innovation. Over 10 weeks, our readings and discussions will include:

- **Wordsworth:** "The Ruined Cottage," "The Discharged Soldier," "Lucy Poems."
- **Wordsworth:** "Lines Written a Few Miles Above Tintern Abbey," "Michael," "Resolution and Independence."

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- **Keats:** "The Eve of St Agnes," "La Belle Dame sans Merci: A Ballad," "On First Looking into Chapman's Homer," "On Seeing the Elgin Marbles."
- **Keats:** Odes: "To Psyche," "On a Grecian Urn," "To a Nightingale," "On Melancholy," "To Autumn."
- **Tennyson:** "Mariana," "The Kraken," "The Lady of Shalott," "The Hesperides," "The Lotos-Eaters."
- **Tennyson:** "Ulysses," "Tithonus," "The Epic," "Morte d'Arthur."
- **Browning:** "Porphyria's Lover," "My Last Duchess," "Soliloquy of the Spanish Cloister," "The Bishop Orders His Tomb at Saint Praxed's Church."
- **Browning:** "Up at a Villa – Down in the City," "Fra Lippo Lippi," "A Toccata of Galuppi's," "Childe Roland to the Dark Tower Came," "The Statue and the Bust."
- **Hopkins:** "God's Grandeur," "The Starlight Night," "As Kingfishers Catch Fire," "Spring," "The Sea and the Skylark," "The Windhover: to Christ our Lord," "Pied Beauty," "The Caged Skylark."
- **Hopkins:** "To Seem the Stranger," "I Wake and Feel," "No Worst," "Carrion Comfort," "My Own Heart," "Justus quidem tu es, Domine."

**Recommended Reading:** Readings for this course will be posted to class media.

**John Pfordresher** retired in May 2020 as professor of English at Georgetown University. He now looks forward to sharing his expertise with Encore Learning members. He specializes in 19th century literature, the relationship of painting to literature in the 19th century, Anglophone writers in Italy and Catholic studies. Among his many publications are "*A Variorum Edition of Tennyson's 'Idylls of the King'*" and essays on Browning, Tennyson, Dickens, D. G Rossetti and pre-Raphaelite art.

### **5016.37v Written in Arlington: Arlington Poets and Poems**

Instructor: Katherine Young

Friday, 12:00 PM - 1:30 PM

4/9/2021 - 4/30/2021 Virtual on Zoom – Instructions provided before first class

The poetry anthology *Written in Arlington*, published in 2020, forms the basis for this four-week course. Each session will include discussions of poems from the collection with a different theme each week:

1. Arlington Neighborhoods
2. Arlington History
3. The Immigrant Experience
4. Arlington Seasons and Scenes

Anthology editor and Arlington Poet Laureate Emerita Katherine Young will be joined each week by several local poets to read and discuss their Arlington poems. Each session will end with an optional writing opportunity for those who would like to write their own poem about the community we call home. No previous writing experience is necessary.

**Recommended Reading:** *Written in Arlington*, Katherine Young, editor.  
[gargoylemagazine.com/paycock.php](http://gargoylemagazine.com/paycock.php).

**Katherine Young**, who will serve as moderator, is an award-winning poet and translator of material from Russian. She is editor of *Written in Arlington*, an anthology of Arlington, Virginia, poets and poems. She served as the inaugural Poet Laureate of Arlington from 2016 to 2018. She has read her poetry at the Library of Congress and in U.S. venues from Massachusetts to Mississippi. She has read internationally at the Oxford (U.K.) Literary Festival, at English and Scottish venues from Cheltenham to Edinburgh and in Moscow and Novosibirsk, Russia.

### **Science & Technology**

#### **6002.37v Cybersecurity and Other Mysteries of the Online World**

Instructor: Tom Manteuffel

Friday, 10:00 AM - 11:30 AM

4/9/2021 - 5/7/2021 Virtual on Zoom – Instructions provided before first class

Anyone who spends time online these days — in other words, everyone — is familiar with the horror stories: major government agencies, retail networks, financial services, social networks. The number of victims is reaching staggering levels. How, exactly, does one hack? Is there any way to protect ourselves? Or at least detect when one is being hacked? This course is the product of a career spent defending corporate and government computer networks from all levels of threats. After an overview of the evolution of cybersecurity, the course covers the methods of both attack and defense (the 'red team' and the 'blue team'). We will also examine the history of cyberespionage. However, there will be a clear emphasis on practical tools freely available and usable at home. The course will also highlight:

- The evolution of cybersecurity in parallel with computer networks and the Internet;
- The creation and use of cyberweapons by the United States and its adversaries;
- Why Stuxnet may have been the most important international event in Obama's presidency;
- Cyberattacks on recent U.S. elections; and
- Cybercurrencies, public key cryptography and block chain.

While there is no guarantee this course will prevent you from becoming a victim, you will come away with a clear understanding of modern malware methods and gain insight into some of the many tools and techniques that are freely available to help.

**Tom Manteuffel** retired from Booz Allen after 30 years in information technology, including 15 in cybersecurity as a consultant to international banks, businesses, the federal government and, most recently, to the intelligence community. He holds a master's degree in philosophy from the University of Chicago and studied computer science at the University of North Carolina at Chapel Hill.

#### **6004.37v Technology Safety for Self and Society**

Instructor: David Bain

Wednesday, 12:00 PM - 1:30 PM

3/17/2021 - 4/21/2021 Virtual on Zoom – Instructions provided before first class

The explosion of hand-held technology over the last decade and a half has changed our lives. Today, we cannot imagine life without a "phone" that also serves as a universal library, a medium for instant text messages with friends around the world, a high-definition still and video camera, a music player, a health monitor and so much more. But with this and other wonders of technology come risks and hazards. We will examine current and emerging risks for various technologies, distilling the best practices for risk mitigation from around the globe. We will start with the ubiquitous smartphones and computers, then discuss emerging but far-reaching technologies, such as artificial intelligence, autonomous vehicles, quantum computing, CRISPR and any other technologies the class would like to explore.

**Independent Reading:** *Disconnect: The Truth About Cell Phone Radiation*, Devra Davis.

**David Bain** is a serial technology entrepreneur (telecom and IT). He is the founder of the nonprofit Technology Safety Council, promoting the use of new technology in a manner that minimizes hazards and risks to individuals and society. Before getting involved in technology, he studied Russian and politics at Duke and Wake Forest universities.

## 6005.37v Spring in Arlington Parks

Instructor: Multi-Instructor

Friday, 10:00 AM - 11:30 AM

3/19/2021 - 4/9/2021 Virtual on Zoom – Instructions provided before first class

This course shares the seasonal view of Arlington, its flora and fauna. Take a look at how our area changes with the seasons.

- 1. A Spring Look at Arlington's Parks** (Cliff Fairweather 3/19): Participants will be introduced to the local biodiversity found in the spring in Arlington Parks. We will discuss the educational, environmental and health benefits that natural areas provide the community. We will also consider some of the challenges to managing natural resources in an urban area.
- 2. Issues Facing the Arlington Watershed** (Aileen Windquist 3/26): Learn about the challenges facing Arlington County's streams and water quality, and how the county is addressing these challenges. Learn how residents can get involved to protect water quality.
- 3. Spring Finds in Arlington Parks and Streams** (Marty Suydam 4/2): Arlington's 33 miles of perennial streams are an important part of the beginnings and development of the county. As in most modern urban areas, streams and creeks appear very different than in the past. The old natural water conduits have been relocated, piped underground, siphoned off for irrigation or disappeared. This session will provide a spring overview and focus on Four Mile Run.
- 4. Invasive Species: What To Do in the Spring** (Jennifer Soles 4/9): This session will discuss the problem of invasive, non-native plants in Arlington parks. The discussion will cover which invasive species are here, how they got into our parks and what can be done in the spring to stop the spread of these pests and manage those that have already become established in the parks.

**Recommended Websites:** Arlington Natural Resources Management

Plan: <http://projects.arlingtonva.us/natural-resources-management-plan/>

<https://environment.arlingtonva.us/streams/stream-monitoring/>

**Cliff Fairweather** is a natural resources specialist for the Arlington County Department of Parks and Recreation, where he manages the Long Branch Nature Center. He has been a professional naturalist since 1996 and holds a master of natural resources degree from Virginia Tech.

**Aileen Winquist** has 20 years of experience in environmental outreach and communication. She has a master's degree in environmental science from the University of Virginia. She manages outreach for Arlington County's stormwater programs, including public engagement for stream restoration and storm sewer projects. In addition, she manages the StormwaterWise Landscapes incentive program and coordinates educational programs on rain barrels and rain gardens.

**Marty Suydam** is a retired Army officer, government and corporate executive and professor. A long-time resident of Arlington, he published *Walks with Charley: Sniffing Arlington Ridge History and Mystery* in 2017.

**Jennifer Soles** is a natural resources specialist for the Arlington County Department of Parks and Recreation, where she coordinates the Invasive Plants Program. She has been with the county for over a decade and was formerly a naturalist leading environmental education programs and invasive removal events at Arlington's nature centers. She has a degree in environmental science from the University of Virginia.

### **6013.37v The Genetic Code and the Talented Scientists Who Cracked It**

Instructor: Fredric Clarke

Thursday, 10:00 AM - 11:30 AM

3/4/2021 - 3/25/2021 Virtual on Zoom – Instructions provided before first class

In this course, we will discuss the contributions of perhaps a dozen people, geniuses all, to modern molecular genetics. We will begin with the lab work that identified DNA as the vehicle for heredity, followed by the story behind James Watson's and Francis Crick's flash of insight — the double helix. The truism about inspiration and perspiration, however, is borne out by years of grinding follow-up work, by Kornberg, Meselson and others, to establish, in detail, the mechanisms by which DNA and RNA program the origin of every living cell. We will learn about the clash of egos (and pure intellectual horsepower) underlying the sequencing of the human genome. Finally, we will examine the implications of it all, from the power of DNA fingerprinting to modern gene manipulations, using techniques like CRISPR.

**Recommended Reading:** *The Gene: An Intimate History*, Siddharta Mukherjee.

**Independent Reading:** *The Double Helix: A Personal Account of the Discovery of the Structure of DNA*, James Watson.

**Fredric Clarke** earned his PhD in chemistry at Harvard University. He spent his career as a government scientist and consultant in the field of energy, combustion and fire science.

### **6014.37v Evolutionary Biology: History, Theory and Controversies**

Instructor: Jim Egenrieder

Tuesday, 12:00 PM - 1:30 PM

4/13/2021 - 5/4/2021 Virtual on Zoom – Instructions provided before first class

This course reviews the foundations of evolutionary biology suitable for a sophisticated layperson who is well-read and curious but who may not have previously studied evolutionary biology. The course will cover:

- History and theory of evolutionary biology;
- Foundations of evolutionary biology (genetics and mutation, reproduction and reproductive isolation, and natural and artificial selection);
- Challenges to teaching evolutionary biology; and
- Relevant intersections of science and religion.

**Jim Egenrieder** is a long-time science, agriculture, and technology and engineering teacher in Arlington. He is a professor at Virginia Tech's Falls Church campus and is a past president and journal editor for the Washington Academy of Sciences. He is also past president of the Alliance for Science, a group based in Arlington allied with the National Center for Science Education, the Skeptics Society, and the Center for Inquiry to protect the teaching of evolution in public schools.

### **6015.37v Rethinking the Drug Discovery and Development System**

Instructor: Alfred Sarkissian

Thursday, 12:00 PM - 1:30 PM

4/8/2021 - 5/13/2021 Virtual on Zoom – Instructions provided before first class

The drug discovery and development system is crucial for good health and quality of life. The purported R&D expenditures of the industry have been soaring for decades, without a concomitant increase in new drugs approved by the U.S. Food and Drug Administration. R&D costs are used to justify high drug prices. Today's dysfunctional drug discovery and development system jeopardizes the affordability of new drugs

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and therapies, strains health insurance programs, and increases vulnerability to emerging health conditions such as drug-resistant infections. This course will address the following topics:

- **Eroom's Law:** While Moore's law characterizes the efficiency of the semiconductor industry, "Eroom's law" (Moore's law spelled backwards) has been coined to illustrate the inefficiencies of the pharmaceutical industry R&D system.
- **The Evolution of the Pharmaceutical Industry:** Understanding and addressing the industry's plummeting innovation based on a grounded grasp of the industry's evolution.
- **Knowledge for Drug Discovery:** The knowledge base of the pharmaceutical industry and the crucial role of knowledge emanating from public institutions and universities.
- **Patents, Innovation and Drugs:** The core concepts of patenting and the implications of some patenting practices on drug discovery and development.
- **Financing Innovation:** The role of venture capital and other financing innovations in the pursuit of drug discovery and development.
- **Potential Solutions:** How we might fix the nation's broken new drug development system.

**Recommended Reading:** "Excess in the Pharmaceutical Industry," Marcia Angell, *Canadian Medical Association Journal* 171, no. 12 (December 7, 2004): 1451–53.

**Recommended Website:** <https://doi.org/10.1503/cmaj.1041594>

**Alfred Sarkissian** is an affiliate faculty and policy fellow of the Schar School of Policy and Government at George Mason University. He is also a graduate of the school's PhD program in public policy. His research interests include the confluence of health policy and innovation studies.

### **Social Sciences**

#### **7008.37v Numbers & the News: The 5th Edition**

Instructor: Steve Shapiro and Charlie Hallahan

Tuesday, 10:00 AM - 11:30 AM

4/13/2021 - 5/11/2021 Virtual on Zoom – Instructions provided before first class

The Numbers and the News guys return for another season. We will provide updates on the COVID-19 pandemic; explore the factors affecting social mobility and income inequality; examine gun violence and police/community relations; study some of the data relating to climate change; and look at the economics of health care.

Note for those who have not taken the course before this is not a statistics course although a brief explanation of basic statistical measures will be covered. We try to highlight some of the quantitative factors that underlie some of the leading stories in the news.

The expression "statistically significant" appears surprisingly frequently in Washington Post articles. What does this expression mean and why has its use become a topic of controversy in the statistics community? We will also address the role of "Big Data" in the news today.

**Steve Shapiro** retired from Fairfax County Public Schools, where he taught mathematics and served as department co-chair at Falls Church High School. Prior to his teaching career, he spent 25 years in management positions with several leading technology companies. He is a graduate of Tufts University and MIT's Sloan School of Management.

**Charlie Hallahan** recently retired after 41 years with the federal government working with economic researchers in the Department of Agriculture and Securities and Exchange Commission. After receiving his PhD in mathematics from Rutgers University, he taught at the University of Wisconsin, Madison and at American University.



### **7013.37v Contemporary Panpsychism**

Instructor: Emmett Holman

Wednesday, 12:00 PM - 1:30 PM

3/17/2021 - 5/5/2021 Virtual on Zoom – Instructions provided before first class

Perhaps the hottest topic in Anglo-American philosophy today is the mind-body problem: how to give an account of the nature of the mind and its relation to the body. There are two traditional views on this subject: physicalism, according to which the mind is (roughly) identical to the brain; and dualism, according to which the mind is non-physical, though connected (in some way) to the brain and the body. Many think the debate between these two views has reached an impasse and as a result a third option, “panpsychism,” has lately emerged. According to panpsychism, consciousness, though at a very attenuated level, pervades the whole of nature and is not just a feature of the brain. Panpsychism may seem like Stone Age thinking, but there are respectable arguments on its behalf. We will look at the physicalist-dualist impasse and how panpsychism bids to break it.

**Recommended Reading:** *Meditations on First Philosophy*, Rene Descartes. Other readings will be posted to class media.

**Emmett Holman** taught philosophy at GMU for 45 years, retiring as associate professor emeritus in 2016. He earned a BS in physics from Penn State University and a PhD in philosophy from the University of Maryland. At GMU he taught undergraduate and graduate courses and published articles on the mind-body problem and philosophical issues in neuroscience as well as other areas.

### **7014.37v The Joy and Beauty of Mathematics: No Kidding!**

Instructor: Dan Sherman

Wednesday, 10:00 AM - 11:30 AM

4/14/2021 - 5/12/2021 Virtual on Zoom – Instructions provided before first class

Although joy is not necessarily a word that many of us apply to mathematics, the field provides us with a plethora of beautiful results that help us understand the world around us. In this course, we will develop some of these results using math (mostly at high-school level) to show how they explain topics such as fractals, the shape of flowers, the preponderance of coincidences, and how to shuffle cards to mix them. Students will learn many concepts of mathematics at a high level and gain more insight into what mathematics can do. The term “recreational mathematics” is not an oxymoron. A suggested book covers many of the course topics, and students will be given readings before class and exercises they can do (e.g., deciding whether to switch in a “Let’s Make a Deal” game) at home.

**Recommended Reading:** *The Magic of Math: Solving for x and Figuring Out Why*, Arthur Benjamin.

**Dan Sherman** is an economist with a PhD from Cornell who has taught courses on many topics to lifelong learning groups in the Washington area. He has long had an interest in recreational mathematics since reading Martin Gardner’s legendary columns in *Scientific American* and believes that general principles of mathematics can be understood by most people.

### **7015.37v Philosophy and Science: Kissing Cousins From Ancient Beginnings to Modern Developments**

Instructor: Irmgard Scherer

Tuesday, 2:00 PM - 3:30 PM

3/9/2021 - 4/27/2021 Virtual on Zoom – Instructions provided before first class

This course examines the unity of philosophy and science as manifested in ancient Greek thinking, a unity that continued until the 17th century when the disciplines parted company and their common genealogy

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lost its significance. It provides a general audience interested in the origin and development of science with a broader understanding of the close link between philosophical and scientific queries. Participants will receive an intellectual and historical background against which modern science can be understood.

We will learn about the genesis of “natural philosophy” (as science was called in antiquity) and some of the paradigm shifts in science (e.g., heliocentrism) and underlying philosophical presuppositions that brought us to where we are today.

The following are some questions to be addressed: What philosophical undercurrents influenced western scientific worldviews? How did science change human life, for better or worse? The jury is still out, but at least we can ponder such ideas.

**Recommended Reading:** *Theories of the Universe from Babylonian Myth to Modern Science*, Milton Munitz, editor. The instructor will also provide a “Reader” via class media with compiled fragments of ancient Greek philosophy.

**Irmgard Scherer**, a US citizen born in Germany, is associate professor of philosophy emerita at Loyola University Maryland. She taught core and honors ethics courses, topics in the history and philosophy of science and upper level courses in her areas of competence, Kant and 18th century aesthetic theory. She has published on Kant and related issues.

### **7016.37v Crypto Currency Markets**

Instructor: Maurice Kugler

Friday, 12:00 PM - 1:30 PM

4/9/2021 - 5/7/2021 Virtual on Zoom – Instructions provided before first class

Crypto currency markets are characterized by anonymity or pseudonymity, thus enabling parties to financial transactions to operate in secret. The key difference between traditional money and crypto currencies lies in the verification process for payments. In a traditional account-based system, the payer’s identity must be verified. In token systems, such as crypto currencies, the authenticity of the item to be exchanged must be verified. Crypto currency markets have opened new doors for money laundering and financial fraud. This course will discuss how crypto currency markets operate and what steps are needed to mitigate cyber crimes perpetrated by international illicit cartels.

**Maurice Kugler** is professor of public policy at the Schar School of Policy and Government at George Mason University. His research examines the impact of new technology on labor markets and human capital, e.g., endogenous growth theory. His work encompasses analyses of migration, entrepreneurship, innovation, catch-up economic growth, total factor productivity, foreign direct investment, global value chains, entrepreneurship, skill formation and vocational training.

### **7017.37v Gandhi and the Soul of Religion**

Instructor: Srimati Karuna

Thursday, 10:00 AM - 11:30 AM

3/4/2021 - 3/25/2021 Virtual on Zoom – Instructions provided before first class

Have you ever wondered what influenced Gandhi to become a global and universal symbol of peace? We will go beyond the details of history and explore the scriptural foundation that shaped his life. The class will explore world religions and the life of the Mahatma, particularly through his translation of the Hindu scripture, the *Bhagavad Gita*; as well as his study of the Sermon on the Mount and the life of the Prophet Muhammad. The class will also delve into his expression of “advaita,” the philosophy of non-duality as the basis for “ahimsa” or nonviolence.

## **Recommended**

**Websites:** [www.gandhimemorialcenter.org](http://www.gandhimemorialcenter.org); <http://www.selfrevelationchurch.org/history>

**Srimati Karuna** began her service and dedication to both the Mahatma Gandhi Memorial Foundation and the Self-Revelation Church of Absolute Monism in 1998. Both were founded by Brahmachari Jotin of India, who came to America in 1928 and later took the name Swami Premananda. Karuna became the director of the Gandhi Memorial Center in 2006 and has devoted herself to presenting the ideals and life message of Mahatma Gandhi and the spiritual and cultural heritage of India.

## **7018.37v Current Policy Ideas: Analyzing the Thought Leaders**

Instructor: Stephen Ruth

Wednesday, 2:00 PM - 3:30 PM

3/3/2021 - 3/24/2021 Virtual on Zoom – Instructions provided before first class

This course explores significant policy ideas. Each class will include a short video presentation by the expert followed by a vigorous virtual discussion of the ideas. We will look at topics such as the “cancel culture,” artificial intelligence, “deep fakes” and retributive and restorative justice in civic life. Expert presenters include: Richard Thaler on the nudge theory; Isabel Wilkerson on the American caste system; Cheryl Sandberg and Ann Marie Slaughter on gender equity; George Will on failures of U.S. universities; Monica Lewinsky on cyberbullying; Simon Sinek on the leadership styles of Steve Jobs, the Wright Brothers and Martin Luther King, Jr.; and Jared Diamond, author of *Guns, Germs and Steel*, on extinction. If time permits, we will also consider the works of Hugh Heclo, “Is America a Christian Nation?”; Robert Putnam on his *Our Kids: the American Dream in Crisis*; MIT’s Edgar Schein on how to change organizational and national cultures; MIT’s Sherry Turkle on *Reclaiming Conversation: The Power of Talk in a Digital Age*; Ann Case and Angus Deaton on White mortality increases in the United States; Ted Koppel on *Lights Out* about dangers to the power grid; Yale professors Amy Chua (Tiger Mother) and Jed Rubenfeld on their book *Triple Package*; and *New Yorker* writer James Surowiecki on *The Wisdom of Crowds*.

**Stephen Ruth** is a professor of public policy at George Mason University, specializing in technology issues associated with globalization. He is also the director of the International Center for Applied Studies in Information Technology, a grant-supported IT research group.