

**ENCORE  
LEARNING**

**Expand Your World**

# FALL 2014

## Course Catalog

**Fine  
Arts**

**Theater  
& Music**

**Literature &  
Writing**

**History**

**Science  
&  
TECH**

**Health  
&  
Wellness**

**Social  
Sciences**

**LAW**  
**Politics**  
Public Affairs

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George Mason University  
Arlington Public Schools Career, Technical and Adult Education Program  
Arlington County Senior Adult Programs  
Marymount University  
Road Scholar Institute Network

# FALL 2014 Course Catalog

## ENCORE LEARNING



Expand Your World

### **Encore Learning**

2110 Washington Blvd.

Arlington, VA 22204

Phone: (703) 228-2144

Email: [info@EncoreLearning.net](mailto:info@EncoreLearning.net)

Website: [www.EncoreLearning.net](http://www.EncoreLearning.net)

*Encore Learning is a 501(c)(3) nonprofit organization.*

A special thank you to all those who worked on the Encore Learning Fall 2014 Course Catalog

*Managing Editors:* Becky Reddick, Joan Carter

*Keyboarders:* Dela Ng, Margaret Susank

*Copy Editors:* Jerry Hoganson, Jill Neuville, Maureen Quinn, Martha Walters

*Proofreaders:* Don Campbell, Kevin Connors, Frank Halligan, David Harris,

Dick Juhnke, Mildred Patterson, Noreen Quill, Barbara Sakamoto

*Final Proofreader:* Ann Kurzius

*Graphic Design Services:* Buckeye Graphics

The courses in this catalog have been developed by Encore Learning's Academic Programs Committee.

# TABLE OF CONTENTS

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Board of Directors.....	Inside Front Cover
Staff .....	Inside Front Cover
Community Advisory Council.....	Inside Front Cover
Course Offerings .....	3
Course Preview Information .....	4
Course Preview Invitation.....	5
General Information.....	6
Course Descriptions .....	9
Fine Arts, Theater and Music .....	9
Health and Wellness .....	11
History.....	14
Law, Politics and Public Affairs.....	16
Literature and Writing.....	24
Science and Technology .....	27
Social Sciences.....	28
Join, Renew and Register Online.....	29
Volunteer .....	31
Volunteer as a Class Aide.....	32
Membership Application and Course Registration Form .....	33
Special Events.....	35
Clubs at Encore Learning.....	36
Transportation .....	37
Locations and Maps of Encore Learning Course Sites .....	38
Courses by Calendar View .....	Inside Back Cover

# FALL 2014 COURSE OFFERINGS

Category	Course # and Short Name	Instructor	Day	Dates	Starts	Ends	Site
<b>Fine Arts, Theater &amp; Music</b>	133 - The Educated Audience	Ohlandt	M	Sep 29-Nov 17	10:00 AM	11:30 AM	FCC
	147 - Dance Appreciation	Franklin	F	Oct 24-Nov 14	10:00 AM	11:30 AM	FCC
	148 - A Tour of the Orchestra	Wood	W	Oct 08-Oct 29	2:00 PM	3:30 PM	GMU
<b>Health &amp; Wellness</b>	228 - User's Guide to the Brain	Beckerman	M	Sep 29-Nov 03	Noon	1:30 PM	GMU
	231 - Mindful and Aware	Rodgers	Th	Oct 23-Dec 11	Noon	1:30 PM	GMU
	232 - Chronic Pain	Heit	M	Nov 03-Dec 01	10:00 AM	11:30 AM	GMU
	233 - Medicine From Now On	Connally	T	Sep 30-Nov 18	10:00 AM	11:30 AM	GMU
<b>History</b>	302 - Renaissance Rome	Wukitsch	F	Oct 03-Dec 12	9:30 AM	11:30 AM	GMU
	350 - Arguing About Slavery	Royer	M	Nov 03-Dec 01	2:00 PM	3:30 PM	GMU
	351 - Scotland: Making A Nation	Burns	W	Oct 15-Dec 10	10:00 AM	11:30 AM	GMU
	352 - Civil War Studies in Command	Stone	Th	Oct 02-Oct 30	2:00 PM	4:00 PM	SEC
	353 - Childhood in World History	Stearns	W	Oct 01-Oct 29	Noon	1:30 PM	GMU
<b>Law, Politics &amp; Public Affairs</b>	419 - Notable Court Cases	Various	T	Oct 07-Nov 18	Noon	1:30 PM	GMU
	428 - US Foreign Policy: Security & Development	Amato	W	Oct 01-Nov 05	10:00 AM	11:30 AM	GMU
	451 - Politics of Education Policy	Hauptman	W	Nov 12-Dec 17	10:00 AM	11:30 AM	GMU
	452 - South Caucasus Intrigue	Kauzlarich	M	Nov 10-Dec 01	Noon	1:30 PM	GMU
	453 - Human Rights, Democracy	Philipot	Th	Oct 02-Dec 11	Noon	1:30 PM	GMU
	454 - McCarthyism and the Red Scare	Heymsfeld	W	Nov 05-Dec 03	Noon	1:30 PM	GMU
	455 - All the Presidents' Men: Government Transparency	Deitz, Hayden, Rozell	M	Sep 29-Oct 20	10:00 AM	11:30 AM	GMU
	456 - Are the People a Mob?	Anderson	Th	Oct 30-Nov 20	2:00 PM	3:30 PM	GMU
	457 - Religious Nationalism	Saleem	W	Nov 05-Dec 17	2:00 PM	4:00 PM	GMU
	458 - Building Blocks of China	Keegan	T	Nov 04-Dec 09	2:00 PM	3:30 PM	GMU
<b>Literature &amp; Writing</b>	519 - The Poetry of Robert Frost	Francis	Th	Oct 02-Nov 06	10:00 AM	11:30 AM	FCC
	538 - Poetry and the Natural World	Burgess	T	Sep 30-Nov 18	2:00 PM	3:30 PM	GMU
	539 - Survey of Chinese Literature	Various	Th	Nov 13-Dec 11	10:00 AM	11:30 AM	GMU
	540 - Bible's Heroes and Villains	Ruth	Th	Oct 02-Oct 23	2:00 PM	3:30 PM	GMU
	541 - Shakespeare Makes England	Alter	F	Oct 17-Dec 12	2:00 PM	3:30 PM	GMU
<b>Sci &amp; Tech</b>	626 - Adventures in Science	Pick	M	Oct 06-Nov 24	2:00 PM	3:30 PM	SEC
<b>Social Sciences</b>	728 - Economic Issues of Our Time	Heriot	F	Oct 03-Nov 21	Noon	1:30 PM	FCC
	744 - Controversial Teachings of the Bible	Goldman	T	Sep 30-Dec 02	10:00 AM	11:30 AM	FCC

# COURSE PREVIEW INFORMATION

## DIRECTIONS FOR PARKING IN FOUNDERS HALL GARAGE:

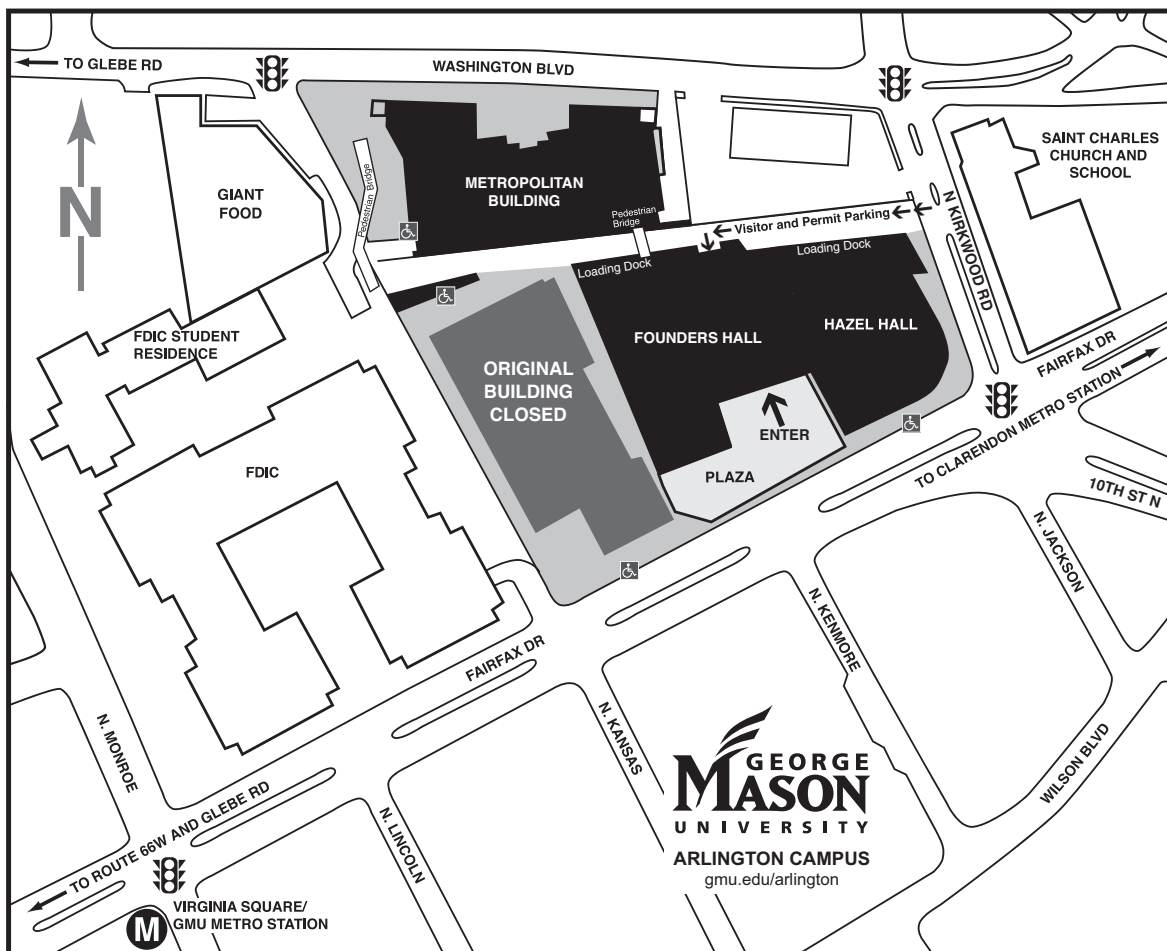
Enter the garage on N. Kirkwood Street (on the block between Washington Boulevard and N. Fairfax Drive). Take a ticket, enter the garage and park your car. Take the garage elevator to the ground floor and follow the signs to the Encore Learning event.

For this event, you may purchase a parking validation card for \$4 cash from an Encore Learning volunteer near the check-in desk.\* **Please be advised that these parking validation tickets are extremely sensitive to demagnetization! Please keep them away from keys, credit cards, cell phones and, of course, magnets.**

To exit the garage, follow the exit signs. At the exit gate, insert the parking ticket and then either the validation card or payment by credit card to open the gate.

\*If you do not purchase a validation at the event, you will have to pay \$7 with a credit card to exit the garage.

*Note: Lost tickets subject to maximum charge.*



**Limited metered/zoned/free parking is available on the streets surrounding the campus.**

Check what's  
new

this  
semester

**Encore Learning**

# **FALL 2014 COURSE PREVIEW**

**Open to current and prospective members.  
Bring friends, relatives and neighbors!**

Encore Learning instructors give five-minute briefs on our academic courses – you hear directly from the source.

Members, instructors and guests mingle before and after the program.

Information on our clubs, special events and volunteer possibilities will be available, along with coffee, tea and light snacks.

***Join Us!***

***Saturday, September 6, 2014***

*The doors will be open from 9:00 AM to 12:00 Noon.*

*The program will run from 9:30 AM to 12:00 Noon.*

**GMU-Arlington, Founders Hall, Multi-purpose Room**

3351 N. Fairfax Drive, Arlington, VA

*Discounted Parking will be available under the building. See map for details.*

Call the Encore Learning office at **703-228-2144** for specific directions or any questions.

# GENERAL INFORMATION

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## WHAT IS ENCORE LEARNING?

Founded in 2002, Encore Learning is a nonprofit educational organization that offers a wide variety of college-level noncredit courses, clubs, special events and activities to help meet the continuing educational and social interests of anyone over age 50, regardless of residence location. Encore Learning is governed, supported and financed by its members.

Our volunteer instructors—retired or working professionals and scholars—create a stimulating learning environment through an exciting array of academic subjects. There are no tests or prerequisites, but possibly some suggested reading. Members explore new ideas and develop new friendships inside and outside of classrooms.

Encore Learning obtains classroom space and other assistance through its association with George Mason University, the Arlington Public Schools Adult Education Program, Arlington County's Senior Adult Program, Marymount University and WETA.

## CONTACT ENCORE LEARNING

Communicating with Encore Learning is easy.

- See the QUICK LINK Contact Us on our website: [www.EncoreLearning.net](http://www.EncoreLearning.net)
- E-mail us: [info@EncoreLearning.net](mailto:info@EncoreLearning.net)
- Write to us: 2110 Washington Blvd, Arlington, VA 22204
- Call us: 703-228-2144

## VOLUNTEER AT ENCORE LEARNING

Volunteer work at Encore Learning is performed in two ways: through standing committees headed by board members, and through individual activities, e.g., as instructors and class aides. Committee volunteers recruit new instructors and develop courses each semester; seek exhibits, speakers and performances for our special event offerings; write, edit, and distribute our publications; recruit new members and coordinate our clubs; organize Encore Learning's social functions; and recruit, train and support our class aides. The member-elected Board of Directors governs the organization and directs the part-time staff. Volunteer-run committees and other volunteer activities are our lifeblood, but for the most part do not require extensive time commitments. Consider offering your talents today. See pages 31 and 32.

## SUPPORT ENCORE LEARNING

Encore Learning is a 501(c)(3) nonprofit organization. Any donation is a charitable contribution deductible from income taxes to the full extent permitted by law. Donations may be made by check or online. Members, friends and organizations wishing to support Encore Learning may direct their contributions to our scholarships or to our general fund.

As a partner in Arlington's education community, Encore Learning sponsors two scholarship funds supporting graduates of Arlington public schools who attend George Mason University or Marymount University, and a third scholarship for graduate students of Mason's School of Public Policy, Government and International Affairs. Encore Learning also contributes to another scholarship which helps Arlington residents seeking to improve their job skills through the Arlington Public Schools Adult Education Program. Our general fund helps Encore Learning build a solid financial underpinning and allows us to acquire needed office and classroom equipment.

## ACTIVITIES

### SEMESTER-LONG COURSES

Classes are scheduled Monday through Friday between 9 AM and 5 PM, although most take place between 10 AM and 3:30 PM. Classes meet once a week for 1.5 to 3 hours, and each course lasts from 4 to 10 weeks. Class sizes range from 8 to 70, although 30 is the average size. Courses take place at several Arlington locations, as listed in the back of this catalog. Refer to the maps and locations there for transportation and parking options. Parking costs are the responsibility of the student.

### CLUBS

Encore Learning's clubs are open to all current Encore Learning members. There are eight clubs: Breakfast, Bridge, Cinema, Current Issues Discussion, Ethnic Lunch, Nonfiction Book, Travel and the Mindful Awareness Society. See catalog page 36 and our website for more information.

### SPECIAL EVENTS

Special events for Encore Learning's members throughout the year include tours, lectures, concerts and other activities. They offer opportunities to join in small group excursions and to enjoy intellectual and cultural experiences in the DC area.



# GENERAL INFORMATION

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Email announcements of the current special events are issued periodically. See page 35 for more information. For the most up-to-date information and to register for member-only events, see our website.

## MEMBERSHIP MEETINGS

### ANNUAL MEETING

Encore Learning holds an annual membership meeting in June to elect Board members from a slate of candidates recruited by the Nominating Committee and to discuss the state of the organization.

### COURSE PREVIEWS

Encore Learning's spring and fall course previews offer an opportunity to hear the instructors describe their courses before course registration begins and to socialize with other members. Nonmembers with an interest in joining are also invited. See pages 4 and 5 for more information.

## ENCORE LEARNING MEMBERSHIP

Membership in Encore Learning costs \$55 per year and begins on the first day of the month in which the nonrefundable membership fee is paid. The mailing address label on your catalog indicates the expiration date of your membership. All memberships are individual. Encore Learning is a 501(c)(3) nonprofit organization and the membership fee is a charitable contribution deductible from income taxes to the full extent permitted by law. Only current Encore Learning members may register for courses and special events or attend club activities.

Encore Learning encourages the use of its website, [www.EncoreLearning.net](http://www.EncoreLearning.net), for membership processing. No password is required. See page 29. For those who prefer to mail their check payment, a printable Membership/Registration Form is available on our website and on page 33 of this catalog. Please note that credit cards are accepted online only.

## COURSE ENROLLMENT REGISTRATION

Only current Encore Learning members may register for a course. The fee for each course is \$45. There is no minimum or maximum number of

courses for which you can register. Encore Learning encourages the use of its website, [www.EncoreLearning.net](http://www.EncoreLearning.net), for course registration. No password is required. See page 30. If you are unable to use online registration, mail a paper course registration form with check payment to the Encore Learning office at the address on the form. Please note that credit cards are accepted online only. Neither phone registration nor cash is accepted.

Course registration for the fall 2014 semester is available online beginning at 10 AM on Monday, September 8, 2014, using our website [www.EncoreLearning.net](http://www.EncoreLearning.net).

- **Register Online.** It is fast, convenient and secure. You receive instant confirmation of your registration.
- **Register by Mail.** Paper registration forms received prior to September 8 are manually entered in random order when online registration begins. Thereafter, paper registration forms are processed as they are received.

Late registration is generally allowed. Waiting lists for courses are NOT maintained. An up-to-the-minute list of spaces available in courses is on the website, [www.EncoreLearning.net](http://www.EncoreLearning.net). Under **QUICK LINKS**, click on **Course Availability**.

## NOTIFICATION

Members who use the online registration process for courses receive an immediate confirmation message on the payment screen and a confirming email notification. Course registration acceptance letters are mailed to those who mail their course registration form.

## REFUNDS AND TRANSFERS

Members successfully registered in a course may choose between full refund of the course registration fee or transfer to an alternate open course in the following cases:

- The selected course is cancelled for any reason;
- Encore Learning must change the course's published schedule or location prior to the course's start date, and the member is unable to attend because of the change; or

# GENERAL INFORMATION

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- Encore Learning receives a written withdrawal request (mail or email) from the member at least one week before the course's start date.

Courses that do not meet their minimum enrollment at least one week prior to the course start date will be cancelled. Withdrawal requests received less than one week before the course start date, but within two working days after the first class meeting of the course, may specify either refund of the course fee minus a \$10 service charge or transfer to an alternate open course; no refund or transfer is available after that period. If withdrawals occurring after the course start date result in enrollment below the indicated minimum, the course may be cancelled.

## INCLEMENT WEATHER POLICY AND OTHER SPECIAL CLOSINGS

Cancellation policies for inclement weather or civil emergencies vary from site to site. In general, classes scheduled to begin after delayed openings will take place as scheduled. The class aide can provide further information at the outset of each course. To learn the most up-to-date information:

- Listen to the radio or watch television
- View Arlington Cable
- Go to [www.apsva.us](http://www.apsva.us)
- Call the APS toll-free hotline: 1-866-322-4APS (-4277)
- Call GMU at 703-993-8999 or access [www.gmu.edu](http://www.gmu.edu)

Other rare cancellations or postponements because of special circumstances, such as instructor difficulties, will be announced by email (and telephone if necessary) in advance of the class whenever possible.

## ADA COMPLIANT FACILITIES

All Encore Learning sites have facilities that meet standards of the Americans With Disabilities Act. If a member experiences disability-related difficulties in class participation or has other concerns, he/she should discuss them with the class aide or contact the Encore Learning office.

## VISITOR POLICY

Anyone who meets Encore Learning's membership requirements may attend a single course session if he/she has never been a member of Encore Learning and the request to attend a specific session is approved in advance by the Encore Learning Administrator ([info@EncoreLearning.net](mailto:info@EncoreLearning.net)). Criteria include agreement from the instructor and space availability (i.e., no visitors are allowed in courses that have met their maximum enrollment).

## DISCRIMINATION AND ACADEMIC FREEDOM

Encore Learning does not discriminate on the basis of sex, race, color, religion, disability, or national origin. As a learning organization, Encore Learning subscribes to the American Association of University Professors (AAUP) principle of academic freedom: All views should be respected, regardless of their conformance with generally or currently accepted views.

## PRIVACY POLICY

Encore Learning is committed to protecting member privacy and to ensuring the security of personal information collected. Encore Learning does not sell or lend member information. A complete Encore Learning Privacy Policy Statement is available from the Encore Learning Administrator and on our website. While strictly adhering to this policy, Encore Learning does urge all members to provide email addresses for internal use. The email addresses in the Encore Learning database are especially valuable for communicating last-minute scheduling changes and special event announcements. Members are urged to notify Encore Learning of any changes to their contact information (email, phone, postal address).

*Encore Learning's main office is in Arlington Public Schools' Syphax Education Center at 2110 Washington Boulevard in Arlington, phone 703-228-2144. During the academic year, this office is staffed from 10 AM to 2 PM, Monday through Thursday. The office is closed on Fridays. Staff can be reached by email at [info@EncoreLearning.net](mailto:info@EncoreLearning.net). Please call ahead if you wish to meet with staff.*

# FALL 2014 Courses

## Fine Arts, Theater & Music

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### 133 – The Educated Audience: Informed Appreciation of Local Theater Productions

**Instructor: D. Ohlandt**

**Mondays, 10:00 AM – 11:30 AM**

**September 29 – November 17**

**(No Class October 13)**

**Location: FCC**

**7 Sessions**

**Maximum 25, minimum 8 participants**

Do you enjoy evenings at the theater but want to know more about what you're seeing? Have you ever wondered if knowing about the historical context of a play, a theater company, or a style would help you better enjoy a production you see? Through a series of readings and guided discussions, we will educate ourselves as audience members for three productions staged by three different local theater companies.

First we will read a play or the source material and examine it from a literary, dramatic and historical point of view. Then we will see the production on our own, and in the following week's class session explore what we saw, considering performance style, technique and production values. Discussions of the plays and the productions will be facilitated by an instructor trained in theater history and dramatic theory, and experienced as a director and dramaturg. There will also be an "extra" week to discuss theater history or production in general. The seven class sessions take place over an eight-week period. Please come to the first class having read *Marie Antoinette*.

This course requires attendance at three plays. Students will be responsible for securing their own tickets to the following productions:

- *Marie Antoinette* at Woolly Mammoth Theatre (see between 9/30 and 10/5)
- *Our War* at Arena Stage (see between 10/21 and 10/26)
- *Julius Caesar*, by William Shakespeare, at Folger Theatre (see between 11/4 and 11/16)

*Recommended Readings:* *Marie Antoinette* by David Adjmi (this play is not published and is only available through the Samuel French website, [www.samuelfrench.com](http://www.samuelfrench.com), for \$14.95); the play should be read before the first class. *Julius Caesar* by William Shakespeare, any edition.

**D. Ohlandt** holds a PhD in Theatre Studies from the University of Michigan and taught theater history and practice as a college professor. She has more than 15 years of experience directing in community, university and regional theaters. She has taught students from preschool through adult in a range of settings, including traditional classrooms, summer camps, outdoor team-building courses and Encore Learning.



# Fine Arts, Theater & Music *continued*

## 147 – Dance Appreciation: Understanding the Language of Dance

**Instructor:** Jane Franklin

**Fridays, 10:00 AM – 11:30 AM**

**October 24 – November 14**

**Location:** FCC

**4 Sessions**

**Maximum 25, minimum 10 participants**

Almost everyone dances or enjoys watching others dance, and dance is found in all human societies. It is a powerful form of expression. This course will look at the variety of forms of dance expression across cultures and time periods: social dance, classical dance theater, modern dance and contemporary American dance. The components of movement will be analyzed, and a broad range of creative philosophies and aesthetics will be considered.

The four sessions will feature the following topics:

- For most people social dancing begins in pleasure, and the movement people do and with whom they do it is of vital interest to society at large.
- Classical dance theater and ballet have a 400-year history and embody for audiences a blend of spectacle, music and physical virtuosity.
- Modern dance is not only about how to move, but also about how art should be made and by whom.
- Capturing today's dance in two-dimensional form on film and video, and the power of dance to fuse, rehabilitate and contribute to the artistic identity of American culture.

*Recommended Reading: Dancing: The Pleasure, Power, and Art of Movement*, Gerald Jonas and Rhoda Grauer.

*Independent Readings: Time and the Dancing Image*, Deborah Jowitt. *Dance, Sex, and Gender: Signs of Identity, Dominance, Defiance, and Desire*,

Judith Lynne Hanna. *Writing Dancing in the Age of Postmodernism*, Sally Banes. *Beyond Words: Movement Observation and Analysis*, Carol-Lynne Moore.

**Jane Franklin** is the artistic director of Jane Franklin Dance, a long-time Arlington-based dance company that implements community projects for older adults and youth, family-friendly performances for children, and dance works in collaboration with music, media and visual artists.



## 148 – A Tour of the Orchestra

**Instructor:** A. Scott Wood

**Wednesdays, 2:00 PM – 3:30 PM**

**October 8 – October 29**

**Location:** GMU

**4 Sessions**

**Maximum 50, minimum 8 participants**

An orchestra is a family of four sections — strings, woodwinds, brass and percussion. Scott Wood, conductor of the Arlington Philharmonic, will present four class sessions, one on each section of the orchestra. At each session a guest musician from the Arlington Philharmonic will play an instrument from the section under discussion and help explain the role of that instrument in the orchestra.

**A. Scott Wood** is Music Director of the Arlington Philharmonic. He also leads the Amadeus Orchestra, the Washington Conservatory Orchestra, the Montgomery Symphony Orchestra and the National Cathedral School Orchestra. He has lectured at the Concurso de Canto Lirico in Peru, Strathmore in North Bethesda, MD and the Goethe-Institut in Washington, DC.

# Health and Wellness

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## 228 — A User's Guide to the Brain

Instructor: Norton S. Beckerman

**Mondays, NOON – 1:30 PM**  
**September 29 – November 3**  
**Location: GMU**  
**6 Sessions**  
**Maximum 30, minimum 8 participants**

There is a myth in our society that normal aging causes a decline in cognitive ability. People of all ages have bought into this myth, and it has had a significant impact on our society and how we live our lives, particularly as we get older. Since the discovery of neurogenesis and neuroplasticity, it is clear that aging itself is not what causes a decline in cognitive ability. We precipitate that decline through a lack of understanding of our brain.

This course is intended to provide the lay person with an understanding of the brain, how it functions, and why a decline in our cognitive ability usually does coincide with our growing older. It will offer an understanding of why our brain can be repaired and what is needed to repair, rebuild and maintain it and even make it grow in capacity, regardless of age.

*Recommended Website:* [www.ybhc.info](http://www.ybhc.info)

**Norton S. Beckerman** has developed a functional understanding of the brain, how it works, and what we can do to keep it working effectively, regardless of age. Mr. Beckerman writes about the brain and cognitive function, has his own informational website about the brain, stages presentations, works with people who have cognitive problems, and regularly writes a column as "Brain Health Coach" in the *Arlington Weekly News*. He is currently writing a book on the brain intended for the lay reader.

## 231 — Mindful and Aware: History, Science and Practice

Instructor: Dwight Rodgers

**Thursdays, NOON – 1:30 PM**  
**October 23 – December 11**  
**(No Class November 27)**  
**Location: GMU**  
**7 Sessions**  
**Maximum 30, minimum 8 participants**

During the last generation, Western education has come to understand that the mind can be trained to cultivate attention and create emotional balance. While college students already are directly enjoying the benefits of awareness research, development of awareness also can be particularly beneficial for older adults who are interested in aging with dignity. This course is suitable for both newcomers to and veterans of the techniques of awareness. The seven sessions will present new material, some based on research sponsored by Mind and Life Institute, M.I.T. and elsewhere.

Planned sessions are as follows:

1. **Awareness Basics:** What can be done with cultivated awareness and how.
2. **Historical Background:** Buddhism, Judaism, Christianity and the emergence of secular, science-based mindful awareness.
3. **Mindfulness, Awareness, Insight:** Sources of useful information.
4. **Untangling:** Putting the mind in order.
5. **Community:** You are not alone, nor should you be.
6. **Becoming Aware Is Rarely Rapid and Is Instantaneous:** Some problems and contradictions in developing awareness.
7. **Practice Makes . . . More Practice?** A sharing of experiences and expectations.

*Recommended Website:* [www.mindandlife.org](http://www.mindandlife.org)

**Dwight Rodgers** majored in history at Amherst College and received a Master of Arts in Teaching degree from the University of Massachusetts-Amherst. He has been studying the history, science and practice of awareness and the body-brain-mind connection for several years and has explored the cognitive and emotional benefits of mindfulness practice.

# Health and Wellness *continued*

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## 232 – Chronic Pain: Not If, But When

Instructor: Howard A. Heit

**Mondays, 10:00 AM – 11:30 AM**

**November 3 – December 1**

**Location: GMU**

**5 Sessions**

**Maximum 50, minimum 10 participants**

As baby boomers continue to age, they are fairly certain to experience acute, if not chronic, pain. Learning to understand and advocate for the necessary and proper management of such pain will become vital to ensuring the quality of their lives.

The course will examine the following issues through interactive class discussion:

- What is pain? In particular, how acute and chronic pain differ.
- The essential definitions that students will need to understand this complex subject.
- How to best approach your primary health care provider when discussing the assessment and treatment of acute or chronic pain.
- What are the barriers to receiving proper and appropriate pain management? Understanding the professional and regulatory issues that your health care provider may be facing.

The final class will examine some of these issues from an international perspective through the eyes of a guest lecturer, Douglas L. Gourlay, MD, MSc, FRCP(C), an anesthesiologist specializing in the assessment and treatment of high-risk patients suffering from acute and chronic pain.

**Howard A. Heit, MD, FACP, FASAM**, is a board-certified gastroenterologist and hepatologist who has focused his extensive practice on the assessment and treatment of chronic pain patients with concurrent substance use disorders. He is a diplomate of the American Society of Addiction Medicine and continues to publish and lecture in this field at the national and international levels.

## 233 – Medicine From Now On: For You and Yours

Instructor: N. Thomas Connally

**Tuesdays, 10:00 AM – 11:30 AM**

**September 30 – November 18**

**Location: GMU**

**8 Sessions**

**Maximum 50, minimum 8 participants**

If you remember—or have been told about—the \$5 home visit by a doctor with a black bag, you recognize how much has already changed in the way we attack the ills of humankind. These changes have not stopped even for you, but especially not for your children and theirs.

This course will highlight recent scientific advances in health care and ways the delivery system has been changing. As the 21<sup>st</sup> century progresses, technical aspects of health care will continue to unfold in dramatic ways, and organizational developments will likely make the American health care system more affordable. We will examine how neuroscience and an understanding of aging itself will change our philosophical and political dialogue. Finally, we will relate the developments covered in earlier sessions to major world health issues and global problems posed by the changing patterns of disease.

Topics for the eight class sessions are as follows:

- 1. Personalized Medicine in the Era of the Genome:** How genomics and our growing understanding of biochemical changes will alter diagnosis and treatment of major diseases, particularly cancer and the autoimmune diseases.
- 2. The Medical Cost Equation:** Why our health care costs so much and what we can do about it. This class will list the causes of waste and examine ways it can be reduced.

## Health and Wellness *continued*

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3. **What Your Doctor's Office Will Look Like in the Coming Century:** This session will focus on reorganization of primary care into the patient-centered medical home and on the expanded role of the primary care physician. The instructor has recently addressed several academic groups and authored a chapter on this subject in a medical policy textbook.
4. **Fixing Our Broken and Wasteful Preventive Health Care System:** The roles of the government, the schools, the media and the doctor-patient relationship will be discussed.
5. **Achieving More with Psychiatric Care:** This class will explore the application of neuro-science and medical genetics to make diagnosing and treating mental illness more scientific and less subjective.
6. **Dealing with a Massively Growing Population of Aging People:** We will discuss the economic problems, quality of life and major diseases of the very old. We will also cover an encouraging array of new diagnostic and treatment options for Alzheimer's and community options for care of the elderly.
7. **Societal Problems Accompanying Changes in Health Care:** As treatments become more effective and possibly more expensive,

philosophical problems arise. As a case study to explore the societal ramifications of these developments, we will discuss the treatment of end-stage kidney failure with artificial kidneys.

8. **World Health and the Changing Face of Infectious Disease.** The newly modified, potentially untreatable bacterial diseases in the U.S. and pandemics of altered older viral diseases in a world of increasing chaos and growing population in developing countries can be a major threat, even in this era of sophisticated pharmacology.

*Recommended Reading:* Supplemental materials will be announced for each session.

**N. Thomas Connally, MD, MACP**, received a BA in philosophy and an MD from the University of Virginia. He was an officer in the US Public Health Service at the National Institutes of Health for two years and practiced internal medicine in Washington, DC for 32 years. He served as a member of the board of trustees for CareFirst BlueCross BlueShield, is the author of a book on health care for seniors, and volunteers at the Arlington Free Clinic. In 2013 he received the Ralph O. Claypool Award from the American College of Physicians, which annually recognizes an internist in the US for a professional lifetime of clinical excellence and community service.



# History

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## 302 – The Roman Renaissance: History, Culture, Art and Architecture

**Instructor: Tom Wukitsch**

**Fridays, 9:30 AM – 11:30 AM**

**October 3 – December 12**

**(No Class November 28)**

**Location: GMU**

**10 Sessions**

**Maximum 30, minimum 8 participants**

Do not let those Florentines fool you—the Italian Renaissance was in Rome, Rome, Rome! This course will examine evidence to support the thesis that Rome rather than Florence was the epicenter of the Italian Renaissance. We will explore factors that contributed to the Florentine spin on Renaissance history. Our discussion will then focus on the remarkable flowering of the Roman Renaissance in terms of its artistic and cultural achievements, its relation to the papacy and its historical roots.

The course starts with the return of the papacy to Rome in 1377 following the papal “Babylonian captivity” in Avignon and extends through the Baroque Period (17th century) with Bernini, Borromini and Petro da Cortona.

*Recommended Readings:* Supplemental materials will be announced in class.

**Tom Wukitsch** served in the US Navy in aviation- and archeology-related positions and then had a career as a member of the US Foreign Service serving in the Middle East and Italy. After retiring he studied and taught for four years in Rome. He is a member of the board of Scientific Methodologies Applied to Cultural Heritage (SMATCH). He has led Encore Learning Travel Club tours to Rome, Florence, Venice, Pompeii and Egypt.

## 350 – The Irrepressible Conflict? Arguing About Slavery, 1776 to 1860

**Instructor: Jack Royer**

**Mondays, 2:00 PM – 3:30 PM**

**November 3 – December 1**

**Location: GMU**

**5 Sessions**

**Maximum 30, minimum 8 participants**

*“A house divided against itself cannot stand.”*

– Abraham Lincoln

*“It is neither desirable nor possible that there should be uniformity in local institutions of the different states”*

–Stephen Douglas

In 1860 the monumental struggle that came to be personified by these two men reached its crescendo. This course will examine our country’s somewhat erratic path from the grand declaration that all men are created equal to the beginning of the bitter war that made equality possible. By examining the many milestones along this path, both compromises and confrontations, we will attempt to find whether the contest between the free and the slave states was indeed the “irrepressible conflict” proclaimed by William H. Seward.

*Independent Reading: Battle Cry of Freedom: The Civil War Era* (first 200 pages), James McPherson.

**Jack Royer** is a retired Foreign Service officer who spent more than 30 years working on economic development programs. He has had a lifetime interest in history, particularly American and English history. Mr. Royer believes that, while the history of the Civil War has been well covered, the issues and conflicts that led to the war have been less fully examined. This course is an attempt to address that oversight.



## History *continued*

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### 351 – Scotland: Making a Nation

**Instructor: John Barclay Burns**

**Wednesdays, 10:00 – 11:30 AM**

**October 15 – December 10**

**(No Class November 26)**

**Location: GMU**

**8 Sessions**

**Maximum 50, minimum 8 participants**

The “Tartan Days” and “Kirking of the Tartans,” invented in the USA, and the attendant focus on kilts and bagpipes, single malts and shortbread are certainly good for the Scottish tourist and export industries, but they hardly tell the whole story of Scotland and its people. Scotland’s saga is rich in tragedies and triumphs, bitter setbacks and tremendous achievements. This course takes a lively look at the personalities, places and events that shaped the Scottish nation from its remote and tentative beginnings in the first century A.D. to the present. Because Scotland’s greatest export has been its people, the story of Scots abroad is woven into the course. Obviously, the conclusion of the course will depend on the result of this September’s referendum on Scottish independence.

*Recommended Readings:* *Scotland: A Very Short Introduction*, Rab Houston. *Scotland: A Short History*, Christopher Harvie.

**John Barclay Burns**, a US citizen, born and educated in Scotland at the Universities of St. Andrews and Glasgow, is Associate Professor Emeritus of Religious Studies at George Mason University (Mason), where he taught for 24 years. Prior to that he was a Presbyterian minister in Scotland, Canada and the United States. Specializing in the religion of ancient Israel, early Judaism and the religions of the ancient Near East, he also created the graduate concentration in Religion, Culture and Values in the MA in Interdisciplinary Studies degree at Mason. In retirement he continues to teach part-time at Mason. He is involved with local theater groups as actor, play reader, accent coach and bartender.

### 352 – Civil War Studies in Command

**Instructor: Bob Stone**

**Thursdays, 2:00 PM – 4:00 PM**

**October 2 – October 30**

**Location: SEC**

**5 Sessions**

**Maximum 30, minimum 8 participants**

What makes a person a successful leader in the military? What do great troop commanders have in common? How can two high-ranking officers with the same military education and training turn out to be so different—one a success and the other a failure? Do you really need a military education to become a successful leader of troops?

These are some of the questions that will be explored in Bob Stone’s newest class on the Civil War. Each week the class will discuss and compare the leadership skills of two Civil War commanders: one Union and one Confederate. Using extensive biographical information distributed in the class, class members will be asked to rate each commander and his ability to reach established military goals.

The subjects for class sessions will be:

- Ulysses S. Grant and Robert E. Lee
- William T. Sherman and “Stonewall” Jackson
- John A. Logan and Nathan Bedford Forrest
- Philip H. Sheridan and J.E.B. Stuart
- Another pair selected by class members from a list of commanders

This course is designed basically for open discussion. The instructor will present the biographical information and some background and then ask class members to evaluate the commanders based on military criteria.

*Field Trip:* A field trip to a local battlefield may be offered (not sponsored by Encore Learning) the week after the last class if enough class members are interested.

**Bob Stone** has a BS in Education from West Virginia University. He worked for the Arlington County government for 36 years before his retirement in 1996. He has studied the Civil War extensively for over 60 years and has shared his knowledge with numerous organizations, including Encore Learning, since 2005. He has taken many adult groups on tours of Civil War battlefields in the eastern United States.

# History *continued* / Law, Politics & Public Affairs

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## 353 – Childhood in World History

**Instructor: Peter N. Stearns**

**Wednesdays, NOON – 1:30 PM**

**October 1 – October 29**

**(No Class October 15)**

**Location: GMU**

**4 Sessions**

**Maximum 50, minimum 8 participants**

The history of children and childhood has fascinated many contemporary historians, and this field is gaining ground once again. Though gaps remain, historians are making steady progress in exploring the various facets of past childhoods and their significance for the societies involved.

The history of childhood opens important windows into past experience for children, for adults who deal with children and for broader social institutions. It provides active insights into childhood today by showing how it has moved from earlier formulations to current patterns. This is particularly crucial when the rate of change in childhood has measurably accelerated as it has during the past two centuries. Casting the subject in a global framework allows comparative analysis of past to present and a vital perspective on the connections between past and present.

*Recommended Reading: Childhood in World History*, second edition, Peter N. Stearns.

**Peter Stearns** became provost and professor of history at George Mason University in 2000. He has also taught at Harvard, the University of Chicago, Rutgers University and Carnegie Mellon University and has published more than 125 books. In May 2014 he received the Mason Medal, the university's highest award. He retired as provost in June 2014 but maintains a robust faculty schedule and continues to contribute to social history through his teaching, lecturing and writing projects.

## 419 – Notable Court Cases

**Instructors: Jerry Stouck, Bob Weinberg, Al Branigan, Bernie Cohen, Mike Goldberg, Jean Moore**

**Tuesdays, NOON – 1:30 PM**

**October 7 – November 18**

**(No Class November 11)**

**Location: GMU**

**6 Sessions**

**Maximum 49, minimum 8 participants**

Much of the drama of history and national life is played out in court trials and in the decisions of the US Supreme Court. The outcomes dispose of the particular cases but often fail to end debate and discussion of their vital issues. These six lectures will illuminate the background of major controversies, the competing arguments, the decisions and their aftermaths.

***United States v. Winstar Corp., 1996*** (Jerry Stouck). This case (and more than 100 others) involved agreements made by the Federal Savings and Loan Insurance Corporation in the 1980s encouraging strong banks and investors to take over failing savings and loan institutions by promising that the merged entities could use a special form of accounting. Later, Congress outlawed that form of accounting. The question before the Supreme Court was whether the statute abrogating the banks' contract rights constituted a breach of contract entitling the affected parties to billions of dollars in damages. The court held that it did.

**2013 Supreme Court Term** (Bob Weinberg). The Supreme Court term begins on the first Monday of October and usually continues into late June, when the court recesses. Bob Weinberg will discuss a Supreme Court decision on an issue important to the country in what he considers a "notable court case" of the October 2013 term.

## Law, Politics & Public Affairs *continued*

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***Eibel Process Co. v. Minnesota and Ontario Paper Co., 1923 (Al Branigan)***. The Eibel process combined previously used steps in a new and unobvious manner to permit an increase in paper production speed by more than 20 percent. Two Courts of Appeals differed on the validity of Eibel's patent, one holding that the claimed invention was "obvious" and not patentable, the other holding that the invention warranted a patent. Seventeen years after Eibel filed its patent application, the Supreme Court unanimously upheld the patent even though Eibel's invention was only an improvement. By then almost every paper company was using the Eibel process. In 1952 Congress created the "obviousness" section of the patent law, in effect incorporating the Supreme Court's reasoning.

***Loving v. Virginia, 1967 (Bernie Cohen)***. *Loving v. Virginia* was a civil rights case brought by an interracial couple who had married in 1959 in Washington, DC, and were arrested when they returned to their home in Caroline County, VA. They were found guilty of violating the state's anti-miscegenation laws and were sentenced to a year in jail. The sentence was suspended on condition that they leave Virginia and not return. With the backing of the ACLU they brought suit, charging that the laws violated their constitutional due process and equal protection rights under both the Virginia and federal Constitutions. Chief Justice Earl Warren, writing for a unanimous Court, said, "There can be no doubt that restricting the freedom to marry solely because of racial classification violates the central meaning of the Equal Protection Clause." In addition, "These statutes also deprive the Lovings of liberty without due process of law in violation of the Due Process Clause of the Fourteenth Amendment. The freedom to marry has long been recognized as one of the vital personal rights essential to the orderly pursuit of happiness by free men."

***Griswold v. Connecticut, 1975 (Mike Goldberg)***. A Connecticut statute prohibited the use or sale of contraceptive devices, drugs or products and made it a crime to assist, cause or counsel another person to use contraception. Estelle Griswold, head of the Planned Parenthood League of

Connecticut, together with Dr. C. Lee Buxton, a physician and professor at Yale Medical School, challenged the law by giving medical advice to married couples on how to prevent conception and by prescribing contraceptive devices. They were found guilty and the state supreme court upheld the conviction. The US Supreme Court reversed, articulating a constitutional right to marital privacy. Although no such right is specifically stated in the Constitution, the constitutional right to privacy has had profound effects on American jurisprudence.

***The Trial of Mary Queen of Scots (Jean Moore, 2-hour class)***. Come along on a journey through the life and times of Mary Queen of Scots, destined almost from birth to become Queen of Scotland and France and perhaps England as well. But her life spiraled out of control due to fate, intrigue and ill-conceived personal decisions. In contrast, her cousin Elizabeth, initially dispossessed of the right to inherit the English throne, rose up to become one of the most powerful monarchs of the day. Their paths were destined to cross, but never in person. Did Mary really engage in a plot to have Elizabeth killed, the crime for which she was tried and convicted? The facts are intriguing. Only one thing is certain – heads will roll.

***Jerry Stouck*** is a lawyer at Greenberg Traurig, LLP in Washington, DC, specializing in litigation against federal agencies. He has a JD from the New York University School of Law and a BA from Wesleyan University. Over the past 30 years he has handled a number of important government liability cases, including litigation over the government's responsibility for spent nuclear fuel from commercial reactors. He represented Glendale Federal Bank, the lead bank plaintiff in the *Winstar* case, as well as eight other financial institutions in similar cases.

***Robert L. Weinberg*** received his BA and law degrees from Yale University and a PhD from the London School of Economics. A former president of the DC Bar, he is a retired founding partner of the Washington, DC, law firm of Williams and Connolly, where for 35 years he litigated constitutional issues in criminal cases. He now teaches criminal procedure as an adjunct professor at George Washington University Law School and as a visiting lecturer at the University of Virginia Law School.

# Law, Politics & Public Affairs *continued*

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**Alan E.J. Branigan** received a Bachelor of Science in Engineering from the University of Colorado and a JD degree from George Washington University Law School. He was a founding member of the Board of Governors of the Intellectual Property Law Section of the Virginia Bar and an Adjunct Professor at Potomac Law School. Now a seminar lecturer on intellectual property, he is a registered patent attorney and a member of the District of Columbia, Virginia and US Supreme Court bars.

**Bernard S. Cohen** received his degree in economics from Baruch College of City College of NY and his law degree from Georgetown University. He practiced law for more than 37 years in Alexandria, VA. In addition to being lead counsel in *Loving v. Virginia*, he asserted the violation of constitutional rights in cases involving damage to the environment and injury to groups and individuals. He followed a parallel career when he was elected to the Virginia House of Delegates in 1979 and served 16 years, retiring at the end of 1995. He was the chief sponsor of Virginia's "Right to Die" Act, which established the practice of writing living wills.

**Michael L. Goldberg** holds a BA from the University of Vermont, an LLB degree from Boston College Law School and an LLM from Georgetown University Law Center. He was an attorney at the National Labor Relations Board and served four years as Labor Counsel to what was then the US Senate Committee on Labor and Human Resources. After leaving government service, he entered private practice and has been counsel of record in more than 150 cases in several state appellate and supreme courts, numerous federal Circuit Courts and the US Supreme Court.

**Jean S. Moore** received a law degree from Ohio State University and joined the Honors Program of the US Department of Justice. She later served in the White House Office of Special Counsel as Staff Assistant to the President. After specializing in international litigation and arbitration, she is now a retired partner of the Washington law firm of Hogan Lovells and serves on the boards of several corporations and nonprofit organizations.

## 428 – US Foreign Policy: The Nexus of Security and Development

**Instructor: Peter W. Amato**

**Wednesdays, 10:00 AM – 11:30 AM**

**October 1 – November 5**

**Location: GMU**

**6 Sessions**

**Maximum 30, minimum 8 participants**

Global threats to the US are now more diffuse and complex than at any time in our history: terrorism, extreme poverty, sectarian violence, failed states and global criminal networks. To address these and other challenges, our foreign policies and programs are increasingly taking a balanced approach in which "non-kinetic" soft power is considered equal, and in some circumstances superior, to traditional military-based hard power in foreign policy decision-making. This course examines the use of such soft power to achieve US foreign policy objectives, working through the prism of our principal foreign development delivery system — the United States Agency for International Development (USAID).

The six sessions of the course will address the following:

- Historical context of US foreign policy and development.
- Development assistance to fragile states and states in conflict zones.
- Foreign policy role of defense, diplomacy and development and the part played by USAID and other governmental and non-governmental programs.
- Cost effectiveness of foreign assistance and improvements to its design and performance.
- Urban transformation underway in Africa, Asia and Latin America, the concomitant rise of urban radicalism and lawlessness and their impact on foreign policy and foreign assistance.

## Law, Politics & Public Affairs *continued*

- Rethinking US foreign policy and development assistance — what works, what does not and future directions.

*Independent Readings:* Recommended readings and materials will be provided by instructor on his dedicated course website, whose address and use will be covered in the first class session.

**Peter W. Amato** is an international development consultant with over 30 years experience, mainly with USAID. He has served in 10 countries, developing and implementing US foreign aid programs. He served as a tenured faculty member and program chair over a 10-year period at the University of Wisconsin, Madison, teaching graduate courses in planning and economic development. He holds an MS degree in Urban and Regional Planning from Columbia University and a PhD from Cornell University. He serves as an active member of USAID's Alumni Association (UAA) Urban Policy Programs.

### 451 – The Politics of Education Policy

**Instructor: Art Hauptman**

**Wednesdays, 10:00 AM – 11:30 AM**

**November 12 – December 17**

**Location: GMU**

**6 Sessions**

**Maximum 30, minimum 8 participants**

In our federalist system of government, education policy is set at the federal, state and local levels. For various reasons, education policy at all levels is one of the most politically contentious of all public functions, partly because everyone has been a student, and most are or have been the parents of students. Now, at all levels of government, the process of sorting out those roles is generating increasing political friction. There is a real danger that the intensity of the politics is contributing to an erosion in the quality of education policies being adopted, resulting in a more costly and less effective education system. This course seeks to generate more light than heat in evaluating the role

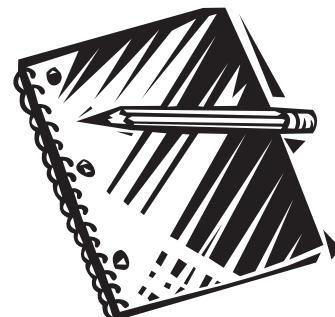
of politics in setting education policy and in considering how the political and policy functions could be more effectively sorted in the future.

Class sessions will cover the following topics:

1. **The Contentious Common Core:** Are teachers the problem or the solution?
2. **The Gap Between Rich and Poor:** What happened to equality as our primary goal?
3. **Local Education:** The stakes are smaller but the politics more intense.
4. **Pell Grants and Student Loans:** Achieving the dream or adding to costs?
5. **State Funding of Higher Education:** Who gets the most cheese?
6. **Politics and Education Policy:** Can we achieve a happy balance?

*Recommended Readings:* *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*, Diane Ravitch. *Collision Course: Federal Education Policy Meets State and Local Realities*, Paul Manna. *Degrees of Inequality: How the Politics of Higher Education Sabotaged the American Dream*, Suzanne Mettler.

**Arthur Hauptman** earned a BA from Swarthmore College and an MBA from Stanford University. Since 1981 he has been an independent public policy consultant, editor and author specializing in higher education financing issues in the United States and many countries around the world. He has lived in Arlington since 1976 and owns and operates Cassatt's Café when he is not working on education policy matters.



# Law, Politics & Public Affairs *continued*

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## 452 – South Caucasus Intrigue: Great Games or Little Games?

**Instructor:** Richard Kauzlarich

**Mondays, NOON – 1:30 PM**  
**November 10 – December 1**  
**Location: GMU**  
**4 Sessions**  
**Maximum 50, minimum 8 participants**

Mystery shrouds the countries of the South Caucasus – Armenia, Azerbaijan and Georgia – like an early-morning fog over Mount Elbrus. Come and learn about why these three countries are important to the US, why Caspian Sea energy matters, how regional powers – Turkey, Russia and Iran – view the South Caucasus, and how US domestic politics affect US foreign policy in the region. Is there a great game, or are several little games involved, especially post-Crimea? You decide. Also learn how corruption and human rights conditions in all three countries (especially Azerbaijan) are important for domestic stability and foreign policy orientation.

By the end of the course you will know how to pronounce Nakchivan and be able to hum a few bars of “Arshin Mal Alan.”

*Recommended Reading: Black Garden: Armenia and Azerbaijan Through Peace and War*, Thomas de Waal.

*Independent Reading: The Great Game: The Struggle for Empire in Central Asia*, Peter Hopkirk.

**Richard Kauzlarich** is an adjunct professor (teaching courses on energy security and public policy communications) at the School of Policy, Government and International Affairs at George Mason University and a non-resident Senior Fellow at the Brookings Institution’s Center on the United States and Europe. He is a former US Ambassador to Azerbaijan and to Bosnia and Herzegovina. After 32 years in the Foreign Service, he spent almost eight years as National Intelligence Officer for Europe at the National Intelligence Council. He also served as Director of the US Institute of Peace’s Muslim World Initiative.

## 453 – Human Rights, Democracy and US Foreign Policy

**Instructor:** Connie Phlipot

**Thursdays, NOON – 1:30 PM**  
**October 2 – December 11**  
**(No Class November 27)**  
**Location: GMU**  
**10 Sessions**  
**Maximum 30, minimum 8 participants**

In this course we will look at how human rights and democratization have played a role in US foreign policy over the past century, beginning with Woodrow Wilson’s encouragement of national self-determination and encompassing Eleanor Roosevelt’s campaign for the Universal Declaration of Human Rights, as well as the Cold War, Jimmy Carter’s creation of the Human Rights Bureau in the State Department, the collapse of communism and our current policies. We will discuss concepts and definitions of democracy and how these evolved over time. We will explore the tools available for promoting democratic principles and human rights, such as technical assistance, conditionality, “naming and shaming,” and the specific role of international organizations and coalitions. An important item of discussion will be the obstacles to achieving desired results and conflicts with other foreign policy objectives. The course will make use of case studies including Eastern Europe, the former Soviet Union and the Arab Spring. In the final sessions we will analyze the pros and cons of human rights support/democratization strategies and how they could be more effectively implemented.

*Recommended Reading: Advancing Democracy Abroad: Why We Should and How We Can*, Michael McFaul.

*Independent Readings: USAID Strategy on Democracy, Human Rights and Governance*, www.USAID.gov. *UN Declaration on Human Rights*, <http://www.un.org/en/documents/udhr/index.shtml>. Articles by Larry Diamond and Thomas Carothers, available through the Internet.

# Law, Politics & Public Affairs *continued*

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## *Recommended Websites:*

[www.state.gov/j/drl](http://www.state.gov/j/drl) (Bureau of Democracy, Human Rights and Labor, State Department)

<http://demdigest.net/blog>

<http://www.journalofdemocracy.org/>

<http://carnegieendowment.org/topic/?fa=1286>

**Connie Phlipot** is a retired Foreign Service Officer, specializing in economics, Central and Eastern Europe, and economic/democratic transformation. She served as Deputy Chief of Mission at the US Embassy in Minsk, Belarus; Senior Diplomatic Advisor to the Community of Democracies (Warsaw), Senior Advisor on the Former Soviet Union with the State Department Policy Planning Staff; and in various positions in Moscow, Riga, Rangoon, Helsinki and Rome. She has taught international relations at the US Army War College and at private universities in Warsaw.

## **454 – McCarthyism and the Red Scare of the 1940s and 1950s**

**Instructor: David Heymsfeld**

**Wednesdays, NOON – 1:30 PM**

**November 5 – December 3**

**(No Class November 26)**

**Location: GMU**

**4 Sessions**

**Maximum 30, minimum 8 participants**

After World War II, the Red Scare that built on public anger and fear caused by the expansion and militancy of communist countries and possible subversion by communists led to extensive actions to combat perceived threats. Measures taken during the Red Scare included firing thousands of federal employees deemed insufficiently loyal, banning liberal books from libraries, blacklisting actors and screen writers and firing teachers and professors whose patriotism became suspect.

The consensus today is that many of these measures went far beyond what was needed. Many of those whose careers were destroyed were guilty, at worst, of poor political judgment during the 1930s and World War II when the Soviet Union was not an enemy. The unsupported accusations by Senator Joseph McCarthy were the most extreme of the excesses. His exposure at the Army-McCarthy hearings played a major role in ending the Red Scare.

The course will consider several topics:

- Measures taken during the Red Scare.
- The historical context in which the Red Scare developed.
- The important role that accusations of disloyalty and appeasement played in the politics of the period.
- Major events of the Red Scare including the Hiss case, the Rosenberg case, the Oppenheimer case and the Army-McCarthy hearings.
- The roles of major political figures including Dwight Eisenhower, Richard Nixon, Joseph McCarthy and J. Edgar Hoover.
- The impact of groups and institutions, including the courts, the Congress, the media, unions, religious leaders and anti-communist liberals.

*Recommended Reading: Grand Expectations: The United States, 1945-1974*, James T. Patterson (particularly Chapter 7).

**David Heymsfeld** served on the professional staff of the US House of Representatives Transportation and Infrastructure Committee for 35 years and was staff director of the Committee's Democratic professional staff from 1995 to 2010. He has had a lifelong interest in modern history and has published reviews of history books in legal periodicals.

# Law, Politics & Public Affairs *continued*

## 455 – All the Presidents’ Men: Government Transparency Issues

**Instructors:** Mark J. Rozell, Michael V. Hayden, Robert L. Deitz

**Mondays, 10:00 AM – 11:30 AM**

**September 29 – October 20**

**Location: GMU**

**4 Sessions**

**Maximum 49, minimum 8 participants**

In a post-Watergate world with weekly Internet security bugs, stolen identity alerts and multiple wars in distant lands, it is not comforting to know that the government entrusted to guarantee the freedom of its citizens and to serve as a beacon to the rest of the world suffers from internal issues regarding transparency. Join this trio of experts to learn more about the risks of establishing presidential czars and of invoking executive privilege. Get a full explanation of the National Security Agency surveillance controversy and the leaks by Edward Snowden. All three speakers will touch on the general topic of government secrecy and democracy in an age of terror threats.

*Recommended Readings:* *The President’s Czars: Undermining Congress and the Constitution*, Mitchel A. Sollenberger and Mark Rozell. *Executive Privilege: Presidential Power, Secrecy and Accountability*, Mark Rozell.

**Mark J. Rozell** is the acting dean of the School of Policy, Government and International Affairs (SPGIA) at George Mason University, author of nine books and editor of 20 books on US government and politics, including the presidency, religion and politics, media and politics, and interest groups in elections. He has testified before Congress on executive privilege issues and has lectured extensively in the US and abroad. He writes frequent op-ed columns and is often asked to comment about his areas of expertise on television and in publications such as *The Washington Post* and *Time* magazine.

**Michael V. Hayden** is a distinguished visiting professor at Mason’s SPGIA. A retired US Air Force four-star general, he is a former director of the National Security Agency (1999-2005) and of the Central Intelligence Agency (2006-09). He has more than two decades of experience developing and implementing US security and foreign policy, having worked in the White House, US embassies and the Department of Defense in addition to the NSA and CIA. He has appeared often on TV news talk shows such as *Meet the Press* and the *Charlie Rose* show.

**Robert L. Deitz** is a professor in Mason’s SPGIA. He was senior counselor to the director of the Central Intelligence Agency (2006-09) and general counsel for the National Security Agency, representing it in all legal matters (1998-2006). He has also served as acting general counsel at the National Geospatial-Intelligence Agency and as acting deputy general counsel, Intelligence, at the Department of Defense. He began his career as a law clerk to Justices Douglas, Stewart and White of the Supreme Court; during the Carter administration he was special assistant to Deputy Secretary of State Warren Christopher and to Secretary of Health, Education and Welfare Joseph Califano.

## 456 – Are the People a Mob?

**Instructor:** Michael G. Anderson

**Thursdays, 2:00 PM – 3:30 PM**

**October 30 – November 20**

**Location: GMU**

**4 Sessions**

**Maximum 30, minimum 8 participants**

As we try to answer this basic question about us as human beings, the first three class sessions will be devoted to analytic looks at and discussions of particular parts from three of the classic films from Hollywood’s Golden Age. *It’s a Wonderful Life* and *High Noon* have become part of our folklore, and the resurgence of Ayn Rand into our politics has made *The Fountainhead* news again. Discussion will center on the differing views of “the people” presented in these movies and how the differences relate to post-World War II American history. The fourth session will concentrate on leadership and address the question: Was George Bailey a leader?

*Recommended Reading:* The lecture portion on each movie and the final lecture on leadership will be posted on [www.nosrednam.com](http://www.nosrednam.com) a week or so before the start of the course. Additional information will be supplied to participants during the course.

**Michael Anderson** is a retired US Foreign Service Officer (1973-2002). He has a PhD in history from the University of Chicago (1972) and, since retirement from the Foreign Service, has taught US history and western civilization at Northern Virginia Community College and also at George Mason University. Dr. Anderson also teaches classes for the Lifetime Learning Institute at NOVA.



## Law, Politics & Public Affairs *continued*

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### 457 – Religious Nationalism

**Instructor: Raja M. Ali Saleem**

**Wednesdays, 2:00 PM – 4:00 PM**

**November 5 – December 17**

**(No Class November 26)**

**Location: GMU**

**6 Sessions**

**Maximum 30, minimum 8 participants**

The course will define religious nationalism and explain how it differs from ethnic and civil nationalism. We will consider situations where religious and other forms of nationalism compete for the primary allegiance of people. Using four country case studies, we will discuss different forms of religious nationalism:

- Pakistan was carved out of India because Muslims claimed they were a different nation. Islam thus became the basis of Pakistani nationalism. However, 20 years later, East Pakistan separated and became Bangladesh. Was this a failure of religious nationalism?
- Sri Lankan nationalism was not initially based on Buddhism, yet gradually Buddhism became increasingly influential as the Sinhalese fought a 25-year civil war with the Hindu Tamil minority. Why did Buddhism become an important part of the Sri Lankan/Sinhala identity?
- Saudi Arabia claims to be an Islamic state. Yet how has the Saudi state managed to defeat religious extremism internally while promoting religious extremism abroad without alienating the religious nationalism that forms the basis of the polity?
- Israel was created as a country for Jews but was largely secular. During the last 60 years, the Israeli religious right has increased its power and Judaism now plays a much larger role in state affairs. Are these changes due to the Arab-Israeli conflict or the result of increased religious nationalism?

*Recommended Website:* <http://religious-nationalism.blogspot.com/>

**Raja Saleem** graduated with distinction from Pakistan's Quaid-i-Azam University. He has worked with the Government of Pakistan and international organizations such as the United Nations Development Programme and the Asian Development Bank. He also has degrees from the University of Manchester and the University of Calgary. Currently, he is a PhD candidate at George Mason University's School of Public Policy.

### 458 – The Building Blocks of China

**Instructor: David J. Keegan**

**Tuesdays, 2:00 PM – 3:30 PM**

**November 4 – December 9**

**Location: GMU**

**6 Sessions**

**Maximum 50, minimum 8 participants**

We are told that China is either a challenge to the United States or the source of our future peace and prosperity. But, which is it? Maybe we first need to understand what China is and how it came to be what it is. This class looks at the essential factors that made China what it is and without which it would not be China as we know it. We consider five topics: Confucius and Confucianism, Chinese naturalist philosophy, the economics and technology of Chinese traditional agriculture, the dynastic cycle and China's Century of Shame, and China's twentieth century combination of Western modernism and Chinese tradition. In the last class we will consider how all of this fits together.

*Recommended Reading:* The instructor will suggest weekly readings available online.

**David Keegan** holds a PhD in Chinese history from the University of California, Berkeley. He was a Foreign Service officer for 30 years, serving in Korea, China, Taiwan, Singapore and New Zealand. He served as director in the Office of Taiwan Policy, the Office of Regional Affairs for South and Central Asia and the Office of Strategic, Proliferation and Military Affairs in the Bureau of Intelligence and Research. He has taught the China seminar at the State Department's Foreign Service Institute.

# Literature and Writing

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## 519 – The Poetry of Robert Frost

**Instructor: Lesley Lee Francis**

**Thursdays, 10:00 AM – 11:30 AM**

**October 2 – November 6**

**Location: FCC**

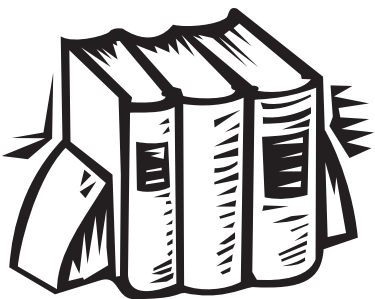
**6 Sessions**

**Maximum 30, minimum 8 participants**

Most of you will recall the inauguration of President John Kennedy when Robert Frost recited “The Gift Outright.” Many will remember from childhood such popular favorites as “Stopping by Woods on a Snowy Evening,” “Mending Wall” and “The Road Not Taken.” The course will explore this four-time Pulitzer Prize winner’s poetry from a variety of perspectives. The instructor, the poet’s granddaughter, brings her extensive publications on Frost and her personal experience to bear on his rich and varied verse.

*Recommended Reading: Robert Frost: Collected Poems, Prose and Plays.* Assignments will be given for each class.

**Lesley Lee Francis** holds an AB from Radcliffe College and a PhD in Romance Languages from Duke University. She was a professor of Spanish language, literature and history at several colleges and universities before joining the professional staff of the American Association of University Professors in Washington, DC. The granddaughter of Robert Frost, she has lectured and published extensively on her grandfather. Her biographical study, *Robert Frost: An Adventure in Poetry, 1900-1918*, is available in paperback.



## 538 – Poetry and the Natural World

**Instructor: Wells Burgess**

**Tuesdays, 2:00 PM – 3:30 PM**

**September 30 – November 18**

**Location: GMU**

**8 Sessions**

**Maximum 15, minimum 8 participants**

What do we see when we walk in the woods, admire a sunset, watch a flight of birds or just walk down the street? In some poems our attention is called to the myriad of ordinary observations that we have “seen but not observed,” to borrow the Sherlock Holmes expression; here the poet presents pictures in a way that fixes images beautifully and indelibly in our consciousness. In other poems the poet’s experience of the natural world points the way to larger truths, and through the metaphorical use of nature we come to a greater understanding of matters of the heart, mind and spirit.

In this course we will experience how the great poets of our time, working in a variety of styles, provide through their representation of the natural world the means to deepen our own experience, writ both small and large.

*Recommended Readings:* The instructor plans to teach from distributed supplemental materials. There are no other recommended readings.

**Wells Burgess** studied poetry at Philips Academy and Harvard (class of 1959) and then left it alone for many years while he pursued a career in the law, ultimately in Washington with the Environment and Natural Resources Section of the US Department of Justice. He began seriously studying and writing poetry again in his late fifties and in 2011 received an MA in Writing from Johns Hopkins University. He has published poems in several journals and has been a featured reader at local poetry venues. Second only to writing poetry, and possibly not even second, he loves teaching poetry.

# Literature and Writing *continued*

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## 539 – Survey of Chinese Literature

**Instructors: Lihong Wang, He Xiao, Ning Yang**

**Thursdays, 10:00 AM – 11:30 AM**

**November 13 – December 11**

**(No Class November 27)**

**Location: GMU**

**4 Sessions**

**Maximum 30, minimum 8 participants**

China possesses one of the world's major literary traditions, extending thousands of years over many historical periods. A team of three professors from the Confucius Institute at George Mason University will help class participants gain a general understanding of multiple Chinese literary genres as well as the rich historical and cultural symbolism in Chinese literature.

The course sections are as follows:

- 1. A Brief Introduction to Traditional Chinese Literature** (*He Xiao*): A look at the dominant literary genres in different historic times and their social/historical significance.
- 2. Classical and Modern Chinese Poetry** (*Ning Yang*): A brief overview of Chinese poetry, followed by the close reading and appreciation of five classical poems and five modern poems.
- 3. Traditional Chinese Fiction** (*He Xiao*): An introduction to the origin, development and popularity of traditional Chinese fiction, with an appreciation of specific plots/stories in several classic novels.
- 4. Contemporary Chinese Novels** (*Lihong Wang*): A brief introduction to modern and contemporary Chinese novels and the works of one or two Chinese writers who have great influence in world literature.

**Lihong Wang** is an associate professor at the Beijing Language and Culture University. In January 2011 she came to the US to serve as resident director of the Confucius Institute at George Mason University. She has her master's degree in linguistics from Jilin University in China and her PhD in Intercultural Communication and Foreign Language Education from Durham University in the United Kingdom. She has taught general linguistics, English lexicology, grammar, intensive reading, extensive reading, translation and interpreting.

**He Xiao** is an associate professor at the Beijing Language and Culture University (BLCU). She teaches ancient Chinese literature at the Confucius Institute at George Mason University. Before coming to the United States, she taught Chinese at the Confucius Institute at McMaster University in Canada and taught English as an associate professor at BLCU. She received her master's degree from Sichuan University in China in 1995. She was a visiting scholar at the University of Toronto in 2001 and at the University of Pennsylvania in 2009. Her research interests are mainly in second language acquisition and comparative study of Chinese and English literature.

**Ning Yang** is an associate professor of linguistics in the College of Foreign Languages at Beijing Language and Culture University. She earned her doctoral degree at Radboud University of Nijmegen in the Netherlands and later worked as a post-doctoral fellow at Hong Kong City University. She is currently a faculty member at the Confucius Institute at George Mason University. Her research interests include theoretical linguistics, language acquisition and cultural studies.

## Literature and Writing *continued*

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### 540 – Great Heroes and Villains of the Bible

Instructor: Stephen R. Ruth

Thursdays, 2:00 PM – 3:30 PM

October 2 – October 23

Location: GMU

4 Sessions

Maximum 30, minimum 8 participants

Are you interested in both Bible studies and public policy? This course examines the lives and ideas of such famous Bible heroes as Abraham, Jacob, Moses, Joshua, David, Jesus, Peter and Paul. It also features the numerous traitors, villains and scoundrels found in scripture. Current political debate in the United States often emphasizes “values-oriented,” biblically based approaches; we will go to the source to review appropriate chapters and verses in their political and religious context. Since many of these heroes and villains were counseled by great prophets, we will also read the soaring prose and practical advice attributed to Elijah, Isaiah, Ezekiel, Jeremiah, Hulda, Ezra and many others. No religious background of any kind is needed.

**Stephen Ruth** is professor of public policy at George Mason University, specializing in technology issues associated with globalization. He is also director of the International Center for Applied Studies in Information Technology, a grant-supported research center. His new book, *A One Year Trip through the Bible—Daily Readings and Reflections: A Layman’s Fresh Perspective on the Complete Old and New Testaments*, examines 73 books of the Hebrew Tanach and the Christian New Testament.

### 541 – Shakespeare’s History Plays (All of Them) or How Shakespeare Makes England

Instructor: Iska Alter

Fridays, 2:00 PM – 3:30 PM

October 17 – December 12

(No Class November 28)

Location: GMU

8 Sessions

Maximum 30, minimum 8 participants

If, as some historians believe, the nation state begins as an imagined community, it is not surprising that what we know—or think we know—of England, from the Plantagenets through the War of the Roses to the rise of the Tudors, has been shaped by the dramatic vision of William Shakespeare. During the fall of 2014 and continuing in the spring of 2015, we will explore Shakespeare’s two tetralogies as they create the idea of England. We will attempt to discover how it happened, why it happened and who made it happen.

*Recommended Readings:* *King Henry VI Part 1* (Arden Shakespeare), ed. Edward Burns. *King Henry VI Part 2*, (Arden Shakespeare), ed. Ronald Knowles. *King Henry VI Part 3* (Arden Shakespeare), eds. John D. Cox and Eric Rasmussen. *The Tragedy of King Richard III*, ed. John Jowett.

**Iska Alter** is emerita professor of English at Hofstra University. Her specializations are American literature, Shakespeare and English renaissance drama. Dr. Alter’s work has appeared in *Modern Drama*, *Theatre History Studies* and *Shakespeare Survey*. She is the author of an analysis of the fiction of Bernard Malamud entitled *The Good Man’s Dilemma*. She received her BA from City College of New York, an MA from the University of Wisconsin and a PhD from New York University.

# Science & Technology

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## 626 – Adventures In Science: From the Center of the Earth to the Permanent Human Occupation of the Stellar System

Instructor: George Pick

**Mondays, 2:00 PM – 3:30 PM**

**October 6 – November 24**

**(No Class October 13)**

**Location: SEC**

**7 Sessions**

**Maximum 30, minimum 8 participants**

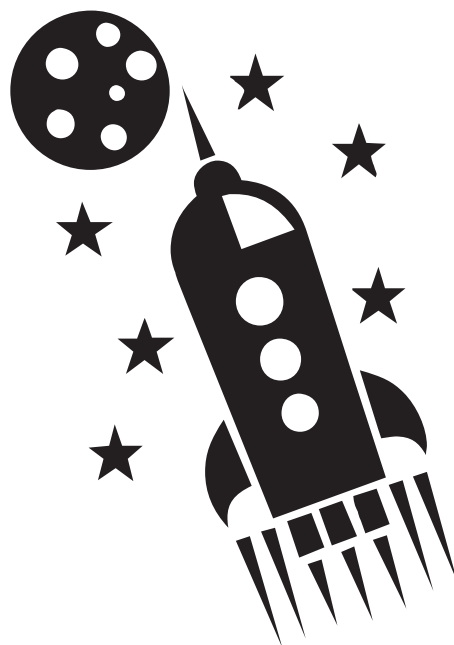
This course will cover the following topics:

- 1. Physics of the ocean:** A description of the large features of the ocean, such as currents, tides, wind waves and tsunamis, plate tectonics and earthquakes.
- 2. Aerodynamics, testing and applications:** A description of the atmosphere, what makes airplanes and other objects fly. How do we test them to make sure they will stay in the air?
- 3. Space simulation:** Before launching into space, what needs to be done to ensure that spacecraft will perform and humans will survive?
- 4. Emerging technologies help to build current and future spacecraft:** The technologies include nanotechnology, superconductivity, super strong materials, robotics and artificial intelligence.
- 5. Spacecraft propulsion:** How different methods of propulsion work to enable manned and unmanned spacecraft to escape the Earth's gravity.

- 6. Accomplishments of interplanetary travel:** In the past 40 years unmanned scientific expeditions into the solar system increased our knowledge many orders of magnitude. In this lecture some of the highlights of this saga will be discussed.
- 7. Human presence in space:** What have we learned about human presence in space? What can be done in the near future (5-10 years)? What are the plans for the long term? Can the human race survive?

*Recommended Reading:* A reading list will be forwarded before class begins.

**George Pick** has a master's in mechanical engineering from Catholic University. His professional engineering background includes ocean sciences, aerospace engineering and space sciences. Author of over 55 publications, he worked at NASA Goddard Space Center, National Engineering Science Co. and, from 1966, for the Department of Navy at David Taylor Model Basin, retiring in 1995. He has taught similar courses for Osher Lifelong Learning Institute.



# Social Sciences

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## 728 – Understanding the Economic Issues of Our Time

**Instructor:** Julian (Jud) Heriot

**Fridays, NOON – 1:30 PM**

**October 3 – November 21**

**Location: FCC**

**8 Sessions**

**Maximum 30, minimum 8 participants**

Remember what the politicians were saying in the 1990s: “It’s the economy, stupid!” That catch phrase could well be dusted off today, because the economy—or more precisely, poor economic performance—is certainly grabbing our attention. This is a course for those interested in understanding the economic events that will shape our lives for years to come. We will discuss economic policy and current developments in the US economy, emphasizing the recent Great Recession, the crisis in the financial sector, globalization and growing inequality in incomes and wealth.

*Recommended Reading: The Little Book of Economics: How the Economy Works in the Real World, Greg Ip.*

*Independent Reading:* Readings from the economic and financial press and other material will be brought to your attention in class.

**Julian (Jud) Heriot** is a PhD economist who has worked for more than 20 years in the field of economic development. He has held positions at the Central Intelligence Agency, the US Agency for International Development and the Inter-American Development Bank. He has also taught economics at American University and at the Federal University of Ceará in Brazil.

## 744 – Controversial Teachings of the Bible

**Instructor:** Steven C. Goldman

**Tuesdays, 10:00 AM – 11:30 AM**

**September 30 – December 2**

**(No Class November 4 and November 11)**

**Location: FCC**

**8 Sessions**

**Maximum 30, minimum 15 participants**

Numerous texts in the Hebrew Scriptures and the New Testament pose challenges for those who consider the Bible to be a unified, divinely inspired guidebook for humankind’s understanding of and relationship with God and each other. In this course, we will examine a range of controversial texts and explore the various interpretations that believers, skeptics, and those who reject the divine inspiration of these texts have offered.

Some categories for analysis include the following kinds of texts:

- Difficult to understand the meaning of the author
- Difficult to understand how to apply the teaching in a modern context
- Interpreted in different ways by different faith traditions
- Conflict with ethical precepts and teachings of most/all faith traditions
- Conflict with universally accepted standards of justice
- Appear to be factually untrue

**Steven C. Goldman** serves as Chair of the Religious Studies Program Planning Group at the Osher Lifelong Learning Institute (OLLI) at George Mason University and is a member of OLLI-George Mason’s Board of Directors. He has taught numerous courses on alternative understandings of Biblical doctrine.

# JOIN, RENEW & REGISTER ONLINE

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## DO EVERYTHING ONLINE!

- Go to [www.EncoreLearning.net](http://www.EncoreLearning.net) and follow the steps provided below.
- No password required. Simply type your name to log in. If your name is similar to another member's, you may be asked to enter the last four digits of your phone number to verify your identity.
- Use our secure credit card payment processor, PayPal, which had no security issue with the Heartbleed bug.
- Receive instant confirmation of your transaction and a follow-up email.
- Register for classes as soon as registration opens at 10 AM on September 8, 2014.
- Control the timing of your transaction, unhampered by staff availability.
- Use any computer with an Internet connection – on vacation, at the library or at home.

## MEMBERSHIP: TO JOIN FOR NEW MEMBERS ONLY

If you have *never* been a member of Encore Learning (or ALRI),

### JOIN ONLINE:

- Go to [www.EncoreLearning.net](http://www.EncoreLearning.net).
- Under **QUICK LINKS**, choose **Join Encore Learning**.
- Choose **Join Online**.
- Enter required information and click on **Submit**.
- Enter Visa or MasterCard information and click on **Continue**.
- Review the transaction. To proceed, click on **I Authorize this Transaction**.
- Reconfirm the transaction by clicking on **Submit Transaction for Processing**. A pop-up message will confirm your payment.

Once you receive a pop-up message, you are immediately eligible to register for special events scheduled through your new expiration date and, if course registration has begun for the semester, to register for courses. A confirmation email will arrive shortly thereafter. This email is your formal notice. Please save or print for your records.

## MEMBERSHIP: TO RENEW FOR CURRENT OR PAST MEMBERS

If you are now or have ever been a member of Encore Learning (or ALRI),

### RENEW ONLINE:

- Go to [www.EncoreLearning.net](http://www.EncoreLearning.net).
- Under **QUICK LINKS**, choose **Renew Membership**.
- Choose **Renew Online**.
- Enter your First Name and Last Name. Click on **Sign In**. (Note: If your name is similar to another member's, you may be requested to enter the last four digits of your phone number to verify your identity.)
- Check the **Renew Membership** box and click on **Proceed to Checkout**.
- Enter your Visa or MasterCard information and click on **Continue**.
- Review the transaction. To proceed, click on **I Authorize this Transaction**.
- Reconfirm the transaction by clicking on **Submit Transaction for Processing**. A pop-up message will confirm your payment.

Once you receive a pop-up message, you are immediately eligible to register for special events scheduled through your new expiration date and, if course registration has begun for the semester, to register for courses. A confirmation email will arrive shortly thereafter. This email is your formal notice. Please save or print for your records.

# JOIN, RENEW & REGISTER ONLINE

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## COURSE REGISTRATION ONLY MEMBERS MAY REGISTER

- Registration opens at 10 AM on September 8, 2014
- Go to **www.EncoreLearning.net**.
- Under **QUICK LINKS**, choose **Course Registration**.
- Choose **Register online**.
- Enter your name and click on **Sign In**.
- Select your desired courses from the drop-down list within the **Register for Courses** box. Cancelled or filled courses do not appear on the drop-down list. You may register yourself for up to five courses, at \$45 per course, in one payment transaction.
- You may also choose to do any of the following in this transaction:
  - Serve as a class aide in any or all of the classes you have selected.
  - Renew your current or expired membership.
  - Make a tax-deductible donation to Encore Learning.
- Click on **Proceed to Checkout**.
- Review your payment and choose either **Edit** to make any changes or **Submit** to continue to the PayPal secure website.
- Enter Visa or MasterCard information. To proceed, click on **Continue**.
- Review the transaction. To proceed, click on **I Authorize this Transaction**.
- Reconfirm the transaction by clicking on **Submit Transaction for Processing**. PayPal charges the account at this time.

A pop-up message will confirm your payment. A confirmation email containing your course schedule and other details will arrive shortly thereafter. This email is your formal notice. Please save or print for your records.

## FREQUENTLY ASKED QUESTIONS:

***How do I make my registration day as smooth as possible? I want to get into my favorite class!*** Take action before Monday, September 8. Set up your browser to accept pop-ups from us. Go through the renewal process to get familiar with the screens. Contact staff days in advance of the registration period with any issues you may have. Then register online with confidence at 10 AM sharp on September 8.

***I cannot see all the courses I want on the drop-down list. Where are they?*** Courses don't appear until registration opens at 10 AM on September 8, and when a course reaches its maximum enrollment, it no longer appears on the list of available courses. There are no wait-lists for courses.

***Why can't I see whether or not my transaction was successful?*** To confirm online transactions and to alert you to transaction issues, Encore Learning uses "pop-up" technology. We never post ads on our site. If you block all pop-ups on your browser, you will not see our transaction messages. Check your browser's tools and add [www.EncoreLearning.net](http://www.EncoreLearning.net) as an allowed website or temporarily allow all pop-ups.

***I share my computer and I can't seem to switch out of my account. Help!*** Your computer might be saving data that you enter, making transitions difficult. Try closing your browser before another member logs in.

***I prefer to register for membership or courses by mail. How do I do this and what are the implications?*** To join, renew your membership or register for courses, you may choose to use the form in this catalog. Complete the form and mail with your check payment to the Encore Learning address on the form. You may send in your form and payment as early as you wish, but those forms received by September 8 will be entered in random order by our staff beginning at 10 AM on September 8. Confirmation is mailed via U.S. mail. This method is not recommended for those who wish to know immediately if they have been registered or for those who anticipate a desired course filling quickly.

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### MORE QUESTIONS?

Call or email the Encore Learning office: **703-228-2144**  
**Info@EncoreLearning.net**

The office is staffed during the academic year Monday through Thursday from 10 AM to 2 PM. Summer hours are posted on the website.



# VOLUNTEER: MEMBERS, WE NEED YOU!

Catch the spirit and join the fun: volunteer your talents, your interest and your support. There are opportunities that can fit your schedule and time constraints. Encore Learning prospers when members get involved.

Try something new this year: join a committee! It's a wonderful opportunity to meet people who share your interests, to develop new skills—or to use the skills you spent years developing. The members of our standing committees will welcome you warmly.

- **Academic Programs** — seeks instructors, develops courses
- **Class Aides** — recruits and trains class aides
- **Information Technology** — researches and advises Encore Learning on technology
- **Membership** — welcomes new members and plans social functions
- **Publications** — writes, edits and distributes the course catalog
- **Special Events** — identifies exhibitions, speakers, performances for one-time events

There are other opportunities to volunteer as well: assist the staff, lead a club, become our audiovisual expert, or serve as a class aide. Once a year we welcome a select group to serve on our Nominating Committee. They in turn recruit candidates for our Board of Directors. Of course, one of the best volunteer positions available is teaching an academic course.

**Our newly elected Volunteer Coordinator, Stephen Hopper, will be spearheading our renewed emphasis on the proper placement and recognition of volunteers. Contact him through the Encore Learning office at 703-228-2144 or [info@EncoreLearning.net](mailto:info@EncoreLearning.net) or just click on the VOLUNTEER link on our homepage, [www.EncoreLearning.net](http://www.EncoreLearning.net), to submit your preferences.**

Encore Learning members make up a great community of people, and your participation will help to make our organization even greater.



**ENCORE  
LEARNING**

Expand Your World

# VOLUNTEER AS A CLASS AIDE



## Do Your Part As a Member! *Volunteer to be a Class Aide*



### What do I do?

- Attend the one-hour orientation/training session before classes start
- Review the take-home guide covering all aspects of the job
- Serve as interface between instructors, class attendees and Encore Learning staff
- Take attendance and distribute/collect evaluations
- Forward supplemental materials to class members by email or at the class.
- Set up, with assistance if needed, any audiovisual equipment needed by instructor
- Communicate with the class in the event of schedule changes

### What benefits will I have?

- Get to be an integral part of Encore Learning
- Get free parking while attending the class
- Get to know your classmates and the instructor

### How do I volunteer?

- Check off the "Class Aide" box when registering for a class online or on the paper registration form
- Respond when contacted prior to beginning of semester by a Class Aide coordinator who will provide details on aide training and specific audiovisual needs of the class

***Virtually all classes have an aide and a backup – you will not be alone!***

**Questions about Class Aides? Contact Fred Freme or Martha Trunk at  
Info@EncoreLearning.net or call 703-228-2144 and leave a message.**

# ENCORE LEARNING

## Membership and/or Course Registration

(Please use one form per person)  
Or immediately Join / Renew / Register online at [www.EncoreLearning.net](http://www.EncoreLearning.net)

**NAME** (Please print)

First \_\_\_\_\_ MI \_\_\_\_\_ Last \_\_\_\_\_

Preferred First or Nickname \_\_\_\_\_ Mr. Mrs. Ms. Dr. Other \_\_\_\_\_

Male     Female

(Circle one)

**CONTACT INFORMATION** (Complete only if new member or updating information)

Street \_\_\_\_\_ Apt. \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ - \_\_\_\_\_

Home (\_\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_ Cell (\_\_\_\_\_) \_\_\_\_\_ -- \_\_\_\_\_

Email \_\_\_\_\_

**MEMBERSHIP** (Membership fees and donations are tax-deductible)

Annual Fee is \$55 per person (non-refundable): New / Renewal (Circle one)

Additional Donation (optional): \$ \_\_\_\_\_ General / Scholarship (Circle one)

*Check the membership expiration date on your address label.*

**COURSE REGISTRATION** (\$45 per course)

Class Aides receive free parking while assisting their class. See 'The Volunteer Page' for details. If you are interested, place a checkmark ✓ in the Class Aide column.

Course Name (Please use short title shown in Catalog tables)	Course #	Class Aide

**Make your check payable to ENCORE LEARNING and mail to:**

Encore Learning  
2110 Washington Blvd.  
Arlington, VA 22204

*If you prefer to pay by VISA or MasterCard, you may join/renew/register on our website.*

**Membership fee** (\$55/yr)                      \$ \_\_\_\_\_

**Course fees** (# of courses x \$45)                      \$ \_\_\_\_\_

**Donation** (Optional)                                      \$ \_\_\_\_\_

**TOTAL check amount:**                                      \$ \_\_\_\_\_

**How did you hear about Encore Learning?** \_\_\_\_\_

# **NOTES:**

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## SPECIAL EVENTS for MEMBERS

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Encore Learning's Special Events provide a variety of activities to complement the course offerings. Some require an admission fee while others are free. Reservations are required except for those events scheduled at Arlington County libraries.

Members with email addresses on file with Encore Learning receive monthly reminders of the upcoming events, but members are encouraged to check the website for the most current listings.

Suggestions from members for future places of interest are always welcomed by the Special Events Committee as the greater Washington area is a treasure trove of opportunities, some of which—such as embassy visits—are otherwise normally private. Contact Special Events co-chairs Kris McLaughlin or Earle Young via the Encore Learning office at 703-228-2144 or [info@EncoreLearning.net](mailto:info@EncoreLearning.net) and we will follow up.

### SPECIAL EVENTS FOR MEMBERS

Choose your preferred method:

#### RESERVE ONLINE:

Go to [www.EncoreLearning.net](http://www.EncoreLearning.net). Under **QUICK LINKS**, click on **Reserve a Space** in a **Special Event**. Select event, click on **Reserve**, enter your name, and click on **Make a Reservation**. Unless your pop-up blocker is activated, a pop-up notice will appear indicating whether you are registered or on the waiting list.

#### RESERVE BY EMAIL:

Email your Special Event choice to [info@EncoreLearning.net](mailto:info@EncoreLearning.net). Put "Special Event Reservation" in the subject line. Put your full name and the event requested in the body of the email. Encore Learning staff or a volunteer will process the request and confirm your status during office hours.

#### RESERVE BY PHONE CALL:

Call the Encore Learning office at 703-228-2144 and leave a message including your full name, phone number and your event choice. Encore Learning staff or a volunteer will process the request and confirm your status during office hours.

Special events are popular, and those on the waiting list will appreciate your cancelling your reservation if you are unable to attend an event.

Events held at Arlington libraries require no registration and are open to the public. They are a good way to introduce your friends to Encore Learning and the caliber of its offerings. Events requiring reservations are for members only and require membership active through the event date. Your most recent catalog address label includes your membership expiration date.

Remember to check [www.EncoreLearning.net](http://www.EncoreLearning.net) for Special Events information!

# CLUBS at ENCORE LEARNING

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Encore Learning's special interest clubs are busy organizing activities for their members. Join Encore Learning and add club activities to your calendar at no extra cost. If you're interested in movies, you can meet monthly with others to see a film and chat about it over coffee afterwards. If you enjoy a friendly bridge game, join the Bridge Club. Share your ideas on timely topics with the Current Issues Discussion Club. Discuss nonfiction literature selections with the Nonfiction Book Club. Or explore your international interests through the Ethnic Lunch Club or Travel Club. Check our newest clubs too!

To learn more about a particular club or to join or form a new club, contact staff at: [info@EncoreLearning.net](mailto:info@EncoreLearning.net) or 703-228-2144. Note which club(s) you are interested in and include your contact information. The appropriate club coordinator will contact you directly.

## **BREAKFAST CLUB**

Are you a morning person? If so, join the weekly Breakfast Club for conversation and social networking with other Encore Learning members. Club members meet Wednesday mornings from 8 to 9 AM at La Madeleine, a low-key, Parisian style breakfast and coffee place in Baileys Crossroads near the intersection of Columbia Pike and Leesburg Pike (Rte 7). Club coordinator is Karen Cavanaugh.

## **BRIDGE CLUB**

The Bridge Club meets once a month on an irregular schedule at the homes of club members. Lunch is served, with each player paying the host \$5 to offset the cost of food and drink. The sessions are very social, but not for beginners and probably not ideal for someone who wants to play serious bridge. Club coordinator is Sharon Bisdee.

## **CINEMA CLUB**

If current cinema is your passion, join the Cinema Club, which meets monthly to see a movie. Dates are chosen as much as possible to accommodate participants' schedules. Club coordinators are Lianne Peters and Janice Yeadon.

## **CURRENT ISSUES DISCUSSION GROUP**

The Current Issues Discussion Group meets the third Tuesday of every month at 1:30 PM at the Lubber Run Community Center. Club coordinators are Bob Gibson and Peter Taylor.

## **ETHNIC LUNCH CLUB**

The Ethnic Lunch Club, a group of "foreign foodies," meets usually on the last Thursday of the month to explore and enjoy the area's great ethnic food. Club coordinator is Arlene Kigin.

## **MINDFUL AWARENESS SOCIETY**

Encore Learning's newest club is for people who want to be more aware of experiencing their life as it is being lived. The group practices techniques to free the mind from daydreaming, dwelling in memories and repetitive thinking. The group meets weekly from noon to 1 PM on Wednesdays at the Arlington Central Library (ask the Library's Reference Desk about room location). Club coordinators are Bruce Britton and Dwight Rodgers.

## **NONFICTION BOOK CLUB**

Meetings are held from 1:30 to 3 PM on the second Monday of January, March, May, July, September and November in the meeting room at Arlington Central Library (1015 N. Quincy Street). Club coordinators are Pat Chatten and Carter Vaden.

## **TRAVEL CLUB**

The Travel Club meets the first Wednesday of each month at 2:30 PM at the Langston Senior Center to enjoy presentations on various parts of the world and share information on trips taken or planned. Confirm summer meetings at [info@EncoreLearning.net](mailto:info@EncoreLearning.net). All Encore Learning members are welcome. Club coordinator is Sharon Schoumacher.

# TRANSPORTATION

ALL CLASSROOM BUILDING SITES ARE IN ARLINGTON	PARKING		PUBLIC TRANSPORTATION
	Public Garage or Lot	Street Parking (restricted parking zones listed)	
<b>FCC</b> Fairlington Community Center 3308 S. Stafford Street	Free lot adjacent	Free and Zone 11	Metrobus
<b>GMU</b> George Mason University–VA Sq 3351 N. Fairfax Drive	Pay garage at GMU Founders Hall – entrance on N. Kirkwood Road (\$3/hr as of June 2014)	Metered	Metrorail and Metrobus
<b>SEC</b> Syphax Education Center 2110 Washington Boulevard	Free garage adjacent	Metered	ARTbus and Metrobus

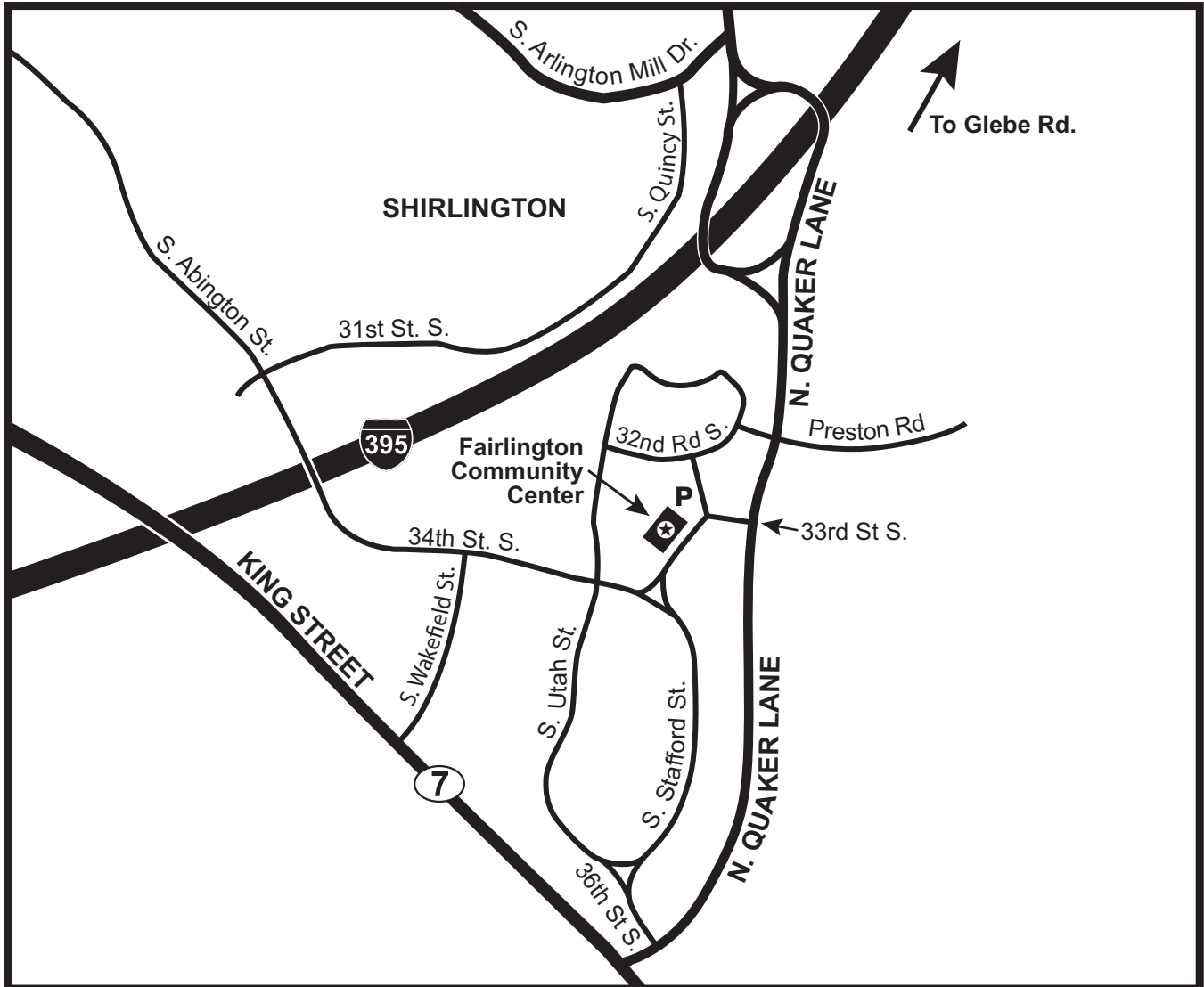
### Suggestions:

- Try using [www.maps.google.com](http://www.maps.google.com) to get directions to class. You can select your mode of transportation (walking, public transit or by car) and Google will provide a map, detailed directions, the distance in miles, and the transit time.
- Use [www.wmata.com](http://www.wmata.com) for public transit information, directions, timetables, etc. for Metrorail, Metrobus and ARTbus. A Trip Planner tool is on the home page.
- Use [www.ParkArlington.com](http://www.ParkArlington.com) for metered parking information and maps.
- Use [www.capitalbikeshare.com](http://www.capitalbikeshare.com) to locate short term bike rental stations in the metro area. Capital Bikeshare has a location at GMU.

**Note:** Arlington residents 55+ who are registered with the Arlington County Office of Senior Adult Programs may take a taxi ride to the Fairlington Community Center from their homes for \$2.50 each way; call 703-228-4744 for applications and further information. Arlington residents 70+ may purchase \$20 books of taxi coupons for \$10; call 703-228-1700 for details.

# MAP

## Fairlington Community Center (FCC)

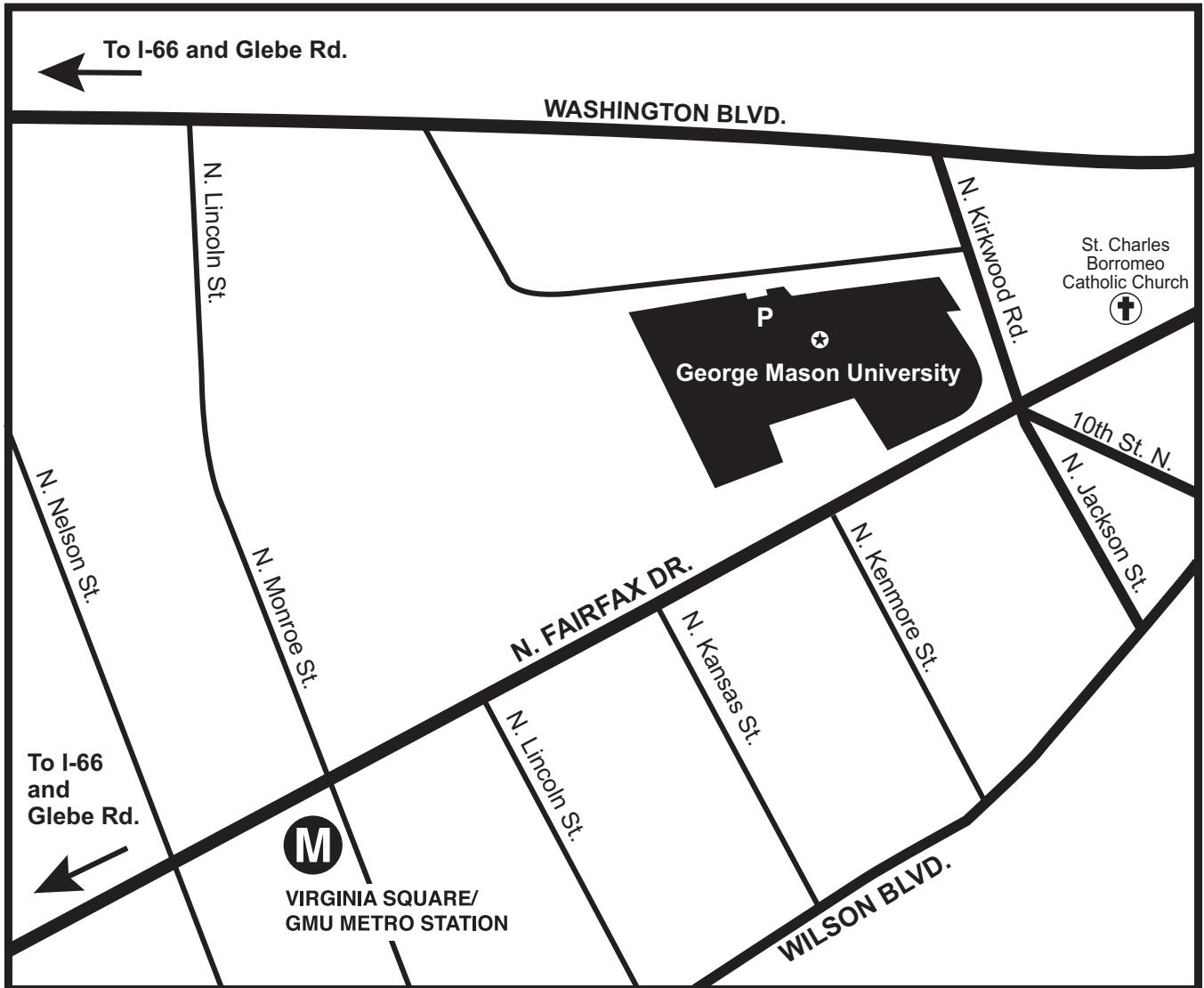


FAIRLINGTON COMMUNITY CENTER—3308 South Stafford Street



# MAP

## George Mason University (GMU)

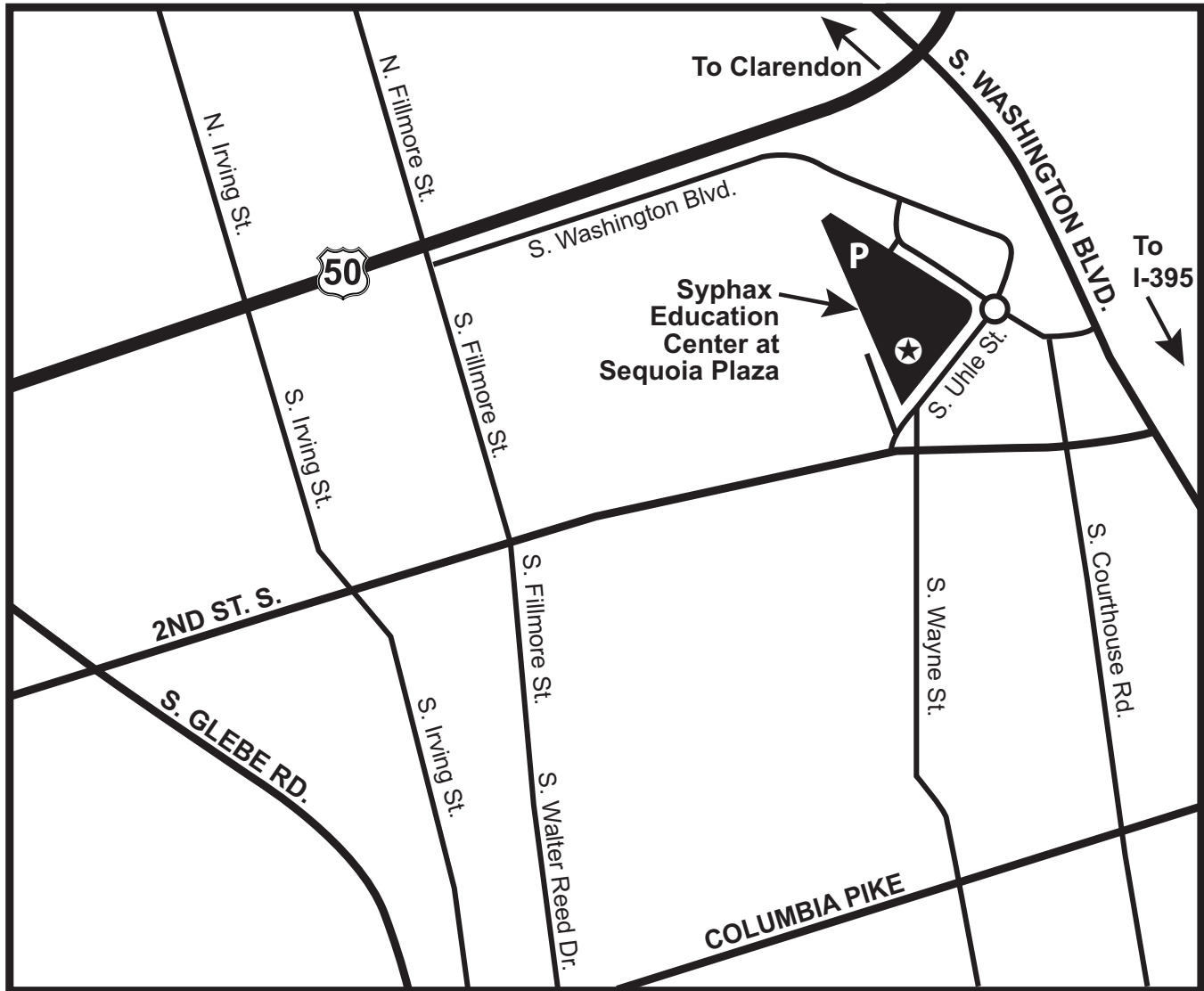


### GEORGE MASON UNIVERSITY, ARLINGTON CAMPUS—3351 N. Fairfax Dr.

Founders Hall/George Mason University garage parking is \$3 per hour as of June 2014. Four-hour metered parking is available on Fairfax Dr. near St. Charles Church and on N. Lincoln St. Metered parking is available on other surrounding streets.

# MAP

## Syphax Education Center (SEC)



**SYPHAX EDUCATION CENTER at SEQUOIA PLAZA**—2110 S. Washington Blvd.  
Free visitor parking is on Levels LL, B-1, B-2

# COURSES by CALENDAR VIEW

	Monday	Tuesday	Wednesday	Thursday	Friday
MORNING	10:00-11:30 / FCC <b>133 Educated Audience</b> Ohlandt 09/29-11/17 (Skip 10/13)	10:00-11:30 / GMU <b>233 Medicine From Now On</b> Connally 09/30-11/18	10:00-11:30 / GMU <b>351 Scotland: Making a Nation</b> Burns 10/15-12/10 (Skip 11/26)	10:00-11:30 / FCC <b>519 Poetry of Robert Frost</b> Francis 10/02-11/06	09:30-11:30 / GMU <b>302 Renaissance Rome</b> Wukitsch 10/03-12/12 (Skip 11/28)
	10:00-11:30 / GMU <b>232 Chronic Pain</b> Heit 11/03-12/01	10:00-11:30 / FCC <b>744 Controversial Bible Teachings</b> Goldman 09/30-12/02 (Skip 11/04, 11/11)	10:00-11:30 / GMU <b>428 US Foreign Policy/Security &amp; Development</b> Amato 10/01-11/05	10:00-11:30 / GMU <b>539 Survey of Chinese Literature</b> Various 11/13-12/11 (Skip 11/27)	10:00-11:30 / FCC <b>147 Dance Appreciation</b> Franklin 10/24-11/14
	10:00-11:30 / GMU <b>455 All the Presidents' Men: Transparency</b> Various 09/29-10/20		10:00-11:30 / GMU <b>451 Politics of Education Policy</b> Hauptman 11/12-12/17		
NOON	NOON-1:30 / GMU <b>228 User's Guide to the Brain</b> Beckerman 09/29-11/03	NOON-1:30 / GMU <b>419 Notable Court Cases</b> Various 10/07-11/18 (Skip 11/11)	NOON-1:30 / GMU <b>353 Childhood in World History</b> Stearns 10/01-10/29 (Skip 10/15)	NOON-1:30 / GMU <b>231 Mindful &amp; Aware</b> Rodgers 10/23-12/11 (Skip 11/27)	NOON-1:30 / FCC <b>728 Economic Issues of Our Time</b> Heriot 10/03-11/21
	NOON-1:30 / GMU <b>452 South Caucasus Intrigue</b> Kauzlarich 11/10-12/01		NOON-1:30 / GMU <b>454 McCarthyism &amp; Red Scare</b> Heysfeld 11/05-12/03 (Skip 11/26)	NOON-1:30 / GMU <b>453 Human Rights, Democracy</b> Philipot 10/02-12/11 (Skip 11/27)	
AFTERNOON	2:00-3:30 / GMU <b>350 Arguing About Slavery</b> Royer 11/03-12/01	2:00-3:30 / GMU <b>458 Building Blocks of China</b> Keegan 11/04-12/09	2:00-3:30 / GMU <b>148 Tour of Orchestra</b> Wood 10/08-10/29	2:00-4:00 / SEC <b>352 Civil War Studies in Command</b> Stone 10/02-10/30	2:00-3:30 / GMU <b>541 Shakespeare Makes England</b> Alter 10/17-12/12 (Skip 11/28)
	2:00-3:30 / SEC <b>626 Adventures in Science</b> Pick 10/06-11/24 (Skip 10/13)	2:00-3:30 / GMU <b>538 Poetry &amp; Natural World</b> Burgess 09/30-11/18	2:00-4:00 / GMU <b>457 Religious Nationalism</b> Saleem 11/05-12/17 (Skip 11/26)	2:00-3:30 / GMU <b>456 Are the People A Mob?</b> Anderson 10/30-11/20	
				2:00-3:30 / GMU <b>540 Bible's Heroes &amp; Villains</b> Ruth 10/02-10/23	

Encore Learning  
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Arlington, VA 22204

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**Registration Begins  
September 8, 2014**