

**ENCORE
LEARNING**

Expand Your World

**FALL
2020
COURSE
CATALOG**

HISTORY • SCIENCE & TECHNOLOGY • HEALTH & WELLNESS • POLITICS & PUBLIC AFFAIRS • MUSIC • LITERATURE & WRITING • THEATER • LAW • SOCIAL SCIENCES

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Affiliations

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

FALL 2020 COURSE CATALOG

All classes will be held virtually

ENCORE LEARNING

Expand Your World

Encore Learning

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Arlington, VA 22204

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Website: 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 2020 Course Catalog:***

Don Campbell, Kevin Connors, Carolyn Gosling, Charlie Hallahan,
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The courses in this catalog have been developed
by Encore Learning's Academic Programs Committee.

Table of Contents

Board of Directors	Inside Front Cover
Staff	Inside Front Cover
Community Advisory Council	Inside Front Cover
Affiliations	Inside Front Cover
Fall 2020 Course Preview	3
Fall 2020 Course Offerings	4
General Information	6
Fall 2020 Course Descriptions	
Fine Arts, Theater & Music	9
Health & Wellness	13
History	15
Law, Politics & Public Affairs	20
Literature & Writing	24
Science & Technology	27
Social Sciences	29
More Resources Online	31
Notes	32
Courses by Calendar View	Inside Back Cover



**ENCORE
LEARNING**

Expand Your World

VIRTUAL COURSE PREVIEW

**Thursday
August 27, 2020**

9:30 a.m. to 11:30 a.m.

**Join Us via Zoom for this semi-annual event.
Open to current and prospective members.**

- Encore Learning's instructors give brief presentations about their academic courses.
- Members often tell us that the instructors' presentations at the Course Preview influence their registrations.

Zoom Webinar Link: <https://us02web.zoom.us/j/88637049901>

Dial in by phone: 301-715-8592 **Webinar ID:** 886 3704 9901

Email info@encorelearning.net with questions.

All course registrations and membership renewals will be **online** via credit cards this semester. No paper registrations or checks will be accepted.

**COURSE REGISTRATION BEGINS
10:00 A.M. sharp Monday, August 31, 2020**

Fall 2020 Course Offerings

Category	Course # and Name	Instructor	Day	Start Date	End Date	Start Time	End Time	Site
Fine Arts, Theater & Music	1002 - Theater Appreciation	Ohlandt	TH	Sep 24	Nov 5	10:00 AM	11:30 AM	Virtual
	1013 - American Musical Geniuses	Sherman	TH	Sep 24	Nov 12	12:00 PM	1:30 PM	Virtual
	1014 - Life, Love and Death	Vance	M	Nov 16	Dec 14	12:00 PM	1:30 PM	Virtual
	1016 - Japanese Art in the Age of Hokusai	Morland	T	Sep 22	Nov 10	12:00 PM	1:30 PM	Virtual
	1017 - Cinematic Beginnings and Endings	Berets	W	Sep 23	Nov 18	10:00 AM	11:30 AM	Virtual
	1018 - Art and Culture of the Renaissance	Morrison	F	Oct 16	Nov 13	10:00 AM	11:30 AM	Virtual
	1019 - Evolution of Musical Forms	Wood	W	Sep 23	Oct 14	2:00 PM	3:30 PM	Virtual
Health & Wellness	2003 - Estate Planning	Parks	T	Sep 15	Oct 6	10:00 AM	11:30 AM	Virtual
	2007 - Aging and the Brain	Stutts	W	Oct 28	Nov 25	10:00 AM	11:30 AM	Virtual
	2009 - Cooking for Wellness	McKean	T	Sep 22	Oct 20	2:00 PM	3:30 PM	Virtual
	2010 - Basics of Mindfulness Practice	Rodgers	M	Nov 2	Dec 7	12:00 PM	1:30 PM	Virtual
History	3002 - Indian Wars 1754–1794	Hertel	T	Oct 27	Dec 8	2:00 PM	3:30 PM	Virtual
	3015 - Economic History of Antebellum U.S.	Grefer	M	Nov 2	Dec 7	10:00 AM	11:30 AM	Virtual
	3017 - America in the 1920s and 30s	Heymsfeld	T	Nov 10	Dec 1	12:00 PM	1:30 PM	Virtual
	3019 - Reconstruction	Kluge	W	Oct 28	Dec 2	12:00 PM	1:30 PM	Virtual
	3023 - Civil War in the West	Stone	TH	Sep 17	Nov 12	12:00 PM	2:00 PM	Virtual
	3024 - Arlington and the Civil War — 1861	Vaselopoulos	TH	Oct 8	Oct 29	2:00 PM	3:30 PM	Virtual
	3025 - History of Scotland	Adams	TH	Sep 24	Oct 29	12:00 PM	1:30 PM	Virtual
	3026 - History of the Jewish People	Wittenberg	T	Oct 6	Nov 17	10:00 AM	11:30 AM	Virtual
	3027 - Carthage and Roman North Africa	Wukitsch	F	Sep 25	Dec 4	1:00 PM	3:00 PM	Virtual
Law, Politics & Public Affairs	4011 - Crime, Safety, Justice and Reentry	Jones-Valderrama	F	Oct 16	Dec 4	12:00 PM	1:30 PM	Virtual
	4012 - Legal Hot Spots	Multi	TH	Oct 1	Nov 19	2:00 PM	3:30 PM	Virtual
	4015 - Populism's Rise in America	Mitoko	W	Sep 16	Nov 4	10:00 AM	11:30 AM	Virtual
	4016 - US Tax Policy in an Election Year	Sunley	T	Oct 6	Nov 17	10:00 AM	11:30 AM	Virtual
	4017 - Chinese Government & Foreign Policy	Chiu	W	Sep 30	Dec 16	2:00 PM	3:30 PM	Virtual
Literature & Writing	5003 - Novella: Here We Go Again and Again	Alter	F	Nov 6	Dec 18	2:00 PM	4:00 PM	Virtual
	5004 - Writing a Memoir	Suydam	F	Oct 23	Dec 4	10:00 AM	11:30 AM	Virtual
	5012 - American English	Tierstein	T	Oct 6	Oct 27	12:00 PM	1:30 PM	Virtual
	5013 - Chekhov's Short Stories	Lord	M	Nov 9	Nov 30	10:00 AM	11:30 AM	Virtual
	5014 - Speaking Truth to Power	Ruth	M	Oct 19	Nov 9	2:00 PM	3:30 PM	Virtual
Science & Technology	6001 - Nuclear Weapons	Hoffman	F	Oct 9	Nov 13	10:00 AM	11:30 AM	Virtual
	6008 - Geology, Oceanography and Evolution	Pick	T	Oct 27	Dec 1	2:00 PM	3:30 PM	Virtual
	6011 - Biological Sciences — Latest News	Hines	W	Sep 30	Oct 21	12:00 PM	1:30 PM	Virtual
	6012 - Mind Matters	Giordano	W	Sep 16	Oct 7	2:00 PM	3:30 PM	Virtual
Social Sciences	7008 - Numbers & the News: The 4th Edition	Multi	TH	Sep 24	Dec 3	10:00 AM	11:30 AM	Virtual
	7012 - Energy Economics	Khan	M	Oct 19	Nov 9	12:00 PM	1:30 PM	Virtual
	7013 - Contemporary Panpsychism	Holman	TH	Oct 1	Nov 19	10:00 AM	11:30 AM	Virtual

WHY JOIN?

Encore Learning

We are dedicated to providing our community with high-quality lifelong learning and social opportunities at a reasonable cost. For the Fall 2020 Semester, all of our activities have been moved online.

Studies show that volunteering and learning new things contribute positively to a happier, longer life.

Members recently shared:

Encore Learning has been a beacon of light for the retired and seniors of our Northern Virginia community. I realized that even more during this stay-at-home period and I am thankful for your efforts to offer classes online.

Virtual learning is a lifeline to keeping my quality of life at a normalish level during this time. I appreciate Encore Learning more than ever.

What our members like about us:

- **Academic Rigor in a Friendly Environment**
 - Challenging college-level courses
 - No tests or homework
 - Lively Q&A
- **Convenience, Accessibility and Safety**
 - Learn, socialize and volunteer from your home
 - Daytime hours
- **Virtual Learning, Social and Volunteer Opportunities**
 - Gain new online skills while meeting, teaching, moderating or learning
 - Volunteer-led non-profit organization
 - Network with over 1000 members
 - Enjoy Special Events — free bimonthly lecture series
 - Join Clubs that are still meeting online
- **Low cost**
 - \$55 Registration fee per course — cost per hour is \$9.16 or less
 - \$65 Annual Membership fee includes Clubs & most Special Events

Join today at www.EncoreLearning.net

**Teach, Learn, Share, Grow,
Explore with Others 50+**

General Information

What is Encore Learning?

Encore Learning is a nonprofit educational organization founded in 2002 that offers a wide variety of daytime college-level noncredit courses, clubs, special events and activities to help meet the continuing educational and social interests of anyone over age 50 in the DC metropolitan area. 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 often some suggested reading. Members explore new ideas and develop new friendships.

Encore Learning receives valuable assistance through alliances with George Mason University, the Arlington Public Schools Adult Education Program, Arlington County's Office of Senior Adult Programs and Virginia Tech Northern Virginia Center.

Contact Encore Learning

Communicating with Encore Learning is easy.

- Email us: info@encorelearning.net
- 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., instructors and class aides. Committees recruit new instructors and develop courses each semester; seek exhibits, speakers and performances for our special event offerings; write, edit and distribute our catalog; recruit new members; 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 while the part-time staff serves as its administrative arm. 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.

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 General Fund, which helps Encore Learning maintain a solid financial underpinning and funds ongoing operations, or to our Arlington Youth Scholarship.

As a partner in Arlington's education community, Encore Learning sponsors multiple scholarships. Our Youth Scholarship supports graduates of Arlington public schools attending George Mason or Marymount Universities. The John T. Sprott Scholarship aids graduate students at Mason's Schar School of Policy and Government. The endowed Encore Learning-McCracken Memorial Scholarship will soon be awarded to Mason undergraduates. Encore Learning also contributes annually to an Arlington Public Schools Adult Education scholarship assisting Arlington residents seeking to improve their job skills.

Activities

SEMESTER-LONG COURSES

Classes are scheduled weekdays between 9:30 a.m. and 4:30 p.m. but most take place between 10 a.m. and 3:30 p.m. Classes meet once a week for 1.5 to 2 hours and each course lasts from four to 10 weeks. Class sizes generally range from 15 to 300.

CLUBS

Encore Learning's clubs are open to all current members. There are 10 clubs: Breakfast, Bridge, Cinema, Current Issues Discussion, Ethnic Lunch, Kayak, Mindfulness, Nonfiction Book, Tech Hobbyist and Travel. See our website, www.EncoreLearning.net, for more information.

SPECIAL EVENTS

For Fall 2020, Special Events will primarily be the Encore Learning Presents Series that are free and open to the public. These one-time lectures, panel presentations or films will be presented online. To view our current list of Special Events, please visit our website www.EncoreLearning.net.

COURSE PREVIEWS

Encore Learning's spring and fall course previews offer an opportunity to hear the instructors describe their courses before course registration begins. Prospective members are also invited. See page 3 for more information.

General Information *continued*

MEMBERSHIP MEETING

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

Encore Learning Membership

Membership in Encore Learning costs \$65 per year and begins on the day on which the nonrefundable membership fee is paid. Membership renewal adds 12 months to the membership expiration date, which can always be found by logging in to your account online. All memberships are individual and non-transferable. Encore Learning is a 501(c)(3) nonprofit organization and our 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 our courses and attend our club activities.

For the Fall 2020 semester, all memberships will be processed online via our website, www.EncoreLearning.net.

Course Enrollment REGISTRATION

Only current Encore Learning members may register for a course. Course registration is not transferable between members. The fee for each course is \$55. There is no minimum or maximum number of courses for which you may register. For the Fall 2020 semester, all registrations will be processed online via our website, www.EncoreLearning.net. Please note that only credit cards are accepted for course registrations.

Course registration for the Fall 2020 semester begins at 10 a.m. Monday, August 31, 2020. **All** registrations are first come, first served; waitlists for filled courses are available online. To register or for more information, go to www.EncoreLearning.net.

Late registration is allowed if space is available.

The registration for a course is not meant to be shared at your home. If any other individual is going to participate in the course with you, they must also register for the course. If a course sells out, participants may be limited to signing on with a single device.

NOTIFICATION

Members get immediate feedback on their

registration status upon payment and receive an emailed receipt. Members may access their account online at any time to view/print membership and registration status and receipts.

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;
- The course's published schedule or location is changed prior to the course start date, and the member is unable to attend because of the change; or
- Encore Learning receives an email (to info@encorelearning.net) with a withdrawal or transfer request from the member within 24 hours of the first class session start time.

Withdrawal requests received more than 24 hours after the first class session start time but within five working days after the first class session 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.

Courses that do not meet their minimum enrollment at least one week prior to the course start date will be cancelled. If withdrawals occurring after the course start date result in enrollment below the indicated minimum, the course may be cancelled.

We work hard to keep prices affordable — Here's how:

- generous donations of time and talents by our instructors and volunteers
- efficient and skilled professional staffing
- partnerships with George Mason University, Arlington Public Schools and Arlington County

Disclaimer of Liability

From time to time, members are offered opportunities related to courses, clubs and special events. Encore Learning disclaims all liability from injury or loss arising from a member's participating in such activities.

Discrimination and Academic Freedom

Encore Learning does not discriminate on the basis of sex, race, color, religion, disability or national origin. As an educational 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.

Members are urged to maintain their phone and postal address via their account on our website. Changes to your email address affect account access. **Email address changes** must be sent to info@encorelearning.net via the member's new preferred email address; include full name and contact information. Staff will confirm and update accordingly.

Virtual Courses

Encore Learning will hold all courses online via Zoom for Fall 2020. To access a course you will need a computer (STRONGLY RECOMMENDED), tablet or phone. Instructors' presentations will be live-streamed and include both the speaker and their presentation materials. Courses will vary in format depending on class size and content, with some having ongoing discussion and others reserving questions for the end of class. Instructions for connection to the Zoom class will be provided in the Class Media in Member Account Manager, under My Activities. Visit www.EncoreLearning.net Frequently Asked Questions for more about Zoom.

MEMBER ACCOUNT MANAGER

VERIFY, VERIFY, VERIFY

Log into Member Account Manager at least one week before course registration. This is the best way to verify that your username (email address) and password are working. If your email has changed recently and you are unable to log in, email staff immediately using your working email address and include your full name and contact information. Staff will update your email address during office hours and send confirmation by email. Begin the password process again with the confirmed email address.

LOGIN TROUBLE?

If the system displays "Username does not exist. Please enter a new one." or "User does not exist, login failed."

- It may have been a keying error. Retype and submit again. We find this is the most likely culprit.
- You may have changed your email address since last logging into the system. Notify staff as noted above. Limited staff support will be available via email on the first day of registration.

FALL 2020 COURSE DESCRIPTIONS

Fine Arts, Theater & Music

1002.36v Theater Appreciation: The Educated Audience

Instructor: D. Ohlandt

Thursday, 10:00 – 11:30 AM

Sep 24 – Nov 5

Location: Virtual

7 Sessions

Minimum 8, maximum 20 participants

In previous iterations of this class, the approach to becoming a more “educated audience” at the theater has been to read and discuss a play one week, attend a local production of the play, and then discuss the production in a following class. Since attending live theater will not be possible this fall, our approach to better understand and appreciate theater will require watching theater online over the course of the six weeks. The hope is that we will be able to see virtually one or more theatrical performance supplemented by reading the actual text when available.

Class participants will be responsible for obtaining copies of the plays and paying any costs associated with online viewing. Class discussions might focus on such topics as theatrical history or theory, the *Hamilton* phenomenon, the state of theater and its possible future given the impact of the current pandemic, and one or more notable playwrights and their impact on the theater.

Topics for discussion will be tailored to meet the interests of those attending. If you enjoy plays and talking about theater with other theater lovers with guidance from a knowledgeable instructor, this is the course for you.

D. Ohlandt holds a PhD in theater studies from the University of Michigan; has taught theater history and practice as a college professor; and has over 15 years of experience directing in community, university and regional theater. She has taught students from pre-school through adult in a range of settings, including traditional classrooms, summer camps, and outdoor teambuilding courses.

1013.36v American Musical Geniuses

Instructor: Dan Sherman

Thursday, 12:00 – 1:30 PM

Sep 24 – Nov 12

Location: Virtual

8 Sessions

Minimum 8, maximum 95 participants

This course will focus on the careers of some of the leading composers and lyricists who have given us some of our greatest stage and film musicals. A biographical approach will be used to describe the history of musicals and to highlight the contributions of composers such as Jerome Kern, Irving Berlin, Cole Porter and George Gershwin, along with lyricists such as Oscar Hammerstein and Alan Jay Lerner. A special session will be devoted to Stephen Sondheim in honor of his 90th birthday. This multimedia course will draw on many sources to present great performances, including those by the composers and lyricists themselves.

Recommended Reading: *Listening for America: Inside the Great American Songbook from Gershwin to Sondheim*, Rob Kapilow.

Independent Reading: Instructor will suggest follow-up reading in each class.

Dan Sherman, an economist with a PhD from Cornell University, has taught many courses on musical theater and film musicals in Washington, DC, for Osher Lifelong Learning (OLLI) classes, university alumni groups and, most recently, for Encore Learning (“Musicals at the Movies”). He has long been interested in stage and film musicals and uses a multimedia approach that closely integrates background on his topics with audio and video clips.

REGISTRATION BEGINS

**10:00 A.M. sharp Monday,
August 31, 2020.**

Fine Arts, Theater & Music *continued*

1014.36v Life, Love and Death in Three Small Towns

Instructor: Verne Vance

Monday, 12:00 – 1:30 PM

Nov 16 – Dec 14

Location: Virtual

5 Sessions

Minimum 8, maximum 47 participants

This course will examine how three authors, Edgar Lee Masters, Thornton Wilder and Dylan Thomas, treat the themes of life, love and death in their literary/theatrical works, which focus on residents of small towns in the American Midwest, New England and Wales, respectively. The course will consist of mini-lectures, audio and video clips of theatrical performances of the authors' works, class members reading from these works and class discussion. A key question for the class will be whether, based on their own experiences, life, love and death play out differently in small towns than elsewhere.

Recommended Readings: *Spoon River Anthology*, Edgar Lee Masters; *Under Milk Wood*, Dylan Thomas; *Our Town*, Thornton Wilder.

Verne Vance has had a lifelong interest in literature and theater and is a playwright and poet. He is a two-time winner of the T.F. Evans Award given by the Shaw Society of the United Kingdom for writings in the manner of George Bernard Shaw. Several of his short plays have been performed at the Open Eye Theater in Margaretville, New York. A graduate of Harvard College and Harvard Law School, he is a retired corporate attorney.

1016.36v Japanese Art in the Age of Hokusai

Instructor: Carol Morland

Tuesday, 12:00 – 1:30 PM

Sep 22 – Nov 10 (No Class 11/3)

Location: Virtual

7 Sessions

Minimum 8, maximum 75 participants

Many of you are likely familiar with the Japanese wood-block print "The Great Wave," showing a mighty wave bearing down on tiny fishing boats, with Mt. Fuji just visible in the distance. This is by the master painter and print artist, Katsushika Hokusai (1760–1849), whose life and work

will be the major focus of this course. While Mt. Fuji was an important theme for Hokusai, he took on a wide range of subjects, both real and imagined, producing inexpensive prints for quick sale and elaborate paintings for the most elite patrons. His work reveals an inventiveness and mastery of form that is unique in Japanese art. It also offers us a window into the Edo period, an era of rapid change, when the artist's concept, the idea of what was suitable for depiction and the audience for art were expanding.

We will take a close look at individual works by Hokusai and then explore how his paintings and prints can be seen as a response to and forerunner of general trends in Japanese art of the 18th and 19th centuries. We will also examine comparative paintings and prints of the time, especially *ukiyo-e* by Ando Hiroshige and others. Among the topics we will address for a better understanding of Hokusai and his place in Japanese art are the rise of genre painting and the development of wood-block printing; the Edo period travel boom and its role in the creation of such print series as Hokusai's "Thirty-six Views of Mt. Fuji"; the concept of "eccentricity" and its perceived connection to creative genius; the impact of Western ideas and techniques on Edo art; and the constant demand for images that were novel, surprising and "up-to-date." We are fortunate to have an excellent exhibition of Hokusai's paintings in the Freer Gallery at the Smithsonian Institution, which will be a chief resource for the course. There will also be recommended readings posted on the Encore Learning website.

Field Trip(s): Freer Gallery, Smithsonian Institution, if circumstances permit

Carol Morland, PhD, has lived, worked and traveled extensively in Asia. She has taught Japanese art history at the University of Hawaii, Temple University-Japan, The University of Michigan and the University of Washington. She also served as editor at *Orientalism Magazine* in Hong Kong and curator of Japanese prints at the Honolulu Museum of Art. At present, she is editing a Japanese-English dictionary of art terms.

**Teach, Learn,
Share, Grow, Explore
with Others 50+**

Fine Arts, Theater & Music *continued*

1017.36v Cinematic Beginnings and Endings

Instructor: Ralph Berets

Wednesday, 10:00 – 11:30 AM

Sep 23 – Nov 18 (No Class 11/11)

Location: Virtual

8 Sessions

Minimum 8, maximum 75 participants

Movies are an interactive medium. Without an audience there are no movies, only a series of sequentially arranged photographs. When human consciousness interacts with these still images, as they are projected onto the screen, the audience will see them as animated actions. What makes movies work is that audiences respond to what they see, experiencing it as reality or an alternative to reality. We believe images to a far greater degree than we believe words. Directors aware of this correlation between movies and the real world can use this association to their advantage, letting people see what they would otherwise probably ignore or not notice at all.

In this cinematic explorations class, we will concentrate on the basic structural elements and how they are manipulated to provide a coherent whole. We are going to look at four films from the 1960s. Class members will watch on their own each film in its entirety prior to each class and then during the class we will focus intensively on the first and last 10 minutes of each film, concentrating on what the connections are between these two segments. Obviously, the theme is important but of equal significance will be the cinematic elements used to convey these ideas.

We will watch the following films available to stream: *Persona*, Bergman, 1966; *Psycho*, Hitchcock, 1960; *Dr. Strangelove*, Kubrick, 1964; and *The Graduate*, Nichols, 1967.

Independent Reading: Understanding Movies, Louis Giannetti.

Ralph Berets has a PhD in comparative literature from the University of Michigan. He has taught interdisciplinary courses on fiction and films for over 50 years. He retired from the University of Missouri, Kansas City, in 2002 and also taught at several other universities. He has presented over 100 papers, published 25 articles and broadcast over 50 film reviews on NPR.

1018.36v Art and Culture of the Italian and Northern European Renaissance

Instructor: Nan Morrison

Friday, 10:00 – 11:30 AM

Oct 16 – Nov 13

Location: Virtual

5 Sessions

Minimum 8, maximum 59 participants

The breathtaking bounty of art produced in Italy during the 15th and early 16th centuries reflects the great wealth, patronage, ducal power and papal authority of the time. The paintings and sculpture document the interest in the liberal arts and humanities and celebrate the human contribution to the world. The medieval, magical town of Florence, draped along the Arno River, stands today as a visual portfolio of this extraordinary period. The Renaissance promoted, interpreted, revered and embraced the cultural values that had been at the fore during the Greco-Roman classical period. Literature, poetry, education, science, theology, language, architecture, art and humanism were primary concerns. This course will consider the human achievement in Italian Renaissance art through a chronological review and discussion of select masterpieces.

The secular society in Northern Europe also experienced a dramatic rise of wealth, prestige and power at this time. The exposure of extensive corruption prevalent in the Roman Catholic Church gave rise to the Protestant Reformation. A very different style of artistic iconography developed in this region. Albrecht Durer and Matthias Grunewald of Germany and Jan van Eyck and Robert Campin of the Netherlands are just a few of the extremely gifted artists whose images define the time. A review of some of these masterpieces provides contrast and understanding to a period of explosive cultural change and unparalleled creativity.

Nan Morrison is an artist and former adjunct professor at Georgetown University's Bachelor of Arts in Liberal Studies program and is a docent at the National Gallery of Art. She lectures on art, culture and history. She earned a BA and MA in liberal studies from Georgetown University.

1019.36v Evolution of Musical Forms

Instructor: Scott Wood

Wednesday, 2:00 – 3:30 PM

Sep 23 – Oct 14

Location: Virtual

4 Sessions

Minimum 8, maximum 47 participants

The majesty of classical music is often found in the centuries-long durability of its four musical forms. The dance suite started as folk music and led to the great ballet suites of Stravinsky. The overture began as a humble instrumental prelude and mutated over time into self-contained tone-poems. The concerto and symphony followed parallel paths that leveraged the growing abilities of instruments and virtuoso players, as well as the architectural aspirations of composers. We will explore how fashion, personality, experimentation, and even technology have had their impact on these four essential frameworks.

A. Scott Wood is music director of the Arlington Philharmonic and the Amadeus Orchestra and teaches at the National Cathedral School and The George Washington University. He has recently conducted the Israel Symphony Orchestra Rishon LeZion, the Middleburg Film Festival Orchestra and the Wolf Trap Orchestra. The Virginia Commission for the Arts lauded him as “an incredible talent.”

Join, Renew, Update or Register

Go to

www.EncoreLearning.net

QUICK LINKS.

If you need help,
click on FAQs
(Frequently Asked Questions).

COURSE REGISTRATION CHECKLIST

- ☐ Review/update your account information in Member Account Manager before registration begins on August 31.
- ☐ Note your Encore Learning password for easy access to your account on registration day.
- ☐ Ensure you can access Zoom with one or more devices (computer **STRONGLY RECOMMENDED**) by going to <https://zoom.us/test>.
- ☐ Choose your desired courses before logging in to register on August 31.
- ☐ Register online at 10 a.m., Monday, August 31, for your best chance at a seat in a popular course.
- ☐ Opt for a course waitlist if the course is filled.
- ☐ Complete your online registration and payment within 20 minutes.
- ☐ Log in to Member Account Manager, click on My Activities, view Class Media, then view the Zoom Instructions for information about connecting to the course.
- ☐ Sit back and wait for classes to begin.

Health & Wellness

2003.36v Estate Planning: Basics and Beyond

Instructor: Sarah Parks

Tuesday, 10:00 – 11:30 AM

Sep 15 – Oct 6

Location: Virtual

4 Sessions

Minimum 8, maximum 50 participants

Estate planning is a task that often slips away from us, but it is vitally important. This class will cover the essential elements of a sound plan for managing disposition of your assets. In four sessions, the course will cover:

1. **Overview:** Estate planning, estate taxes, the probate process, use of last will and testament and powers of attorney.
2. **Trusts:** What a trust is, how it is used and what benefits it offers; different types of trusts for different needs.
3. **Funding a Living Trust:** A trust is effective only for assets transferred to the trust. How do we make sure we are funding the correct assets in the correct way?
4. **Advance Health Care Directives:** End-of-life health care decisions are difficult. If we make them ourselves, we reduce the possibility of conflict between family members with differing opinions. Find out how to make your wishes count.

Sarah Parks is an estate planner with Custom Estate Planning, which she has operated in Fairfax since 1995. She is a graduate of the George Mason University Law School and has an advanced law degree from Georgetown Law Center. Her practice is devoted solely to estate planning.

Did you know?

Encore Learning offers financial aid to those with demonstrated need

For more details, check our website:

EncoreLearning.net/scholarships

2007.36v Aging and the Brain

Instructor: Michael Stutts

Wednesday, 10:00 – 11:30 AM

Oct 28 – Nov 25 (No Class 11/11)

Location: Virtual

4 Sessions

Minimum 8, maximum 50 participants

This four-part course will focus on the general behavioral geography (what part does what) of our most complex organ, our brain. Through our discussions we will better understand the normal aging process, particularly in the brain. Normal cognitive changes typical with aging versus cognitive decline due to disease (e.g., Mild Cognitive Impairment and Alzheimer's Disease) will be addressed. We will discuss behavioral and lifestyle changes likely to help preserve the functioning of the brain and learn that dementia is not inevitable with increasing age.

Material presented will draw upon neuroscience research, the instructor's past clinical experience as an academic clinical neuropsychologist (including actual examples from patients), the press and media, and independent readings.

The course will be a blend of instruction and interaction between the instructor and the participants.

Independent Reading: *Still Alice*, Lisa Genova; *The Memory Bible: An Innovative Strategy for Keeping Your Brain Young*, Gary Small; *Aging with Grace: What the Nun Study Teaches Us About Leading Longer, Healthier, and More Meaningful Lives*, David Snowden; *The Secret Life of the Grown-Up Brain: The Surprising Talents of the Middle-Aged Mind*, Barbara Strauch.

Michael Stutts earned a PhD in clinical psychology from the University of Louisville, followed by an internship at the University of Virginia School of Medicine. He completed fellowship training in clinical neuropsychology at Virginia Commonwealth University/Medical College of Virginia. He has been a licensed clinical psychologist in the Commonwealth since 1986. His patient care, research and teaching at Eastern Virginia Medical School (EVMS) focused on clinical/geriatric neuropsychology and rehabilitation psychology. He retired from EVMS as professor emeritus in 2019 after a 33-year career.

2009.36v Cooking for Wellness: Combating Chronic Inflammation

Instructor: Cressida McKean

Tuesday, 2:00 – 3:30 PM

Sep 22 – Oct 20

Location: Virtual

5 Sessions

Minimum 8, maximum 75 participants

When you fall down and hurt your knee, you experience acute inflammation. Blood rushes to your injured knee to promote healing, reducing pain, heat, redness and swelling — all signs of acute inflammation. But a stealthier type, chronic inflammation, can severely affect your health and potentially bring on arthritis, heart disease, autoimmune conditions, cancer or diabetes. It comes with few warning signs. It happens when your immune system does not support healing but instead remains in an unstable state of stress that can damage cells and lead to a wide range of diseases.

Chronic inflammation remains a growing field of research. Diet, exercise and prescription medications have all been found to play an important role in preventing or reducing chronic inflammation.

This course will cover diet and chronic inflammation from the perspective of a cooking instructor. The focus will be on sharing approaches to eating and cooking for wellness. The course will cover the following questions:

1. What is chronic inflammation? How does it affect our health? What are approaches to preventing or reducing chronic inflammation?
2. What are the research findings on diet and inflammation?
3. What foods are pro-inflammatory and have been found to lead to disease?
4. What foods heal? We will cover foods high in antioxidants, polyphenols and bioflavonoids, Omega-3's, fiber, probiotics and gut-barrier protectors.
5. What are some delicious dishes and recipes for an anti-inflammatory approach to cooking that you can integrate into your life? We will cover oils, herbs, spices, salad, fruit, nuts, leafy greens and vegetables, fish and seafood.

Lectures and discussions will be supplemented by course handouts and a recipe packet.

Recommended Reading: A Cooking for Wellness Recipe Packet

Cressida McKean is a cooking instructor with Arlington Community Learning. She grew up cooking from the family garden and traveling with food-obsessed parents. A graduate of Stanford University and the London School of Economics, she worked as an economist in Latin America and Asia, where she explored local food. In 2014, she completed a year-long masters class at Culinaerie, a DC-based cooking school; a nutrition course; and classes with local chefs. In 2016, she began teaching seasonal cooking, fish and seafood, and Mediterranean food classes. She aims to help people cook for flavor and wellness.

2010.36v Basics of Mindfulness Practice

Instructor: Dwight Rodgers

Monday, 12:00 – 1:30 PM

Nov 2 – Dec 7

Location: Virtual

6 Sessions

Minimum 8, maximum 50 participants

This course serves as an introduction for beginners and as a review for those who have allowed their practice to lapse. Each class will include time for guided meditation, one of the elements for developing a skill in mindfulness practice.

The six weekly sessions will attempt to cover everything a beginner should know to engage in a successful mindfulness practice.

1. **The Value of Mindfulness Practice:** This discipline emphasizes being in the present, exploring experience and addressing those things that might be distressing.
2. **Meditation and Mindfulness Practice:** Most mindfulness practice uses meditation, which is not itself mindfulness.
3. **The Roots of Mindfulness Practice:** We will explore the history of practices over three millennia. Only in modern times has the entirely secular health and wellness practice called mindfulness emerged.
4. **Mindfulness Practice in the Modern West.**

5. Recommended Sources of Support for

Mindfulness Practice: These include local, online and publications.

6. Continuing and Developing Mindfulness

Practice: Knowing about and beginning the practice is a first step, but continuing the practice is important to realize the benefits. We will discuss how to maintain a practice at the completion of this class.

Encore Learning sponsors a Mindfulness Club that meets most weeks during the year. Contact the Encore Learning office for more information.

Independent Reading: Introducing Mindfulness:

A Practical Guide, Tessa Watt; *Wherever You Go There You Are: Mindfulness Meditation in Everyday Life*, Jon Kabat-Zinn; *Mindfulness: 25th Anniversary Edition*, Ellen J. Langer.

Dwight Rodgers has taught both mindfulness practice and history courses for Encore Learning. He has practiced mindfulness for close to 15 years and has found that older people find the practice particularly helpful. Dwight has degrees in history from Amherst College and UMass-Amherst.

History

3002.36v Indian Wars, 1754–1794: Battle for the Old Northwest

Instructor: Charles Hertel

Tuesday, 2:00 – 3:30 PM

Oct 27 – Dec 8 (No Class 11/3)

Location: Virtual

6 Sessions

Minimum 8, maximum 45 participants

The Old Northwest is an area bounded by the Allegheny Mountains to the east, the Ohio River to the south, the Great Lakes to the north and the Mississippi River to the west. Native Americans fiercely resisted Anglo-American encroachment into this area from 1754 to 1794. In this 40-year period, the native tribes, supported and supplied, first by the French, then later by the British, destroyed two major regular armies, stymied settlement in the area and fought the British Empire and then the new American republic to a standstill. In the process, they inflicted on the U.S. Army the worst defeat, in proportionate terms, that it has ever suffered.

George Washington is ineradicably linked with this time and area. He was the young Virginia Lieutenant Colonel who commanded the first disastrous military expedition across the Allegheny Mountains in 1754. As President and Army commander, he eventually led the defeat of the native alliance in 1794. Throughout the period,

Washington maintained an interest and involvement in land speculation and development in the area.

This course will examine the reasons for, and nature of, this Native American resistance and demonstrate that the ultimate triumph of American arms was won at great cost. With minor modifications, this is essentially the same course that was presented in the Spring 2019 semester.

Charles Hertel is a graduate of the U.S. Military Academy and holds an MA from the University of Massachusetts. He spent over 30 years as an Army officer in command and staff positions in the U.S., Germany, Vietnam and Korea. He taught at the U.S. Military Academy and served as a delegate to the Conventional Forces in Europe Treaty negotiations in Vienna, Austria. He has a long-term interest in American, European and military history.

**In addition to our courses
in the spring and fall semesters,
our Special Events &
Clubs run year round.**

3015.36v For Liberty and Prosperity: The Economic History of Antebellum America

Instructor: James Grefer

Monday, 10:00 – 11:30 AM

Nov 2 – Dec 7

Location: Virtual

6 Sessions

Minimum 8, maximum 36 participants

The United States of 1776 laid its foundation on the ideal of liberty. “We hold these truths to be self-evident, that all men are created equal...” read the declaration that freed the U.S. from British rule. In the decade that followed, the U.S. fought a war and created a government of citizen participation that became the envy of European citizenry.

America also wanted freedom from British industrial and economic power. America, a nation of farmers, designed a manufacturing economy, which, through fortunate geography and clever political, financial, and intellectual maneuvering, overcame Britain’s advantages and transformed the U.S. into an industrial leader.

Meanwhile, geographic and economic forces led the agricultural South to a plantation economy of cash crops, mostly tobacco and cotton. Sustained by a set of highly developed financial and export/import markets, the American South became a symbol of flamboyant wealth.

Unfortunately, the American ideal of liberty was badly tainted by two centuries-old institutions. First, African slavery dominated the Southern economy, forcing millions of captive Africans into plantation labor. Second, the institution of female coverture denied fundamental civil rights to American women.

A large portion of American citizens, however, were appalled by these transgressions of liberty and morality and built powerful anti-slavery and women’s rights movements. This course will:

- examine the cultural and economic forces that crafted the North’s manufacturing sector into a powerful industrial economy.
- study the anti-slavery and women’s rights movements, which came to eclipse America’s political and family relations.
- explore the economics of slavery, its influence on the profitability and wealth of Southern plantations and on the structure of the Southern and U.S.

economies, which led America to a bitter civil war.

Recommended Reading: The Economic Growth of the United States, 1790–1860, Douglass C. North; *The Economics of Slavery*, Alfred H. Conrad and John R. Meyer; *American and British Technology in the 19th Century*, H.J. Habakkuk.

Jim Grefer is an economist with a specialization in the study of industrial organization and labor economics. For much of his career he was employed as a defense contractor, analyzing the military healthcare system, military manpower system and the military infrastructure. He has had a personal interest in American history and since retirement has intensified his study of American economic history, particularly focusing on the development of regional and national economic structures built during the Antebellum period.

3017.36v America in the 1920s and 30s: The Turbulent Years

Instructor: David Heymsfeld

Tuesday, 12:00 – 1:30 PM

Nov 10 – Dec 1

Location: Virtual

4 Sessions

Minimum 8, maximum 40 participants

In the years between the two world wars, Americans dealt with issues that have not been fully resolved to this day. The 1920s was a period of strong economic growth and improved standards of living, but the benefits were not equally shared and income inequality increased. Major cultural divisions appeared in the battles over prohibition, anti-immigration legislation, the Red Scare, the rise of the national Ku Klux Klan, Henry Ford’s antisemitism and the Scopes trial. The depression of the 1930s led to major reforms, giving the federal government a much greater role in the economy. However, the reforms did not succeed in ending the depression. Divisive issues also arose in labor disputes, the rise of radical movements on the right and left, the fight over the appropriate role of the Supreme Court and the long and bitter battle between isolationists and internationalists over U.S. entry into World War II.

David Heymsfeld is a retired congressional staff member with a lifelong interest in history. He has previously presented courses in modern American history and was a tour guide at the Newseum.

3019.36v Reconstruction in Post-Civil War America

Instructor: Elly Kluge

Wednesday, 12:00 – 1:30 PM
Oct 28 – Dec 2 (No class 11/11)
Location: Virtual
5 Sessions
Minimum 8, maximum 75 participants

This course will begin with the arrival of Africans in 1619 and will trace slavery as an institution up to 1860. Slavery will be put in the context of 1619 through the Three-Fifths Compromise in the Constitution. Moving into the Civil War era, the status of the Freedmen will be addressed in those areas Union generals controlled, and then the specifics of Reconstruction will be reviewed, studying the political, economic and racial divides in America from 1865 to 1876. In addition, we will analyze the 13th, 14th and 15th Amendments to the Constitution. Finally, we will look at what happened during Reconstruction and evaluate its successes and failures.

Recommended Websites: Eric Foner on Reconstruction: youtu.be/49McwjkZmlw; Ken Burns, Civil War and Reconstruction (1850–1877), first and last episodes: pbslearningmedia.org/collection/kenburnsclassroom/era/civil-war-and-reconstruction-1850-1877

Elly Kluge has a BA in history and English and a master's degree in history with a focus on American and European history. She has completed her course work for a PhD. Her professional experience includes a career as an Arlington Public Schools teacher for 34 years at HB Woodlawn Secondary School, where she focused on topics from ancient history to sociology. She taught for two years at international schools and worked at Peace Corps headquarters in Washington, DC for three years. Her awards include a Fulbright Education Grant.

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3023.36v Civil War West of the Alleghenies

Instructor: Robert Stone

Thursday, 12:00 – 2:00 PM
Sep 17 – Nov 12
Location: Virtual
9 Sessions
Minimum 8, maximum 50 participants

Shiloh, Chickamauga, Missionary Ridge, Lookout Mountain: these are beautiful names but are ones that evoke images of death for students of the American Civil War. These are but a few of the battles and campaigns that occurred west of the Allegheny Mountains. Perryville, Stone's River, Vicksburg, Chattanooga, Atlanta and Franklin are the other battles and campaigns that we will study in this course.

Many prominent Civil War historians believe that the war was actually won between the Alleghenies and the Mississippi River (the American West in the mid-1800s). They point to the emergence of important western men who were leading the Union Armies, such as Ulysses S. Grant, William Tecumseh Sherman and Philip H. Sheridan, who forced the Confederate Armies to surrender in both the West and the East. Confederate Generals Albert Sidney Johnston, Braxton Bragg, Joseph E. Johnston and Nathan Bedford Forrest would not be able to hold back the Union tide. We will follow the war in the West from the capture of Forts Henry and Donelson in February 1862 through Sherman's March to the Sea in the late fall of 1864. The instructor will use lectures, visual aids and discussion to bring the drama of the times to life.

Robert Stone is a graduate of West Virginia University with a BS in education. He worked for the Arlington County government for 36 years in a variety of administrative positions. He has studied the American Civil War for most of his life and has shared his knowledge with numerous Civil War Round Tables and other interested groups. He taught 28 classes for Encore Learning from 2005 through 2018 and then took a year off to move his family near the Wilderness Battlefield. He is also a battlefield tour guide for most of the eastern battlefields.

3024.36v Arlington and the Civil War — 1861

Instructor: Peter Vaselopoulos

Thursday, 2:00 – 3:30 PM

Oct 8 – Oct 29

Location: Virtual

4 Sessions

Minimum 8, maximum 50 participants

This course will focus on Arlington's role in the early Civil War during 1861. We will discuss the impact of the Union occupation and the creation of the Army of the Potomac. The course will highlight the frequent skirmishing in Arlington following the 1861 Battle of Bull Run. Through the accounts of official documents, soldiers' letters and diaries, these early encounters are seen in a new light. We will examine Arlington as a theater of war and review historical accounts of the strategies and tactics employed by both sides. From June to October 1861, Arlington's Four-Mile Run Valley was the front line of the war. Could there have been a "Battle of Arlington Heights" and would it have changed history as we know it? Did Union General George McClellan overestimate the strength of Confederate General James Longstreet's forces? Did the final "capture" of Munson Hill reveal a missed opportunity? Learn how Arlington County became the proving ground for many of the early Union and Confederate forces and their military leaders.

Peter Vaselopoulos is President of the Army of the Potomac Living History Society, former President of the Third U.S. Infantry Reenactors and former member of Arlington County's Civil War Sesquicentennial Committee. He is currently the Deputy Chief Information Officer at the United States Agency for Global Media. He is a graduate of George Washington University and American University, with masters' degrees in managing Information systems and international communications. He has been a resident of Arlington County for the past 40 years.

3025.36v History of Scotland

Instructor: Thomas Adams

Thursday, 12:00 – 1:30 PM

Sep 24 – Oct 29

Location: Virtual

6 Sessions

Minimum 8, maximum 75 participants

A little over nine percent of the U.S. population is of Scottish descent, according to a 2004 estimate. Perhaps because of this, many of us have a smattering of knowledge of Scottish history, but much of that is encumbered with myths and gaps. Scottish history offers extremes — Europe's poorest country at times when it had one of the best educated populations. This population, in the 18th and 19th centuries, made crucial contributions to science, philosophy, literature, education, medicine, commerce and politics. This course will explore Scotland's history from its earliest recorded period by the Romans to the current choices it faces today in the post-Brexit world.

Thomas Adams spent more than 40 years in the US government, most of it at the State Department managing foreign assistance as a member of the Senior Executive Service. He currently consults on foreign affairs and is engaged in teaching and training. He has taught courses at Encore Learning and conducted training at the Foreign Service Institute and the USAID Training Center. He has also served as a class aide and board member of Encore Learning. He graduated from the University of Virginia in 1972 with a BA in history.

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3026.36v History of the Jewish People: Current Research

Instructor: David Wittenberg

Tuesday, 10:00 – 11:30 AM

Oct 6 – Nov 17 (No Class 11/3)

Location: Virtual

6 Sessions

Minimum 8, maximum 30 participants

The general outlines of the history of the Jewish people in ancient times are fairly well known: two kingdoms, Israel and Judah, played modest, yet out-sized roles in the Middle East. This course will cover the rise of a proto-Israelite entity and cover the history of the Kingdoms of Israel and Judah up to the time of the Babylonian Captivity. Over the last several decades, historians have benefited from the exciting findings of researchers in various fields, principally in the fields of archeology and cross-cultural studies of ancient civilizations. Much progress has been made in understanding the genesis and dynamics of these kingdoms.

These researchers, and the historians who interpret the results of their work, have attempted to answer many questions. Who were the first Israelites? Where, geographically, did they establish themselves? Why did some Hebrew-speaking tribes succeed in building their culture more readily than others? What are the origins of the Jews and their religion? How successful was monotheistic Judaism in taking root within Judah? To what extent did other Near Eastern and Mediterranean cultures influence the development of Israelite and Judahite cultures, governments and religions? Finally, to what extent can the Bible be relied upon to provide us with an accurate picture of the events of this time in the history of the Jewish people?

This course will continue during the Spring 2021 semester and we will study the ascendancy of monotheism and priestly rule and end with an account of Roman rule and the revolt that followed.

David Wittenberg has a degree in sociology from The City College of New York and a master's degree in social foundations of education from the University of Virginia. He has taught English as a second language at Wakefield High School in Arlington and lived in Italy for three years, where he taught in the American School in Florence. During his seven years in Israel on a kibbutz, he taught English in a regional high school.

3027.36v Carthage and Roman North Africa

Instructor: Thomas Wukitsch

Friday, 1:00 – 3:00 PM

Sep 25 – Dec 4 (No Class 11/27)

Location: Virtual

10 Sessions

Minimum 8, maximum 50 participants

Carthage was founded in North Africa at about the same time Rome was founded in Italy. For several hundred years, they co-existed peacefully and even had treaties and alliances. But a clash was inevitable as their empires spread into territories both Rome and Carthage thought were essential for their wealth and security. The Carthaginians had better fleets and better land armies (and much better generals, mostly from the Barca family — Hannibal and his relatives), but Rome had two strengths Carthage could never match: willingness to fight to the end and the manpower to do it. With the benefit of 2,000 years of hindsight, it is easy to see why Rome was the inevitable winner. The course will cover the Punic Wars between the two Mediterranean superpowers. We will also look at the origins of Carthage and at Roman and early Christian North Africa as it developed after the defeat of Carthage. We will see two movies: a comedy and a Mussolini propaganda classic (surprisingly factual). And, yes, despite modern Tunisian disclaimers, the Carthaginians did burn babies. No, the Romans probably did not salt the Carthaginian fields. You have to take the course to get the details.

Recommended Reading:

www.mmdtkw.org/CNAfBook2014.doc or
www.mmdtkw.org/CNAfBook2014.pdf

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



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Law, Politics & Public Affairs

4011.36v Crime, Safety, Justice and Reentry — An Update

Instructor: Elizabeth Jones Valderrama

Friday, 12:00 – 1:30 PM

Oct 16 – Dec 4 (No Class 11/27)

Location: Virtual

7 Sessions

Minimum 8, maximum 40 participants

Television, newspapers and the internet constantly remind us of the vast machinery devoted to enforcing our criminal code, but they explain very little about how it affects the individuals involved. Founded in 1974, the Offender Aid and Restoration (OAR) of Arlington, Alexandria and Falls Church, is a community-based non-profit working with participants of all genders returning to the community from incarceration. OAR supports safe reentry and alternative sentencing options to reduce incarceration through community service. OAR also advocates for equity in the legal system and across all systems by addressing the systemic racism responsible for mass incarceration and other structural inequities in our society. This class is an introduction to the criminal justice system, public safety and reentry.

Seven sessions will cover the following:

1. **Overview of Criminal Justice System:** Jails vs. prisons, jail and prison population statistics, pending legislation, the role of OAR.
2. **The Role of the Police:** The chief of the Arlington County Police Department will discuss guiding principles, difficult decisions and trends.
3. **Virtual Field Trip to the Arlington County Detention Facility:** Sheriff deputies will describe programs and services in the jail. Information on touring the Detention Facility will be covered in advance.
4. **The Role of the Prosecutor:** The chief of the Commonwealth's Attorney Office of Arlington County and the City of Falls Church will discuss guiding principles, difficult decisions and trends.
5. **How the Courts Work:** A retired Arlington County judge will talk about guiding principles, difficult decisions and trends.

6. **The Juvenile Justice System in Arlington:** The director of the Juvenile and Domestic Relations Court in Arlington will explain how and why the law is different for juveniles and discuss guiding principles, difficult decisions and trends.

7. **Virtual Field Trip to the OAR mission:** Barriers faced when coming home from incarceration—what happens when men and women come home? Discussion of barriers to reentry, housing, employment, social services, collateral consequences, stigma, education inside and out, legislative initiatives and recidivism.

Recommended Reading: *The New Jim Crow* by Michelle Alexander; Netflix film-*13th*; *The Color of Justice Report* (sentencingproject.org/wp-content/uploads/2016/06/The-Color-of-Justice-Racial-and-Ethnic-Disparity-in-State-Prisons.pdf).

Independent Reading: *Race to Incarcerate: A Graphic Retelling*, Marc Mauer and Sabrina Jones; *Just Mercy: A Story of Justice and Redemption*, Bryan Stevenson; *Collateral Damage: America's Failure to Forgive or Forget in the War on Crime* (available at nacdl.org/restoration/roadmapreport)

Recommended Websites: www.OARonline.org; www.sentencingproject.org.

Elizabeth Jones Valderrama is executive director of OAR of Arlington, Alexandria and Falls Church. She has been an integral member of the OAR team for more than 14 years. She graduated from the University of Virginia with a BA, and the University of Phoenix with a MA in organizational management. A graduate of the Leadership Center for Excellence (LCE) Arlington Signature Program, she was honored by LCE as one of the 40 Emerging Community Leaders under 40 years old in Arlington County.

Teach, Learn,
Share, Grow, Explore
with Others 50+

4012.36v Legal Hot Spots

Instructors: John Kong, Jay Stanley, Matthew Ferraro, Michael Mass, Joel McElvain, Mary Ellen Callahan, Joe Semo, Matthew Yeo

Thursday, 2:00 – 3:30 PM

Oct 1 – Nov 19 (Dec 3, if needed)

Location: Virtual

7 Sessions

Minimum 8, maximum 495 participants

Much of the drama of history and life is played out in legal discussions, in court trials and in the decisions of various courts. These lectures will provide background on major legal controversies, the competing arguments of the parties and the implications of past decisions. We will also look ahead to decisions and legislation that may be anticipated in the future.

1. **Patent Eligibility: What's All the Fuss About**

101? (John Kong): This class will focus on the latest industry confusion about patent eligibility, the impact on patent portfolios and the drive to have the U.S. Congress change the law. We will briefly touch on patent history and give examples of the complexity of issues confounding judges, patent practitioners, congressional leaders and the U.S. Patent and Trademark Office. We will consider strategies to improve patent survival and look into the crystal ball for what the future may hold in this area.

2. **Our Privacy and Drone Technology**

(Jay Stanley): Drones, a significant new technology, are poised to expand in American life as the Federal Aviation Administration moves toward easing currently strict restrictions on their flight. They raise significant new privacy issues that we will need to figure out how to navigate. Most of the legal precedents around aerial privacy are decades old and did not anticipate this technology. Are we okay with having police drones fly high above our communities constantly recording everybody's movements within 30 square miles?

3. **Deepfakes and the Law**

(Matthew Ferraro): Digitally disseminated disinformation and “deep-fakes” pose growing threats to politics, business and society. Deepfakes, photos, videos, audio and text manipulated by artificial intelligence have dangerous implications for individuals, companies, the proliferation of “fake news” and trust in democracy.

We will address the legal debate around deep-fakes and the prospects for future laws and regulations at the state and federal levels.

4. **Benefits and Costs of International Trade:**

Who Wins? (Michael Mass): Few subjects are as multidisciplinary and complex as international trade. Although it involves a mix of economics, business, international relations and politics, it can best be viewed through the lens of international and domestic law. This survey will discuss the theoretical benefits and costs of trading beyond national borders while examining the available tools to regulate international trade within the U.S. and international systems.

5. **Litigation Over the Affordable Care Act**

(Joel McElvain): The Affordable Care Act was enacted in 2010 and became the signature domestic policy achievement of the Obama Administration. In 2017, Congress passed a law that zeroed out the tax penalty for a failure to maintain health coverage, a provision commonly (but inaccurately) known as the “individual mandate.” DOJ has argued that this provision rendered the whole of the ACA unconstitutional. This class will look at the ACA, ongoing litigation concerning the act and the consequences of the act.

6. **Cybersecurity: The Next Frontier**

(Mary Ellen Callahan): Internet connectivity touches all of our lives, from computers and smartphones to home appliances, particularly as work and school move online at home. Cybersecurity is protecting an ecosystem, protecting the entire environment. We are in a network of networks and thus the whole world is a network. We will address legal issues related to cybersecurity, including the legal framework in a worldwide environment, actions to protect ourselves and the next hot cybersecurity topics.

7. **Legal and Social Implications of Employee**

Benefits Crisis (Joe Semo): Employment-based health and retirement benefits are failing to meet their objectives. A public policy review is unavoidable. Can our tax-incentive based system be expected to address our economic and social needs? Should the full faith and credit of the U.S. back the retirement promises of private employers? What are the costs of not doing so?

8. The World Trade Organization Challenges

(Matthew Yeo): The U.S. was instrumental in building the rules-based international trading system in the aftermath of World War II. President Trump and some in Congress have threatened to pull the U.S. out of the World Trade Organization, which administers international trade agreements and resolves compliance disputes. This class will survey the law, politics and economics of international trade.

John Kong, an attorney expert in intellectual property, concentrates his practice on patent litigation, counseling and procurement. He has taken lead roles in many patent infringement cases as well as supportive roles in trademark infringement cases, representing both plaintiffs and defendants. He lectures extensively on corporate patent management practices and patent prosecution and litigation topics, including specialized e-commerce and software-related issues. He has prosecuted hundreds of patent applications for both large international companies and small inventors.

Jay Stanley is senior policy analyst with the American Civil Liberty Union's Speech, Privacy and Technology Project, where he researches, writes and speaks about technology-related privacy and civil liberties issues and their future. He writes for and edits the ACLU's technology policy blog Free Future. Stanley has authored and co-authored influential ACLU reports on a variety of topics. He is a graduate of Williams College and holds an MA in American History from the University of Virginia.

Matthew Ferraro, an attorney at WilmerHale and former U.S. intelligence officer, is a term member of the Council on Foreign Relations and a visiting fellow at the National Security Institute at George Mason University. He advises clients on matters related to defense and national security, cybersecurity and crisis management. He also conducts internal investigations, assists clients in dealings before the U.S. Congress and counsels clients on a range of government contract issues.

Michael Mass is an associate professor of business law at the Kogod School of Business at American University. He has decades of experience teaching graduate and undergraduate business students about legal issues, while also practicing law in both Virginia and D.C. He is a graduate of the Wharton School at the University of Pennsylvania and Georgetown University Law Center.

Joel McElvain is a partner in the healthcare practice of King & Spaulding. He has over 20 years of experience as a litigator with the U.S. Department of Justice, having handled some of the agency's most complex and challenging civil matters. A senior career Justice Department official, he resigned in the wake of the Trump administration's move to stop defending a key provision of the Affordable Care Act.

Mary Ellen Callahan, assistant general counsel for privacy with The Walt Disney Company, was previously chair of Jenner & Block's Privacy and Information Governance Practice, where she advised clients on matters at the interface of privacy protection with cyber and national security. She served as chief privacy officer of the U.S. Department of Homeland Security from March 2009 to August 2012.

Joe Semo's private legal practice in Washington, D.C., provides comprehensive guidance for executive and corporate compensation, corporate and board governance and general business transactions. Since 1984, he has been a member and chairman of the City of Annapolis Police and Fire Retirement Plan Commission. He is a specialist in the legal aspects of pension program funding.

Matthew Yeo advises sovereign and non-sovereign clients in matters arising under the agreements of the World Trade Organization. He is among the small number of lawyers in private practice who appear on behalf of member governments in WTO dispute settlement proceedings. He has litigated a wide range of issues relating to the interpretation and application of WTO agreements and has been involved in all stages of WTO dispute settlement, including consultations, appearances before dispute settlement panels and appearances before the WTO Appellate Body.

**REGISTRATION
BEGINS**
**10:00 A.M. sharp Monday,
August 31, 2020.**

Law, Politics & Public Affairs *continued*

4015.36v Populism's Rise in America

Instructor: Jeremiah Mitoko

Wednesday, 10:00 – 11:30 AM

Sep 16 – Nov 4

Location: Virtual

8 Sessions

Minimum 8, maximum 75 participants

This course will focus on the recent rise of controversial populist mobilization in U.S. politics. We will examine the numerous gaps and contradictions in the way populist mobilization shapes voting behavior. Why has nationalization of elections occurred at the same time that voters have expressed great opposition and resentment to Washington and big government? What explains the gap between the most important unifying sentiment of political mobilization (e.g., race) and its professed goals (e.g., cutting taxes, dismantling big government and the welfare state)?

The course will examine the difference between constructed (e.g., identity, race, gender) and structural (e.g. income, education and ideology) cleavages, alongside concentration of power in the U.S. president, as possible explanations for the rise of populist mobilization. Finally, we will try to find out whether lessons can be drawn from this understanding.

Jeremiah Mitoko has a PhD in public policy from George Mason University. His interest in the problem of populist mobilization arises from his personal experience of ethnic-based electoral politics in his native country of Kenya. His research focus seeks a rational-scientific explanation of populism beyond the stigma as a symptom of backwardness requiring a sociological explanation.

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4016.36v US Tax Policy in an Election Year

Instructor: Emil Sunley

Tuesday, 10:00 – 11:30 AM

Oct 6 – Nov 17 (No Class 11/3)

Location: Virtual

6 Sessions

Minimum 8, maximum 47 participants

Election years lead to a proliferation of tax proposals and 2020 is no exception. The course will consider selected U.S. tax policy issues including:

1. **Tax increases for the wealthy** – wealth tax, estate tax and capital gains.
2. **Individual income tax issues** – marginal rates, married vs. single taxpayers, incentives for savings.
3. **More individual income tax issues** – itemized deductions, employee benefits, deduction for pass-through entities.
4. **Value-added tax** – a future tax for the United States.
5. **Corporate income tax** – corporate vs. non-corporate entities, double taxation of dividends, debt vs. equity, international issues.
6. **Excise taxation** – alcoholic beverages, tobacco products, carbon taxes.

At the first session participants may suggest additional topics, particularly related to the individual income tax. The course is not intended to be a tax-planning seminar. Lots of participant discussion promised.

Recommended Websites: taxpolicycenter.org, taxfoundation.org

Emil Sunley has more than 50 years of experience advising on tax policy issues. He served as an assistant director of the Fiscal Affairs Department of the International Monetary Fund before retiring in 2006. Prior to joining the IMF in 1992, he was a principal at Deloitte & Touche and served as the deputy assistant secretary of the Treasury for tax policy. He is a graduate of Amherst College and earned his PhD in economics at the University of Michigan.

Law, Politics & Public Affairs *continued*

4017.36v Chinese Government and Foreign Policy

Instructor: Yi-ting Chiu

Wednesday, 2:00 – 3:30 PM

Sep 30 – Dec 16 (No Class 11/11 & 11/25)

Location: Virtual

10 Sessions

Minimum 8, maximum 95 participants

This course will offer an understanding of the People's Republic of China (PRC) and the Chinese Communist Party (CCP) regime's political, social and economic institutions, as well as its foreign policy. The course will analyze how the foreign policy formulated by the CCP has an impact on the rest of the world, particularly democratic, non-authoritarian countries. Lectures will cover the following: the PRC, its history, ideological foundations and institutions; its current foreign policy and the programs used to strengthen its worldwide influence; and the manner in which the democratic world reacts to

its programs in foreign countries.

Recommended Readings: *The Third Revolution: Xi Jinping and the New Chinese State*, Elizabeth Economy; *China: Fragile Superpower, How China's Internal Politics Could Derail Its Peaceful Rise*, Susan Shirk.

Independent Readings: *The Chinese Communist Party's Foreign Interference Operations: How the US and Other Democracies Should Respond*, Jonas Parelló-Plesner and Belinda Li.

Yi-ting Chiu is a native of Taiwan who is studying for a PhD in public policy at George Mason University. She has an MA from Taiwan in national development and has studied contemporary CCP affairs since she was in college. She also developed a keen interest in analyzing and understanding the value of democracy and participated in a range of political activities and social movements in Taiwan. She is very familiar with the Chinese business environment through her extensive work and research.

Literature & Writing

5003.36v Novella: Here We Go Again and Again

Instructor: Iska Alter

Friday, 2:00 – 4:00 PM

Nov 6 – Dec 18 (No Class 11/27)

Location: Virtual

6 Sessions

Minimum 8, maximum 25 participants

Let us restart our ongoing examination of that anomalous form, the novella, and its paradoxical generic ability both to focus and expand narrative concerns. For the six weeks in this semester, we will read the following works in this order:

1. Mark Twain, "The Man That Corrupted Hadleyburg"
2. George Orwell, "Animal Farm"
3. Muriel Spark, "The Prime of Miss Jean Brodie"
4. Nella Larsen, "Quicksand"
5. Sara Orne Jewett, "The Country of the Pointed Firs"

All of the works are available online. As always, our purpose during our time together will be to define, to interpret, to understand and, of course, to enjoy these texts.

Iska Alter is emerita professor of English at Hofstra University. Her specializations are American literature, Shakespeare and English Renaissance drama. Her work has appeared in *Modern Drama*, *Theater History Journal* and *Shakespeare Survey*. She is the author of an analysis of the fiction of Bernard Malamud titled, "*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.

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Literature & Writing *continued*

5004.36v Writing a Memoir

Instructor: Marty Suydam

Friday, 10:00 – 11:30 AM

Oct 23 – Dec 4 (No Class 11/27)

Location: Virtual

6 Sessions

Minimum 8, maximum 30 participants

Guided by William Zinsser's wise, practical and humorous book, we will consider the many styles of personal writing: memoirs, diaries, family histories, journals, letters and even poetry.

The class format will be a lecture-discussion-workshop. Students will write, read their work and gently critique each other's work — only with the writer's permission. Practical exercises will help students get started in memoir writing and inspire them to keep writing.

As Zinsser recommends, "Be yourself, speak freely, and think small." In his 2004 book, *Writing About Your Life*, Zinsser states:

It's a memoir of my own life, but it's also a teaching book — along the way I explain the reducing and organizing decisions I made. I never felt that my memoir had to include all the important things that ever happened to me — a common temptation when old people sit down to summarize their life journey. On the contrary, many of the chapters in my book are about small episodes that were not objectively 'important' but that were important to me. Because they were important to me, they also struck an emotional chord with readers touching a universal truth that was important to them.

Recommended Reading: Writing About Your Life: A Journey into the Past, William Zinsser.

Marty Suydam is a retired Army officer, government and corporate executive and professor. He is a member of an informal memoir-writing group, Cherie's Gang, named for the long-term Encore Learning instructor Cherie Bottum. He has published articles in *The Arlington Historical Magazine* and has written two memoir books, *Walks with Charley: Sniffing Arlington Ridge History and Mystery* and *Let's Go Camping*.

5012.36v American English: What We Speak and Why

Instructor: Leslie Tierstein

Tuesday, 12:00 – 1:30 PM

Oct 6 – Oct 27

Location: Virtual

4 Sessions

Minimum 8, maximum 47 participants

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

We will start with an overview of linguistics, the study of language. The overview will focus on case studies from English and dialects of English heard and spoken in the United States. This overview provides a basis for the terminology and methodology we will need to discuss English grammar, syntax and vocabulary, both written and spoken, and how advances in linguistics disciplines have come to affect our everyday life.

Factors that influence how a language develops and changes will be considered, ranging from historical events (language change as a result of conquest or colonization) to modern times. How does immigration affect the grammar, sounds and vocabulary of American English? What about different versions of the same language — American versus British English; Parisian French versus Quebecois (or Cajun or Haitian Creole); Iberian Spanish versus American Spanish? We will examine interpretation and translation, literary and commercial. For example, how do you translate Jabberwocky or "muggle" into another language? And did you know that the first Mad Max movie was dubbed into American? Australian ("Strine") slang and accent were deemed too unintelligible for American audiences.

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

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

5013.36v Chekhov's Short Stories

Instructor: Natalia Lord

Monday, 10:00 – 11:30 AM

Nov 9 – Nov 30

Location: Virtual

4 Sessions

Minimum 8, maximum 50 participants

Anton Chekhov, a physician and author, outlined six principles that make for a good short story:

1. Absence of lengthy verbiage of a political-social-economic nature
2. Total objectivity
3. Truthful descriptions of persons and objects
4. Extreme brevity
5. Audacity and originality
6. Compassion

Did he stick to these principles? You be the judge as we read and discuss some of his best known short stories.

He also said, "Medicine is my lawful wife and literature is my mistress. When I get fed up with one, I spend the night with the other." What evidence can we find of Chekhov's medical experience in his writing?

The last session of this four-session course will look at stories chosen by the class.

Recommended Reading: *Stories of Anton Chekhov* (Illustrated), available from Amazon in paperback and e-book formats.

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

5014.36v Speaking Truth to Power — The Thunderous Messages of the Hebrew Prophets

Instructor: Stephen Ruth

Monday, 2:00 – 3:30 PM

Oct 19 – Nov 9

Location: Virtual

4 Sessions

Minimum 8, maximum 50 participants

In all of literature there are few parallels to the soaring rhetoric and poetry of the Hebrew prophets. They speak to us clearly today after almost three millennia: Amos in 800 BC, crying, seeking help for the poor and the disenfranchised ("let justice flow like a river"); Hosea, comparing his country to a prostitute; Isaiah and Micah, seeking to turn swords into plowshares; Ezekiel's "dry bones" commentary of hope and recovery; and dozens more familiar examples. The prophets did not ask for the job but accomplished it with great zeal and persuasiveness. Jesus and St. Paul quoted them often, and the prophets' messages frequently are used (and mis-used) in today's political debates.

The course will describe the settings and situations that caused these messages to be proclaimed, against kings and nobles, the rich and the entitled — the "haves" of that time — in favor of the poor and the sick, the dispossessed, the aliens, the refugees — the have-nots.

We will cover prophetic themes that are still alive today: sharing the wealth of nations, protection for immigrants and resident aliens, punishment of the corrupt, equity in taxation, promises of victory to the just and many more.

No religious background or affiliation is required.

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

Science & Technology

6001.36v Nuclear Weapons: What They Are, What They Can Do and Attempts at Their Control

Instructor: Allan Hoffman

Friday, 10:00 – 11:30 AM

Oct 9 – Nov 13

Location: Virtual

6 Sessions

Minimum 8, maximum 36 participants

The world changed early on July 16, 1945 with the successful test explosion by the United States of the first nuclear weapon, codenamed Trinity. The test led to the dropping of two atomic bombs on Japan in August 1945 and the end of World War II.

This course will trace the origin of these weapons, examine the decision to drop them on Japan and explore the impact on the two Japanese cities. We also will discuss the subsequent development and proliferation of even larger nuclear weapons, post-war efforts to control such weapons and their current status. The six classroom sessions will cover the following:

1. The history and basic physics of nuclear fission/fusion research.
2. The Manhattan Project. The backdrop to dropping two atomic bombs.
3. Effects of atomic and hydrogen bombs.
4. Comments from a Manhattan Project scientist. Discussion of the decision to drop the bomb.
5. The postwar efforts to control nuclear weapons and the current global status of such weapons.
6. Contemporary issues related to nuclear weapons. Open class discussion.

Recommended Reading: “Nuclear Power,” Chapter 7 in *Water, Energy, and Environment: A Primer*, Allan Hoffman. (free download at iwaponline.com/ebooks/book/744/Water-Energy-and-Environment-A-Primer)

Allan Hoffman retired in 2012 after a long career in Washington, DC, where he served as staff scientist for the U.S. Senate Committee on Commerce, Science, and Transportation; as director of the Department of Energy’s

Advanced Energy Systems Policy Division; and as deputy assistant secretary in the Energy Department’s Office of Energy Efficiency and Renewable Energy. He is now involved in solar energy projects in Africa. He has a bachelor’s in engineering physics from Cornell University and a PhD in physics from Brown University.

6008.36v Geology, Oceanography, the Atmosphere and Evolution: Current Research

Instructor: George Pick

Tuesday, 2:00 – 3:30 PM

Oct 27 – Dec 1 (No Class 11/3)

Location: Virtual

5 Sessions

Minimum 8, maximum 70 participants

In the past five years, technological improvements in remote measurement techniques have led to the discovery of much new information in all branches of earth science that has shaped the current state of knowledge. In five sessions this course will survey the basic concepts of these sciences, new discoveries and the new complexities of interactions across the various scientific disciplines.

1. New information on the inner core of Earth, carbon cycle, lost continent beneath, how North America grew as a continent and bedrock map of Antarctica.
2. Major oceanic currents, ocean-atmospheric interactions, storm surges, human-made pollution, impact of pollution and temperature increase on aquatic life, Greenland’s ice sheet and Antarctic ice break-up.
3. & 4. Major atmospheric currents, extreme weather events, how hurricanes develop, why a hurricane’s path is so difficult to predict, climate models and predictions, hurricane facts, human-made atmospheric pollution, greenhouse gas emissions, global warming and its consequences, whether new technologies can slow or stop climate change and uses of weather maps.
5. History of evolution, whether evolution proceeds in a straight line; mass extinctions and their consequences; Holocene period, when humans started altering the earth; human-made solid pollutants (soot, plastic and aerosols); and food for 10 billion people.

Science & Technology *continued*

George Pick is a retired professor and aerospace engineer who worked for the U.S. Navy for 30 years. He is an associate fellow of the American Institute of Aeronautics and Astronautics, a member of the Planetary Society, a docent at the U.S. Holocaust Memorial Museum and author of over 50 scientific publications and seven publications about the Holocaust.

6011.36v Biological Sciences: The Latest News

Instructor: Pam Hines

Wednesday, 12:00 – 1:30 PM

Sep 30 – Oct 21

Location: Virtual

4 Sessions

Minimum 8, maximum 12 participants

Every day brings new discoveries from the global community of scientists. Some of these make a splash in the general media, while others quietly build foundations for the future. Although it is impossible to predict what tomorrow's discoveries will be, some stories from the past might have been: How do elephant matriarchs manage their sons? How can one gene lessen the demand of rice agriculture for nitrogen fertilizer? How do neural crest cells in the embryo migrate to form muscle and pigment cells?

In this class we will take a more current look at biological sciences. We will scan the recent weekly issues of *Science* magazine to choose topics for discussion in the biological sciences. We will use a journal club, group discussion approach. Before each class, we will read a recent *Science* research paper or news article. In class, we will sort out ideas and reactions to clarify our understanding of the research. We will try to figure out just what was discovered, how the scientists got there, why it might be important, how that advance might help people and society and what the ethical implications might be. We could end up with the kind of sound-bite that sparks great conversation with friends and family.

Along the way you will receive an insider's glimpse into how research discoveries get from the laboratory to the public eye. And, we can try our hand at writing short commentaries on current bioscience discoveries, which, if the group wishes to, we could publish on a blog.

No previous scientific background is needed; this discussion course is intended for the interested generalist.

Recommended Websites: Keep an eye on the weekly issues of *Science* magazine at www.sciencemag.org

Pam Hines is a senior editor at *Science* magazine, which is published weekly by the American Association for the Advancement of Science. As an acquisitions and developmental editor, she recruits, analyzes and selects biosciences research and review articles for publication. She earned her PhD from the Johns Hopkins University in cell, molecular, developmental biology. She also serves as a judge for various awards.

6012.36v Mind Matters: Explorations of Consciousness

Instructor: James Giordano

Wednesday, 2:00 – 3:30 PM

Sep 16 – Oct 7

Location: Virtual

4 Sessions

Minimum 8, maximum 95 participants

This course will examine the current neuroscientific understanding of the brain and its structural and functional relationships to consciousness and cognition. We will explore if the brain acts as a generator, antenna, receptacle, or some amalgam of all three in the functions and properties of consciousness. The course will address current knowledge and uses of neurotechnologies to provide explanatory possibilities and neuroethical, legal and social issues that such explorations foster.

James Giordano is a professor in the departments of neurology and biochemistry and chief of the Neuroethics Studies Program at Georgetown University Medical Center. He serves as senior science advisory fellow at the Pentagon and a senior appointed member of the Neuroethics, Legal and Social Issues Advisory Panel for the Defense Advanced Research Projects Agency.



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Social Sciences

7008.36v Numbers and the News: The 4th Edition — Journalism and Data Analysis

Instructors: Steve Shapiro, Charlie Hallahan

Thursday, 10:00 – 11:30 AM

Sep 24 – Dec 3 (No Class 11/26)

Location: Virtual

10 Sessions

Minimum 8, maximum 50 participants

Now in its fourth year, and brought back by popular demand, we are expanding the course to 10 sessions, which will allow us to cover more topics in greater depth. As in past years, we will explore data-centric topics including political polls and surveys, economics, demographics, health-care research, environmental science and perhaps some others. This is NOT a college statistics course, and no background in data science is needed. Rather, we discuss how journalists explain quantitative measures and how complex data sets are now used in new forms of data visualization. We also discuss the challenges of explaining risk, uncertainty and variability. And for the first time, the course will begin to explore some types of cognitive bias (often called behavioral economics but actually more like psychology). We will look at some of the ubiquitous stories in the media that contain the phrase “a recent study shows” A layman’s explanation of how the statisticians conducting the studies come to their conclusions will be covered along with the role of uncertainty that is present in all such studies.

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

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

7012.36v Energy Economics

Instructor: Salar Khan

Monday, 12:00 – 1:30 PM

Oct 19 – Nov 9

Location: Virtual

4 Sessions

Minimum 8, maximum 30 participants

This course offers an overview of world energy markets with a specific focus during each class. Initially it will address traditional and renewable energy markets, then move into geopolitics and how energy markets influence world politics. Not surprisingly COVID-19 has had an impact on energy markets across the globe, clearly demonstrating their vulnerability. Lastly, we will study energy efficiency’s essential role in the economy, including how its meaning has changed and what impact that has had.

Muhammad Salar Khan earned a master’s degree in public policy as a Fulbright Scholar at Oregon State University. He is a PhD candidate in public policy and graduate research assistant at the Schar School of Policy and Government, GMU. His interests are interdisciplinary, intersecting at the crossroads of science, economics and policy. He has worked with several organizations, including the British Council, the Parliament of Pakistan and the World Bank.

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7013.36v Contemporary Panpsychism

Instructor: Emmett Holman

Thursday, 10:00 – 11:30 AM

Oct 1 – Nov 19

Location: Virtual

8 Sessions

Minimum 8, maximum 50 participants

Perhaps the hottest topic in Anglo-American philosophy today is the mind-body problem: how to give an account of the nature of the mind and its relation to the body. There are two traditional views on this subject: physicalism, according to which the mind is (roughly) identical to the brain; and dualism, according to which the mind is non-physical, though connected (in some way) to the brain and the body.

Many think the debate between these two views has reached an impasse and as a result a third option, “panpsychism,” has lately emerged. According to

panpsychism, consciousness, though at a very attenuated level, pervades the whole of nature and is not just a feature of the brain. Panpsychism may seem like Stone Age thinking, but there are respectable arguments on its behalf. We will look at the physicalist-dualist impasse and how panpsychism bids to break it.

The instructor will expand upon his course on the mind-body problem offered in fall 2019.

Recommended Reading: *Meditations on First Philosophy*, Rene Descartes. Other readings will be posted or accessible online.

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

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Fall 2020 Potential In-Person Courses

The following courses have been developed as in-person courses. At the time of publishing this catalog, in-person courses are not expected to be offered. If that situation changes, a catalog addendum and new registration dates for these courses will be posted.

- 1001.36 Music City DC: Rhythm and Blues, Rock and “Hillbilly Music,” Ken Avis
- 1005.36 Antônio Carlos Jobim: The Music and Life of a “God of Bossa Nova,” Richard Juhnke
- 3003.36 Arlington History, Karl VanNewkirk
- 7009.36 Psychology: It’s Everywhere, Janice McLean
- 7011.36 A Spiritual Guide for Retirement, George Brockway

Courses by Calendar View

	Monday	Tuesday	Wednesday	Thursday	Friday
MORNING	10:00 – 11:30 AM Virtual 3015 Economic History of Antebellum U.S. Grefer Nov 2 – Dec 7	10:00 – 11:30 AM Virtual 2003 Estate Planning Parks Sep 15 – Oct 6	10:00 – 11:30 AM Virtual 4015 Populism's Rise in America Mitoko Sep 16 – Nov 4	10:00 – 11:30 AM Virtual 1002 Theater Appreciation Ohlandt Sep 24 – Nov 5	10:00 – 11:30 AM Virtual 6001 Nuclear Weapons Hoffman Oct 9 – Nov 13
	10:00 – 11:30 AM Virtual 5013 Chekhov's Short Stories Lord Nov 9 – Nov 30	10:00 – 11:30 AM Virtual 3026 History of the Jewish People Wittenberg Oct 6 – Nov 17 <i>No Class 11/3</i>	10:00 – 11:30 AM Virtual 1017 Cinematic Beginnings and Endings Berets Sep 23 – Nov 18 <i>No Class 11/11</i>	10:00 – 11:30 AM Virtual 7008 Numbers & the News: The 4th Edition Multi Sep 24 – Dec 3 <i>No Class 11/26</i>	10:00 – 11:30 AM Virtual 1018 Art and Culture of the Renaissance Morrison Oct 16 – Nov 13
		10:00 – 11:30 AM Virtual 4016 US Tax Policy in an Election Year Sunley Oct 6 – Nov 17 <i>No Class 11/3</i>	10:00 – 11:30 AM Virtual 2007 Aging and the Brain Stutts Oct 28 – Nov 25 <i>No Class 11/11</i>	10:00 – 11:30 AM Virtual 7013 Contemporary Panpsychism Holman Oct 1 – Nov 19	10:00 – 11:30 AM Virtual 5004 Writing a Memoir Suydam Oct 23 – Dec 4 <i>No Class 11/27</i>
NOON	Noon – 1:30 PM Virtual 7012 Energy Economics Khan Oct 19 – Nov 9	Noon – 1:30 PM Virtual 1016 Japanese Art in the Age of Hokusai Morland Sep 22 – Nov 10 <i>No Class 11/3</i>	Noon – 1:30 PM Virtual 6011 Biological Sciences — Latest News Hines Sep 30 – Oct 21	Noon – 2:00 PM Virtual 3023 Civil War in the West Stone Sep 17 – Nov 12	Noon – 1:30 PM Virtual 4011 Crime, Safety, Justice and Reentry Jones-Valderrama Oct 16 – Dec 4 <i>No Class 11/27</i>
	Noon – 1:30 PM Virtual 2010 Basics of Mindfulness Practice Rodgers Nov 2 – Dec 7	Noon – 1:30 PM Virtual 5012 American English Tierstein Oct 6 – Oct 27	Noon – 1:30 PM Virtual 3019 Reconstruction Kluge Oct 28 – Dec 2 <i>No Class 11/11</i>	Noon – 1:30 PM Virtual 1013 American Musical Geniuses Sherman Sep 24 – Nov 12	
	Noon – 1:30 PM Virtual 1014 Life, Love and Death Vance Nov 16 – Dec 14	Noon – 1:30 PM Virtual 3017 America in the 1920s and 30s Heymsfeld Nov 10 – Dec 1		Noon – 1:30 PM Virtual 3025 History of Scotland Adams Sep 24 – Oct 29	
AFTERNOON	2:00 – 3:30 PM Virtual 5014 Speaking Truth to Power Ruth Oct 19 – Nov 9	2:00 – 3:30 PM Virtual 2009 Cooking for Wellness McKean Sep 22 – Oct 20	2:00 – 3:30 PM Virtual 6012 Mind Matters Giordano Sep 16 – Oct 7	2:00 – 3:30 PM Virtual 4012 Legal Hot Spots Oct 1 – Nov 19	1:00 – 3:00 PM Virtual 3027 Carthage and Roman North Africa Wukitsch Sep 25 – Dec 4 <i>No Class 11/27</i>
		2:00 – 3:30 PM Virtual 3002 Indian Wars 1754–1794 Hertel Oct 27 – Dec 8 <i>No Class 11/3</i>	2:00 – 3:30 PM Virtual 1019 Evolution of Musical Forms Wood Sep 23 – Oct 14	2:00 – 3:30 PM Virtual 3024 Arlington and the Civil War 1861 Vaselopoulos Oct 8 – Oct 29	2:00 – 4:00 PM Virtual 5003 Novella: Here We Go Again and Again Alter Nov 6 – Dec 18 <i>No Class 11/27</i>
		2:00 – 3:30 PM Virtual 6008 Geology, Oceanography and Evolution Pick Oct 27 – Dec 1 <i>No Class 11/3</i>	2:00 – 3:30 PM Virtual 4017 Chinese Government & Foreign Policy Chiu Sep 30 – Dec 16 <i>No Class 11/11 & 11/25</i>		

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