

COURSE CATALOG

This semester includes courses taught virtually on Zoom (21) and courses that will be offered in-person (14) if feasible, based on current requirements of hosting locations and CDC guidelines. At this time George Mason University requires submission of an online safety check, vaccination and documentation of vaccination information. Information about requirements will be provided to students enrolled in an in-person class about two weeks before the first class session.

 Virtual Classes are noted with the Zoom icon.

 In-Person Classes are noted with the people icon.

Fine Arts, Theater & Music

1002.39 Theater Appreciation: The Educated Audience

Instructor: D Ohlandt

Tuesday, 12:00 PM – 1:30 PM

Mar 29 – May 17 (No class 4/12)

Location: Fairlington Community Center

7 Sessions

Maximum 30 participants

With the waning of the pandemic, live theater is back in the D.C. area. Many of us are excited about returning to the theater. If you are one of those, do you want to know more about what you are seeing? Have you ever wondered if knowing about the historical context of a play, a theater company, or a style would help you better enjoy a theater production? If so, this is the class for you! Through a series of readings and guided discussions, we will educate ourselves, as audience members, about three local theater productions put on by three different companies.

One week we will read and discuss a play or the source material and explore it from a literary, dramatic, and historical point of view. After seeing the production, the following week we will discuss what we saw, considering performance style, technique, and production values. Discussions of the plays and the productions will be facilitated by an instructor not only trained in theatre history and dramatic theory but also experienced as a director and dramaturg.

The seven classes will cover the following:

- Introduction and orientation
- The play *Cambodian Rock Band* (a musical) by Lauren Yee

- The live production of *Cambodian Rock Band* at Arena Stage
- The novel *Parable of the Sower* by Octavia Butler
- The live production at the Strathmore
- The play *The Crucible* by Arthur Miller
- The live production at Studio Theater

D Ohlandt holds a PhD in theatre studies from the University of Michigan. She has experience teaching theater history and practice as a college professor and has more than 15 years of experience directing in community, university, and regional theater. She has worked with students from preschool through adult in a range of settings, including traditional classrooms, summer camps, and outdoor team-building courses.

1005.39 Antônio Carlos Jobim: Brazil's Musical Gift to the World

Instructor: Richard Juhnke

Wednesday, 2:00 PM – 3:30 PM

Mar 2 – Apr 13

Location: GMU

7 Sessions

Maximum 63 participants

Antônio Carlos (Tom) Jobim, best known for mega-hits like “The Girl from Ipanema” and “Corcovado” (aka “Quiet Nights of Quiet Stars”), composed a wealth of beautiful music before, during and after the *Bossa Nova* heyday of the 1960s. Jazz critic Don Heckman, writing for the *Los Angeles Times*, characterized Jobim’s body of work as “one of the creative wonders of the second half of the 20th century.”

This course explores the music and life of this “Brazilian George Gershwin” beginning with his childhood and his years as a struggling nightclub pianist and fledgling composer. We will devote a fair amount of time to *Bossa Nova*, which is after all what launched Jobim’s music to worldwide fame. What is it, anyway? We will talk about where it came from, what is different about it and its lasting impact; and in the process take a virtual field trip to Rio. Next we will follow the new directions his music and life took after the initial surge of *Bossa Nova*, including his love of nature and his concern for the environment. Along the way, we will meet many of Jobim’s collaborators — singers, musicians and lyricists — and learn the backstories to some of his works.

We will listen to a lot of music, including familiar songs and many that will be new to you, with translations of Portuguese lyrics. That includes what James Fallows of *The Atlantic* called “the Absolute Classic version” of “The Greatest Song Ever Recorded.” We will also see the *Banda Nova* in action — the band Tom Jobim formed from family and friends to take his music around the world during his *anos dourados*, the golden years of the last decade of his life.

This course includes some new songs, artists and stories not covered in fall 2019, as well as a new seventh session that will give us some insight into Jobim the person as we hear him talk and interact with close friends.

Richard Juhnke received a BA in economics from Rice University and a JD from the University of Chicago. Throughout his career, his offices were always in proximity to major record stores, enabling him to nurture his lifelong interest in music during lunch-hour excursions.

Independent Reading: *Bossa Nova: The Story of the Brazilian Music That Seduced the World*, Ruy Castro.

Recommended Websites: “Bossa Nova — the Brazilian Music That Charmed the World”: <http://vimeo.com/95835648>; Sheet music for many of Jobim’s works: www.jobim.org/jobim/handle/2010/4135/browse?locale=en; *Most Beautiful Thing — Student Essay on Jobim Course*, Marilia Mota Silva: www.encorelearning.net/most-beautiful-thing-student-essay-on-jobim-course-published/

1012.39 Music City DC!: The History of Popular Music in the Nation’s Capital

Instructor: Ken Avis

Wednesday, 12:00 PM – 1:30 PM

Mar 30 – May 4

Location: GMU

4 Sessions

Maximum 95 participants

Although it is known as a “politics” town, DC has always contributed great talents to every style of popular music. Previous Music City DC talks have taken us through the history of DC music from the 1800s to the current day, highlighting the key figures of DC music in jazz, country, folk, soul and pop, while simultaneously looking at the social change, technology and music business innovations that shaped the music.

During this class, we will take a thematic look at the key genres and personalities of the DC music scene, with stories and music to inform and entertain. While some of the stories you may have already heard, it is time to learn about new finds and new music for a post-pandemic refresher!

- DC Music Women: The often forgotten and underappreciated music innovators of the DC area (two sessions).
- South of the Mighty Potomac: It is not all DC: minstrels, jazzers, hillbillies and rockers of Northern Virginia.
- DC Music of the New Millennium: an overview of the music business and its impact on DC music in the 21st Century.

Ken Avis is a performing musician, music historian, filmmaker, festival curator and radio host. Since moving here from the UK some 25 years ago, he has become captivated with the music history of the Washington, DC area. He has lectured on the multi-genre history of DC’s fascinating and rich music scene for the Smithsonian Institution, Encore Learning, and music organizations throughout the area. He also contributes to WETA’s “If You Lived Here,” talking about the music culture of DC area neighborhoods.

Recommended Reading: *Capitol Rock*, Mark Opsasnick; *Unfinished Business: The Life and Times of Danny Gatton*, Ralph Heibutzki.

Independent Reading: “Oxygen for The Ears: Living Jazz”: www.oxygenfortheears.com; “Bossa Nova — The Brazilian Music That Charmed the World”: <https://vimeo.com/95835648>; “Jazz in Washington,” *Washington History*, Spring 2014, Vol 26. *Beyond Category: The Life and Genius of Duke Ellington*, John Edward Hasse.

1013.39v Geniuses of the American Musical Revisited

Instructor: Dan Sherman

Wednesday, 2:00 PM – 3:30 PM
Apr 13 – May 18
Location: Virtual
6 Sessions
Maximum 95 participants

In a previous course on this subject, we examined the careers of some of the leading composers and lyricists who have given us some of our greatest stage and film musicals. These included Oscar Hammerstein, Leonard Bernstein, Alan Jay Lerner and others.

This course will explore the lives and careers of other “geniuses,” including Jerome Kern, Harold Arlen, Harry Warren, Frank Loesser, Bock and Harnick, Kander and Ebb.

This multimedia course will be of interest to those who took and enjoyed the previous course on Geniuses of the American Musical, as well as anyone interested in learning more about these fascinating composers and lyricists.

Dan Sherman, an economist with a PhD from Cornell University, has taught many courses on musical theater, film musicals, film music and film in Washington, DC, for various adult learning and social groups, including Encore Learning (“Listening to the Movies”). He has long been interested in stage and film, with a special interest in their history and music. He uses a multimedia approach that closely integrates historical background with clips of great performances.

Recommended Video: *Listening for America: Inside the Great American Songbook from Gershwin to Sondheim*, Rob Kapilow. Note: The instructor will compile materials after each class, including video clips.

1028.39 French Art of the 19th Century: The Road to Modernism

Instructor: Nan Morrison

Friday, 10:00 AM – 11:30 AM
Mar 4 – Mar 25
Location: GMU
4 Sessions
Maximum 63 participants

The magnitude and diversity of artistic styles introduced in France during the 19th century create a pictorial that includes some of the most popular, valuable and treasured works of art in existence today. The finely rendered detail of the Neoclassical style, the exotic places, dramatic events, the action-filled movement of Romanticism, the controversial contemporary topics explored by Realism and the Barbizon painters’ focus on nature are invaluable images that help us understand the people, history and culture of this period.

The development of photography plays a huge part in the shift in the worldview at this time and provides a revolutionary addition to the resources available to artists. The avant-garde, plein air painters and the use of portable art supplies opens up major new opportunities for artists. Traditional, restrictive and oppressive norms that had dominated the European art world will change forever. Claude Monet, Pierre Auguste Renoir, Edgar Degas, Mary Cassatt, Berthe Morisot, among so many others, will ultimately pave the road to Modernism.

Nan Morrison is an abstract painter. She is a docent at the National Gallery of Art, a member of the Falls Church Art Gallery and Arlington Artists Alliance and a former adjunct professor at Georgetown University. She earned a BA and MA in liberal studies, with an emphasis on art and culture, from Georgetown University. Her master’s thesis, “The Cultural Values of the Horse and Rider: An Iconological Examination of Equestrian Statuary,” was inspired by her years as an equestrian.

Independent Reading: *The Greater Journey: Americans in Paris*, David McCullough; *The Judgment of Paris, The Revolutionary Decade That Gave the World Impressionism*, Ross King; *The Journal of Eugene Delacroix*, Eugene Delacroix.

1029.39v Masterpieces of Music

Instructor: A. Scott Wood

Tuesday, 2:00 PM – 3:30 PM

Apr 19 – May 10

Location: Virtual

4 Sessions

Maximum 70 participants

Do you have a favorite piece of classical music? Do you wonder how it came to be composed or have other questions about its origin? The instructor, who conducts the Arlington Philharmonic, will play recorded versions

of some of his favorite selections and discuss both the reasons why he likes them and the history of their composition. Class members will have an opportunity to discuss their reactions to the music and propose their own favorite selections for listening and discussion.

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

Health & Wellness

2012.39 Walk Four Mile Run

Instructor: Marty Suydam

Tuesday, 10:00 AM – 11:30 AM

Apr 5 – May 10

Location: Offsite

6 Sessions

Maximum 40 participants

Modeled after the “Walks with Charley” course, this is a six-session, walking course with each session having the following characteristics:

- two-mile circuit walks that begin and end at the same location, but do not duplicate any parts of the route.
- Walks of approximately 1.5 hours' duration with frequent stops for discussion.
- Mostly flat.
- Where possible, we avoid trails with speeding bike riders (e.g., W&OD Trail) and will cross a few streets with cars.
- Discussions along each route include the history of the area, and bird, other wildlife and plant identification.

These walks are all related to the Four Mile Run waterway and many of Arlington's parks along the route, starting near the area where Four Mile Run empties into the Potomac River (Four Mile Run Park), through Arlington to Falls Church (Banneker Park) to the beginning of the visible waterway.

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

Recommended Reading: “Arlington Walks: Four Mile Run”, Marty Suydam.

2013.39 Communicating in Healthy Ways

Instructor: Kate McCauley

Friday, 12:00 PM – 1:30 PM

Apr 1 – May 6 (No class 4/15)

Location: GMU

5 Sessions

Maximum 30 participants

Communication is at the core of all our relationships. It connects us to others but can also create disconnection. Research clearly indicates that knowing how to communicate can help avoid much of the conflict and disconnection we encounter in our lives. In this interactive course we will explore a variety of aspects of communication and consider specific ways to build skills in our relationships. We will look at:

- Listening and speaking and the differing roles they play in communicating for connection
- The ladder of inference and how our assumptions often lead us to dissatisfaction and sometimes conflict
- Emotional literacy and the ways our emotions impact what we are saying and how we say it
- Why listening is not only about hearing words but is a full body experience that can communicate respect or disdain and everything in between
- Generalized gender differences in communication and skills we can use to our advantage when trying to connect

Kate McCauley, MEd, LCSW, is an educator, relationship coach and licensed psychotherapist who has been teaching

a course called Healthy Relationships for the past eight years at George Mason University and has taught Group Dynamics for 15+ years at Marymount University. She is a consultant and trainer for a variety of organizations across the DC Metro area, including federal, state and local government entities as well as Fortune 100 companies and local schools and school systems. Her passion is taking psychological theory and turning it into psychology for living.

Recommended Reading: *Crucial Conversations: Tools for Talking When Stakes Are High*, (2nd ed.), Kerry Patterson, Joseph Grenny, et al.

Independent Reading: Daily *Washington Post* columns by Carolyn Hax. ■

History

3003.39 Arlington History

Instructor: Karl VanNewkirk

Thursday, 3:00 PM – 4:30 PM

Mar 31 – May 19

Location: Offsite

8 Sessions

Maximum 15 participants

While criss-crossing the 26 square miles of Arlington, have you ever wondered who trod this ground before you? This popular course surveys the history of Arlington from before the arrival of European settlers to the present. This is not a classroom-based course. Each session will take place in a different historic building or neighborhood. The course will begin with an overview and guided tour of the Arlington Historical Museum. Subsequent sessions will look at:

- Arlington before the Europeans
- The 18th century
- Early 19th century and the Civil War
- Black history
- Reconstruction and the beginnings of modern Arlington
- Evolution to a unified community
- The modern era

The first session will be held at the Arlington Historical Museum, 1805 S. Arlington Ridge Road. The locations and directions for subsequent sessions will be provided. Participants will need to provide their own transportation to each class site. Some walking is required.

Karl VanNewkirk served four terms as president of the Arlington Historical Society and now serves on its board of directors. He has been a docent at the Arlington Historical Museum since the early 1990s and was editor of the Society's annual magazine 1992-2015. He is a former member of the board of directors of the Arlington Black Heritage Museum and now volunteers for the archaeology department at Gunston Hall. He belongs to a variety of historical, archaeological and genealogical organizations.

3041.39 Greek Gods: The Iliad, the Odyssey, and the Theogony of Hesiod

Instructor: Dwight Rodgers

Friday, 10:00 AM – 11:30 AM

Mar 4 – Apr 8

Location: GMU

6 Sessions

Maximum 45 participants

This course will explore the character, powers and forms of worship of the classical era Greek gods. This will include how the gods were understood before classical Greek culture (up to about the year 400 BCE) was challenged, beginning with the philosophy of Plato and the importation of traditions from the East during the time of Alexander the Great.

The historian Herodotus wrote that the understanding of the Greek gods during the classical period was largely based on the works of Homer (“The Iliad” and “The Odyssey”) and the *Theogony* of Hesiod, all of which are thought to have been widely known in Greece by around 700 BCE. Participants in the course may be interested in reading sections of these works to get a taste; the instructor will cover all the main story elements during the classes. The class will also see classical period artistic representations of some of the stories.

The class will also spend some time considering the worship practices of the classical Greeks. What were the purposes of the temples, the importance of sacrifices and of religious processions, the local nature of most religious practices and the growing tendency to associate non-Greek gods with the well-known Greek gods (syncretism)?

In addition to the Olympic pantheon, local gods, human children of the gods and the place of heroes will be explored.

Dwight Rodgers has taught courses for Encore Learning addressing the history of Ireland, a secular history of Christianity during three different periods and the practice of mindfulness. He holds a BA in history from Amherst College and an MAT in teaching history from UMass-Amherst.

Recommended Reading: The instructor has prepared for this course by studying Homer’s “Iliad” translated by Robert Fagles, Homer’s “Odyssey” translated by Richmond Lattimore and *The Complete Hesiod Collection* (not that long) translated by Hugh G. Evelyn-White. For information on religious practices, Walter Burkert’s *Greek Religion* translated by John Raffan is valuable, and for fun the popular *The Song of Achilles* by Madeline Miller is a good read. Both Homer and Hesiod editions have line numbers the instructor will cite on occasion.

3042.39v War Along the Shenandoah

Instructor: Robert Stone

Thursday, 12:00 PM – 2:00 PM

Mar 3 – Apr 14

Location: Virtual

7 Sessions

Maximum 45 participants

The Shenandoah Valley of Virginia served as the breadbasket of the Confederacy during the American Civil War, providing Southerners with a vast supply of meat and grain needed to feed their armies. The valley also served as an avenue of invasion for the Southern forces whenever they wished to move into Maryland or Pennsylvania, and whenever they wanted to threaten the Union capital city of Washington. Because of these uses, the Shenandoah Valley became the scene of many conflicts between Confederate and Union forces during the war. This class will explore these conflicts, highlighted by the 1862 Stonewall Jackson campaign, the battles of New Market and Piedmont, and the 1864 Jubal Early/Philip Sheridan campaign. We will also talk about Sheridan’s “hard war” campaign to burn the Valley crops and kill or capture the livestock. Even today, this “hard war” is called “The Burning” by Valley families.

After the classroom sessions end in April, a field trip will be planned to some of these battlefields within a one-day drive of Arlington.

Bob Stone has a BS in education from West Virginia University and taught classes at Northern Virginia Community College in the 1980s. He worked for the Arlington County government as an administrator for 36 years before his retirement in 1996. He has studied the American Civil War extensively for more than 60 years and has led groups on battlefield tours. He has taught Civil War classes for Encore Learning since 2005.

3043.39v America in the 1960s and 70s

Instructor: David Heymsfeld

Tuesday, 12:00 PM – 1:30 PM

Mar 8 – Mar 29

Location: Virtual

4 Sessions

Maximum 45 participants

The 1960s and 1970s were two of the most turbulent decades in modern American history. America

was generally confident and optimistic as the 1960s began and there was a broad consensus on political and cultural values. Over the next twenty years the consensus and optimism were destroyed by political and cultural divisions like women's rights, abortion and religion in schools, and a series of traumatic events, e.g., the assassinations of President John F. Kennedy and Senator Robert Kennedy, Watergate, the Vietnam War and violence at the 1968 Democratic Convention. In the late 1970s a poorly functioning economy and an energy crisis further exacerbated the turmoil and in 1980 a majority of the country, disillusioned with big government and permissive morality, elected Ronald Reagan, a strong economic and social conservative, to be president.

David Heymsfeld was a professional congressional staffer for 35 years. He has taught several courses on modern American history for Encore Learning. He was a volunteer guide at the now-closed Newseum.

3044.39v Exiles in Sepharad: The Jewish Millennium in Spain

Instructor: Jeffrey Gorsky

Thursday, 10:00 AM – 11:30 AM

Mar 17 – Apr 7

Location: Virtual

4 Sessions

Maximum 50 participants

In this course, we will study the thousand-year history of Jews in Spain from the Visigoth era and Muslim Spain to the Inquisition and the Expulsion of 1492, and the aftermath in Portugal, Holland and the New World. Twenty percent of Jews today are descended from Sephardic Jews. The Sephardic Jews created significant works in religion, literature, science and philosophy. We will look at these cultural works and the works of the great Jewish philosopher Moses Maimonides and Moses de Leon, author of the *Zohar*, the core text of the Kabbalah.

The Sephardic Jews also endured considerable hardship. Fundamentalist Islamic tribes drove them from Muslim to Christian Spain. In 1391 thousands were killed and more than a third were forced to convert by anti-Jewish rioters. A century later the Spanish Inquisition began, accusing thousands of these converts of heresy. By the end of the fifteenth century, Jews had been expelled from Spain and forcibly converted in Portugal and Navarre. After almost

a millennium of harmonious existence, what had been the most populous and prosperous Jewish community in Europe ceased to exist on the Iberian Peninsula.

Jeffrey Gorsky is retired from the Department of State, where he worked as vice consul in Bilbao, Spain, and as an Iberian intelligence analyst. He also served as senior counsel for an immigration law firm and is nationally recognized as an expert in immigration law. He is the author of *Exiles in Sepharad: The Jewish Millennium in Spain*.

Recommended Reading: *Exiles in Sepharad: The Jewish Millennium in Spain*, Jeffrey Gorsky.

3045.39v Ancient Rome Goes to the Movies

Instructor: Tom Wukitsch

Monday, 12:00 PM – 3:00 PM

Feb 28 – May 2

Location: Virtual

10 Sessions

Maximum 50 participants

Some filmmakers got ancient Rome right, some got it wrong, and some did not get it at all. Many films about Rome tell us more about the biases of the times when they were made than about the times they claim to depict. Some are “message” films, and some just carry forward the message of the books on which they are based. *Spartacus* is an example of a message film. But there is nothing in the historical account of Spartacus that would lead us to accept the “Christian” message of the film epic or of the Howard Fast novel on which it is based.

Big-budget films made for theaters (e.g., *Gladiator*) tend to get the background right, but they badly garble their historical story lines. Lower-budget theater films do not even try for background accuracy, much less historical fact: *The Arena*, a girl gladiator flick, comes to mind. Television productions vary greatly in authenticity. The History Channel, for example, will buy and broadcast almost any show that claims to be “historical.” Some content on the channel is completely bogus.

We will watch and discuss 10 films: *A Funny Thing Happened on the Way to the Forum*; *Scipio Africanus: The Defeat of Hannibal*; *Spartacus*; *Julius Caesar*; *Antony and Cleopatra*; *Augustus*; *Caligula*; *Satyricon*; *Gladiator*; and *Titus*.

This class will meet for three hours to allow time for viewing the movies.

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

Recommended Websites:

www.mmdtkw.org/ARMoviesSyllabus.html;
www.mmdtkw.org/ARomeMovies.doc;
www.mmdtkw.org/ARomeMovies.pdf

3046.39v Historic Preservation: Important Landmarks in America's Small Cities and Towns

Instructor: Robert Nieweg

Monday, 2:00 PM – 3:30 PM
Apr 11 – May 2
Location: Virtual
4 Sessions
Maximum 70 participants

This course about historic places and what they mean for local communities will engage students in ongoing grassroots campaigns to protect and celebrate significant historic places in small cities and towns, many within driving distance of Northern Virginia. Together, we will “visit” old homes, Main Street districts, houses of worship, schools, monuments, and cultural landscapes to immerse ourselves in the essential stories embedded within each of these unique and irreplaceable historic places. Guest speakers will focus on lesser-known historic sites, some of which have been neglected but that merit greater attention and deeper understanding to tell the full American story. Through virtual guided “tours,” richly illustrated with images of historic places, the instructor and guest speakers — all historic preservation practitioners — will illuminate the cultural significance of these historic places. Class participants will be invited to share their own knowledge of cherished historic places that distinguish American small cities and towns.

Robert Nieweg is vice president for preservation services and outreach at the National Trust for Historic Preservation. For 30 years he has advocated to save historic places — unique and irreplaceable — from Manhattan to Montana. Today his department of 17 experts focuses on strengthening and diversifying the preservation movement through the National Trust Preservation Fund grants program, annual list of America's 11 Most Endangered Historic Places, national annual PastForward conferences, and other programs and projects.

3047.39 American Economic History: The First 100 Years

Instructor: James Grefer

Friday, 12:00 PM – 1:30 PM
Apr 1 – May 13 (No class 4/15)
Location: GMU
6 Sessions
Maximum 45 participants

History is more than a list of dates, places, and people. It is a sequence of events that caused other events, which caused even more events. Nothing happens without a reason, and economic science is a thoughtful and rigorous way to explain many (perhaps most) historical events.

- Why did the American colonies, which were economically prosperous, decide to leave Great Britain?
- How did the U.S. become a nation with three very different economic systems? How did economic regionalization turn into sectionalism and conflict?
- How did the industrial revolution help sow the seeds of the women's rights movements?
- How did African slavery become institutionalized in the American economic system, and how likely was it to end on its own?
- Did the institution of slavery cause Confederate secession? What makes us think it did?
- Why did reconstruction fail in its goal to liberate all Americans?

Evidence and answers to these and many more questions like these are explored in this study of the first 100 years of American economic history.

James Grefer is a retired economist with a great interest in American History. ■

4004.39v Global Hot Spots

Instructor: Multiple

Thursday, 2:00 PM – 3:30 PM
Mar 3 – Apr 7 (No class 3/24)
Location: Virtual
5 Sessions
Maximum 275 participants

Global conflicts or hot spots come in many varieties. Some are significant and may directly threaten the U.S. homeland and trigger U.S. military involvement. Others may threaten the supply of critical U.S. strategic resources. Still others may have severe and widespread humanitarian consequences. This five-part course will focus on significant global hot spots that we read about daily.

1. Afghanistan: A Historical Perspective

(Scott Lilly 3/03): Topography, geography and tribalism make Afghanistan a country notoriously difficult to govern. The 9/11 terrorist attacks launched the United States into a war aimed at quelling terrorist havens in the country. Once that was accomplished, the United States struggled to achieve what the British in the 19th century and the Russians in the 20th century failed to do: govern Afghanistan. Lilly will discuss why the United States fell short on that goal.

2. The Taiwan-PRC Political Struggle

(Carla Freeman 3/10): Taiwan has been locked in a political struggle with the People's Republic of China since the middle of the last century and has long been a national security priority of the United States. The island is a major source of tension in a generally deteriorating US-China relationship. How does the US-China relationship impact Taiwan's relationship with China and the rest of the world, and how does the China-Taiwan relationship affect the United States?

3. How Hot Is the US-Russia Relationship?

(Steven Pifer 3/17): What do Putin and the Kremlin want? Will it be Putin forever — or until 2036? What challenges does Russia present to the West? How should the West respond?

4. Corruption and Conflict in the South Caucasus

(Richard Kauzlarich 3/31): The Pandora Papers exposed a global depth of corruption and its threat to internal stability in the Caucasus, the region

between the Black and Caspian seas. The United States and others have facilitated corruption. Kleptocrats have turned corruption into a system of government threatening US national security interests and intensifying regional conflict. What sanctions are appropriate? How do we support investigative journalists and NGOs exposing corruption?

5. How Can Haiti Succeed?

(Pamela White 4/07): The social and political events in Haiti change daily. In this class we will discuss important dates and politicians in Haitian history. We will share an overview of events starting with the 2010 earthquake, the more recent earthquake, the assassination of President Moïse and the catastrophic murder and kidnapping rates. We will conclude with some suggestions on a way forward.

Scott Lilly worked as a congressional staffer for 31 years, during which time he directed the staffs of the Joint Economic Committee, the Democratic Study Group and the House Appropriations Committee. He has traveled widely, probing the effectiveness of government programs across the United States and overseas. He is an adjunct professor of public policy at the LBJ School of Public Policy, University of Texas.

Carla Freeman joined the U.S. Institute of Peace after more than a decade as a member of the China Studies faculty at Johns Hopkins School of Advanced International Studies, where she also directed the SAIS Foreign Policy Institute. Previously, she worked on international civil society and sustainable development for the Johnson Foundation and as a political-risk consultant focused on Asia.

Steven Pifer is a William J. Perry Research Fellow at the Center for International Security and Cooperation as well as a nonresident senior fellow with the Brookings Institution. His research focuses on nuclear arms control, Ukraine, Russia and European security. His service with the State Department focused on U.S. relations with the former Soviet Union and Europe, as well as arms control and security issues. As an expert, he shares his views on national news shows and in print. He served as US ambassador to Ukraine in 1998–2000.

Richard Kauzlarich is distinguished visiting professor at the Schar School of Policy and Government at GMU. He also serves as interim director of the Peace Operations Program and as co-director of the Center for Energy Science and Policy. He teaches courses on the geopolitics

of energy security and policy communication for executive leadership. He served as US ambassador to Bosnia and Herzegovina in 1997–1999 and to Azerbaijan in 1994–1997.

Pamela White currently serves as a consultant on foreign affairs. She is on the faculty of The School of Policy and International Affairs at the University of Maine. She served as US ambassador to Haiti in 2012–2015 and ambassador to The Gambia 2010–2012.

4025.39v Rethinking Energy: AIRE at 15

Instructor: Demetra McBride

Friday, 12:00 PM – 1:30 PM
Mar 11 – Apr 1
Location: Virtual
4 Sessions
Maximum 45 participants

This course will review the inception of Arlington County's strategic and tactical thinking about sustainability and climate action and how that action led to creation of a county agency dedicated to those challenges (Arlington Initiative to Rethink Energy, or AIRE). It will cover AIRE's role and all-of-government partnerships in driving climate response, adaptation and resilience. To put AIRE's efforts into context, the course will also explore both global and regional impacts and implications of climate change — at the personal, community, national and global levels — while incorporating physical, operational, cost and market consequences. AIRE's success has been and remains a joint effort of government and constituents. To illustrate this dynamic, the course will identify useful climate strategies on the personal, community and government scale — demonstrating how choice, behavior and civic priorities can enhance Arlington's climate readiness, sustain its desirability and competitiveness, and invite us to ensure environmental justice and equity in our efforts.

The course is designed for optimum interactivity and participation by registrants. Information and materials will be shared prior to each session so that at the course conclusion, each registrant will have an informative, stimulating and provocative portfolio covering climate volatility and implications, AIRE, the county's climate pathway and a diagram of how local/regional action relates to global response. Registrants will have an opportunity in the initial session to share their primary interests in the subject matter and to inform subsequent sessions to ensure that the experience will be dynamic and useful.

Demetra McBride is Arlington County bureau chief of the Office of Sustainability and Environmental Management, which includes AIRE. McBride has designed and implemented

award-winning climate and energy programs for more than 16 years in Florida, California and, now, Virginia. Her regulatory efforts have resulted in nearly \$400 million to California governments for energy/climate programs, and she developed that state's landmark climate adaptation/resilience protocol in 2012–2015. She has presented on climate strategy to state legislatures and the US Congress.

Recommended Reading: Arlington County 2019 Community Energy Plan: arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/13/2019/10/Final-CEP-CLEAN-003.pdf; General Reference on Climate Change, NASA: climate.nasa.gov/effects; General Reference on Insurance Industry and Climate Change, *Global Insurance Perspectives on Climate Change*: www.jdsupra.com/legalnews/global-insurance-perspectives-on-1214862; McKinsey Report on Climate Impacts and Opportunity in the Insurance Industry: www.mckinsey.com; What You Can Do Personally About Climate Change: www.imperial.ac.uk/stories/climate-action and davidsuzuki.org/what-you-can-do/top-10-ways-can-stop-climate-change

4026.39v Affordable Housing: Why Is It Important and What Can Be Done?

Instructor: Nina Janopaul

Wednesday, 10:00 AM – 11:30 AM
Mar 9 – Apr 6 (4/6 session is optional field trip)
Location: Virtual
5 Sessions
Maximum 40 participants

This five-week course will provide an overview of affordable housing, including:

- Why is affordable housing needed? Who lives in affordable housing? What does the data tell us about the need nationally, regionally and locally? How can investing in affordable housing impact employment, opportunity, health, education and racial justice?
- How have our historic housing policies impacted affordability? What is the difference between public housing, subsidized and affordable housing? What are the major financing and land use tools for creating affordable housing? How have historic housing policies, including zoning, redlining and deed restrictions, impacted racial opportunity and wealth building?
- What is the local response to affordable housing? Why do elected officials, faith communities, businesses, and community and philanthropic leaders care about

housing affordability? What is the Arlington Affordable Housing Master Plan? What has Arlington done in recent years to provide more affordable housing?

- What comes next for affordable housing? How is Amazon's HQ2 changing the housing landscape? What is under consideration for new federal, state and local housing policies? Can a concerned resident contribute to solutions?
- An optional tour of an affordable housing property, Gilliam Place, in Arlington that is home to 173 households, plus the Arlington Presbyterian Church and La Cocina VA, a kitchen incubator and cafe. Participants will travel on their own.

Nina Janopaul retired in 2021 as president and chief executive officer of the Arlington Partnership for Affordable Housing (APAH), an award-winning nonprofit that provides over 2,000 affordable homes, as well as resident programs. She has been a speaker on affordable housing at numerous conferences and workshops.

Recommended Websites: For more information on these topics the instructor recommends: The Arlington County Affordable Housing Master Plan: www.arlingtonva.us/Government/Programs/Housing/Affordable-Housing/Master-Plan; Metropolitan Washington Council of Governments Housing policy: www.mwco.org/community/planning-areas/housing-and-homelessness/affordable-housing; Bipartisan Policy Center — Terwilliger Center for Housing Policy: bipartisanpolicy.org/policy-area/housing-policy; National Low Income Housing Coalition Policy Primer: <https://nlihc.org/explore-issues/housing-programs/project-based-housing>

4027.39 Enable & Ennoble: Overcoming Foreign Aid Fads and Fancy

Instructor: A. J. "Alonzo" Wind

Wednesday, 12:00 PM – 1:30 PM
Apr 6 – May 11
Location: Virtual
6 Sessions
Maximum 40 participants

Myths about radical extremism, populist outcries and isolationism have become common among a large segment of the population. They are not new, however, and they have long influenced how many Americans view and understand foreign aid, international development, and America's place in a complicated and changing world,

particularly in historically underdeveloped nations. Yet there has been a great deal of change, some good and some bad.

By the end of the course, you will be able to: explore key ideas, concepts and debates in international development; evaluate different meanings and perceptions of development; assess how development is measured; compare how development and developing countries are represented; explore causes and consequences of individual vs community help; and discuss how our security and well-being are intimately connected to sustainable international development for all.

During the course we will examine:

- A brief history of international development policy and architecture.
- Corruption and the challenge of accountability and impact.
- Public-private partnerships and enterprise-driven development.
- Reconciling identity and issues: demography, gender, urbanization and community.
- Critiques of the international development industry
- National security implications and the challenge of globalization.

A. J. "Alonzo" Wind is a retired senior foreign service officer of the U.S. Agency for International Development (USAID) who has worked with USAID overseas on diplomatic assignments in Peru, Nicaragua, Angola, Nigeria, Iraq, Afghanistan and South Africa. He previously worked for several NGOs in Ecuador, Bolivia, Dominican Republic and the UK, among others. He began his career as a public health Peace Corps volunteer in Ecuador. He is a graduate of the University of Chicago and is on the board of several NGOs.

4028.39v Police Practices in Arlington

Instructor: Multiple

Thursday, 10:00 AM – 11:30 AM
Mar 3 – Apr 21
Location: Virtual
8 Sessions
Maximum 90 participants

The murder of George Floyd by Minneapolis police officer Derek Chauvin and other shootings of Black citizens across the nation ignited a call for reforms to policing. National concern about these shootings prompted Arlington and other Virginia jurisdictions to take an in-depth look at local policing practices. The Police Practices Group of the Arlington County Police

Department (ACPD) released a report on February 15, 2021. This eight-session course will explore many aspects of Arlington policing from inside and outside perspectives.

- 1. Recommendations of Police Practices Group**
(Lynne Porfiri 3/3) The group examined several aspects of policing in Arlington. Porfiri will describe the overall work of the group and its findings and recommendations.
- 2. Civilian Oversight of Police**
(Rodney Turner 3/10) The Civilian Review Board Subcommittee of the Practices Group recommended a hybrid system of civilian review of the ACPD. Turner, chair of the subcommittee, will describe the panel's recommendations and progress to date on implementing them.
- 3. Mental Health and Policing**
(Naomi Verdugo 3/17) Nationwide, at least 20 percent of calls to police involve people in a mental health or substance abuse crisis, yet police have limited training to respond to such calls. The Mental Health Subcommittee of the Practices Group recommended alternatives to police response in such circumstances, along with ways to reduce the number of individuals in crisis who require emergency response.
- 4. Alternative Dispute Resolution**
(Devanshi Patel 3/24) The ADR Subcommittee made 38 recommendations with an eye to changing community culture and use of 9-1-1 services for non-public-safety matters. Approaches include community-based programs and social services for conflict resolution. The panel also urged greater use of mediation and nonjudicial sanctions to reduce mass incarceration.
- 5. Traffic Enforcement Practices**
(Alison Carpenter 3/31) This subcommittee recommended data collection protocols and enforcement practices to eliminate bias. Strategies include public safety educational programs that recognize cultural diversity.
- 6. Police Department's Perspective**
(Charles "Andy" Penn 4/7) Long-term police officer and newly appointed chief of the ACPD, Penn will share the department's response to the report. He

was acting chief in the months when the study group was working.

- 7. Citizen Response: Black Parents of Arlington**
(Whytni Kernodle 4/14) This group called for removal of police officers — called "school resource officers" or SROs — from Arlington's public schools. This change was adopted at the beginning of the 2021–2022 academic year. The group urged reallocation of money spent on SROs to services for student wellness such as guidance counselors, therapists and support specialists.
- 8. Citizen Response**
(Julius Spain, Sr. 4/21) The Arlington chapter of the National Association for the Advancement of Colored People is critical of the county's implementation of the Community Oversight Board. The NAACP says the board will not be sufficiently independent.

Lynne Porfiri is an attorney and chief of staff to the Arlington County Manager. An Arlington resident, she served as staff liaison to the Police Practices Group.

Rodney Turner, former member of Arlington County's Fire Station #8 Task Force and current member of the Joint Facilities Advisory Commission, has been a resident of the High View Park neighborhood for 18 years and is a member of the John M. Langston Citizens Association. He is an attorney specializing in financial services regulation.

Naomi Verdugo is a long-time mental health advocate in Arlington. For the past 18 years, she has facilitated a Family Support Group for the National Alliance on Mental Illness (NAMI). Most recently, she chaired the Mental Health Subcommittee of the Police Practices Group.

Devanshi Patel is a native Arlingtonian and social justice attorney focused on matters affecting young people and families. She co-founded the Center for Youth and Family Advocacy (CYFA), which works to transform the fabric of family and community through restorative practices, education and advocacy. CYFA has developed the BuildStrong Initiative focused on developing a system that provides meaningful opportunities for youth and ensures community safety.

Alison Carpenter is deputy public defender for Arlington and a county resident. She has worked with community agencies and organizations to reduce recidivism and promote public safety. She chaired the Traffic Enforcement Practices Subcommittee.

Law, Politics & Public Affairs *continued*

Charles “Andy” Penn, a 29-year veteran of the ACPD, was named permanent police chief in June 2021 following a nationwide search. He is an adjunct faculty member at Marymount University.

Whytni Kernodle is co-founder of Black Parents of Arlington, focused on organizing and empowering Black parents to advocate for improving the education and lives of Black children in Arlington.

Julius Spain, Sr. is Arlington branch president and regional vice president of the NAACP.

Recommended reading: *Arlington County, Virginia, Police Practices Group: Report and Recommendations of the Subcommittees*, February 15, 2021.

www.arlingtonva.us/files/sharedassets/public/police/documents/arlingtonpolicepracticegroup.subcommittee.report.final_.2.15.21.pdf

4029.39v Lobbying Congress: Drain or Expand the Swamp?

Instructor: David Rehr

Monday, 12:00 PM – 1:30 PM

Feb 28 – Mar 28

Location: Virtual

5 Sessions

Maximum 40 participants

This course will dig deep into how Congress is actually influenced by citizens who belong to thousands of interest groups. The course will include:

- How does Congress receive information from interest groups?
- Where do congressional members and staff look for information from interest groups?
- How do interest groups leverage relationships with elected officials?
- Which organizations exercise their power well? Which do not achieve results?
- What advocacy tools are generally used?
- What does the future hold for advocacy and how will changes impact our constitutional rights?

When possible, guest experts will join in the discussions.

David Rehr is professor and director of the Center for Business Civic Engagement at George Mason University’s Schar School of Policy and Government. Prior to that, he was senior associate dean of the Antonin Scalia Law School at GMU. He started his academic career teaching at The George Washington University’s Graduate School of Political Management. He is the author of *The Congressional Communications Report*, a landmark research study on communication methods and preferences of congressional offices, their staff and those working to influence them. He holds a PhD in economics from GMU. ■

Literature & Writing

5012.39v American English

Instructor: Leslie Tierstein

Thursday, 10:00 AM – 11:30 AM

Mar 10 – Mar 31

Location: Virtual

4 Sessions

Maximum 50 participants

This 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, which will focus on case studies from American English where possible. 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 an understanding of 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? 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, speech synthesis and “natural language processing” in apps available now and being developed?

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.

5020.39 Shakespeare Transformed: Three Plays and Their Adaptations

Instructor: Iska Alter

Friday, 1:30 PM – 3:30 PM
Mar 4 – Apr 8
Location: GMU
6 Sessions
Maximum 40 participants

For over 400 years and across cultures, the works of William Shakespeare seem to have dominated the stage and shaped theater practice. It can be no surprise, then, that many artists, working in a variety of media, have found in his plays subjects for their own endeavors.

During our six weeks together, we will explore *Hamlet*, *The Tempest* and *The Winter's Tale*. We will especially explore the relationship of those texts to Tom Stoppard's still-remarkable play *Rosencrantz and Guildenstern Are Dead*, first staged at the Edinburgh Festival Fringe in 1966; Margaret Atwood's novel *Hag-Seed*, published in October 2016; and, most unusually, Christopher Wheeldon's ballet, *The Winter's Tale*, created for The Royal Ballet in 2014.

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 entitled *The Good Man's Dilemma: Social Criticism in the Fiction of Bernard Malamud*. She received her BA from City College of New York, an MA from the University of Wisconsin and a PhD from New York University.

5021.39v Becoming: Novels by Austen and C. Brontë

Instructor: John Pfordresher

Wednesday, 10:00 AM – 11:30 AM
Mar 2 – Apr 6
Location: Virtual
6 Sessions
Maximum 70 participants

Two classic novels of the 19th century each focus on a protagonist learning to become more fully human. *Emma* by Jane Austen and *Jane Eyre* by Charlotte Brontë. Students will learn, two weeks in advance of each session, of specific scenes to be discussed, and text passages will appear on the screen during the lecture.

The course will establish the historical and cultural context for each book and will place each within the writer's career as an artist. These novels were both published in a three-volume format and the course will devote three weeks to each.

There will be ample time during the session for questions.

John Pfordresher is emeritus Professor of English at Georgetown University, where he taught from 1973 to 2020. He has published books on Tennyson, Arnold, and the theory of Catholic Imagination. His most recent

book is *The Secret History of Jane Eyre: How Charlotte Brontë Wrote Her Masterpiece*.

Recommended Reading: Preferred editions: *Emma*, ed. Fiona Stafford, Penguin Classics. *Jane Eyre*, ed. Stevie Davies, Penguin Classics.

5022.39v Powerful Bible Women — Models for Today?

Instructor: Stephen Ruth

Monday, 12:00 PM – 1:30 PM
Mar 7 – Mar 28
Location: Virtual
4 Sessions
Maximum 35 participants

Today, when women's rights are at the forefront of public policy debates, it may be surprising to learn that some very powerful role models from thousands of years ago can be found in the *Bible*. The daughters of Zelophehad talked back to Moses about inheritance rights (and won). Achsah successfully demanded that her husband and father-in-law provide more desirable land than was offered. Deborah had to goad a reluctant Barak into battle (and won).

There are dozens of examples in the *Bible* of heroic women, and we will meet them all. In addition, we will encounter some of the tough women who were not so nice, like Jezebel and her mother Athalia, who was the only queen ever to rule in pre-exilic Israel. Many of these women could easily be spokespersons for speaking truth to power, like Bathsheba, Tamar, Esther, Hannah, Huldah, Jael, Judith, Shiphrah and Puah, Sheerah, two Sarahs, Susanna, Vashti, Zipporah, and others. New Testament women include Mary Magdalene and her friends who, among others, supported Jesus spiritually and financially. The instructor will provide a guide to all the women discussed in this course.

Stephen Ruth is a professor of public policy at GMU, 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 — 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. He has taught a large number of classes for Encore Learning on a variety of topics.

5023.39v Short Stories of Ernest Hemingway

Instructor: Barbara Nelson

Wednesday, 12:00 PM – 1:30 PM
Mar 2 – Mar 23
Location: Virtual
4 Sessions
Maximum 40 participants

Ken Burns' documentary series about Ernest Hemingway has increased public awareness of one of America's greatest writers. An article in *The New York Times* maintained, "There lies at the very center of Hemingway's world that perfect cluster of great short stories, which is as immune to criticism as they will be impervious to time." This course will examine some of Hemingway's earliest published short stories, written during his twenties and early thirties. We will discuss elements of Hemingway's style as well as what was happening in his life.

For this course, all of the short stories are contained in the recently published collection *The Hemingway Stories*, selected and edited by Tobias Wolff. Many of these stories are available in PDF format as well. The short stories discussed in the first class are "Up in Michigan," "Out of Season" and "Indian Camp."

Barbara Nelson is a self-described lifelong learner. She taught at the secondary level throughout her teaching career, the last 20 years at Thomas Jefferson High School for Science and Technology, where she collaborated in developing interdisciplinary courses. In retirement she has taught at Osher Lifelong Learning Institute at George Mason University and volunteered as a docent at the National Portrait Gallery.

Recommended Reading: Class 2: "The End of Something," "The Three-Day Blow," "Soldier's Home" and "Big Two-Hearted River"; **Class 3:** "The Undefeated," "In Another Country," "Hills Like White Elephants" and "Now I Lay Me"; **Class 4:** "A Clean, Well-Lighted Place," "A Way You'll Never Be," "The Short Happy Life of Francis Macomber" and "The Snows of Kilimanjaro" ■

6005.39 Spring in Arlington Parks

Instructor: Multiple

Tuesday, 2:00 PM – 3:30 PM

Apr 5 – May 3

Location: Offsite

5 Sessions

Maximum 20 participants

Start spring with a nature blast! Learn, walk, do, savor. This course will feature a seasonal view of Arlington nature focusing on its flora, fauna and birds. Take a look at how our area changes with the seasons and enjoy the richness. Sessions will be held in various locations.

1. Nature in an Urban Environment

(Ken Rosenthal 04/05) Participants will be introduced to the local biodiversity found in the spring in Arlington parks. We will discuss the educational, environmental and health benefits that natural areas provide and will also consider some challenges to managing natural resources in an urban area.

Meet at Gulf Branch Nature Center, 3608 Military Rd., Arlington. Parking is limited at the center so consider parking on Military or 26th Rd. N.

2. Issues Facing the Arlington Watershed

(Aileen Winquist 04/12) Learn about challenges facing Arlington's streams, such as storm water runoff and flooding, and how the county is addressing those challenges. Learn what residents can do to protect water quality.

Meet at Arlington Mill Community Center, 909 S. Dinwiddie St., Arlington.

3. Spring Finds in Arlington Parks and Streams

(Marty Suydam 04/19) Arlington's 33 miles of perennial streams are an important part of the beginnings and development of the County. As in most urban areas, streams and creeks appear very different than in the past. The old natural water conduits have been relocated, piped underground, siphoned off for irrigation or disappeared. The session will provide a spring overview with a focus on Four Mile Run.

Meet at the Four Mile Run parking lot, 4131 Mount Vernon Ave. in Alexandria.

4. Introduction to Birding in Arlington

(Matthew Felperin 05/03) May is the peak time to observe many species of birds as they migrate north from their breeding grounds in Central and South America. Learn to identify different species by sight and sound and find out about apps on your phone that help you identify birds when you are on your own. Bring binoculars if you have them.

Meet in Potomac Overlook Regional Park, 2845 Marcy Road, Arlington.

5. Invasive Species: What to Do in the Spring

(Jennifer Soles 04/26) This session will cover the problem of invasive, non-native plants in Arlington parks. The discussion will cover which invasive species are here, how they got in our parks, and what can be done in the spring to stop their spread and manage those that have already become established.

Meet near Giant Food in parking lot at Lyon Village shopping center, 3150 Langston Blvd., Arlington 22201; then walk to Thrifton Hill Park. Bring gloves and tools if you want to remove invasives after class.

Ken Rosenthal is a park naturalist at Gulf Branch Nature Center in Arlington. Previously, he was a naturalist in Cleveland, OH; Evansville, IN; Golden, CO.; and Reston, VA. Ken earned certification as an interpretive guide through the National Association of Interpretation. In his spare time, he enjoys birding, although he finds that herps and insects distract his focus.

Aileen Winquist has 20 years of experience in environmental communications and engagement. She has a master's degree in environmental science from the University of Virginia. She manages engagement for Arlington's storm water program and pond restoration projects, storm system capacity projects and green streets. She also manages outreach and education on preventing water pollution, flood resilience and stream volunteer programs.

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

Jennifer Soles is a natural resources specialist in Arlington's Department of Parks and Recreation, where she coordinates the Invasive Plants Program. She has been with the county for over a decade and was formerly a naturalist leading

environmental education programs and invasive removal events at Arlington's nature centers. She has a degree in environmental science from the University of Virginia.

Matthew Felperin, a native of Takoma Park, MD, is a roving naturalist with the Northern Virginia Regional Park Authority. He grew up looking for salamanders and crayfish in Sligo Creek and expanded his area of interest to include the Chesapeake Bay watershed. He credits doing field work and naturalist programs in the watershed with sparking his love of birds. As a roving naturalist, Matt leads bird walks and kayak trips for the public and enjoys perfecting his wildlife photography.

Recommended Reading: Natural Resources Management Plan: arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/31/2014/03/Read-the-Natural-Resources-Management-Plan.pdf; Stream Monitoring Program: www.arlingtonva.us/Government/Programs/Sustainability-and-Environment/Streams

6017.39v Viruses and Vaccines

Instructor: Barry Ginsberg

Tuesday, 12:00 PM – 1:30 PM

Apr 12 – May 17

Location: Virtual

6 Sessions

Maximum 45 participants

COVID-19 is a coronavirus that has wreaked havoc on the world and is likely to continue to influence our lives. In this course we will examine what viruses are, how coronaviruses infect humans, how our immune system fights them, how vaccines work to destroy viruses and how viruses mutate to regain an advantage.

We will start with a review of DNA, RNA, proteins and how cells work. We will follow with a study of viruses, how they work and how they infect people. We will study how the body fights viruses, especially how the immune system works. We will then discuss how covid vaccines work and how viruses mutate to overcome vaccines. Finally, we will discuss how the covid tests, PCR and antigen testing works. The course will be taught at an elementary level, but a knowledge of high school biology and chemistry (circa 1965) will help.

Barry Ginsberg has an MD and PhD in molecular biology from Albert Einstein College of Medicine. He completed his residency in internal medicine at Beth

Israel Hospital with a fellowship in endocrinology and diabetes at the Diabetes Branch of the National Institutes of Health. He was a professor of internal medicine and biochemistry at the University of Iowa. From 1990–2007 he was vice president for worldwide medical affairs for the Diabetes Division of BD Medical System. Since 2007 he has been a consultant on diabetes technology.

6018.39v Modern Physics

Instructor: George Pick

Wednesday, 2:00 PM – 3:30 PM

Mar 16 – May 4

Location: Virtual

8 Sessions

Maximum 40 participants

Presentations are designed to explain Modern Physics to both the novice and those with some background in the subject. Key concepts of classical and quantum physics to be covered include relativity, the Standard Model of three of the four fundamental forces of nature, string theory, chaos, emergence and complexity. The approach will be through simple analogies, explanations of key historical experiments, discoveries and theoretical concepts, all in everyday language. We will discuss why classical physics failed on very small scales and how new concepts had to be introduced, e.g., uncertainty, exclusion, mass-energy equivalence, space-time warping and self-assembly. There will be a brief discussion of how these seemingly exotic discoveries altered and influenced the daily lives of individuals and society. In the last presentation the newest discoveries of physics and astrophysics will be presented. No mathematical knowledge is required. Simple arithmetic is desired, but not necessary.

Professor Pick taught mechanical and nuclear engineering at Catholic University and NOVA Community College. He did research in ocean sciences with NESCO and space sciences at the NASA Goddard Center. He has 30 years' experience as an aerospace engineer and program manager in the US Department of the Navy. He is the author of over 55 publications and has previously taught science courses at OLLI and Encore Learning.

Recommended Readings: *The Ascent of Science:* Brian L. Silver, *Quantum Physics: A Beginner's Guide:* Alastair I.M. Rae, *Chaos:* James Gleick; *Frontiers of Complexity:* P.Coveney and R. H. Highfield, and *Hyperspace:* Michio Kaku.

6019.39v Introductory Astronomy

Instructor: Lewis Cook

Tuesday, 10:00 AM – 11:30 AM

Mar 1 – Mar 22

Location: Virtual

4 Sessions

Maximum 70 participants

The purpose of this course is to give those unfamiliar with astronomy enough knowledge to start at a relatively advanced level in the study. For those who already have an interest in the subject, the course will serve as a review into some areas that you might not have thought of for a while.

Our course will begin with an overall description of the universe and our place within it. In subsequent classes, we will address:

- A review of the human study of our skies.
- Theories of the formation of our universe.
- A solar system description, including our planets and their moons.
- How our solar system was formed.
- Expanding out from our solar home, we will look at galaxies and other groups of objects in the sky.
- Stars that are studied as suns, how suns form, function and come to an end, with a discussion of their varying characteristics.
- The equipment used for astronomy, noting advantages and disadvantages of each device.

Our final session will include recommendations for continuing education in astronomy, how to involve family members of all ages and suggestions on associating with others who share similar astronomy interests.

Lewis Cook spent most of his career in the medical field as a physician and professor in West Virginia. He earned a PhD in geology in 2010 from West Virginia University; his area of expertise within the field is paleontology. He holds a master's in anthropology from University College London. He has completed graduate work in astronomy at Swinburne University of Technology in Melbourne, Australia. He is a member of the Kanawha Valley Astronomical Society, Central West Virginia Astronomy Club and the West Virginia University Astronomy Club.

Independent Reading: *Skywatching*, David H. Levy; *Backyard Astronomy: Your Guide to Starhopping and Exploring the Universe*, Alan Dyer, Robert Garfinkle, et al.;

Astronomy: A Self-Teaching Guide, Dinah L. Moché; *Field Guide to the Stars and Planets*, Donald H. Menzel and Jay M. Pasachoff. Also recommended as a valuable resource from Great Courses on Tape: *Understanding the Universe: An Introduction to Astronomy*, Alex Filippenko.

6020.39 The Intersection Between Evolution and Developmental Biology

Instructor: Pam Hines

Wednesday, 12:00 PM – 1:30 PM

Mar 2 – Apr 13 (No class 3/9, 3/23 and 4/6)

Location: GMU

4 Sessions

Maximum 45 participants

Developmental biology is built of threads common to a variety of organisms. This four-part course will explore how evolution shaped the form and function of today's animals, how development recapitulates many evolutionary transitions and how insights from cell and molecular biology reveal the signals that guide normal biological development. We will follow the evolution of the nervous system from worm to mammal, see how limbs are formed and explore how organisms ranging from plants to fruit flies use similar signaling logic to establish cellular identities.

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 research and review articles for publication in the biosciences. She earned her PhD from The Johns Hopkins University in cell, molecular, developmental biology. She also serves as a judge for various awards. ■

Social Sciences

7009.39 Psychology: It's Everywhere

Instructor: Janice McLean

Thursday, 12:00 PM – 1:30 PM

Apr 7 – May 26

Location: GMU

8 Sessions

Maximum 63 participants

How do some political figures and celebrities develop a cult-like following despite bad and even heinous behavior? Do you think obesity and medical history are the strongest predictors of health and longevity? Can we diagram our lives and compose an entire life plan in 90 minutes? Are sociopaths born like bad seeds? Why are polygraphs inadmissible in court and why are some accused murderers eager to take them? What is cutting-edge assisted-living and how is the use of animals 24/7 improving health, mood and longevity in these facilities? What innovative prison programs are dramatically lowering recidivism and reinventing lives? Are you sexist for believing that women are better communicators and that men are wired to be better drivers and romantic rascals? Has the pandemic changed us in good ways, bad ways or both? How would such research be properly conducted?

This course will discuss psychology in advertising, voter manipulation, physical health and aging, life-planning, corrections reform, daily stress-lowering techniques, the magic of pet ownership, and research-based differences between men and women. This interactive class will use relevant current events for course materials and will include video clips and hands on exercises to bring the topics to life. The importance of critical thinking will be stressed, and each session will start with the mantra: "Show Me the Data!" We will have fun, too; the topic of Positive Psychology will make sure of that. Class time will be provided for questions and answers on all things psychological as time (and the instructor's knowledge!) permits.

Janice McLean, PhD, is a retired clinical psychologist who taught at Ohio State University for 20 years and practiced for 35 years in hospital and group practice settings. She is the co-author of *Phobics and Other Panic Victims: A Guide for Those Who Help Them* and a contributor to *The Successful Medical Student and The Counseling Sourcebook*. She serves on the Alexandria Sheriff's Correctional Services Advisory Board.

Recommended Readings: *Positive Psychology: Harnessing the Power of Happiness, Mindfulness,*

and Inner Strength (Harvard Medical School), Ronald D. Siegel; *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress*, Steven Pinker; *Learned Optimism: How to Change Your Mind and Your Life*, Martin Seligman; *The Lucifer Effect: Understanding How Good People Turn Evil*, Philip Zimbardo.

7016.39v Cryptocurrency 101

Instructor: Maurice Kugler

Monday, 2:00 PM – 3:30 PM

Mar 7 – Apr 4

Location: Virtual

5 Sessions

Maximum 45 participants

This course is a primer on cryptocurrency markets and will begin with an introduction to the concept of decentralized ledger technologies, the backbone of cryptocurrencies. The idea is to remove monopoly power from central nodes that have vetting authority to certify transactions and derive rents from others in this way. Decentralization has potential advantages in terms of efficient information-sharing and resource allocation, but it can be challenging in terms of energy-intensity requirements. This is particularly true about proof-of-work algorithms, such as the one used by Bitcoin, although some cryptocurrencies such as ethereum, based on smart contracts, are trying to move toward less energy-intensive proof-of-stake algorithms. We will also talk about global diffusion of cryptocurrency markets and digital dollarization. We will consider the ramifications of cryptocurrency proliferation for central banks as they set monetary policy. We will also consider the more nefarious side of cryptocurrency markets, exploring the potential for money laundering and other criminal activities. Finally, we will analyze the future potential of cryptocurrencies and other block chain applications.

Maurice Kugler is professor of public policy in the Schar School of Policy and Government at George Mason University, with research expertise on the role of new technologies in boosting economic growth. His work encompasses analyses of cryptocurrency markets, blockchain technologies and global value chains. Kugler was head of research of the *Human Development Report*, the United Nations' annual flagship publication on international economic development after he was senior economist at the World Bank. In 2006–2010, he was visiting professor of public policy at the Harvard Kennedy School.

Recommended Reading: Week 1: Introduction to Class: Decentralized Ledger Technologies & Blockchain Economics Abadi, J. and M. Brunnermeier, "Blockchain Economics," Princeton University, 2019: scholar.princeton.edu/markus/publications/blockchain-economics; **Week 2: Digital Money and Digital Dollarization** Brunnermeier, M., H. James, and J. Landau, "The Digitalization of Money," Princeton University, 2019: scholar.princeton.edu/markus/publications/digitalization-money; **Week 3: Crypto, Central Banks and Monetary Policy** Eichengreen, B. "From Commodity to Fiat and Now to Crypto: What Does History Tell Us?" NBER, 2019: www.nber.org/papers/w25426; **Week 4: Money Laundering in Cryptocurrency Markets** S. Foley, J. R. Karlsen, and T. J. Putnins, "Sex, drugs, and bitcoin: How much illegal activity is financed through cryptocurrencies?" *The Review of Financial Studies*, vol. 32, no. 5, pp. 1798-1853, 2019: academic.oup.com/rfs/article/32/5/1798/5427781

7020.39 Reason, Science and Natural Religion in the Modern Age

Instructor: Emmett Holman

Thursday, 12:00 PM – 1:30 PM
Mar 17 – May 5
Location: GMU
8 Sessions
Maximum 45 participants

Religious conviction is not now held in high repute, in particular in the scientific community and more generally in the intellectual community. Surveys taken throughout the 20th century have shown that only 40 percent of American scientists believe in a personal God and there are no indications that opinions have changed since the turn of the century. Anecdotal evidence suggests that comparable figures hold for intellectuals in general.

Yet there are two ways one might argue that religious skeptics have underestimated the evidence in support of religious belief: (1) natural religion: when religious belief can be validated using the same kind of evidence and reasoning that the sciences use; and (2) a special religious way of knowing: when we have special cognitive faculties different from that used by the natural sciences to give us access to religious/spiritual knowledge. In this course we will examine the pros and cons of the first strategy, drawing from readings from a variety of scientific

and philosophical figures over the past 500 years (e.g., Galileo, Newton, Richard Dawkins, David Hume).

Emmett Holman earned a BS in physics from Penn State University and a PhD in philosophy from the University of Maryland. He taught philosophy at George Mason University for 45 years and retired in 2016 with emeritus status. While at GMU he taught courses in various subjects, including the history of the sometimes vexed relationship between science and religion in the modern age. He has published numerous articles on epistemology, metaphysics and philosophy of science.

Recommended Reading: We will be reading all of David Hume's *Dialogues Concerning Natural Religion* so students would be well advised to buy/borrow it. I have two editions: The Macmillan/Library of Liberal Arts edition (edited by Norman Kemp Smith) and the Hackett edition (edited by Richard H. Popkin). The former may be out of print, and the latter is more convenient for a number of reasons, so that is the one I will draw from. Either will suffice for our purposes.

I will also be drawing from Newton's *Philosophy of Nature*, edited by H. S. Thayer, and *The Scientific Background to Modern Philosophy*, edited by Michael Matthews, but readings from them are limited and may be posted in class media so acquisition is not necessary. ■