

This semester includes courses taught virtually on Zoom (18), courses that will be offered in-person (16), and 2 hybrid courses which will be simultaneously taught virtually and in-person. In-person courses will follow all health and safety guidelines required by the host facility. Information about requirements will be provided to students enrolled in an in-person class two days before the first class session.

 Virtual Classes are noted with the Zoom icon.

 In-Person Classes are noted with the people icon.

Register Online at: <https://encorelearning.asapconnected.com/#CourseIndex>

Fine Arts, Theater & Music

1030.40 and 1030.40v Celebrating Sondheim: A Genius of Theatre

Instructor: Dan Sherman

Thursday, 2:00 PM – 3:30 PM

Oct 27- Dec 15 (No Class Nov 03 and Nov 24)

6 Sessions

Location: Hybrid - GMU and Virtual

Maximum 95 participants virtual

Maximum 70 participants in-person

Stephen Sondheim was one of the most influential composers and lyricists in American musical theater in a career spanning more than 40 years. Well before his death in 2021, Sondheim was celebrated for the versatility of his shows and the depth of his lyrics. This class will review Sondheim's life and cover his work to show its astonishing range. Classes will include excerpts from his shows; discussion of their musical and dramatic innovations, with some classes focusing on individual shows. The course will present many unusual performances and include clips of Sondheim presenting and discussing his work. Participants will receive extensive materials after the talk to learn more about Sondheim and his work.

Dan Sherman, an economist with a PhD from Cornell University, has taught many courses on musical theater, film musicals, film music and film for various adult learning and social groups, including Encore Learning. 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.

1031.40v Verse Drama in the Twentieth Century: The Poet on Stage

Instructor: Verne Vance

Monday, 2:00 PM – 3:30 PM

Nov 7- Dec 12 (No Class Nov 21)

5 Sessions

Location: Virtual

Maximum 45 participants

For much of the history of the theater in the Western world, from Greek drama to the 19th century, verse was the preferred medium for the text of a play. Aeschylus, Sophocles, Marlowe, Shakespeare, Moliere and Rostand wrote their classic plays in verse. With the rise of realism in the 19th century, the use of verse in drama faded away. In the 20th century, however, some playwrights and poets fought back against this tendency and wrote some memorable plays on contemporary themes in verse.

In this five-session course, we will explore: *Winterset* by Maxwell Anderson; *The Cocktail Party* by T.S. Eliot; *The Lady's Not for Burning* by Christopher Fry; *J.B.* by Archibald MacLeish; and *Hogan's Goat* by William Alfred. We will consider why the playwrights chose to write their plays in verse and whether it enhanced their

effectiveness. We will examine the nature of the verse used for each play and also the theories of poetic drama espoused by these writers. The class will largely consist of discussion led by the instructor and video clips of performances.

It is strongly recommended that class members read the five plays in order to participate and obtain the full benefit of the course.

Verne Vance has had a life-long interest in literature and theater and is a playwright and poet. He is a two-time winner of the T.F. Evans Award of the Shaw Society of the United Kingdom for writings in the manner of George Bernard Shaw. A number of Verne's short plays have been performed at the Open Eye Theater in Margaretville, NY.

1032.40 Japanese Art: Looking at Six Masterworks

Instructor: Carol Morland

Tuesday, 10:00 AM – 11:30 AM

Oct 4- Nov 15 (No Class Nov 8)

6 Sessions

Location: Hybrid - GMU and Virtual

Maximum 25 participants virtual

Maximum 40 participants in-person

This course will approach Japanese art through a close examination of six masterworks, which will act as a jumping off point to explore broader issues.

- We begin in the 8th century with the portrait sculpture of the Buddhist priest *Ganjin*. What can this work tell us about early Buddhism in Japan and about the conventions and functions of portraiture?
- Then we travel forward in time to the Heian period and visit the Byōdōin, a temple and garden complex constructed in the 11th century. We will look at how the sculptures and paintings inside the main hall and its site within the garden work together to create a transcendent experience for the believer.
- Next is the 15th century painting *Daruma and Eka* by the master artist Sesshū Tōyō. Why was this painter so important? How does

his version of this oft-depicted Zen theme compare to others?

- The fourth class will focus on a famous tea bowl from the 17th century by the potter, calligrapher and lacquer artist Hon'ami Kōetsu. This piece will serve as an introduction to the aesthetic surrounding tea and the ceramics used in the tea ceremony.
- With the fifth artwork, the woodblock print *Zojoji Temple, Shiba* by Kawase Hasui, we move into the modern period. While Hasui drew heavily on the tradition established by artists such as Hokusai and Hiroshige, he also introduced elements that clearly belong to the 20th century.
- Finally, we will dive into Yayoi Kusama's *Infinity Mirror Room: My Heart is Dancing into the Universe*. This installation will be exhibited at the Hirshhorn Museum from April 1 to November 27. Hopefully, many of you will be able to see it. I look forward to your reactions!

Carol Morland has lived, worked, studied and traveled extensively in Asia. She has taught Japanese art at the University of Hawaii, Temple University-Japan, the University of Michigan, the University of Washington and Nanzan University in Nagoya. She also served as editor at *Orientalist Magazine* in Hong Kong and curator of Japanese prints at the Honolulu Museum of Art. At present, she is the English editor for a Japanese-English art terms dictionary to be published summer 2022.

1033.4 Art From Unconventional Materials

Instructor: Deborah Kaplan

Wednesday, 2:00 PM – 3:30 PM

Nov 2- Nov 30 (No Class Nov 23)

4 Sessions

Location: Virtual plus Museum Visits

Maximum 20 participants

Many self-taught "outsider" or "folk" artists, without access to oil paints and canvas or other traditional media, have created artworks using found objects such as worn-out clothes, rusted farm tools, wash tubs or cardboard. In recent years,

mainstream artists with years of fine arts training have also employed seemingly unpromising materials: old tires, abandoned shoes, plastic toys, license plates or tambourines.

This course will explore artworks made from a variety of unconventional materials with these questions in mind: Why do artists who could use traditional media choose not to? What do they want to communicate with these surprisingly-made works? And how do you feel about art made out of, let's say it, discarded junk? The course will prompt you to explore your assumptions about what "art" is.

In this four-session course we will meet virtually for two lectures/discussions and make two on-site visits to D.C. museums, including the Smithsonian American Art Museum.

Deborah Kaplan taught literature and writing for many years at George Mason University. After retiring in 2016, she became a docent at the Smithsonian American Art Museum, where she has been giving tours for adults and student groups for the last four years.

1035.40v StageWise II: Behind the Scenes

Instructor: Eileen Mandell

Tuesday, 2:00 PM – 3:30 PM
Nov 1- Dec 13 (No Class Nov 8 and Nov 22)
5 Sessions
Location: Virtual
Maximum 44 participants

Bringing a play to the stage is a team effort! Would you like to know more about the backstage team, as well as the one on stage? StageWise II: Behind the Scenes will include a group of outstanding professionals from the D.C. theater scene, different from StageWise I, to discuss how they bring you the best audience experience. Over five weeks of class the instructor will interview guests about the specifics of their jobs, with ample opportunity for students to engage in lively conversations. Directors, actors, lighting/costume/sound/prop designers, writers and more will discuss their duties, and how they fulfill them. After

the long lockdown, audiences are ready to return to thought-provoking, engaging and entertaining theater. Join the class to find out how you can maximize your theater enjoyment.

Eileen Mandell is the community relations director of 1st Stage, a nonprofit professional theater founded in 2008. She was a board member, 2008-2011, and served as managing director, 2011-2014. She founded StageWise, an audience participation nonprofit, in 2016 to offer talks with theater professionals.

1037.40v Music Theory (For People Who Hate Music Theory)

Instructor: Scott Wood

Thursday, 2:00 PM – 3:30 PM
Sep 29- Oct 20
4 Sessions
Location: Virtual
Maximum 70 participants

Reading music is a skill that you either picked up at piano lessons or did not. But music notation has a fascinating history and offers a window into the great composers. We will start with the basics and hear how these simple building blocks can be built into masterpieces, with examples from many composers. There will be something for everyone, whether you cannot read music at all or are fluent in the art. Topics will include notation, acoustics, harmony, orchestration and lots of listening.

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

Health and Wellness

2014.40 Mindfulness and Epictetus: The Wisdom of Not Suffering

Instructor: Dwight Rodgers

Friday, 10:00 AM – 11:30 AM

Nov 4- Dec 9 (No Class Nov 11 and Nov 25)

4 Sessions

Location: GMU

Maximum 36 participants

This course will explore the wisdom coming out of two traditions that have become influential in the Western world: the tradition of mindfulness practice, which has its roots in Buddhism but has been refocused as a health and wellness practice by Western practitioners, and the traditions of Greek and Roman philosophy, particularly the practices of the Stoic school. There has been a fair amount written about the obvious similarities between these two traditions, and contemporary practitioners are using elements of each to address a goal of each practice to reduce personal suffering and to develop a degree of wisdom, represented in the Stoic tradition by the Sage.

Both traditions put emphasis on learning how to be simply in the present. Mindfulness practice uses meditation as a means of concentration, while the Stoic tradition promotes rational analysis. This course will explore both approaches to changing our perceptions about ourselves, our difficulties, and our relationships with both events and other persons. In both traditions, reactivity — typified as craving and aversion — is seen as the root of much physical and emotional suffering. This course will look at the work of contemporary authors and experts who have worked with these long standing traditions to address both personal suffering and the burdens of the 24-hour news cycle, social media and the full range of tensions we encounter in the rapidly evolving 21st century world.

Recommended Readings: *Mindfulness: A Practical Guide*, Tessa Watt; *Confession of a Buddhist Atheist*, Stephen Batchelor; *Stoicism and the Art of Happiness: Practical Wisdom for Everyday Life*, Donald Robertson; *The Practicing Stoic: A Philosophical User's Manual*, Ward Farnsworth. Internet searches for related material can

produce surprises every day (e.g., “Stoic Mindfulness”).

Dwight Rodgers has taught a variety of Encore Learning courses over the past several years: Mindfulness, the History of Christianity from its origins to the Enlightenment, Irish History, and, most recently, the Greek Gods. He has a BA in history from Amherst College and an MAT in the teaching of history from UMass Amherst. After a long career in federal service, he is pleased to put his education and subsequent interests to use with Encore Learning.

2015.40v Trauma's Lifetime Effects

Instructor: Denise Tordella

Thursday, 12:00 PM – 1:30 PM

Nov 10- Dec 8 (No Class Nov 24)

4 Sessions

Location: Virtual

Maximum 50 participants

Many people try to understand why they “do what they do,” even though part of them knows what they are doing does not always make sense or is not in their best interest. They wonder, “What is wrong with me?” In this class, we will explore how trauma, especially childhood trauma and its impact on the developing brains of children, influences us as adults. Sometimes people feel as if they are living their lives on auto-pilot and they want to know how to change course and direction. Individuals may tire of being fearful all the time or may yearn to feel something other than the numbness they have been carrying for years. We will discuss the basic concepts of the neurobiology of trauma, the adaptations our brains make to survive trauma and the reverberating effects of trauma on our mental health, physical health and our relationships. We will also discuss ways to change so we can move forward in our lives with increased understanding and compassion for ourselves.

Recommended reading: *What Happened to You? Conversations on Trauma, Resilience, and Healing*, Bruce D. Perry and Oprah Winfrey.

Denise Tordella is a licensed professional counselor who has a graduate degree from The George

Washington University and advanced training in treating trauma. She is in private practice as a psychotherapist. Her areas of specialization include trauma, addiction, dissociation, working with survivors of sexual abuse, sexual assault, domestic

abuse, and coercive control. She provides training and consultation to universities, nonprofits and municipal mental health treatment service providers.

History

3019.40 The Reconstruction Era

Instructor: Elly Kluge

Wednesday, 12:00 PM – 1:30 PM
Oct 12- Dec 7 (No Class Nov 2 and Nov 23)
7 Sessions
Location: GMU
Maximum 70 participants

As the Civil War ended, formerly enslaved Black persons were promised 40 acres and a mule in addition to the rights of U.S. citizenship. However, those promises were not kept. This eight-session course will focus on the Reconstruction Era, 1865-1876, and will cover:

- The cultural and political presence of slavery, 1619-1865.
- Reconstruction under Presidents Abraham Lincoln, Andrew Johnson and Ulysses S. Grant.
- Congressional (Radical) Reconstruction.
- Elections of Black leaders from Southern governments to local offices.
- A study of Black codes and sharecropping and how these restrictions came into being despite congressional ambitions.
- In-depth study of the 13th, 14th and 15th amendments to the Constitution, known as the Reconstruction Amendments.
- The controversial presidential election of 1876, often seen as the nail in the coffin of Reconstruction.
- Overall analysis of Reconstruction: its success or failure.

Elly Kluge was a high school history teacher at the HB Woodlawn Program in Arlington for 34 years. She has undergraduate and graduate

degrees in history and literature, received numerous post-doctoral grants and awards from the National Endowment for the Humanities, and as a Fulbright educator.

3022.40 Walks with Charley

Instructor: Marty Suydam

Tuesday, 10:00 AM – 11:30 AM
Oct 4- Nov 1
5 Sessions
Location: Offsite
Maximum 50 participants

This five-session course is based on the instructor's book *Walks with Charley: Sniffing Arlington Ridge History & Mystery*, 3rd edition. We will enjoy five walking tours covering Arlington Ridge history and mystery. Most walks will start near Hume School, home of the Arlington Historical Museum.

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

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

Walk 3: Arlington Ridge, Southwest, two miles (Arlington Ridge Road, Gunston Middle School, Shirley Homes, Green Valley Manor & Fraser family history, ARNA Valley, Dolley Madison JHS,

Four Mile Run, Long Branch and Luna Park)

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

Walk 5: Army Navy Country Club, two miles (Fraser Cemetery, Civil War Fort Richardson and Convalescent Hospital). Class members will be provided handout cards for each walk, tracing walk paths and providing space to take notes.

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*. In March 2022, he published his newest book, *Walk Four Mile Run*.

3040.40v Abraham Lincoln - Savior of the Nation -- A Reprise

Instructor: Multiple

Tuesday, 2:00 PM – 3:30 PM

Oct 4- Oct 25

4 Sessions

Location: Virtual

Maximum 95 participants

Most Americans consider Abraham Lincoln one of our greatest presidents. Both current political parties routinely quote Lincoln and strive to be associated with him and his legacy. Why? This four-week course explores the life of Abraham Lincoln, his ambitions, his political rise, his influence on contemporaries, his role as "The Great Emancipator," his conduct in the Civil War and his continuing influence.

- **Young Lincoln** (Ed Steers): Lincoln rose from log cabin to White House, a feat that remains inspiring today. We will examine his early life from his birth in Kentucky to his childhood in Indiana and his move to Illinois as an adult. Emphasis will be on his education, much of it through self-study, and key events that helped shape his later political life.

- **Lincoln as Politician** (David Kent): Lincoln became a successful lawyer in Illinois but is best known as a politician. This session covers his political rise and influence as well as the major issues of the day. Emphasis will be on his push for internal improvements and developing views on slavery. His growing understanding of science and technology prepared him to win the Civil War.
- **Lincoln as Commander-in-Chief** (David Kent): Seven southern states seceded from the Union within weeks after Lincoln was elected president, with four more leaving after the Confederate attack on Fort Sumter a month after his inauguration. He is the only president to have a period of wartime span his entire presidency. This session examines how he led the war, his major decisions, his interactions with his generals and his overall strategic philosophy for winning the war.
- **Emancipation and Legacy** (John O'Brien): Lincoln's defining contributions are the saving of the Union and ending slavery in America. This section delves into the dynamics of emancipation, the 13th Amendment to the U.S. Constitution, and Lincoln's enduring legacy that still infuses our national identity today.

Recommended Reading: *Lincoln: The Man Who Saved America*, David Kent, offers an accessible overview of Lincoln's entire life.

Ed Steers is a recognized authority on Abraham Lincoln and has published numerous articles and more than a dozen books. He was a career scientist before becoming a Lincoln scholar. His most recent book is *Getting Right with Lincoln: Correcting Misconceptions about Our Greatest President*, which examines some of the most controversial historical stories, including his relationships with his father and Ann Rutledge and whether he was a reluctant or active emancipator.

David Kent is the author of six books including *Lincoln: The Fire of Genius: How Abraham Lincoln's Commitment to Science and Technology Helped Modernize America*, to be released September 1, 2022. He is currently president of the Lincoln Group of the District of Columbia; he also serves on the executive committee of the

Abraham Lincoln Institute and board of advisors for the Lincoln Forum. He has had dual careers as a scientist and Lincoln historian.

John O'Brien, a former CEO, is past president of the Lincoln Group of the District of Columbia and owner of Lincoln in Washington Tours, which tell the stories of Lincoln's time as a resident of Washington, DC. He is director of Lincoln Studies at The New York Avenue Presbyterian Church in Washington, DC, known as "Lincoln's Church."

3048.40v The Decline of Medieval Rome

Instructor: Thomas Wukitsch

Monday, 12:00 PM – 2:00 PM

Oct 3- Dec 12 (No Class Oct 10)

10 Sessions

Location: Virtual

Maximum 45 participants

Did Rome decline (and fall) or merely move eastward to Constantinople? The ancient city of Rome certainly declined (but did not quite fall). Imagine what would happen to Washington, D.C., if the U.S. government moved to Indianapolis (about as far as Constantinople is from Rome). Washington without government and lobbyists would rapidly go into population decline. Rome's urban population fell from its 2nd century peak of 1.5 million to 100,000 in the 6th century and further down to 15,000 by the 11th century. It only reached 1 million again in the 1950s. Of course, the occasional barbarian depredation or plague or family feud also contributed.

So, what happened in the city of Rome? This course will cover what Constantine left behind: barbarians, popes, "Exarchs" (Eastern influencers), monks and monasteries, Franks, "Holy Romans", local and international economics, late medieval architecture (cathedrals mostly), art and literature.

Recommended Websites:

<http://www.mmdtkw.org/ALRItkwPages.html>

Independent Readings:

<http://www.mmdtkw.org/Rome-MedievalDeclineFall2022.pdf>

Recommended Readings: *Rome-Profile of a City*, Richard Krautheimer and Marvin Trachtenberg; *The Making of Medieval Rome: A New Profile of the City 400-1420*, Hendrik Dey; *A History of Private Life: From Pagan Rome to Byzantium*, Paul Veyne; *The Discarded Image: An Introduction to Medieval and Renaissance Literature*, C. S. Lewis. Also, any publications about medieval Rome by Ferdinand Gregorovius.

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

3049.40v 1865: The Year of Surrender

Instructor: Robert Stone

Thursday, 12:00 PM – 2:00 PM

Oct 6 - Nov 3

5 Sessions

Location: Virtual

Maximum 50 participants

The year 1865 is known as the year of surrender in the American Civil War. However, before all the Confederate armies started to surrender in April, May and June of that year, there was still a lot of political and military activity plus some bloody battles that took place in different parts of the country.

For example, in the East, generals Ulysses S. Grant and Robert E. Lee were still locked together in siege warfare around Petersburg and Richmond. In southwest Virginia, federal general George Stoneman was intent on destroying the Confederate salt works at Saltville. In North Carolina, federal generals Benjamin Butler and Alfred Terry were trying to shut off the last operational port in the Confederacy by attacking

Fort Fisher and the City of Wilmington. In South Carolina and North Carolina, federal general William Tecumseh Sherman was extending his March to the Sea by turning northward from Savannah, GA, to Durham Station, NC, destroying Southern infrastructure as he went.

This class will study each of these events – and more – that occurred in 1865, the year all the Confederate armies surrendered.

A field trip to an appropriate location or locations may be scheduled if there is enough interest.

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

3050.40v Slavery and Its Aftermath in America: From Jamestown to the 1960s

Instructor: David Heysfeld

Wednesday, 2:00 PM – 3:30 PM
Nov 16- Dec 14 (No Class Nov 23)
4 Sessions
Location: Virtual
Maximum 50 participants

The course will begin in the year 1619 when the first enslaved persons were brought to America. We will trace the growth of slavery in America, the rise of political and moral opposition, and the end of slavery in 1865 with the passage of the 13th Amendment. We will then consider the development of the Jim Crow system of legal and private discrimination against Blacks that replaced slavery and the rise of movements to end discrimination. The course will follow events up to the Civil Rights legislation of the 1960s.

David Heysfeld, a retired congressional professional staff member, has taught several courses on modern history for Encore Learning. He also has served as a volunteer guide at the since-closed Newseum.

3051.40v The Soviet Dissidents: Ideas, Actions, Heritage

Instructor: Lydia Voronina

Thursday, 10:00 AM – 11:30 AM
Oct 6- Nov 10
6 Sessions
Location: Virtual
Maximum 50 participants

This course will introduce the remarkable individuals in the former Soviet Union who dared to challenge the oppressive and monolithic Soviet political system. They were aware of the inevitable, severe public condemnation and persecution (e.g., arrests, searches, trials, prison terms, exile and forced psychiatric treatment). However, they openly and peacefully demonstrated their disagreement with the official Marxist ideology, domestic and international policies, and violations of basic human rights. Their goal was transparency in all the past and present activity of the Politburo and the Soviet State, while obeying the Constitution and respecting domestic laws and international treaties.

Among the topics to be covered will be the major ideas behind the dissidents' actions and their clandestine dissemination of literature ("samizdat"), and their unique organizational tactics and forms of protest. The major figures of the dissident movement from the 1960s Thaw Period to Perestroika in the 1990s (e.g., Andrei Sakharov, Alexander Solzhenitsyn, Alexander Ginsburg, Anatoly Sharansky) and the main subgroups will be analyzed according to issues, such as human rights, national awareness and self-determination in the former republics, religious liberty and emigration.

Recommended Reading: *Soviet Dissent*, Ludmila Alexeeva; *The Thaw Generation*, Ludmila Alexeeva and Paul Goldberg; *To Build a Castle: My Life as a Dissenter*, Vladimir Bukovsky; *The Dissidents*, Peter Reddaway; *The Final Act*, Paul Goldberg; *The Gulag Archipelago*, Alexander Solzhenitsyn; *1973 Fear No Evil*, Natan Sharansky.

Lydia Voronina was born and raised in the former Soviet Union. She joined the dissident movement as a student at Moscow University, emigrated in 1977, and continued her education at Catholic University and Boston University. She has lectured

at various American colleges and worked for the Voice of America and the State Department for 25 years. Her duties included writing on current political developments in the U.S. and the world and delivering the U.S. positions to the global Russian-speaking audience.

Law, Politics & Public Affairs

4024.40 Divided We Stand: American

Politics Since the 1960s

Instructor: William Schneider

Thursday, 2:00 PM – 3:30 PM
Nov 10- Dec 15 (No Class Nov 24)
5 Sessions
Location: GMU
Maximum 45 participants

Students sometimes ask “Is this the most divided the United States has ever been?” The response is that we did have a Civil War. Three quarters of a million Americans died during that terrible time, most from disease or starvation. But this is the most divided the nation has been since then. How did this happen?

The course will trace the country’s political divide back to the 1960s, when our divisions over values began to replace our divisions over interests. Interests (like business versus labor) can be negotiated and compromised; values (right versus wrong) cannot. Is there any way to resolve the division short of another Civil War?

Recommended Readings: *Standoff: How America Became Ungovernable*, Bill Schneider; *Why We’re Polarized*, Ezra Klein.

Bill Schneider is professor emeritus at the Schar School of Policy and Government at George Mason University. He was the Cable News Network’s senior political analyst from 1990-2009 and a contributor to Al Jazeera English and *The Hill*. He has covered every U.S. presidential and midterm election since 1964 for a variety of publications.

4030.40 Campaign Finance Law: Its Past, Present, and Future

Instructor: David Kolker

Tuesday, 12:00 PM – 1:30 PM
Oct 4- Nov 1
5 Sessions
Location: GMU
Maximum 70 participants

This course will explore the history and potential future of campaign finance law as seen through the eyes of a long-term litigator of key Supreme Court cases on this subject. Because the court has long viewed restrictions on money spent on elections as equivalent to direct restraints on speech, its rulings have begun with the premise that these laws infringe on First Amendment rights. In the instructor’s view, however, reasonable campaign finance laws actually promote First Amendment values, and the court has fundamentally misunderstood these laws. The course will focus on the statutory framework, the court’s key rulings, loopholes exploited by moneyed interests, Congress’s responses, the role of the Federal Election Commission and the current state of play.

The instructor will share his view of the status quo and his vision for a more effective future. While the overwhelming focus of the course will be campaign finance law, we may touch briefly on related topics such as gerrymandering and voting rights. Although the course will be geared to non-lawyers, complex legal arguments will be discussed in plain English, and reading suggestions will be offered to students who wish to delve further.

David Kolker worked for two decades at the Federal Election Commission, where he specialized in appellate litigation and for several years led the agency's Litigation Division. He worked on many cases decided by the Supreme Court, including the infamous *Citizens United* decision in 2010. He is currently senior counsel at the Campaign Legal Center. He began his legal career in the Civil Rights Division of the Department of Justice. David is a graduate of Yale (BA) and Harvard Law School (JD).

4032.40v Journalism, Democracy and Change

Instructor: Charles Self

Friday, 10:00 AM – 11:30 AM

Oct 14 - Dec 16 (No Class Nov 11 and Nov 25)

8 Sessions

Location: Virtual

Maximum 25 participants

A rough consensus emerged in the United States in the 20th century about the role and legal framework for journalism in democracy. It was centered on Enlightenment philosophy embraced by the founders of the country and interpreted within society in our time. For much of the 20th century, this consensus guided our understanding of "mass media" and their role in free societies. However, that consensus was challenged and began to change toward the end of the century. New concepts about media authority, declining media credibility, postmodern philosophical insights about society, new media technologies and shifting journalism business models seemed to reflect new ideas about how speech, journalism and democracy were interacting, and whether they reflected the will of citizens.

Today, in the third decade of the 21st century, the understanding about journalism's role seems to have shifted. Confusion has emerged about the nature of public debate in a free society. This class will begin with a review of how we thought about journalism and democracy in the 20th century. It will then examine how our understanding shifted over the second half of the 20th century as new political forces and new media technologies created new interactions among political

power players, journalists, opinion makers, civil society and individual citizens. We will conclude with observations about where public consensus seems to be headed and speculations on what might be emerging for the relationship between journalism and democracy.

Charles Self, PhD, is professor emeritus and a former dean at the University of Oklahoma. He has served as president of three national journalism educator organizations. Currently, he serves on the board of the National Press Foundation. He has briefed hundreds of foreign journalists through the U.S. State Department's International Visitors Leadership Program about free speech, free press, the U.S. Constitution and democracy.

4033.40 Foreign-Born Entrepreneurs

Instructor: Neslihan McCorkel

Wednesday, 2:00 PM – 3:30 PM

Oct 12- Nov 16

6 Sessions

Location: GMU

Maximum 40 participants

With foreign-born populations in the United States on the rise, it is not surprising that more entrepreneurs emerge from the ranks of immigrants and children of immigrants. This course focuses on entrepreneurial tendencies among immigrants. Various well-known companies have been founded by first- or second-generation immigrants, including Apple, Costco, Amazon, SpaceX, and WeWork. The course will offer an analysis of the personality traits and conditions that generate "necessity entrepreneurs" (immigrants who start their businesses due to obstacles in accessing the job market) and "opportunity entrepreneurs" (immigrants who enter the labor market after they see an opportunity). The course will also examine the positive contributions of foreign-born entrepreneurs in terms of overall economic growth, entrepreneurship, innovation and trade. In discussing these contributions, we will touch upon concepts such as networks, migrant enclaves and migrant superstars.

Neslihan McCorkel is a PhD candidate in public policy at the Schar School of Policy and

Government at George Mason University. From Turkey, the country that hosts the highest number of Syrian refugees globally, she became interested in forced migration and refugee integration issues. She has conducted research on issues

related to immigration and entrepreneurship, public attitudes toward refugees and migrant rights protections across the globe.

Literature and Writing

5018.40v American Women Writers in the Gilded Age, 1870-1900

Instructor: Janet G. Auten

Friday, 10:00 AM – 11:30 AM

Oct 7- Nov 4

5 Sessions

Location: Virtual

Maximum 30

This course surveys the lives and works of American women writers during the Gilded Age, 1870-1900. Mark Twain coined that memorable label to describe the last three decades of the 19th century in a booming, increasingly industrialized nation where a glittering opulence and excess covered over (gilded) underlying disparities, poverty and unrest.

We will focus mainly on fiction and the way women's novels and stories responded to this expansive and experimental era of the New Woman, regional realism and Progressive reform. We will talk about well-known writers such as Edith Wharton, Kate Chopin and Charlotte Perkins Gilman, along with less familiar authors such as Rose Terry Cooke, Mary E. Wilkins Freeman and Sarah Orne Jewett.

While the class occurs on Zoom, interaction is encouraged, and each class will include time set aside for discussion. We will discuss readings from handouts and the anthology, *The Vintage Book of American Women Writers*.

Recommended Reading: *The Vintage Book of American Women Writers*, Elaine Showalter.

Janet Auten taught literature and composition courses and directed the Writing Center

during 25 years at American University. She also developed and taught a course for the Women's Studies Program called Women's Voices Through Time. She holds a PhD in rhetoric/composition and American literature and an MA in journalism. Her publications include articles on Cooke, Gilman, Jewett and other 19th century women writers.

5024.40v Dickens: Two Novels of Love and Death

Instructor: John Pfordresher

Wednesday, 12:00 PM – 1:30 PM

Oct 12- Nov 16

6 Sessions

Location: Virtual

Maximum 70 participants

A Tale of Two Cities and *Great Expectations* are two of Charles Dickens's most well-known novels. First published in serialized form in magazines edited by the author, each novel captures issues important then and now. *A Tale of Two Cities* follows the fraught lives of people drawn into the lawless chaos of a nation torn apart by revolutionary change. *Great Expectations* is an intimate, first-person life story of dreams about success and questions about happiness. As always, Dickens shapes dynamic, forward-plunging plot lines and clusters of characters, some sweet, some grotesque, some terrifying, in often-nightmarish situations. It is no accident that both novels, from their first publication, were adapted into stage plays and later into multiple film and television series. However, no retelling has the overwhelming power of the original.

John Pfordresher, emeritus professor of

English at Georgetown University, taught college and graduate level courses for 50 years. He has published books on Tennyson, Arnold and more recently Charlotte Brontë. He taught at Georgetown's Villa le Balze in Fiesole, Italy, off and on from 1994 to 2010.

5025.40v Shakespeare in Action

Instructor: Michael Collins

Thursday, 10:00 AM – 11:30 AM

Oct 6- Nov 10

6 Sessions

Location: Virtual

Maximum 50 participants

How might this line, this speech, this scene look and sound on the stage? This question will guide our approach to Shakespeare's plays, and, as we shall see, there is rarely a single answer to such questions. Actors and directors choose from among a range of possibilities what the audience will encounter in the theater. Put simply, there is no one *Hamlet*, only the interpretations by the actors and directors of Shakespeare's script.

We shall read carefully two of Shakespeare's most popular plays: *Macbeth* because there are many fine film versions of the play (including the recent one with Denzel Washington) and *Much Ado about Nothing* because the Shakespeare Theater Company has scheduled production of the play during its 2022-2023 season.

We shall look at crucial moments in each play, weigh the choices they offer on the page and on the stage. Then by watching filmed versions of the plays, consider how actors have chosen to animate these moments. As we do so, we shall discover some of the meanings the two plays might have for us some 400 years after they were written.

Recommended Reading: *Macbeth* and *Much Ado about Nothing*, William Shakespeare. Any edition of the plays will be satisfactory. Participants will need a copy of the text during the classes.

Michael Collins is a teaching professor of English and dean emeritus at Georgetown University. He is editor of *Reading What's There: Essays on Shakespeare in Honor of Stephen Booth* and *Shakespeare's Sweet Thunder: Essays on the Early Comedies*. He has published numerous essays on Shakespeare and regularly reviews productions for *Shakespeare Bulletin*. He has taught in courses for secondary school teachers at the Folger Shakespeare Library and Shakespeare's Globe in London. He received the Bunn Award for outstanding teaching at Georgetown.

5026.40v The Book of Job

Instructor: Tom Manteuffel

Tuesday, 12:00 PM – 1:30 PM

Nov 15- Dec 13 (No Class Nov 22)

4 Sessions

Location: Virtual

Maximum 75 participants

The anonymous author of the *Book of Job* written in the 5th or 6th century BCE raises the following question: If God is both all-powerful and loving of his creation, humanity, how can he not intervene when evil thrives and the innocent suffer? This course focuses on the literary artistry of the *Book of Job* more than its answer to that question, although the author's sustained poetic argument indeed contains a profound answer, and we will look for it.

This is poetry of an extremely high order, so the course will be based on Robert Alter's authoritative rendering into English of the biblical Hebrew, with numerous other translations (and occasionally the Hebrew) brought in as needed for fuller understanding.

The *Book of Job* is by far the most carefully structured book in the biblical canon, and it is full of surprises. Over the years its artistry has inspired numerous other artists and authors. Join us to appreciate more fully why.

Tom Manteuffel has been deeply enmeshed with the *Book of Job* for 30 years. He holds degrees in philosophy and computer science and has taught

courses on the Renaissance, computer security, cryptocurrency and other topics.

5027.40 Graham Green's *The Power and the Glory*

Instructor: Jenny Sullivan

Tuesday, 12:00 PM – 1:30 PM

Nov 1- Dec 13 (No Class Nov 8 and Nov 22)

5 Sessions

Location: GMU

Maximum 45 participants

This course will look at Graham Greene's 1940 novel *The Power and the Glory*. It is set in the oppressive time of the 1930s in the aftermath of the Cristero War in Mexico, when the practice of religion was outlawed. Before jumping into the novel, we will look briefly at the chaos of the Mexican Revolution, the struggles of the Cristero War and the suppression of the Catholic Church by the Mexican government. We will then explore the critical issues and themes of each section of the novel. The story is that of a flawed "whiskey priest" eluding the police officer pursuing him for his "crimes" as he wrestles with his duty to bring the sacraments to the faithful. After a pretty granular look at the novel, we will consider Greene's nonfiction account of his travels in Mexico, *The Lawless Roads*. According to Greene, that work led unexpectedly to the development of his acclaimed novel.

Recommended Reading: *The Power and the Glory*, Graham Greene.

Independent Reading: *The Lawless Roads*, Graham Greene.

Jenny Sullivan spent a long career teaching literature and composition primarily at Northern Virginia Community College. She has enjoyed speaking at professional conferences and writing essays for professional journals and in-house publications. She has also written four books, two academic texts, a novel and a children's book in verse.

5028.40 Poetry: The Craft of Writing

Instructor: Wells Burgess

Wednesday, 9:30 AM – 11:00 AM

Oct 12- Dec 7 (No Class Nov 23)

8 Sessions

Location: GMU

Maximum 10 participants

This course is intended for those who have not yet written a poem but have the desire to learn the craft of poetry with a view toward writing one, as well as for those poets who wish to return to the basics of the craft in hopes of expanding the range of their poems. The class will be structured according to Mary Oliver's *A Poetry Handbook*, as recommended text and will cover the following:

- Getting Ready; Reading Poems; Imitation
- Sound
- The Line
- Some Given Forms
- Free Verse
- Diction, Tone, Voice
- Imagery
- Revision; Workshops and Solitude

Class members will be encouraged to complete writing assignments in each class. The beginning of each class will be devoted to the listed topics, with the remaining time allotted for the writing assignment.

Recommended Reading: *A Poetry Handbook, A Prose Guide to Understanding and Writing Poetry*, Mary Oliver.

Wells Burgess is a graduate of Harvard College and the Masters Writing Program at Johns Hopkins. His poetry has been published in various journals. He has taught a number of classes in poetry appreciation at Encore Learning. This will be his first class on the writing of poetry.

 5029.40 William Thackeray's Vanity Fair
Instructor: Rosemary Jann

Wednesday, 10:00 AM – 11:30 AM
Oct 26- Dec 14 (No Class Nov 09, Nov 23, Dec 07)
5 Sessions
Location: GMU
Maximum 30 participants

Vanity Fair is one of the great satiric masterpieces of Victorian fiction published serially in 1847-1848 and set against the dramatic backdrop of the Napoleonic War. The novel tackles a central debate in mid-19th century British society: Who was the "true" gentleman or lady? Thackeray's *A Novel without a Hero* conducts a running debate about merit: Should status be based on virtue, money, birth, intelligence and/or style? The debate unfolds through a sprawling cast of characters: a scheming adventuress (Becky Sharp), seedy aristocrats, dashing dandies, nouveau riche social climbers, as well as noble soldiers and saintly heroines. Our impresario in this drama is a narrator whose slippery moral positions keep the reader off balance and implicated in his (and our) society's ethical shortcomings — our willingness to pay lip service to conventional virtue while we hanker after society's vanities, like wealth and worldly success. This makes *Vanity Fair* one of the great moral novels of the 19th century as well.

Recommended Reading: an unabridged edition of *Vanity Fair* with original illustrations and good footnotes, like Oxford World's Classics ISBN: 9780198727712.

Recommended Websites: <https://victorianweb.org/> (see section on Thackeray)
Kurt Harris's Thackeray website <https://sites.google.com/a/suu.edu/wmthackeray/>

Rosemary Jann is a professor emeritus in the English Department at George Mason University. Before her retirement she taught a variety of courses on Victorian prose, poetry, and fiction and also served as department chair and associate director of the Honors College.

 5030.40 Fairy Tales for Grownups
Instructor: Iska Alter

Friday, 2:00 PM – 3:30 PM
Oct 28- Dec 16 (No Class Nov 11 and Nov 25)
6 Sessions
Location: GMU
Maximum 36 participants

For many adults, fairy tales have been trivialized as stories for children. However, if we return to the folkloric sources from which these narratives have emerged, we find much darker, more problematic, and what might appear to be more modern-sounding narratives. It can be no surprise, then, that recently many contemporary writers have returned to these original texts for inspiration. For our six weeks together, we will look at three texts that use these earlier literary forms in some way: *The Bloody Chamber*, a collection of short fiction by Angela Carter, one of the more recent authors to revisit this genre (and perhaps one of the earliest); *Boy, Snow, Bird* by the Afro-British writer Helen Oyeyemi; and *The True Story of Hansel and Gretel* by Louise Murphy. And yes, you might want to reread some of those fairy tales you think you know by heart.

Recommended Reading: *The Bloody Chamber*, Angela Carter; *Boy, Snow, Bird*, Helen Oyeyemi; *The True Story of Hansel and Gretel*, Louise Murphy.

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.

6005.40 Fall in Arlington Parks

Instructor: Multiple

6005.40m: Monday, Oct 3- Oct 31, 10:00 AM – 11:30 AM

6005.40w: Wednesday, Oct 5- Nov 2 10:00 AM – 11:30 AM

5 Sessions

Location: Offsite

Maximum 20 participants per section

Start fall with a nature blast! Learn, walk, do, savor. This course, to be offered as a Monday or a Wednesday series, will offer 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.

- **Nature in an Urban Environment** (Ken Rosenthal 10/03): Participants will be introduced to the local biodiversity found in the fall 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 Rd. or 26th Rd. N.
- **Introduction to Birding** (Matthew Felperin 10/10): Fall is the peak time to observe many species of birds as they migrate south to 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 can help you identify birds when you are on your own. Bring binoculars if you have them. Meet in Potomac Overlook Regional Park, 2845 Marcy Rd., Arlington.
- **Issues Facing the Arlington Watershed** (Aileen Winquist 10/17): Learn about challenges facing Arlington's streams, such as storm water runoff and flooding, and how the county is addressing them. Learn what you can do to protect water quality. Meet at the entrance on the playground side of Lubber Run Community Center, 300 N. Park Dr., Arlington.
- **Invasive Species: What to Do in the Fall** (Jennifer Soles 10/24): 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 here, what can be done in the fall to stop their spread, and how to manage those that have already become established. Meet near Giant Food in the parking lot at Lyon Village Shopping Center, 3150 Langston Blvd., Arlington. From there we will walk to Thrifton Hill Park. Bring gloves and tools if you want to remove invasive plants after class.
- **Fall Finds in Arlington Parks** (Marty Suydam 10/31): 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 fall overview with a focus on Four Mile Run. Meet at the Four Mile Run parking lot, 4131 Mount Vernon Ave., Alexandria.

Recommended website: Natural Resources Management Plan and Stream Monitoring Program on the Arlington County website (arlingtonva.us).

Ken Rosenthal is a park naturalist at Gulf Branch Nature Center and Park 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 for Interpretation. In his spare time, he enjoys birding, although he finds that insects and herps (herpetofauna, better known as amphibians and reptiles) distract his focus.

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 the Chesapeake Bay Watershed. He credits field work and naturalist programs in the watershed

with sparking his love of birds. Matthew leads bird walks and kayak trips and enjoys perfecting his wildlife photography.

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 water pollution, flood resilience and stream volunteer programs.

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.

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*. In March 2022, he published his newest book, *Walk Four Mile Run*.

6021.40v Minding Brain Science: Progress, Promise and Problems

Instructor: James Giordano

Monday, 2:00 PM – 3:30 PM

Oct 3 - Nov 7 (No Class Oct 10 and Oct 31)

4 Sessions

Location: Virtual

Maximum 95 participants

The brain can rightly be considered one of humanity's final frontiers of discovery and exploration. Current and emerging developments in the brain sciences are enabling ever more detailed knowledge of the brain, a more nuanced understanding of the mind, and increased capability to

assess and affect its functions.

This course will present cutting-edge developments in the brain sciences on the 21st century global stage and explore the capabilities, limitations, meanings and implications of these advancements for medicine and society.

James Giordano is a professor of neurology and biochemistry and chief of the neuroethics program at Georgetown University Medical Center. He also is a distinguished fellow of science, technology and ethics at the U.S. Naval Academy. He serves as senior brain science adviser to the Pentagon, NATO and the Organization for Economic Development and Cooperation. He is a fellow of the European Academy of Sciences and the Royal Society of Medicine.

6022.40v Dangerous Technologies All Around Us--An Update

Instructor: Stephen Ruth

Monday, 12:00 PM – 1:30 PM

Nov 14- Dec 12 (No Class Nov 21)

4 Sessions

Location: Virtual

Maximum 45 participants

Technology addiction, artificial intelligence-guided weapons, the vulnerability of electricity and water grids, the right to be forgotten, revenge porn, doxxing, swatting, phishing, vishing, smishing, sextortion, deep fakes, ransomware, formjacking, deep web/dark web, and cyberbullying. These are just a few of the topics that will be covered in this course, which will discuss serious policy issues associated with today's, and tomorrow's, technology challenges. We will review these issues, with particular emphasis on the latest-breaking, front-page stories associated with them. Class members will receive a detailed summary list of more than 70 of these topics, along with citations from academic publications, industry reports, and other sources.

Stephen Ruth is a professor of public policy at the Schar School of Policy and Government and the director of the International Center for Applied Studies in Information Technology

(ICASIT), a grant-supported research center. His research focuses on the deployment of technologies, particularly in less-developed countries, where low-cost, high-yield solutions are required. He is currently studying the effectiveness of deployment of digital tablets in jails and prisons in the United States.

6023.40 Astrobiology: The Story of Life in the Universe

Instructor: Michael Summers

Friday, 12:00 PM – 1:30 PM

Oct 7- Nov 4

5 Sessions

Location: GMU

Maximum 40 participants

Over the past two decades, astronomers have discovered that water, carbon compounds and usable energy needed to support life (that is, life as we know it on Earth) are all commonplace in the universe. Even within our solar system there are at least six other places where simple bacteria could thrive. These include ice-covered oceans inside three of the moons of Jupiter, two of the moons of Saturn and inside Pluto. Furthermore, we have discovered more than 5,000 planets around other stars, several hundred of which exist in their star's "habitable zone." Extrapolation of these discoveries suggests there are far more habitable planets and moons in our galaxy than there are stars. Furthermore, we have discovered that the universe is more complex and filled with more unexpected objects, places and events than we could ever have predicted - many of

which also have a bearing on the possibility of life elsewhere.

This course reviews recent discoveries that have implications for the possibility of life elsewhere, the observed nature of the many other habitable worlds in our solar system and beyond, as well as the searches for extraterrestrial life that are currently underway. The course will consist of five sessions, each of which covers an important aspect of astrobiology research:

- **Life on Earth:** From its origin until now
- **Life on Other Worlds:** Planets and habitability
- **Searching for Earth-like Life Elsewhere:** Within our solar system and beyond
- **Evolution of Intelligence and Civilization**
- **Discovering Extraterrestrial Life:** Impacts on humanity

Michael Summers is professor of planetary science and astronomy at George Mason University. His research concerns the structure and evolution of planetary atmospheres, planetary habitability and using atmospheric signatures to infer biology on other worlds. He has worked with NASA rocket, satellite, space shuttle and deep space missions. He is a member of the Science Team on the NASA New Horizons mission to Pluto and the Kuiper Belt. He is an award-winning teacher and teaches astronomy, atmospheric science, planetary science and astrobiology at GMU.

6016.40 Parks in the City: Great New Urban Greenery

Instructor: Peter Harnik

Wednesday, 10:00 AM – 11:30 AM

Oct 19- Nov 16

5 Sessions

Location: GMU

Maximum 34 participants

Even though it is the national park that guards and celebrates the great landscapes and stories of the nation, it is the city park where we spend most of our park time: toddling as babies, competing as children, hanging out as teens, courting, gathering families, taking visitors, and sitting on benches when exhausted. We go to them, walk through them, play in them and dream of them. The greatest parks — from Golden Gate Park in San Francisco, to Forest Park in St. Louis, Fairmont Park in Philadelphia and the Common in Boston — become the very symbols of their cities.

Since most city land is already spoken for, creating new urban parks is not easy. But it can be and is being done through innovative thinking and bold redevelopment even in crowded places like Seattle, Chicago, Atlanta, New York, and — yes — Arlington.

This course looks at a wide array of new parks, including decks over highways, community gardens, rail trails, parks built on old landfills, parks sharing land with storm-water ponds, schoolyard parks, even cemeteries-as-parks and rooftop public gardens. The course will cover not only the physical development of the parks but also the behind-the-scenes coalition building and often intense politics underlying the successful (and even the instructively unsuccessful) campaigns. The course will reference many different American cities and also look specifically at possibilities for creating new city parks in Arlington and the Washington area.

Recommended Reading: *Urban Green: Innovative Parks for Resurgent Cities*, Peter Harnik.

Independent Reading: *The Humane Metropolis: People and Nature in the 21st Century City*, Rutherford Platt, ed.

Recommended Websites:

<https://pops.arlingtonparks.us/#2>;

<http://arlingtonparks.us/psmp/main/mobile/index.html>

Peter Harnik is an environmental activist, urban enthusiast and writer. He founded and directed the Center for City Park Excellence at the Trust for Public Land until his retirement in 2016. Before that he co-founded and served as vice president of the Rails-to-Trails Conservancy. His books include *Inside City Parks*; *Urban Green: Innovative Parks for Resurgent Cities* and, most recently, *From Rails to Trails*.

7008.40 Numbers in the News, Season 6

Instructor: Multiple

Thursday, 10:00 AM – 11:30 AM

Sep 29- Nov 10 (No Class Nov 03)

6 Sessions

Location: GMU

Maximum 45 participants

The Numbers Guys are returning for their sixth season, exploring many current news topics that involve quantitative analysis. Almost all of the presentations will involve new material not covered in past courses.

We will look at the 2021 Virginia election and the upcoming midterm elections (including congressional redistricting). We will examine economics (inflation and the labor market), demographics, COVID-19 and climate change.

We will look at several examples related to “A recent study shows...” For example, does Prevagen do what it claims to do? Is a particular COVID-19 vaccine better than a placebo? What is meant by the sensitivity and specificity of a vaccine test? How can Simpson’s Paradox apply to COVID-19 infections?

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 American University.

7021.40 What Kind of Curious Are You?

Instructor: Lynn Borton

Tuesday, 2:00 PM – 3:30 PM

Oct 4- Oct 25

4 Sessions

Location: GMU

Maximum 70 participants

You are here looking at this catalog, so almost by definition you are a curious person. But what kind of curious are you, and what do we actually know about curiosity anyway? In this lively, surprising, and highly interactive class, we will explore some of the research and theory emerging around human curiosity. What do we currently understand or suspect about our brains and curiosity? Can we build our curiosity muscle? What might it mean if each of us had a unique curiosity fingerprint? We will place all of these questions in a context comprising four thematic areas: learning, well-being, empathy and social justice.

The course will include guest speakers, plenty of optional reading for those so inclined, and an opportunity to help shape future episodes of the radio show and podcast *Choose to be Curious* produced by the instructor.

Recommended Website: *Choose to be Curious*: <https://lynnborton.com/>

Independent Reading: *Wait, What?: And Life's Other Essential Questions*, James Ryan; *A Curious Mind: The Secret to a Bigger Life*, Brian Grazer and Charles Fishman; *Curious: The Desire to Know and Why Your Future Depends On It*, Ian Leslie; *Why: What Makes Us Curious*, Mario Livio; *Curiosity Studies: A New Ecology of Knowledge*, Perry Zum and Arjun Shankar, eds.

Lynn Borton is a facilitator of conversations and transformation, with more than 25 years of experience in strategic governance and change management in the nonprofit sector. A former chief operating officer of the nation's largest grassroots mental health organization, she now devotes her time to producing *Choose to be Curious*.

7022.40 The Bible, Gender and Sexuality

Instructor: John B Burns

Tuesday, 10:00 AM – 11:30 AM

Oct 11- Nov 15 (No Class Nov 8)

5 Sessions

Location: GMU

Maximum 45 participants

This course will investigate what the *Bible* (Old and New Testaments) actually says about gender and sexuality. These issues are currently at the fore in religious discourse in the United States and elsewhere. In the Judeo-Christian tradition, the *Bible* is frequently invoked to justify a particular position on subjects such as gender roles and definitions, abortion, marriage and LGBTQ rights. After a general introduction to gender and sexuality in the ancient Near East, selected passages from both testaments will be examined to consider what is actually said in the original context. Class discussions will address the pitfalls of imposing present-day values on an ancient text, whether we can expect an ancient text to influence our contemporary understanding of these issues and the notion of authority in religion. There will be ample time for questions and discussion on this lively topic.

Recommended Reading: *God and Sex: What the Bible Really Says*, Michael D. Coogan; *Sexuality in the New Testament: Understanding the Key Texts*,

William Loader.

Independent Reading: (all articles by the instructor): “*Devotee or Deviate: The ‘Dog’ (keleb) in Ancient Israel as a Symbol of Male Passivity and Perversion*”, *Journal of Religion and Society* 2000-2002; “*Lot’s Wife Looked Back: The Enduring Attractions of Sodom for Biblical Commentators*”, *Journal of Religion and Society* 2002-2004; “*The Cedar and Brokeback Mountains: Heroic Passions or I’m Not No Queer*”, *Journal of Religion and Society* 2008-2010.

John Burns was born, raised and educated in Scotland at the universities of St. Andrews and Glasgow. After serving three Presbyterian parishes in Scotland, Toronto (Canada), and Fairfax, Virginia, he joined the religious studies faculty at George Mason University, where he is now emeritus in religious studies and continues to teach part-time. His field of study is ancient Israel and the ancient Near East.

7023.40v Aging in Place Movement

Instructor: Peg Simpson

Tuesday, 10:00 AM – 11:30 AM

Oct 4- Nov 15 (No Class Nov 8)

6 Sessions

Location: Virtual

Maximum 45 participants

Noted journalist and Village leader Peg Simpson will host this fascinating look at the Village movement, its key components and challenges. Leaders of local Villages in the National Capital Region, many of whom are executive directors (EDs), will be included as guest speakers for each of the six sessions.

- **Villages: What are They?** Barbara Sullivan, ED of the Village-to-Village Network, will set the scene for how Villages developed, starting with Beacon Hill Village in Boston, to more than 350 Villages nationwide today.
- **Why a Village? Why are they needed and why do they work?** Mary Jo Deering, president of the Washington Area Village Exchange, will be the guest presenter.
- **How Does It Work?** Cele Garrett, ED of

At Home in Alexandria, will describe the differing models of Villages, and what they have in common. Health issues and post-hospitalization services will be highlighted.

- **Who Runs a Village? How Do You Use the Talents of Villagers?** Governance is a vital part of operating a Village: the makeup of the board, the creation of key committees and staffing them, etc. In most Villages, activities are organized and run by volunteers. This varies between Villages with paid staff and those organized as volunteer-run Villages. Former President Ann McFarren and current ED Eva Lucero of the Dupont Circle Village will share their experiences.
- **Who Pays? How are the Villages Supported Financially?** Wendy Zenker, ED of Arlington Village, will discuss how Villages meet financial challenges through legacy grants, city and county grants, dues and fundraisers.
- **Scaling the Model: What’s Next?** One Village is not like another. How do we obtain data to help Villages make their case for foundation support, local government grants and donors? Carol Paquette, Arlington Village founder, will share thoughts on the future.

Peg Simpson was an Associated Press reporter for 17 years. After a Nieman Fellowship at Harvard, she covered national politics for the Boston Herald and later for the Hearst newspapers. She opened the Washington bureau of Ms. Magazine and then spent 10 years in Poland, freelancing stories on Eastern Europe’s transition from Communism to a democratic market economy. For the last decade she has been active in the emerging national Village movement, having helped to found the Dupont Circle Village and serving as secretary to the board of the national umbrella group, the Village-to-Village network.