

TOPICS OFFERED FOR FALL 2011

*Please note that the books listed for each course are only possible candidates.
Do not buy any until the pre-meeting and a decision on the common reading is made.
Classes start September 1st and end December 28th.
Holiday periods are adapted to by individual class voting.*

1. (ABE) THE POLITICAL GENIUS OF ABRAHAM LINCOLN

Abraham Lincoln is widely acknowledged to be one of America's greatest Presidents, if not its greatest. He is credited with holding the Union together and leading the North to victory in the Civil War. Further, his actions and beliefs led to the emancipation of African-Americans from the bonds of slavery. President Barack Obama regularly cites Lincoln as his role model for the presidency.

In our common reading, the Pulitzer Prize winning book, *Team of Rivals*, historian Doris Kearns Goodwin doesn't just tell the story of Abraham Lincoln. The book profiles the entire team of personal and political competitors that Lincoln put together to lead the country through its greatest crisis. Goodwin makes the case for Lincoln's political genius by examining his relationships with three men he selected for his cabinet, all of whom were opponents for the Republican nomination in 1860: William H. Seward as Secretary of State, Salmon P. Chase as Secretary of the Treasury, and Edward Bates as Attorney General. He ultimately gained their admiration and respect as well. The story is all about how he soothed egos, turned rivals into allies, and dealt with many challenges to his leadership, all for the sake of the greater good. Had he not possessed the wisdom and confidence to select and work with the best people, Goodwin argues, he could not have led the nation through one of its darkest periods.

Although there will be many opportunities for further research into these prominent figures and their role in the momentous times of trying to preserve a more perfect American union, S/DG members are also encouraged to look beyond the book, which is lengthy and comprehensive, in selecting a presentation topic. Other suitable topics might include earlier periods of Lincoln's professional life, his personal life, events of the Civil War, or the words of any of his speeches, which were uniquely his own work and shed considerable light on his deepest thoughts.

Common Reading: *Team of Rivals: The Political Genius of Abraham Lincoln*, by Doris Kearns Goodwin (2006, Simon & Schuster)

2. (ASP) THE ARAB SPRING: THE GEOPOLITICS OF THE MIDDLE EAST

Egypt, Syria, Bahrein, Libya! Are they headed toward Democracy or is this just "a mirage in the desert" as Secretary Clinton referred to the uprisings in these countries? We've had many courses studying the Middle East, but the events taking place now highlight a dramatic shift in the politics and dynamics in this pivotal area. This S/DG will survey the

changes emerging in the Arab world and their implications for the rest of the world.

We will look at the developing Cold War between Iran and Saudi Arabia, its effect on the alignment among other Arab states and the Israeli / Palestinian negotiations. The changes in Egypt have large implications for Israel as does the Syrian uprising. In North Africa the Libyan rebels affect the U.S. and its relations with Europe and other Middle Eastern states and poses an immediate problem for Mr. Obama and Congress. What should our policy toward emerging governments such as our long standing ally Egypt be and are we in any position to actively support the Libyan rebels?

Was Mr. Fukuyama right when he predicted that all nations would demand democracy and is that what is happening this Arab Spring?

There is much information to consider and many questions to ask, including - could any of this have happened without Facebook and Twitter?

This S/DG's Presentations will concentrate on the recent changes and upheavals in the Middle East and North Africa. The common reading that is suggested is only meant to provide background to help assess the extent of the changes. Current media and the Internet are overflowing with information on current developments.

Common Reading: *Divide and Perish: The Geopolitics of the Middle East*, by Curtis F. Jones (AuthorHouse, March 2006)

3. (ATL) **ATLAS SHRUGGED: FROM FICTION TO FACT IN 54 YEARS**

As recently as 1991, a survey by the Library of Congress and the Book of the Month Club found that readers rated "Atlas" as the second-most influential book in their lives, behind only the bible.

Many who are already familiar with Rand's work have noticed with each passing week, and with each successive bailout plan and economic stimulus scheme out of Washington, our current politicians are committing the very acts of economic lunacy that "Atlas Shrugged" parodied in 1957, when this 1,000-page novel was first published and became an instant hit.

Join us for lively discussions on this classic book that is every bit as relevant today as it was when it was published.

Common Reading: *Atlas Shrugged*, by Ayn Rand

4. (BAU) **THE BAUHAUS: A MOVEMENT TOWARD UTOPIA**

We will make a broad inquiry into the many facets of the Bauhaus Movement, the short-lived (1919-1933), immensely creative and profoundly influential German artistic movement. Its repercussions are still felt today in many artistic fields. This course will acquaint members with the then-radical basic tenets of the movement.

We will discuss the efforts and travails of its founder, Walter Gropius, to establish the school. There were various controversies. These were both internal (e.g. between subsequent directors, Hannes Meyer and Ludwig Mies van der Rohe) and external

(primarily with the Nazis) which plagued the institution and the movement.

Works of the school's brilliant faculty, which included among others Paul Klee, Wassily Kandinsky, Lyonel Feininger, and Herbert Bayer, will be discussed as well as the works of the school's brilliant students. The far reaching effects of Bauhaus philosophy are seen not only in architecture, for which it is most famous, but also in painting, sculpture, graphic design, interior design, industrial design, stagecraft, and photography. Almost no artistic medium was untouched by this group.

Bauhaus, even after it was shut down by the Nazis in 1933 and many of its leaders went abroad, continued to exert a major influence in the American art scene for decades.

Possible Presentations topics: tenets of the school; the Arts & Craft Movement; Art Nouveau; German architecture & art before and after World War I; Walter Gropius : Teachers and Artists of the Bauhaus; Influence of the movement internationally and in the United States

Possible Common Reading: *Bauhaus, 1919-1933*, by Magdalena Droste
(Berlin: Taschen, 2002)

5. (BBE) THE BIG BAND ERA: SWING WAS KING

This S/DG will explore not only the music of that period, but also the personalities of the various bandleaders, vocalists and their idiosyncratic styles, the extremely difficult working conditions endured by band members and the balm of drugs and alcohol, the influence on American fashions, language, emotions, mores, as well as technology/business [juke boxes; sound recording; radio] and labor relations. The music of African-American jazz preceded the Swinging Years but was little known to white audiences until the Goodman band played it in 1935. Music historians trace the birth of swing to that concert at the Palomar Ballroom on Vermont Avenue and Third Street, here in Los Angeles, on August 21, 1935. It was broadcast coast-to-coast on NBC Radio.

Topics to explore:

- ▶ Jazz and Swing 1900 – 1930s
- ▶ What was happening in the USA and around the world: politics, means of travel, family life, etc.?
- ▶ 1930s – 1940's Small Groups: Nat "King" Cole Trio; Duke Ellington's Small Groups; Benny Goodman Trios, Quartets, Sextets; Artie Shaw's Gramercy Five
- ▶ Continued: Lionel Hampton's All Star Groups; Woody Herman's Woodchoppers; Billie Holiday and her Orchestra; Harry James' Boogie Woogie Trio; Fats Waller and his Rhythm.
- ▶ Mainstream Jazz : Louis Armstrong, Charlie Barnet, Count Basie, Cab Calloway, Bob Crosby, Tommy Dorsey, Duke Ellington, Dizzy Gillespie, Benny Goodman, Coleman Hawkins, Woody Herman, Harry James, Stan Kenton, Gene Krupa, Glenn Miller, Artie Shaw, or/and choose your own.

No Common Reading.

6. (CLE) CLEOPATRA: A LIFE

Pulitzer Prize-winning biographer Stacy Schiff brings to life the most intriguing woman in the history of the world: Cleopatra, the last queen of Egypt.

"This is an astonishingly, scrupulously researched, meticulously assembled retelling of one of the world's most famous lives-and it will become a classic." -Simon Winchester

"Famous long before she was notorious, Cleopatra has gone down in history for all the wrong reasons. Shakespeare and Shaw put words in her mouth, Michelangelo, Tiepolo, and Elizabeth Taylor put a face to her name. Along the way, Cleopatra's supple personality and the drama of her circumstances have been lost. In a masterly return to classical sources, Stacy Schiff here boldly separates fact from fiction."

Though her life spanned fewer than forty years, find out how it reshaped the contours of the ancient world.

There are many possible areas for further research, study and discussion: Ancient Egypt, Life in 69 BC, Pharaohs of Egypt, Julius Ceasar, Marc Anthony, Octavian, Women of Antiquity, King Ptolomy, Isis, The Pyramids, Traditional Dress, Egyptian Jewlery, Art of Ancient Egypt, Every Day Life of Ancient Egypt, Egyptian Government, etc.

Common Reading: *Cleopatra: A Life*, by Stacy Schiff (November 2010)

Supplemental Reading: *Egyptian Customs and Festivals*, by Samia Abdennour (American University in Cairo Press, 2007)

7. (CON) CONSPIRACIES AND CONSPIRACY THEORISTS

Name a conspiracy theory that has made its way into the popular mass media, and it is most likely we'll talk about it in this class. Opportunities for presentation are nearly endless and need not come from the 200 or so conspiracies described in our text.

A few examples for presentations are 9/11; *Diana, Princess of Wales*; *Internet--a tool of the new world order*; *Knights Templar*; *Raelians*; and the *Roswell, New Mexico, UFO crash*. You may present either side of the evidence, but be prepared for class members to question your position.

Common Reading: *Conspiracies and Secret Societies*, by Brad and Sherry Steiger (2006)

8. (ECN) THIS WEEK IN THE ECONOMIST

The British publication *The Economist* is known for its informative and thought-provoking reporting on political and economic developments around the world. In this S/DG, we will discuss several articles selected from the current issue as catalysts for informed and lively discussion on the burning topics of our time. Leadership will rotate and all articles selected are easily accessed online at no cost at www.theeconomist.com. Subscription to *The Economist* is required only for members without Internet access.

Common Reading: Current issues of *The Economist*.

9. (FFF) FROM FARM TO FORK

Today the average meal has traveled thousands of miles before reaching the dinner table. But long-distance food is nothing new; since early times food and drink have crossed countries and continents. Using the book, *Moveable Feasts: From Ancient Rome to the 21st Century, the Incredible Journeys of the Food We Eat* by Sarah Murray as a springboard, this S/DG will delve into the odysseys of food from farm to fork. Combining history, science and politics it brings an entirely fresh perspective to the subject of food. She recounts the ancient Romans shipping olive oil from Spain to Italy; Napoleon offering a reward for the invention of ways to preserve and transport food to armies; the UN planes dropping American grain in Sudan; Mumbai's tiffin men using bicycles, carts and their feet to deliver more than 170,000 lunches a day. In addition to the book, members will research and present on various topics related to the Food Industry today: the economics, the politics, the environmental issues, the energy challenges, the nutrition and health impacts or any other topic that is related to where our food comes from and how it gets to us. This SDG should appeal to the many Omnilore food scholars who continue to explore the world of food!

Common Reading: *Moveable Feasts*, by Sarah Murray (Oct. 2008)

10. (IDE) IDEAS THAT CONQUERED THE WORLD

In a time of war and uncertainty, *The Ideas That Conquered the World* offers a major statement about the fault lines of the twenty-first century, from globalization to terrorism, from great-power conflict to common security. Michael Mandelbaum argues that three ideas dominate the world: peace as the preferred basis for relations between and among countries, democracy as the optimal way to organize political life, and free markets as the indispensable vehicle for the creation of wealth. While not practiced everywhere, they have-for the first time in history-no serious rivals.

We will discuss the uneven spread over the past two centuries of peace, democracy, and free markets around the world. Do we think this has been good or bad for the rest of the world. What are the prospects for these ideas in the years to come, giving particular attention to the United States, which bears the greatest responsibility for protecting and promoting them, and to Russia, China, and the Middle East, where their fate will affect the rest of the world.

Possible Research/Presentation Topics:

- ▶ What basis does Woodrow Wilson have for stating his liberal opinions to the world at the end of WW I?
- ▶ The different forces that formed modern economic thought.
- ▶ Is the "free market" really free.
- ▶ The role of a free press in the success of these ideas.
- ▶ Corporate America's role in developing these ideas. A leader or a follower.
- ▶ Should corporations have a socially responsible goal.
- ▶ Should America be the leader in promoting these freedom or is it time to stand back in a more neutral (isolationist) role?
- ▶ Globalization and its impact on these ideas.

Common Reading: *The Ideas That Conquered the World*, by Michael Mandelbaum (2004)

11. (INV) INVESTING IN THE CURRENT ECONOMIC ENVIRONMENT

The US and world economic conditions have changed over the last few years and continue to change significantly. Governments (read; Central Banks) seem to be playing a larger role than usual. In the US, the Fed has just completed a second round of printing money (QE II) bringing the total into the trillions. Our deficit and debt keep growing. Many other countries are following similar strategies with some, notably the PIIGS (Portugal, Italy, Iceland, Greece and Spain), in worse shape than we are. Globalization and interdependence continue to grow.

So, as retirees, what do we have to do to protect our assets and assure a comfortable retirement?

How do we deal with risk, inflation, after tax returns, volatility, estate issues, etc.?

This S/DG will investigate a broad variety of investment options including stocks, bonds, commodities, real estate, etc. Individual presentations will address specific topics in those areas such as municipal bonds, stock options, agricultural commodities, gold, etc. We'll range from what is happening to the world, to what each of us feels is a comfortable and rational strategy in dealing with the new economy.

One resource we have is earlier examples of governments using similar tactics and the resultant effect on different asset classes. Our common reading will provide a great understanding of past results.

Common Reading: *This Time Is Different: Eight Centuries of Financial Folly*, by Carmen Reinhart and Kenneth Rogoff (Sept. 2009)

12. (ISC) INFORMATION SCIENCE

This course examines information in all aspects from words themselves to talking drums, writing and lexicography, early attempts at an analytical engine, the telegraph and telephone, ENIAC, and the ubiquitous computers that followed. Author Gleick explains information phenomena and provides a historical context through biographical sketches of the most important explorers of information science. We learn about Robert Caudrey, compiler of the first known English dictionary and the personal histories of: Samuel F. Morse, the telegraph and his code; Charles Babbage and Ada Lovelace on the first mechanical computer; and Norbert Wiener, Claude Shannon and Alan Turing who "mathematized" coding, decoding, and re-coding the meaning of the myriad messages transmitted via the media of our times. We also learn of genetics as biology's mechanism for informational exchange, including a discussion of the genetic code and self-replicating memes - ideas as different as earworms and racism. Gleick's exceptional history of culture concludes that information is indeed the blood, the fuel, and the vital principle on which our world runs. There are many opportunities to research the concepts, the history and the creators of this new science with presentation topics that could include information theory, early computers, biology's mechanism for informational exchange etc.

Common Reading: *The Information: A History, a Theory, a Flood*, by James Gleick (Pantheon, March 2011)

13. (LIV) HOW TO LIVE: OR A LIFE OF MONTAIGNE IN ONE QUESTION AND TWENTY ATTEMPTS AT AN ANSWER

In twenty themed chapters answering the question “How to live well?” our author intersperses facts about our famed writer-philosopher of the French Renaissance. Montaigne (1533-1592) was known for being a fine statesman in his time. Today he is widely regarded as the father of modern skepticism. His essays are in clear, beautiful prose of self-reflection – asking himself - “What do I know?” – how do I make sense of my world using only my own judgment. Interspersed in the chapters we learn of Montaigne's life: where he was born; how and whom he married; how he became mayor of Bordeaux, how he managed a public life in a time of lethal religious and political passions. This book is a fine introduction of Montaigne's life and thought as embodied in his essays. Discussion might center on these twenty themes and how Montaigne's thought fit in to other threads of intellectual life in the French Renaissance.

Common Reading: *How to Live*, by Sarah Bakewell (2010, Other Press)

14. (LWF) TRANSCEND: LIVING WELL FOREVER

Ray Kurzweil is one of the world's leading inventors, thinkers, and futurists. He founded and managed a string of successful companies, most of them related to the application of artificial intelligence. PBS selected him as one of "sixteen revolutionaries who made America," along with other inventors of the past two centuries. In his latest book, *Transcend: Nine Steps to Living Well Forever*, Kurzweil and his physician co-author provide a roadmap for making it through the next 20 years, so that we can take advantage of advances like DNA reprogramming and submicroscopic, cell-repairing robots to achieve “radical life extension.” Presentations can explore the advances that the authors anticipate in greater detail. Whether or not it's true that, within two decades, we'll have the tools to live forever, this is an intelligent, optimistic guide to healthy living, with an intriguing view of medicine's future.

Common Reading: *Transcend: Nine Steps to Living Well Forever*
by Ray Kurzweil and Terry Grossman (2010)

15. (MSS) THE MISSISSIPPI RIVER

The Mississippi River is the largest river system in North America. It stretches from Minnesota, past New Orleans, to empty into the Gulf of Mexico. Along its path America's history is laid out, from the Mound Builders to present day society and the people are many and varied. The extraordinary cities that grew up on its shores, include New Orleans, Memphis, St. Louis, Minneapolis and St. Paul.

This course will look at the geography of the river; its history, from the Mound Builders, discovery and exploration, the steam boat era and Civil War to present day. We will study the many cultures that settled along its banks , e.g. Native Americans, early American settlers, Cajuns, etc. These cultures are rich in music, literature and cuisine. In short, the river offers a broad spectrum of subjects for fascinating presentations. Come along for a rollicking river ride.

No Common Reading.

Supplemental Reading:

The Mississippi River in Maps & Views: From Lake Itasca to The Gulf of Mexico, by Robert A. Holland (2008, Hardcover; \$14.02 - \$22.76 at Amazon)

Wikipedia article on the Mississippi River

16. (MTH) THE QUEST FOR MATHEMATICAL CERTAINTY

First, no background in math is necessary. It helps to be able to think logically and analytically. However, that skill can be acquired during this S/DG. All presentations will be understandable to the average Omnilorean (by mutual agreement) and will not require any special knowledge. The graphic novel *Logicomix* sets out to explain the development of the mathematical ideas that led to the invention of computers. The vehicle is a fictionalized autobiographical lecture given by Bertrand Russell (mathematician, philosopher, ladies' man, peace activist, Nobel laureate,...) on the eve of the Second World War at an American university. Befitting the topic, the story is told in three layers, drawn deliberately in non-linear fashion, and peopled with logicians with great passions, and, in some (or most?) cases, with madness, and, as New York Times puts it, "along with sundry wives and mistresses, plus a couple of homicidal maniacs". The book comes with a "Notebook" section, with sketches of the life and work of logician-philosophers from Aristotle to Von Neumann and Turing, as well as some basic concepts of logic. These are excellent sources for presentations. Other possible topics are: logic, infinity, limitations of any mathematical system, computers, math in society, graphic novels, mental illness, pacifism, Greek tragedies, etc. For more information about the book, see the New York Times review <http://www.nytimes.com/2009/09/27/books/review/Holt-t.html>

Common Reading: *Logicomix: An Epic Search for the Truth*, by Doxiadis and Papadimitriou (2009)

17. (OHY) O. HENRY PRIZE STORIES 2011: THE BEST STORIES OF THE YEAR

This collection of short stories contains twenty unforgettable stories selected from hundred of literary magazines. The winning tales take place in such far-flung locales as Madagascar, Nantucket, a Midwestern meth lab, Antarctica, and a post-apocalyptic England, and feature a fascinating array of characters: aging jazzmen, avalanche researchers, a South African wild child, and a mute actor in silent films. Also included are essays from the eminent jurors on their favorite stories, observations from the winners on what inspired them, and an extensive resource list of magazines.

Previous O. Henry Prize Stories have been successfully used in our classes and they've generated quality discussions.

Common Reading: *O. Henry Prize Stories 2011: The Best Stories of the Year*, edited by Laura Furman (April 2011)

18. (POL) THE RISE OF THE MODERN STATE

In the first of his new two-volume book, *The Origins of Political Order*, Francis Fukuyama begins his search for the origins of political order with the shift from small hunting bands to tribes which eventually brought about the modern state. He points to familial connections, human behavior, organized religion, tribalism and our propensity for war as variable causes to the evolution of societies. According to Fukuyama, the three critical ingredients of a good political order are: a strong state, the application of the rule of law to all parts of society and a means of holding rulers to accounts for their actions.

Fukuyama discusses the rise and fall of many rulers in different parts of the world: The Qin dynasty, the Han dynasty, the Abbasids, the Mamluk sultanate, and 17th century France and provides us with a yardstick for measuring the chances that the Arab awakening will meet his three tests of political order.

Our research and discussion can cover the different forms of the modern state and our role as citizens in our own unique American experiment in government.

Common Reading: *The Origins of Political Order, From Prehuman Times to the French Revolution*, Francis Fukuyama (May 2011)

19. (SCH) WILL SUPERMAN FIX OUR PUBLIC SCHOOLS?

Among 30 developed countries, U.S. students rank 25th in math and 21st in science. High school graduation rates for minorities are barely 60% - many public schools are simply “drop-out factories”. This is happening amidst more Federalization of our local schools. Film director Guggenheim (of “An Inconvenient Truth” fame) follows the history of American schools showing that until the 1970s American public schools were amongst the best in the world. Fifty years ago, only 20% of the kids went to college. Nowadays schools must turn out graduating classes with just about everybody needing to be ready for a four year college. Today our public schools are failing because very few school districts are preparing their students to be college-bound. Some innovative charter schools in the inner city continue to be very successful because they put student learning first. In fact they are so popular that require parents exercising choice to use lotteries as required by law. In contrast former Assistant Secretary of Education Ravitch has witnessed the trends in public education over the past 40 years and has herself swung from public-school advocate to market-driven accountability and choice supporter – and then back to public-school advocate. She analyzes research and draws on interviews with educators, philanthropists, and business executives to question the current direction of reform of public education. She has particular insight into the consequences of standardized testing, school accountability, choice and charter schooling and the desirability of maintaining local schools. An after-class DVD can set forth the education issues we see daily in our newspapers or evening news. We will have many opportunities to research previous reforms, discuss the new proposals and examine parental initiative in really putting children first.

Possible Common Reading/Showing:

The Death and Life of the Great American School System: How Testing and Choice are Undermining Education, by Diane Ravitch (Basic Books, March 2010)

Waiting for Superman: How We can Save America's Failing Schools, edited by Karl Weber & David Guggenheim (Media Affairs, Sept 2010)

Waiting for Superman DVD Documentary, Director David Guggenheim, 111 minutes, Netflix Rental

20. (SHK) SHAKESPEARE: ALL THE WORLD'S A STAGE ...

The Omnilorean New Globe Theater re-opens in September to present 3 of the Bard's favorite plays. With players standing and with a few props, we propose to do reading walk-throughs of: *The Merry Wives of Winsor* (the fullness of Sir John Falstaff's comedic character revealed), *Antony and Cleopatra* (more than one powerful Roman couldn't reduce this beauty), and another comedy to be picked at the August pre-meeting ("The Tempest"? "All's Well That Ends Well"? "A Midsummer Night's Dream"?).

In this S/DG you will learn how to research all perspectives of Shakespeare's works — sources of each play upon which the Bard builds rich characters and enhances the plots, how to play each character "in character," themes, symbols, images, motifs, commentary on issues of the day, and all manner of *rhyme and reason*. Class members will serve on one play's Board of Directors, responsible for casting roles for the repertory and leading discussions based on the research — optionally adding videos, music, and costumes. For a glimpse of how we live the Bard in this S/DG, check out http://omnilore.org/members/Curriculum/SDGArchive/11a-SHK_Shakespeare/ to view this Spring's Shakespeare class's website of links to internet references relevant to our plays and downloadable organizing artifacts.

There are no prerequisites, theatrical or otherwise. You will find that the Bard of Stratford-on-Avon will teach us, just as he's taught others for four hundred years. With plenty for the novice as well as the veteran, it is a *foregone conclusion* members will leave this class with a fuller understanding of the masterful story construction, realistic characters with depth and humanity, and the rich, evocative language which have earned Shakespeare the title of greatest writer in the English language. (*Did you realize some of the italicized phrases in this write-up are among the over 2000 words & phrases Shakespeare coined – roughly one-tenth of the commonly used English language?*)

Common Reading: Selected Plays

21. (VOY) VOYAGES OF EXPLORATION AND DISCOVERY

This S/DG will examine voyages taken primarily for the purposes of discovery and exploration. It thus deals basically with the innate curiosity of man. This uniquely human trait drove explorers and ordinary men to venture out into the unknown. (Although many such expeditions ended up conquering and occupying the lands explored, these results are not the basic purpose of this S/DG.)

The voyages to be examined are those that arguably changed the way people perceived the world and their place in it. For each such voyage/expedition we will examine: a) the underlying purposes and motivations of those involved—both the individuals and their

sponsors (nations, etc); b) the immediate and long-term results, beneficial and otherwise, on the world at-large, and on the “discovered” areas.

Advances in knowledge and technology were vital for man’s ongoing quests. We will thus also examine the “discovery” and evolution of two critical elements—the concepts of modern “time” and “space.”

To paraphrase several philosophers/historians:

Bacon: “.. the glory of god is to conceal a thing, but the glory of man is to find it out..”;

Boorstin: “..the obstacles to discovery are the illusions of knowledge..”;

Brandt: “..where would mankind be if it did not take risks?..”

Possible Presentation Topics

- ▶ Early man—“Out of Africa” (To- Europe, Asia and the Americas)
- ▶ Discovery of Time and Space; B) Southeast Asia and Beyond (The Chinese Treasure Fleets).
- ▶ North Atlantic and North America (The Norse/ Vikings, et al).
- ▶ Europe to Asia (Marco Polo, Ibn Battuta, the Portuguese, et al)
- ▶ The Atlantic (Columbus, Vespucci, Verrazano, Hudson, et al)
- ▶ The Pacific Islands and Australia (Magellan, Cook, et al)
- ▶ South America/The Pacific(The Spanish, Humboldt, Heyerdahl, Polynesians,et al)
- ▶ North America (The Spanish: Coronado, DeSoto, et al)
- ▶ Africa- (Burton and Speke, Livingston, Bruce, et al)
- ▶ America/Canada (Lewis and Clark, Bering, The Hudson Bay Co.)
- ▶ The Scientists (Darwin, Wallace, Vavilov, et al)
- ▶ The North and South Poles/ Northwest Passage (Amundsen, Byrd, Peary, et al)
- ▶ The Ocean Depths (Ballard, et al)
- ▶ Space—the moon, planets, and outer space (astronauts and astronomers)

No Common Reading.

Supplemental Reading: *The Discoverers*, by Daniel Boorstin (Random House, 1983)

22. (WRI) THE WRITING MIND

This S/DG concentrates on fostering creativity and improving techniques of the writer through the production of original pieces of writing, literary critique and presentations by each group member. Presentations are on literary topics or on the philosophy, subtleties or techniques of writing. Each member will be responsible for; a presentation, at least two submissions of original fiction, non-fiction, poetry, or other form of writing, and for reading and critiquing submissions from other group members.

Common Reading: None Suggested

23. (CSU) CSUDH FALL 2011 LECTURE SERIES

The Fall 2011 Osher Lecture Series will be presented by the Department of Theatre Arts. The completed topic lineup for this series will either be printed in the July-August 2011 newsletter or sent as an e-mail sometime in August.

If you are interested in the CSUDH lecture series, let us know by placing an X in the coordinator box next to the CSU topic, so we can have a list of those to inform when more details become available about the series. However, do NOT enter it in the course "order of preference box" along with your other S/DG topics.