Online Fall Classes 2020

The Lifelong Learning Institute at National Louis University
Welcome To Fall 2020

Welcome to the Lifelong Learning Institute at National Louis University, where learning never retires. Join us online to continue your quest for learning. Our classes online offer the opportunity to engage with others while stimulating your mind. Our social “Happy Hours” and movie reviews offer a “new way” of socializing while remaining in the comfort of your home.

The Fall Semester runs from September 14th until December 18, 2020.

Take as many classes as you would like for just $175.

Classes do fill up fast, so please sign up early.

Sincerely,

Beth Epstein-Rosenthal
Director, The Lifelong Learning Institute
At National Louis University
### Discussion Learning

The cornerstones of LLI are peer-led learning and active participation in study group discussions. Members create the curriculum and take turns leading the discussion which is what makes the classes so rewarding.

Under each of the class descriptions you will find a box that includes the style of class and the discussion guidelines. All LLI classes are peer-led. In the **traditional model**, fellow members who enroll in the class are expected to take turns leading the class in the discussion. In the **coordinator facilitated** class all the discussions are led by the coordinators. The type of peer-led approach will also be noted in the box below the class descriptions.

*New members are not asked or expected to lead the discussions.*

**The Style of the Class** refers to whether or not members are expected to focus the discussion solely on the content of the assigned text or if the discussion can also include topics related to the text.

**The Discussion Guidelines** refer to whether or not personal anecdotes and expertise is welcome.

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### Schedule-At-A-Glance

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Monday: 9:30-11:30 am
**The New Yorker I**
Coordinator: Penny Ellman
Note: This class is 10 weeks [9/14 – 11/16]

In this class, we share dialogue and laughter as we explore the current issue’s content and call attention to favorite articles. Then an article selected from that issue is presented for discussion. We use one issue. It could be anything from a book review to a political exposé, from a short story to an in-depth profile, or a variety of other eclectic topics. Group participation is key to a rich experience, and the insights of others will lead us to greater understanding of the topics included in what some call “the best magazine in the world.”

The style of the class is as follows:
Discussions will be based on the content of the assigned text that all have read, but discussion of related topics will be allowed.

Discussion guidelines:
Limited personal anecdotes and expertise may be shared only if they relate directly to the text.

Coordinator Facilitated:
The Coordinator leads the class each week in the discussion.

Monday: 9:30-11:30 am
**The New Yorker II**
Coordinators: Madeleine/David Solomon

Each week class members highlight features from a current issue of The New Yorker magazine, including “Talk of the Town,” the cover, advertisements, fiction, music, television, movies, art, fiction and, of course, the cartoons. Next, everyone engages in an in-depth, facilitated discussion of an especially interesting article. If you are a New Yorker reader, or have wanted to be one, you will enjoy starting your week with the give-and-take of new information, insights, and, when possible, humor, on timely, fascinating topics.

The style of the class is as follows:
Discussions will be based on the content of the assigned text that all have read, but discussion of related topics will be allowed.

Discussion Guidelines:
Member’s expertise is welcome

Traditional Model:
Members of the class take turns leading the discussion.
Monday: 1:00-3:00 pm
Writing Workshop
Coordinators: Ivan Berk/Nancy Anderson
You love to write and may have been doing so for years. This is your chance to participate in a group of practicing writers, to learn and explore new methods and writing styles, and to constructively critique each other’s work. It may be fiction, non-fiction, poetry or plays. In a supportive setting your classmates will provide concrete and considerate suggestions, reactions and evaluations intended to encourage you to put forth your best efforts. There is a certain discipline to writing and you will benefit from having an audience that is always looking forward to your next composition. Many members have their writings published in our member supported LLI Review, an annual literary and arts publication. Don’t be afraid, jump in, the water is calm and warm.

Monday: 1:00-3:00 pm
Opera
Coordinators: Don Bishop/Harriet Weinstein
The Lyric Opera may be sadly silenced this fall but here at LLI we are open and presenting what would have been the entire 2020/2021 season in the fall semester. We will be using the fabulous, extensive Met Opera Live in HD Library of past performances, as well as other performances recorded at major Opera Houses around the world, we have a semester full of beauty and joy to share with you. We will be studying Cavalleria Rusticana, Pagliacci, Love and Violence (a new Opera in English), Tosca, Samson & Delilah, Elixir of Love and many more. Complete schedule available on request.

Monday: 1:00-3:00 pm
Those Angry Days
Roosevelt, Lindbergh, and America’s Fight Over World War II, 1939-1941
Coordinators: Neal Goodfriend/Nancy Tarpey Cole/Trudy Gardner
Spanning the years 1939-1941, Those Angry Days recreates the rancorous internal squabbles that gripped the United States in the period leading up to Pearl Harbor. At the center of the controversy stood the two most famous men in America: President Franklin D. Roosevelt, who championed the interventionist cause, and aviator Charles Lindbergh, the unofficial leader and spokesman for America’s isolationists.


The style of the class is as follows:
Discussions will be based solely on the content of the assigned text that all have read.

Discussion guidelines:
Limited personal anecdotes: must be related to the topic.

Traditional model:
Members of the class take turns leading the discussion.
Ender's Game (a current motion picture) gives one answer to the question of how best to train for battle against a much larger and unpredictable alien force. Childhood's End, a classic, explores the cost and strategy of coping with an alien force controlling Earth.

**TEXTS:**
- *Ender's Game* by Orson Scott Card; 0-345-44405-1
- *Childhood's End* by Arthur C. Clarke; 978-0-7653-7848-4

**The style of the class is as follows:**
Discussions will be based solely on the content of the assigned text that all have read.

**Discussion guidelines:**
Limited personal anecdotes: Must be related to the text or topic.

**Traditional model:**
Members of the class take turns leading the discussion.
TED (www.ted.com) is a nonprofit organization devoted to spreading ideas, usually in the form of short, powerful video talks (18 minutes or less). TED is a global community driven by this goal: How can we best spread great ideas? Members of our class will volunteer to facilitate a discussion of a “talk” taken from TED and each week will get an email to a link to a “talk” that will be viewed and discussed in class. Typically, we will have one facilitator per class session.

This fall let’s explore TED together - it will be an enjoyable and provocative experience! While we will view the videos in class you may also want to view the videos before coming to class.

If class is to be successful, LLI members who sign up for the class need to volunteer to facilitate a discussion as well as participate in class discussions!

Join us this fall for a terrific TED experience!!

The style of the class is as follows: Discussions will be based solely on the content of the assigned video that all have seen.

Discussion guidelines: No personal anecdotes.

Traditional model: Members of the class take turns leading the discussion.

TED comes to LLI
Coordinator: Neal Rubin

Science News
Coordinator: Michael Ellman/Sam Levin/Allan Sutow
Note: This class is 10 weeks (9/15 – 11/17)

We read the assigned Science News Magazine and discuss the content, although we are open to any science news. Our classes have been flexible regarding pace and subjects. New articles are encouraged and can be discussed after class-wide dissemination, usually after email distribution.

TEXT: Science News Magazine. We will start with the May 9 & May 23, 2020 double magazine with Coping with Climate Change on the cover.

The style of the class is as follows: Discussions will be based on the content of the assigned text that all have read, but discussions of related topics will be allowed.

Discussion guidelines: Members may share existing expertise, but it must relate to the text/film.

Traditional model: Members in the class take turns leading the discussion.
Ulysses S. Grant’s life has typically been misunderstood. All too often he is caricatured as a chronic loser and an inept businessman, or as the triumphant but brutal Union general of the Civil War. But these stereotypes don’t come close to capturing him, as Chernow shows in his masterful biography, the first to provide a complete understanding of the general and president whose fortunes rose and fell with dizzying speed and frequency.

TEXT: Grant by Ron Chernow; 9781594204876; The Fall Semester will cover Parts I and II, pp. 3-542

The style of the class is as follows:
Discussions will be based solely on the content of the assigned text that all have read.

Discussion guidelines:
No personal anecdotes.

Traditional model:
Members in the class take turns leading the discussion.

Mysteries at the Museum is fun stuff. Each episode on the Travel Channel features museum artifacts of unusual or mysterious origins. All episodes are fact based. For examples, episodes include 1) Judy the POW Dog, who has the distinction of being the sole dog to be registered as a POW 2) The Carroll A. Deering, a ship found with its crew missing; was this mutiny or a victim of the infamous Bermuda Triangle?; and 3) the facts about shrunken heads, or tsantsas, which were made by the native peoples living in the rain-forests of Ecuador and Peru.

Along with these episodes, additional video material will be shown to provide more depth to a subject. For instance, in an episode about the inventor of Rubik’s Cube, additional video shows interviews with players and all the various events of a Rubik’s Cube tournament.

The style of the class is as follows:
Discussions will be based on the content of the assigned text that all have read, but discussions of related topics will be allowed.

Discussion guidelines:
Members may share existing expertise, but it must relate to the text/film.

Traditional model:
Members of the class take turns leading the discussion.
Tuesday: 1:00-2:30 pm
Readings from The Atlantic Magazine
Coordinators: Joan Marks/Judy Kleiman
Note: This class is one and a half hours long (1 – 2:30 pm)
This class is also 10 weeks (9/15 – 11/17)

The Atlantic publishes leading commentary and insights on current topics. Please join us for lively discussions as we delve into these current and in-depth articles.

In this class each week, a volunteer discussion leader will have selected an article from the current issue (or from the last 3 issues) of The Atlantic Magazine. The coordinator will notify all class members of the selected article in advance and all participants will read the article prior to the class. The volunteer for the week will facilitate discussion.

Class members must have a subscription to the current The Atlantic magazine which can be read either as hard copy or online. This class will run for the first 10 weeks of the fall semester and will be 90 minutes (not 2 hours) on zoom.

Wednesday: 9:30-11:30 am
World Literature
Coordinators: Carole Einhorn/Edith Salzman

Award Winning World Literature: In-depth discussion of The Blind Assassin, its context, and its author. Members of the class volunteer to facilitate the sessions and are responsible for developing questions based on the novel.

TEXT: The Blind Assassin by Margaret Atwood; 0-385-47572-1

The style of the class is as follows:
Discussions will be based solely on the content of the assigned text that all have read.

Discussion guidelines:
Limited personal anecdotes: must be related to the topic.

Traditional model:
Members of the class take turns leading the discussion.
Wednesday: 9:30-11:30 am
How We Learn
Why Brains Learn Better Than Any Machine... for Now
Coordinators: Rich Koomjian/Steve Scheer
Note: This class is 12 weeks (9/16 – 12/2)

The human brain is an extraordinary machine. Its ability to process information and adapt to circumstances by reprogramming itself is unparalleled and it remains the best source of inspiration for recent developments in artificial intelligence. In How We Learn, Stanislas Dehaene decodes the brain's biological mechanisms, delving into the neuronal, synaptic, and molecular processes taking place. He explains why youth is such a sensitive period, during which brain plasticity is maximal, but assures us that our abilities continue into adulthood and that we can enhance our learning and memory at any age. We can all learn to learn by taking maximal advantage of the four pillars of the brain's learning algorithm: attention, active engagement, error feedback, and consolidation.

The exciting advancements in artificial intelligence of the last twenty years reveal just as much about our remarkable abilities as they do about the potential of machines. How We Learn finds the boundary of computer science, neurobiology, and cognitive psychology to explain how learning really works and how to make the best use of the brain's learning algorithms, in our schools and universities, as well as in everyday life.

TEXT: How We Learn by Stanislas Dehaene; 978-052-555-9887 (hardcover) or 978-052-555-9894 (paperback)

Wednesday: 1:00-3:00 pm
Two Philosophers: Sartre and Nietzsche
Coordinator: Linda Spring

Going to the sources this time, we will read two very different philosophers in their own words. Sartre's book transcribes a lecture he gave and then lightly edited, clarifying his definition of existentialism. Nietzsche wrote his classic treatise to describe the "origin of our moral prejudices" because, in his view, those values should be "called into question. We will compare and contrast these two philosophies.

TEXTS: Existentialism is Humanism by Jean-Paul Sartre, 0300115466/ 9780300115468

The style of the class is as follows:
Discussions will be based solely on the content all have read.

Discussion Guidelines:
No personal anecdotes.

Traditional model:
Members in the class take turns leading the discussion.
American racism is at the forefront of our current political discussion. The book we are using offers an unblemished, and often disturbing, chronicle of how racism has been embedded in our history and culture. Only by confronting honestly our past can we hope to address the future. Kendi’s book has been a New York Times bestseller, and considered a definitive history of racist ideas in America.

TEXT: *Stamped from The Beginning* by Ibram X. Kendi; 978-1-56858-598-7

The style of the class is as follows:
Discussions will be based solely on the content of the assigned text that all have read.

Discussion guidelines:
No personal anecdotes

Traditional model:
Members of the class take turns leading the discussion.

Join us as again as we critique our favorite films. Our exploration will cover a cross genre collection of feature movies from 1935-present, including suspense, crime stories, film noir, and comedy. We will send out a syllabus containing the names of films to be watched at your home prior to the day of class. You’ll see some movies you’ve never seen before and some that you may not have seen in years. Our class discussion, lasting an hour or more, about the films will include a look at the making of the film, the acting, screenplay, themes involved, etc.

This term we will diversify the films offered, and welcome your suggestions for films to be seen. We wish that we could get together to view these films, but Zoom will give us the opportunity to discuss these films together. We are looking forward to seeing you in the Fall.

The style of the class is as follows:
Discussions will be based solely on the content of the film/video we all have viewed.

Discussion guidelines:
Members may share existing expertise, but it must relate to the text/film.

Coordinator facilitated:
The study group will follow the format of discussion questions and responses. The only difference is that all discussions will be led by the coordinator.
Thursday: 9:30-11:30 am
Contemporary Short Stories
Coordinators: Susan Siebers/Meredith Hellestrae

A novel casts a wide net that involves interweaving numerous characters over time, but a successful short story must capture a reader’s attention in its first paragraph. Its brevity imposes the limits in which the writer employs his/her magic. No short story writer works that magic in the same way. Limiting our discussion to the text of each story, we will use shared inquiry to explore not only what the story means, but also what tools the writer used to construct it. We welcome members to join in our lively analyses and discussions.


The style of the class is as follows:
Discussions will be based solely on the content of the assigned text that all have read.

Discussion guidelines:
No personal anecdotes

Traditional model:
Members of the class take turns leading the discussion.

Wednesday: 1:00-3:00 pm
Supreme Court
Different Perspectives on the Supreme Court
Coordinators: Ed Koven/Deborah Alexander

This class will use two books by two legal scholars, The Nine-Inside the Secret World of the Supreme Court by Jeffrey Toobin and The Courage of Their Convictions-16 Americans Who Fought Their Way to the Supreme Court by Peter Irons to offer different perspectives on the work of the Supreme Court. “The Nine” gives us a look at the individual justices and how personalities, personal histories and judicial philosophies and alliances are part of the important decisions that impact the lives and history of this Country. The Peter Irons book gives us a different study of landmark cases through historical background and words of the Plaintiffs themselves. The connection between these books is the thesis of this class: we can better understand significant cases by learning who the Plaintiffs are and who the Justices are.


The style of the class is as follows:
Discussions will be based solely on the content of the assigned text that all have read.

Discussion guidelines:
Limited personal anecdotes: must be related to the topic.

Traditional model:
Members of the class take turns leading the discussion.
Thursday: 9:30-11:30 am
**The New York Times**
Coordinators: Mike Kramer/Bob Holstein

*The New York Times* is the pre-eminent paper for news in the U.S. on a wide variety of topics. Founded and continuously published in New York City since September 18, 1851, it has won 114 Pulitzer Prizes, more than any other news organization. Expect lively class discussions about current events, social issues, politics, foreign policy, energy and the environment. Each week, members will be assigned readings from previous weeks’ issues. *The Times* is available online for a nominal fee or in public libraries, Starbucks, and by home delivery.

**The style of the class is as follows:**
Discussions will be based on the content of the assigned text that all have read but discussion of related topics will be allowed.

**Discussion guidelines:**
Member’s expertise is welcome.

**Traditional model:**
Members of the class take turns leading the discussion.

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Thursday: 1:00–3:30 pm
**Documentary Films**
Coordinators: Rhonda Milkowski/Rivia Greenberger

Note: Class ends at 3:30 pm

Contemporary documentaries selected from the provided list will be streamed by the Coordinator for viewing in class by participants. The film will be followed by an interactive discussion led by the volunteer. Prior to class, this presenter will have viewed the film, which is available on Netflix, Amazon Prime, Hulu, HBO, or DVD. Participants will need a computer or device which enables quality Zoom operation.

**The style of the class is as follows:**
Discussions will be based on the content in the film that all have viewed, but discussions of related topics will be allowed.

**Discussion guidelines:**
Members may share existing expertise, but it must relate to the text/film.

**Traditional model:**
Members take turns leading the discussion.
Thursday: 1:00–3:00 pm

Point of View
Coordinator: Reva Schneider

Point of View is a class with no “reading” and no “leading”. Each week the coordinator will facilitate the conversation on topics generated by the group in the areas of politics, psychology, philosophy, current events, science, medical issues, aging, ethics, pop culture and the arts. We will explore the topic until the discussion wanes and then move on to another topic. Utilizing the vast fund of knowledge and experience in our learning community, we will have stimulating conversations that matter. Members are invited to drop in as able even if you have not signed up for the class.

The style of the class is as follows:
Discussions will be based solely on the content of the assigned text that all have read.

Discussion guidelines:
Members may share existing expertise, but it must relate to the text/film.

Traditional model:
Members take turns leading the discussion.

Thursday: 1:00–3:00 pm

Shakespeare
Coordinators: Paul Phillips/Wade Bartlett

Note: There may be an occasion when the class will start at 12:30 and end at 3:30

Welcome back, Shakespeareans, to LLI Fall 2020 Shakespeare.

This semester, we’ll be studying two of Shakespeare’s very serious and thought-provoking plays. First comes Othello, one of the major tragedies. Othello, a “moor” and therefore an outsider in Venetian society, yet a military commander valued by the state, marries Desdemona, the young and beautiful daughter of a Venetian nobleman, in the process unwittingly unleashing a turmoil of envy, resentment, jealousy, evil conniving, and chance events with tragic consequences. Shakespeare provides sharply delineated characters (Othello, Iago, Desdemona, Emilia, Cassio, Bianca, Rodrigo, Brabantio—and on and on!), great speeches and dialog, and a plot which inexorably entraps us.

And then it’s Measure for Measure, one of the so-called “problem plays.” The play connects with issues pertinent to us here and now—the role of government in shaping the morality of citizens, abuse of power, men’s sexual harassment of women, and the right of a woman to control her own body. Strong characters, melodrama, suspense, quirky humor, and an unforgettable denouement.

Thanks to the ‘miracle’ of Zoom, we’ll read the plays aloud together, deal with questions developed by our volunteer discussion leaders, consider the views of some Shakespeare scholars, and enjoy our usual group camaraderie. Come join us for this engaging journey.

Our goal is to explore the complexities of women’s lives and experiences leading participants to think beyond the boundaries of traditional gender roles. Our readings will emphasize issues that affect women today and in the past. Through fiction, poetry and film, we search for a deeper understanding of women’s individual and collective voices. What are valued most in this study group are the lively and insightful discussions that result from our readings.

The style of the class is as follows:
Discussions will be based solely on the content of the assigned text that all have read.

Discussion guidelines:
No personal anecdotes.

Traditional model:
Members take turns leading the discussion.
Join us at The Lifelong Learning Institute at National Louis University this fall!

September 14-December 18, 2020

REGISTER NOW

https://cvent.me/wzq4qo

All classes are online using ZOOM
Technical assistance is available
The Lifelong Learning Institute at National Louis University