

## TOPICS OFFERED FOR SPRING 2012

*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 January 2<sup>nd</sup> and end April 27<sup>th</sup>.  
Holiday periods are adapted to by individual class voting.*

### 1. (ALM) BELLE ÉPOQUE OR AGE OF UNCERTAINTY? ART, LITERATURE, AND MUSIC, 1880-1920

If the decades surrounding the year 1900 were perceived by some as a Golden Age, they were seen by others as a time when, in the words of William Butler Yeats, “things fall apart”. Either way, it was a period of unparalleled creativity and invention. From Monet to Duchamp, Dickinson to Joyce, Debussy to Schoenberg, artists created works remarkable in their diversity and modern to us a century later. In this study group, we will examine how art, literature, and music reflect and elucidate the Janus like character of these years at the turn of the millennium. Join us for a cross-disciplinary look at this critical period in the history of the arts. Using a combination of class presentations, reading, and discussion, we will explore the themes that preoccupied artists, challenged the status quo, and often scandalized the public.

**Common Reading:** *Dawn of the Belle Epoque: The Paris of Monet, Zola, Bernhardt, Eiffel, Debussy, Clemenceau, and Their Friends*,  
by Mary McAuliffe (2011)

### 2. (AMZ) ONE RIVER: EXPLORING THE AMAZON

We hear of the tremendous loss of our biological and cultural riches of the vast Amazon rain forest. But what in fact are they? We learn this from our author Wade Davis who himself is an ethnobotanist who in the 1970s explored this vast region. The book reads like an adventure novel dealing with the biography and explorations of Richard Evans Schultes beginning in the 1930s. Schultes is renowned as the godfather of ethnobotany – focusing on the psychoactive and medicinal properties of plants in the Amazon basin with a reverence for the cultural context in which the plants are used. The contrasting experience of two explorers, a mere generation apart, starkly demonstrates how much has already been destroyed in the rain forest. Discussion can relate to these ethnobotanical explorations and a better appreciation of this vast fascinating region.

**Common Reading:** *One River*, by Wade Davis (1997)

**3. (BSN) THE BEST AMERICAN SCIENCE AND NATURE WRITING 2010**

The latest addition to this uniformly excellent series, edited by renowned physicist Freeman Dyson, does not disappoint. While eclectic, Dyson showcases 28 essays covering astronomy and cosmology, neurology, nature writing, and three sections loosely organized on the environment. In the introduction he also explains why each selection is important and worth reading.

Many standout pieces describe the cutting edges of science. Each of the authors writes clearly, on occasion elegantly, and often with contagious passion. This popular annual represents what journalists have found interesting and important in the worlds of science and nature during the past year.

There are many possible areas for further research, study and lively discussion.

**Common Reading:** *The Best American Science and Nature Writing 2010*  
edited by Freeman Dyson and Tim Folger

**4. (CAL) AMERICANS AND THE CALIFORNIA DREAM: 1850-1915**

This S/DG will focus on the men and (a few) women who were instrumental in the spectacular growth of California in the years following statehood and prior to World War I. Each class member will select one or more people (depending on class size) who helped to make California what it is today. Here are a few examples of possible subjects: Levi Strauss, John G. Downey, Phineas Banning, James Irvine, Llewellyn Bixby, Henry Wells, The Big Four (Collis P. Huntington, Charles Crocker, Leland Stanford, Mark Hopkins), David Starr Jordan, Gertrude Atherton, Jack London, Andres Pico.

For our common reading, we will turn once again to Kevin Starr, professor of history at USC and California State Librarian Emeritus. Several of Starr's books on the history of California have been used in other Omnilore classes and have been widely praised both for their readability and the depth of information they provide. The book will provide additional context to the individual presentations by explaining how the various personalities and cultures (Mexican, Californian, Anglo) combined to create the California we know and love today.

**Common Reading:** *Americans and the California Dream 1850-1915*, by Kevin Starr,  
(December 1986)

**5. (CHN) THE GENIUS OF CHINA**

The undisputed masters of invention and discovery for 3,000 years the ancient Chinese were the first to discover the solar wind, circulation of the blood, sex hormones, the suspension bridge, the seismograph, the iron plough and many other of the world's greatest inventions. The class will explore ancient China's contribution to the fields of engineering, medicine, technology, medicine, transportation and warfare. Our common text has won five American literary awards and been translated into 43 languages.

**Common Reading:** *The Genius of China: 3,000 years of Science, Discovery, and Invention*, by Robert Temple and Joseph Needham (Nov. 2007)

## 6. (CTH) AN EMPIRE OF THE MEDITERRANEAN - CARTHAGE

There was more to Carthage than her defeat by Rome. The focus will not be primarily an examination of the three Punic Wars fought between Carthage and Rome but instead a full history of the rise and fall of an ancient civilization." Those epic conflicts are just part of the bigger story. The course and the suggested text are concerned with the wider context of these struggles. History is proverbially written by the victors. Carthaginian civilization was much older than that of Rome, and its mother city of Tyre in modern Lebanon boasted a sophisticated culture also predating the achievements of Classical Greece. Yet Carthage was destroyed and with it so much of our knowledge of its glories. With no literature surviving to tell the Carthaginian side of the story, archaeology offers the next best insight into the lost world. The S/DG will discover what can be known about this once great civilization and its impact on the ancient world.

**Common Reading:** *Carthage Must Be Destroyed: The Rise and Fall of an Ancient Civilization*, by Richard Miles (July 2011)

## 7. (GCW) GREAT CITIES OF THE WORLD

This S/DG will allow participants to take virtual and mental trips to some of the most fascinating cities of the world without ever leaving their zip code. Each participant of the S/DG would choose a "great city of the world" to research and then present to the group their findings to include the city's geopolitical location, history, culture, landmarks, significance and the spirit of the city. We will study a city (such as Paris) not just for its famous buildings, but to see whether it is or was the center of fine arts or couture, or whether its culinary achievements or historical events make it of particular importance. In the end, they will have gained some insight into what makes a city great! There will be no common reading. Members will use their own sources to investigate their city of choice

**No Common Reading.**

## 8. (HUM) WHAT MAKES US HUMAN?

If the twentieth century was the century of physics, the twenty-first century is rapidly shaping up to be the century of neuroscience. What is this thing called "consciousness"? What is the role of the human brain in causing such a thing to occur? How can our biological brain create the awareness we call "ourselves" and "reality"? Join us as we follow V.S. Ramachandran (who Richard Dawkins has dubbed "the Marco Polo of neuroscience") on a quest toward understanding possible answers to these – and other – questions. Presentations can address any of the myriad developments in the field.

**Common Reading:** *The Tell Tale Brain: A Neuroscientist's Quest for What Makes Us Human*, by V. S. Ramachandran (2011)

## 9. (IRE) HISTORY OF IRELAND

Whether we regard Ireland as the home of our ancestors, a beautiful place to visit, or a source of political headlines, it is a place worth exploring. We examine a prehistory going back to the ice age, through waves of migrations and changing governance, to a modern story that includes both a proud cultural history and a political situation that has often at odds with that of England. Our common reading is the fourth edition of *The Course of Irish History*, edited by T.W. Moody and F.X. Martin, a collection of essays by leading Irish historians that covers Irish history from prehistoric times through 1994.

**Common Reading:** *The Course of Irish History*, edited by T.W. Moody and F. X. Martin (2001)

## 10. (ITL) THE ITALIANS

The history of the Italian people is mysterious and fascinating – filled with interesting characters and important events. We've heard about the Romans but what do you know about all the other people who have lived on the Italian peninsula. This S/DG looks at the history of the Italian people from the Bronze Age Itali who gave the country its name to Silvio Berlusconi who is doing his best to wreck it.

Presentations might include: Bronze Age in Campania, Greek settlements in Naples and Sicily, the Etruscans, the Romans, the Vatican, the Normans in Sicily, the Borgias, the Medici, the Renaissance, Machiavelli, the Mafia, Italian Unification, WW II, post WW II politics, Italian-Americans, food, opera or many other topics easily found on the Internet.

**Common Reading:** *The Italians*, by Luigi Barzini (July 1996)

## 11. (JAZ) JAZZ, POETRY AND ART

Jazz has been called "America's Classical Music"; the only art form created totally by Americans; America's contribution to the arts. But what, you may ask, is "Jazz Poetry?" It is any poetry that has been informed or inspired by jazz music, just as "Jazz Art" is any art that has been informed or inspired by jazz. When one explores, it is fascinating to discover how many poets and artists have turned to jazz for inspiration.

This offering will explore jazz poetry and sample jazz-related art, together with the jazz music that informed and inspired them. Each attendee will make a presentation, either on a chapter of the common reading or on a related topic. Participants will be asked to discuss the various periods in the development of jazz poetry and/or art and to share with each other examples from those periods that they find moving or interesting. Or, they may wish to present historical vignettes (short, descriptive literary sketches) of the jazz musicians, poets and/or artists who have contributed to their respective genres. The particular focus will be the interaction between jazz, poetry and art, although participants will have discretion with regard to topics they wish to present.

**Common Reading:** *Jazz Poetry from the 1920s to the Present*, by Sascha Feinstein (Praeger, Westport, CT, 1997; available in paperback)

### Other suggested resources:

*The Jazz Poetry Anthology*, edited by Sascha Feinstein and Yusef Komunyakaa (Indiana University Press, Bloomington, IN, 1991), available in paperback;

*The Second Set: The Jazz Poetry Anthology, Volume 2*, edited by Sascha Feinstein and Yusef Komunyakaa (Indiana University Press, Bloomington, IN, 1996; available in paperback);

*Jazz Poems*, by Kevin Young (Alfred A. Knopf, New York, 2006).

## 12. (MOV) POLITICS IN FILM Ruth

This S/DG will look at how movies often clarify political issues in ways that may be more intense than words. As is typical of Omnilore movie classes, each member will select a movie to be viewed by class members outside of class and prepare discussion questions for that film. Movies are typically available through Netflix or the library. Some possible selections are John Steinbeck's *The Grapes of Wrath* (on the politics of the New Deal); Elia Kazan's *On the Waterfront* (on the McCarthy period); Graham Greene's *The Quiet American* (aspects of American imperialism); *The Last of the Mohicans* and/or *Little Big Man* (for the history of America's treatment of Native Americans); *For Whom the Bell Tolls* and/or *Casablanca* (World War II); *Born Yesterday* and/or *Thelma and Louise* (feminism); *Gone With the Wind* and/or *Guess Who's Coming to Dinner* (on race relations), and *Apocalypse Now Redux* and/or *Born on The Fourth of July* (the Vietnam War); *All the President's Men* (Watergate).

**No Common Reading.**

## 13. (MPU) MAN'S PLACE IN THE UNIVERSE

Man's place in the universe and his self image have both changed drastically over the last 500 years. The giants of science and the arts have remade our view of nearly everything. As Freud put it, the Copernican revolution robbed man of his special place in creation because our world is no longer the center of the universe, but one of innumerable worlds without a center. Likewise, the Darwinian revolution swept away man's pretense of being the work of divinity. The Psychoanalytic revolution, Freud held, meant that man wasn't even the master of his own house, because of the workings of the unconscious. Einstein showed how our conceptions of space and time were mistaken. Quantum Mechanics demonstrated that our ideas of how things work are flawed. Even the finality and truth of Mathematics suffered when Gödel showed its limitations.

Our ideas about Politics, Economics, Spirituality, Philosophy, Religion, Cosmology, etc. are constantly evolving. What is our **WORLDVIEW**??? Who has changed **your** thinking and how? Presentations can be about any of the personalities who have contributed to your worldview. In addition to those mentioned above, other possibilities are Spinoza, Hawking, Newton, Hofstadter, the Dalai Lama.

**Possible Common Reading:**

*Worldviews: An Introduction to the History and Philosophy of Science*  
by Richard DeWitt (October 2010, paperback)

*The Scientist as Philosopher: Philosophical Consequences of Great Scientific Discoveries*, by Friedel Weinert (January 2005, paperback)

*Copernicus, Darwin and Freud: Revolutions in the History and Philosophy of Science*  
by Friedel Weinert (November 2008)

#### 14. (OFG) OVERTHROWING FOREIGN GOVERNMENTS

The U.S. has often intervened in other countries, sometimes to overthrow the governments. The U.S. has acted openly or by clandestine coups d'état to bring down foreign governments for a variety of political, strategic, economic and ideological reasons. Examples include Hawaii, Cuba, the Philippines, Nicaragua, Guatemala, Iran, Chile, Viet Nam, Yugoslavia, Afghanistan, Iraq, and Libya. Our common reading is vivid history, told in terms of the patriots and scoundrels, courage and betrayal, high motives and low cynicism that have marked the U.S. efforts to change regimes in and elsewhere.

This S/DG will explore: What impelled our leaders to launch these attacks; why the American public has generally supported those it knew about; whether our leaders sufficiently understood the history and culture of the target nations; whether they foresaw likely consequences; and, whether they leveled with us. We will consider how future missteps might be avoided.

**Common Reading:** *Overthrow: America's Century of Regime Change from Hawaii to Iraq*, by Stephen Kinzer (2006)

**Possible Supplemental Reading:**

*Manifest Destinies*, by Steven E. Woodworth (2010)

*The War Lovers: Roosevelt, Lodge and Hearst and the Rush to Empire, 1898*, by Evan Thomas (2010)

#### 15. (OPR) HISTORY AND CULTURAL ISSUES IN OPERA

Love, jealousy, death --- the stuff of opera. But history, cultural issues --- in music? They are there, too. Sometimes they are a subtext, powerful enough to threaten an emperor; sometimes they are recorded history; sometimes they are embedded in a love story. This S/DG will look at operas by various composers from different countries to examine these issues. Members will each choose a specific opera to research and present to the class. We will look at the opera's story and its sources, the political and social background, and watch and hear some of each opera to see the way each composer expresses his story.

**Possible Operas to be considered:**

*The Marriage of Figaro (Le Nozze di Figaro)* Wolfgang Amadeus Mozart

*Fidelio* Ludwig von Beethoven

*Maria Stuarda* or *Anna Bolena* Gaetano Donizetti

*Nabucco* Giuseppe Verdi

*Un Ballo in Maschera (A Masked Ball)* Giuseppe Verdi

*Boris Godunov* Modest Moussorgsky

*Andre Chenier* Umberto Giordano

*Madama Butterfly* Giacomo Puccini

*The Rise and Fall of the City of Mahagonny* Kurt Weil

*Lady MacBeth of Mtsensk* Dmitri Shostakovich

*Dialogue of the Carmelites* Francis Poulenc

*Ballad of Baby Doe* Douglas Moore

*Satyagraha* Philip Glass

*Nixon in China* John Adams

**No Common Reading.** There are numerous books and internet resources. It is hoped that everyone will see each opera on DVD before each presentation so we can have a lively discussion.

**16. (POE) POETRY: READING 20TH-CENTURY CALIFORNIA POETS**

Come join us to take a look at some of the many poets who live or have lived in California (as distinct from New York or New England). Some are famous – such as W. S. Merwin (who recently published "Shadow of Sirius"), Gary Snyder, Robert Hass, and Linda Gregg – and some less well known, such as the remarkable Ray Carver and Tess Gallagher. We might include Kenneth Rexroth who influenced the "Beat" poets of the sixties, Lawrence Ferlinghetti, Gregory Corso, etc.

If you are a poetry reader, you know the amazing and wonderful things to be found in poems, especially when they are read out loud two or three times in a small congenial group. As David Young wrote, "Repetition is magic, I know it in my bones." If you haven't been interested in poetry, now is your chance to find out what others are excited about.

**Common Reading:** *California Poetry: From the Gold Rush to the Present* (California Legacy), edited by Dana Giola (November 3003)

**17. (PRE) WHY DO WE PREDICT SO MUCH**

Why on earth do we predict so much ... and why do we see past events as more predictable? These are some of the questions raised in the book *The Black Swan*, first published in 2007. It deals with events that are characterized by rarity, extreme impact, and *retrospective* predictability. Nine-Eleven in 2001, the financial meltdown of 2008, and the current nuclear disaster in Japan come to mind. In the author's view, our world is increasingly shaped by such events (positive or negative), while we continue to thirst for predictability - and then are shocked by the Black Swans. The book discusses several fallacies in using empirical evidences, as well as our misguided faith in bell curves. It is full of such provocative ideas (for example, calling TED a monstrosity) that serious discussions are called for. A new section "On Robustness & Fragility" is added to the second edition.

**Common Reading:** *The Black Swan: The Impact of the Highly Improbable* (second edition), by N. N. Taleb (2010)

**18. (RAY) RAYMOND CHANDLER: COLLECTED STORIES**

This is the only complete collection of stories by the undisputed master of detective literature, collected here for the first time, including some stories that have been unavailable for decades.

Chandler turned to writing at age 45 and honed his art and developed his understanding of the early Los Angeles's uniquely vivid underworld, peopled with good cops and bad cops, informers and extortionists, lethally predatory blondes and redheads. and crime, sex, gambling, and alcohol in abundance. In addition to hard-boiled stories-in which his

signature atmosphere of depravity and violence swirls around the cool, intuitive loners whose type culminated in the famous detective Phillip Marlowe, Chandler also turned his hand to fantasy and even gothic romance.

These stories will prove especially entertaining for us Angelenos with early Los Angeles as a back drop. Many of these locales still survive and would perhaps be interesting to visit on a trip to downtown.

Lively discussion of postwar America with his cynical California Gothic prose guarantee to entertain and provide lively discussion and subjects for further research.

**Common Reading:** Raymond Chandler: Collected Stories (Everyman's Library)  
(October 2002)

**19. (REL) EIGHT RELIGIONS: WHY THEIR DIFFERENCES MATTER**

Stephen Prothero's new book, *God is Not One*, offers a great description of the world's most influential religions. But, instead of adopting the common idea that religions are just paths to the same God, Prothero suggests that each of them attempts to solve a different human problem: Christianity, the problem of sin; Islam, the problem of pride; Buddhism, the problem of suffering, etc. This provides material for a thorough discussion of the impact of religion on culture, politics, economics, and international cooperation.

**Common Reading:** *God Is Not One: The Eight Rival Religions That Rule the World*, Stephen Prothero (2011)

**20. (SCI) BEFORE THE DAWN**

This S/DG examines human history through the prism of genetics. Author and science writer for the NY Times, Nicolas Wade, brings together DNA analysis, archeology, anthropology, evolutionary psychology and linguistic analysis to provide a window into human history. Wade includes fascinating DNA studies of British, Icelanders and Ashkenazi Jews. Possible presentation topics include language, tool making, religion, agriculture and war.

**Common Reading:** *Before the Dawn*, by Nicholas Wade (March 2007)

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

The Omnilorean New Globe Theater has planned a January-April season presenting 3 of the Bard's plays. With players standing and with a few props, we propose to do reading walk-throughs of two Comedies and a Tragedy. Actual plays to be read will be finalized at December's pre-meeting, with suggestions including "Julius Caesar," "All's Well That Ends Well," "Two Noble Kinsmen," "The Tempest," and "A Midsummer Night's Dream."

In this SDG 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 each 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 <http://omnilore.org/members/Curriculum/SDGs/11c-SHK-Shakespeare/> to view the Fall Shakespeare class's website of links to 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 William Shakespeare the title of greatest writer in the English language.

**Common Reading:** Selected Plays

## 22. (SOC) SOCIAL CLASS IN AMERICA

"We Americans have long thought of ourselves as unburdened by class distinctions. We have no hereditary aristocracy or landed gentry and even the poorest among us feel that they can become rich through education, hard work and sheer gumption. Yet social class remains a powerful force in America." The four commonly used criteria about class are education, income, wealth and occupation.

We will use as our basic text *Class Matters*, which is a collection from a series of articles about real people by correspondents of the New York Times. It includes some statistical studies, graphs and polls. Possibilities for exploratory studies and discussions are numerous and varied: class as it effects health care; class and marriage; what we buy/who we are; class and educational opportunities; class as portrayed in literature, drama or film; social mobility, upward and downward; the rich and the hyper-rich, etc. We will have opportunities to share our personal experiences of class differences, as well as our opinions; how we fit into the problem and ideas we might have or actions we take to be part of the solution.

**Common Reading:** *Class Matters*, edited by Bill Keller (2005)

## 23. (SUB) GOVERNMENT SUBSIDIES ARE BREAKING US

Sometimes known as corporate welfare, how much money is being given by the government to the wealthiest? Is this really what that great Scot economist, Adam Smith had in mind about laissez faire when he wrote *The Wealth of Nations*? What is wrong with our economic system? Should we be subsidizing big golf courses in Oregon or a major athletic team? How did Steve Jobs rip off Apple stockholders? Why has the income of the middle class declined as a percentage of national income? On a larger scale, why is the government granting huge subsidies: to the energy industry, not only to the big oil, coal, and gas industries and the ethanol producers, but also to the renewable industries that remain highly risky, e.g. Solyndra; to the giant agribusiness firms for corn, cotton, etc.; to selected universities; and to other large industries. In this S/DG some of these questions and their answers will be examined to try to decipher our government's subsidy policies: total surrender to special interest groups or a noble effort to achieve the goals listed in the preamble to our constitution.

**Common Reading:** *Free Lunch*, by David Cay Johnston (December 2007)

#### 24. (TED) TED TALKS ON BUSINESS

In past trimesters we have had several S/DGs focused around TED Talks, which are 17 minute video presentations by experts on an amazing variety of subjects. Participants each choose a talk for the class to individually view on-line and then the class discusses the talk and the related subject. This trimester we will focus on TED Talks related to general area of business. Even here there are dozens of possible talks, such as:

- Stewart Brand on the Long Now
- Rachel Botsman - collaborative consumption
- Jason Clay - Brands can save diversity
- Majora Carter eco- entrepreneurship
- Robin Chase - Zipcar
- Ngozi Okonjo-Iweala - Do business Africa
- Shai Agassi - electric cars
- Saul Griffith's - Kites wind energy
- Dan Barber's foie gras parable
- Hans Rosling - magic washing machine.

**No Common Reading.**

#### 25. (WIS) WOMEN IN ISLAM

The Arab Spring is transforming the politics of the Middle East. One of the crucial factors in deciding what the new structures will be is the degree of influence that women have in the new societies being formed.

The conditions and roles of women who are members of Islamic societies varies greatly from country to country. For example, women in Afghanistan under the Taliban were harshly repressed, at least by Western standards. Their condition in Saudi Arabia may not be much better. Women in a more evolved society such as Egypt may have a much better condition, though quite separate from the men's world there; young women were quite visible in the Egyptian demonstrations. Muslim women in the US may be independent and they may pursue careers and life styles unachievable in more "traditional" countries. Further, Muslim women in the US and other Western countries may be actively seeking to improve their situation and the position of women within the Islamic community.

This S/DG will investigate the varieties of women's position in various countries around the world and, importantly, what women are doing to affect their status where ever they are. There are many sources upon which participants may draw.

**The Recommended Common Reading is:**

*Paradise Beneath Her Feet – How Women Are Transforming the Middle East*  
by Isobel Coleman, (Random House, 2010).

There are many sources upon which to draw (there is an extensive Wikipedia article as one starting point) including the following books, each of which would be grounds for a research presentation:

**Possible Supplementary Reading – reports on these books would make excellent presentations:**

*Nomad: From Islam to America - a Personal Journey Through the Class of Civilizations*, by A. H. Ali

*A Border Passage – from Cairo to America – A Woman’s Journey*  
by Leila Ahmed (ISBN 0-14-029183-0)

*The Girl From Foreign*, by Sadia Shepard (ISSBN 978-1-59420-151-6)

*Princess*, by Jean P. Sasson (ISBN 0-688-11675-2)

*Kabul Beauty School*, by Deborah Rodriguez (ISBN 978-0-8129-7673-1)

*Women and Gender in Islam*, by L. Ahmed

*Price of Honor – Muslim Women Lift the Veil of Silence on the Islamic World*, by Jan Goodwin (Little-Brown, 1994; ISBN 0452-27430-3)

**26. (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

**27. (CSU) CSUDH SPRING 2012 LECTURE SERIES**

The Spring 2012 Osher Lecture Series topic has yet to be determined. The topic and topic lineup for this series will either be printed in the Nov.-Dec. 2011 newsletter or sent as an e-mail sometime in December.

**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.**