

OSHER LIFELONG LEARNING INSTITUTE @ BRANDEIS

BOLLI: Fall Semester 2010

- Readings are designated **(R)** for Required and **(S)** for Suggested.
- Preparation times are estimated per week.
- If handouts are listed as readings, reimbursement for copies will be made to the Study Group Leader; arrangements for this will be made in the class.
- eBoards are online communication and information tools available to study groups. If they are being used in a course, they are listed in the course descriptions.
- **If you expect to be absent for 3 or more weeks during the semester, please read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.**

TUESDAY - COURSE PERIOD 1 – 8:30 a.m. – 9:55 a.m.

Law1-F10	Psychology, Human Fallibility, and the Law
Leader	Maurie Stiefel
	TUESDAY- COURSE PERIOD 1- 8:30 a.m. – 9:55 a.m.
Description	<p>Our legal system is fallible. It aims for justice but often misses. An eyewitness swears he saw the defendant running away, but he is wrong. A witness’s exceptional memory of an earlier event is compelling, but it too is wrong. We are told to focus on the facts and the law, but never are told about psychological factors that affect how we understand facts and law. “False memories” can be created and may actually become critical evidence at trial. Pretrial publicity may strongly influence a jury even though a judge has ordered that it not be considered. (DNA testing has freed many persons who have been wrongly convicted.)</p> <p>This course will explore psychology and our legal system. We will analyze fallacies in memory, manipulation by indirect suggestion, problems in eyewitness testimony, and reliability of confessions. We also will consider the influence on a jury of body language, manner of dress, and the media, (e.g., Law and Order and CSI). We will: look at "jury nullification" and "due process of law" and consider a dispute involving esoteric technology. We will examine the question: will a lay jury grasp the scientific facts? If not, how do jurors reach a decision? Does the method they actually use comport with our ideas of justice, fair play, and “due process of law”? We will explore our legal system, warts and all. (This course is an update of the course I led three years ago.)</p> <p>The course is appropriate for everyone. The topics are interrelated, so regular attendance is desirable.</p>
Readings	<p>(R) <i>Psychology and Law, A Critical Introduction</i>, Andreas Kapardis, ISBN 13 978-0-521-53161-0</p> <p>Additional materials which augment the text will be supplied during the course via an eBoard, from YouTube and from certain DVDs and video cassettes.</p>
Preparation time	1-2 hours
Computer Use	Required. A great deal of important material will be via supplements on the Eboard or the computer.
Biography	Maurie has been a trial lawyer for decades. He has observed, first hand, effective use of psychology in lawsuits, and how it can influence all of those involved: the judge, jurors,

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witnesses, as well as the lawyers trying the case. He has taught and lectured on law, authored many law journal articles, and given expert testimony in intellectual property cases. He has led or co-led many courses at BOLLI, among them:

The Golden Age of American Popular Songs, Gershwin et al;

Mass Hysteria in America, from The Salem Witch Trials to the Present;

“Advice and Consent,” the Senate and the Choosing of a Supreme Court Justice; and Brown v. Board of Education, Desegregation 50 Years Later.

Contact Info

The SGL is open to contact by phone at 617-277-7308 after 7 pm or by email at stiefelm@comcast.net

Lit3-F10

The African Experience: Power and Identity as Seen through Literature

Leader

Rosalind Bronsen

Description

TUESDAY- COURSE PERIOD 1- 8:30 a.m. – 9:55 a.m.

Colonialism was the seminal event in Africa throughout the 20th century and its impact continues into the 21st. The particular focus of this course will be to look at how colonialism impacted Africans’ sense of power and identity. As power shifted from traditional African leaders to the colonial power, virtually every facet of Africans’ lives were affected, including the way they saw themselves, their values, practices, social structures, economies, political structures, religions, education, medical treatment and the list goes on.

We will look to literature for our sources. Better than any other type of material, literature can take us inside the experience. With the exception of Joseph Conrad’s *Heart of Darkness*, all the readings will be by black writers from Sub-Saharan Africa. As a group these writers shared a common experience. The writers will be a mix of genders, generations and geographies. The course will begin with Europeans’ perception of Africans at the cusp of colonialism and progress through life under the colonial power, then the escape into Westernization, and onto post independence. We will look at the choices Africans made and the benefits and costs of these choices, particularly as it pertained to identity.

In addition to the books listed below there will be handouts of 2 short stories by Ama Ata Aidoo and an essay by Chinua Achebe. No prior knowledge is needed and the course is appropriate for all levels of students. Please plan to attend every week because the material will build from week to week. Volunteers will be encouraged to make class presentations.

Readings

The book list is tentative and subject to change. Due to poor distribution of the works of African writers in the US, especially the older generation, some of the books are virtually not available in the library but can be purchased on Amazon.

(R) *Heart of Darkness*, Joseph Conrad

(R) *Things Fall Apart*, Chinua Achebe

(R) *Houseboy*, Ferdinand Oyono

(R) *Mine Boy*, Peter Abrahams

(R) *Playing in the Light*, Zoe Wicomb

Preparation time

3-4 hours not counting time spent on a presentation.

Computer Use

Desirable but not required. It would be required to do research for a report. Also there will be some communications by email but I will try to hand out reading materials and questions ahead of time.

Biography

I received my Ph.D in African History and Anthropology from UCLA and my undergraduate

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degree from Brandeis where I majored in history. My first career was as a professor on the faculty of Washington University in St. Louis where I taught for 10 years. I then moved onto my 25+ year career in business where my major area of expertise was in marketing and my primary areas of interest healthcare and biotechnology. I continue to function professionally through my participation in ESC, an organization of volunteer consultants that use their business skills to help non-profits. After retiring about 5 years ago, I began turning back to my previous interest in Africa. I began reading, joined an African book club, and am now looking to teach a course. I have no idea where this journey will take me but I'm enjoying seeing how it unfolds.

Contact Info The SGL is open to contact by phone at 617-964-5949 before 9 pm, or by email at rosalind10@comcast.net

Wr2-F10 **Memoir Writing: Your Journey; The Way it Was: A Memoir Writing Exploration**

Leader **Marlyn Katz Levenson**

TUESDAY- COURSE PERIOD 1- 8:30 a.m. – 9:55 a.m.

Description The goal of this course is to aid participants to amass a minimum of ten pieces of writing, to write freely, using techniques to trigger memories and ideas, with concrete “how to’s.” Getting started in writing memoirs is often difficult, possibly intimidating. Students are encouraged to think of writing as “*talking with a pencil in your hand or talking at the keyboard.*” Writing a memoir is a way to revisit past life experiences from the perspective of today, a way of reflecting on various periods in our lives. It is an opportunity to savor the events of our lives, to preserve them. We will develop a supportive community, by sharing our writing, which will foster our enriching and inspiring one another. We will spend part of each session writing.

Readings No textbook. The Study Group Leader will provide readings and handouts throughout the course to serve as triggers/stimuli for writing.

Preparation time 1-2 hours

Computer Use Desirable but not required. For most, it is easier to write and cut and paste with a computer and to have a place to keep all of their writing.

Biography I am an educator and a skilled interviewer and oral historian, having been involved in oral history for more than 20 years, first interviewing family members on audiocassettes and then utilizing the camcorder as it became available. I feel strongly that we should value our journey, and record it in some manner, being aware that no one else in the world has our memories of “the way it was,” as seen through our eyes, our reflective lenses. Each person's life, and life story is unique, valid, interesting, and the highlights should be preserved, remembered. I have been teaching this course at BOLLI since the Fall 2002 semester. I also lead workshops on How to Get Started in Memoir Writing.

Contact Info The SGL is open to contact by phone at 617-559-0519.

Art1-F10 **Demystifying Digital Photography**

Leader **Al Levin**

TUESDAY- COURSE PERIOD 1- 8:30 a.m. – 9:55 a.m.

Description Have you been dragged, kicking and screaming into the digital age, intimidated by the apparent complexity of digital cameras and editing software?

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The goal of this course is to demystify the process of digital photography and provide study group members with the background to produce high quality digital images. The course will cover the entire process of digital workflow, starting with the taking of the picture, through the downloading and editing of images, and concluding with the sharing of images. It will review both the technical foundation of digital imaging and the practical tools required to achieve high quality images. Attendance at all sessions is essential.

Study group members will be involved in the critical evaluation of images projected in the PowerPoint presentations as well as images of their own. These images will be edited using Photoshop Elements in classroom demonstrations. In addition, study group members will be strongly encouraged to download and utilize editing software on their own at home. However, this is not a “hands-on” course in the sense that no computer work will be performed by study group members during class sessions.

Prerequisites include (1) basic familiarity with computers, including file management and (2) previous experience with either film or digital picture taking. Curiosity and courage will also help.

Readings

(S) *Digital Photography for Dummies*, Julie Adair King, ISBN 978-0-470-25074-7

Preparation time

2 hours

Computer Use

Required. The optimal application of digital photography requires the use of a computer to store, edit and share images. Group members are therefore strongly advised to practice what they learn in class on their home computers, using simple editing software.

Biography

I've always been fascinated by images. I began taking pictures seriously in my twenties and was able to do my own darkroom work with the black-and-white images of that era. With the introduction of color photography, I was compelled to send my pictures to commercial labs for processing.

The advent of digital photography re-ignited my passion for picture taking by allowing me to regain control of the final image through the “digital darkroom.” I've been using digital cameras for the past nine years, doing my own editing and printing. I've taken several formal courses in digital photography and have had six exhibits in 2009 and four scheduled for 2010.

Perhaps it is no accident that images have been important in my professional work. As a cardiologist, I specialized in echocardiography, i.e. ultrasound-generated images of the heart.

Contact Info

The SGL is open to contact by phone at 781-862-1131 before 9 pm, or by email at albertblevin@gmail.com

TUESDAY - COURSE PERIOD 2 - 10:05 a.m. – 11:30 a.m.

Wr1-F10

A Workshop for Writers and Readers

Leader

Miriam Goldman

TUESDAY- COURSE PERIOD 2- 10:05 a.m. – 11:30 a.m.

Description

Writing fiction or poetry allows for tremendous freedom of expression. Yet whatever the content or style, a writer always strives for greater effectiveness. The aim of this course, through analyzing the work of the class members as well as excerpts of established/famous writers, is for each member of the class to become a more effective writer and, as an intended consequence, a better reader. While there are no limits on content, assignments and

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class discussions will focus on the elements of writing: the importance of individual words, the tightness of paragraphs, and the capturing of the essence of a place or character whether in essay, short story or poetic form.
This course is appropriate for anyone interested in writing. Members will be expected to share at least some of their work.

Readings (R) Prose, Francine. *Reading Like a Writer: A guide for people who love books and for those who want to write them.* ISBN 978-0-06-077705-0.

Preparation time Time spent writing will vary considerably. Reading would probably average about ½ hour.

Computer Use Not necessary.

Biography I majored in Comparative Literature as a Brandeis undergrad. For many years, first in New York City and then in the Boston area, I taught high school English and Creative Writing and was faculty advisor to the literary journal. I then supervised student teachers and their supervisors at Boston University. At BOLLI I have given two art history courses: A Survey of Painting in the United States and Fauvism.

Contact Info The SGL is open to contact by phone at 617-731-0931 until 9 pm or by email at mgoldman@bu.edu

H&G10-F10 **Justice Louis D. Brandeis, a Life**

Leader **Natalie Taub**

TUESDAY- COURSE PERIOD 2- 10:05 a.m. – 11:30 a.m.

Description We will be studying the extraordinary life of Justice Louis D. Brandeis based on the new biography by Melvin Urofsky published in the fall of 2009. Louis Brandeis was a brilliant, multi-faceted man with deep intellect and varied interests. His career as “the people’s attorney” brought him national recognition in the years before his service on the Supreme Court. Many of the ideas that were important to him during his lifetime are applicable today.

This will be a discussion course. Volunteers from the class for ten short presentations based on subjects selected by the SGL will be requested to augment the reading matter. In addition, our legal advisor, Les Blicher, will attend five classes to add legal depth to the material discussed.

Approximately 60 pages of reading will be assigned per class. The material will build from week to week and therefore it is important that class members plan to attend every week. This course is appropriate for all students.

Readings (R) *Louis D. Brandeis, A Life*, Melvin I Urofsky

Preparation time 3 hours

Computer Use Desirable but not required. I will send periodic emails and will bring a copy of all email for those members who do not use computers. It is helpful to have the internet available for research.

Biography I have led courses at both BOLLI and HILR on Justice Louis Brandeis, Justice Oliver Wendell Holmes and Water and the Politics of Water.
I have a B.S. in Civil Engineering and a M.S. in Environmental Engineering.

Contact Info The SGL is open to contact by phone at 781-652-899 or by email at njtaub@verizon.net

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H&G3-F10	The Folks Next Door: Mexico’s History, Culture and Current Issues
Leader	Gene S. Kupferschmid
	TUESDAY- COURSE PERIOD 2- 10:05 a.m. – 11:30 a.m.
Description	<p>A Mexican politician once complained, “Poor Mexico. So close to the United States and so far from God.” We will examine Mexico’s history, culture and politics starting with the pre-Colombian past and continuing on through history to the present-day issues that affect its relationship with the United States. In addition to a history text, we will also read short literary and cultural selections.</p> <p>Only interest in the subject, no prior knowledge, is required. The course is appropriate for all levels. The course builds chronologically; therefore, regular attendance is necessary in order to participate in a meaningful way. In the last three classes, members will be expected to bring relevant articles to share.</p>
Readings	<p>(R) <i>A Brief History of Mexico</i>, by Lynn V. Foster, ISBN: 978-0-8160-7171-5 (R) <i>The Mexico Reader: History, Culture, Politics</i></p>
Preparation time	Varies; 50 – 100 pages will be assigned for each of the first 7 weeks. Weeks 8 – 10 will require the reading of newspapers and periodicals.
Computer Use	It is desirable but not required. For weeks 7 – 10 members of the class can use the computer to find articles related to the subject under study.
Biography	I taught (Latin American) Spanish language, literature and culture at Boston College for 30 years. I lived in Argentina for 3 years and Mexico for 3 months in addition to many other visits to that country.
Contact Info	The SGL is open to contact by phone at 617-232-1727 between 5-10 pm or by email at kupfersc@bc.edu

Sc 3-F10	Numbers in the News- A Reader’s Guide to Studies, Polls, and other Figures
Leader	Peter Schmidt
	TUESDAY- COURSE PERIOD 2- 10:05 a.m. – 11:30 a.m.
Description	<p>The media inundate and assault us with numbers, with the results of medical studies, with drug companies extolling their wares, with polls and their margins of error, with politicians engaging in statistical mud wrestling, as well as with lotteries and casinos angling for your money. The data are sometimes incomplete or difficult to understand, even misleading, or presented in puzzling graphs and charts.</p> <p>This course is aimed at the typical newspaper reader trying to make sense of this material. It will seek to provide some context and background so that the numbers and graphs in the media become more comprehensible, and also to encourage a healthy skepticism toward accompanying claims. As we consider representative examples, we will look into subjects such as risk and false rates in medical tests and studies, bias and significance in polling, lottery odds, the IQ controversy, the Monte Hall problem, and much more.</p> <p>Numbers imply the use of math, but instead we’ll lean heavily on plausibility arguments throughout. To enjoy and profit from the course, you should have some level of comfort with quantities such as averages and percentages, and with the graphical display of</p>

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information, along with curiosity and a willingness to stretch your quantitative mind. Although some subjects may be self-contained, it would be best to plan to attend every week.

We will often use materials from newspapers and magazines, so there should be lively discussion along with SGL presentation. You'll be encouraged to bring in recent articles of interest for class analysis and critique.

Readings	(R) <i>Flaws and Fallacies in Statistical Thinking</i> , Stephen K. Campbell, ISBN 0-486-43598-9 (R) <i>A Mathematician Reads the Newspaper</i> , John Allen Paulos, ISBN 0-385-48254-X
Preparation time	2 hours
Computer Use	Required. Communication and distribution of materials will be done by email, and on an Eboard website. In addition, there will be links to interesting articles on the Internet.
Biography	My professional background is that of a physicist and engineer, giving me some practical knowledge of data analysis and presentation, as well as a strong interest in making numerical information accessible to all. Part of my academic experience was four years of teaching physics to pre-med students at Brandeis. In my four years at BOLLI, I've given this course once before, as well as "Five Physicists who Changed the World View", and co-led "Who's Afraid of 20 th Century Music?" and "Making Sense of Wine".
Contact Info	The SGL is open to contact by phone at (617) 527-2610 before 10 pm or by email at schmidtpeter@comcast.net

TUESDAY - COURSE PERIOD 3 - 1:25 p.m. to 2:50 p.m.

Lit8-F10	Humorous Short Stories
Leader	Pete Reider
	TUESDAY- COURSE PERIOD 3 – 1:25 p.m. to 2:50 p.m.
Description	The focus will be on the pleasure of reading from a diverse array of writers, such as, Mark Twain, Sholom Aleichem, James Thurber, Frank O'Connor, Dorothy Parker, Philip Roth, David Sedaris, Ian Frazier, Patricia Marx, Garrison Keillor, Susan Orlean and Woody Allen. Attention will be paid to the unique voice of each writer. Reading the story twice is a fine idea. Reference may be made to other stories, which – if interest grows – may be added to the class reading. A session will be left open for a special topic to be decided by class members, for example, humorous stories for children. No prior credentials except for at least an embryonic sense of humor are necessary. Occasional extemporaneous but brief libations from ecstatic participants - in writing or verse - will be welcome although not expected.
Readings	No textbook is required. The stories will be from readily available sources. The list of writers above is tentative and subject to change.
Preparation time	1 hour
Computer Use	Desirable but not required. We may want to exchange e-mails or view online documents.
Biography	As a boy I listened to the Jack Benny Program. I found Benny and his radio family very funny but also welcome allies against the seriousness of life in the 1940's: World War II, father in the army and several moves - necessitating making new friends. The radio comedians seemed like constant pals. In recent years I've discovered the pleasures of funny short stories. I'd like to share that pleasure with others. I was a psychiatrist. I enjoy writing humorous short stories.
Contact Info	The SGL is open to contact by email at aereider@gmail.com

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CE1-F10	Healthcare Reform: The Good, the Bad and the Ugly
Leader	Leonard J. Meiselman
	TUESDAY- COURSE PERIOD 3 – 1:25 p.m. to 2:50 p.m.
Description	<p>The US finally has healthcare reform. This course will examine other approaches around the world and compare them to the current US system. The strengths and weaknesses of each will be compared. The causes of the ever rising cost of US healthcare will be explored and solutions discussed. Lastly, the moral considerations and political obstacles to reform will be explored.</p> <p>This course is appropriate for a beginning, intermediate, or advanced student. The material for this course will build from week to week. It is important that you plan to attend every week. Volunteers will be expected to make class presentations, with the active help of the SGL.</p>
Readings	(R) <i>The Healing of America</i> , T. R. Reid, ISBN 978-1-59420-234-6 (R) <i>Healthcare Will Not Reform Itself</i> , George C. Halvorson, ISBN 978-1-4398-1614-1
Preparation time	1.5 hrs
Computer Use	Desirable, to download assignments of online material and course materials developed by leader and participants.
Biography	<p>I am a retired radiologist. I practiced for 30 years in Schenectady, NY, and moved to Bedford, MA two years ago. I had the opportunity to lecture residents and nurse practitioners and conducted weekly conferences with medical students.</p> <p>I was one of the founders of a physician sponsored HMO based in Schenectady which has been very successful. I served on the board for twenty years and as Chairman for ten. After retiring, I turned to other interests.</p> <p>I have attended a number of BOLLI- type courses at Union College, Florida Atlantic University and recently at BOLLI. I prepared and twice taught a course on “How to be a Skeptic” at Union College's equivalent of BOLLI. This applied the principles of critical thinking to such topics of UFOs, paranormal phenomena, and medical frauds. Now that healthcare reform may become a reality in the US my interest in the subject has revived.</p>
Contact Info	The SGL is open to contact by phone at 781-275-1665 during evenings or by email at ljmeiselman@comcast.net

H&G9-F10	The Lowells of Boston
Leader	Chaim M. Rosenberg
	TUESDAY- COURSE PERIOD 3 – 1:25 p.m. to 2:50 p.m.
Description	<p>This course will examine the history of Boston through the lives of the Lowell family, one of the most distinguished in the history of the Commonwealth of Massachusetts. Harvard-educated John Lowell moved from Newburyport to Boston in 1777. His first two wives died young and he married for a third time. His three sons, each by a different wife, all attended Phillips Academy, Andover before entering Harvard. His son John was a lawyer and the leading intellectual of the Federalist Party. His second son, Francis Cabot began as a merchant and established in 1814 the Boston Manufacturing Company in Waltham, and brought the Industrial Revolution to America. Lowell, Massachusetts was named for</p>

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Francis Cabot Lowell. His youngest son Charles was minister to the West Church, Cambridge Street.

There were five Lowell daughters, two remained unmarried and three married men of importance. The course will focus largely on Francis Cabot Lowell. Other famous Lowells include the poet, James Russell Lowell, the founder of the Lowell Institute, John Lowell Jr., Abbott Lawrence Lowell, president of Harvard, Guy Lowell, architect of the Museum of Fine Arts, the astronomer Percival Lowell, and John Lowell Gardner, husband of Isabella Stewart Gardner. This course is based on my forthcoming book: *Wharves and Waterfalls: The Life and Times of Francis Cabot Lowell; 1775-1817*

Most people will recognize the Lowell name and know about the city of Lowell and its textile mills. The course is for beginning students, interested in following the path of a distinguished family through the eighteenth and nineteenth centuries. Of special interest is the role played by the family during the Revolutionary War, changing Massachusetts into an industrial state, and adding to the intellectual life of the Commonwealth.

This is a lecture course, although discussion will be an important part of the class. Student reports will be strongly encouraged.

Readings

(R) "Lowells of Massachusetts"; Life Magazine, March 18, 1967, page 121—On-Line

(R) "The Historic Genealogy of the Lowells of America from 1639-to 1899," by Delmar Rialf Lowell, pages 22-23 John Lowell Sr, 34-35 Judge John Lowell, and his children pages 56-61—online

(S) *The Lowells and their Institute*, Edward Weeks, 1966

Until now, no biography on the life of Francis Cabot Lowell has been written.

Preparation time

2 hours a week for those presenting topics. 1 hour a week for other students.

Computer Use

It is desirable but not required.

Biography

I am a psychiatrist by training. Since retiring from medicine I have devoted my time to the study of the early industrial development of the United States. I have completed several books, including one on the Chicago World Fair of 1893. Francis Cabot Lowell, the hero of my forthcoming book, was from the Boston Elite.

Contact Info

I have taught several courses at Brandeis OLLI on Victorian Boston, the industrial history of Massachusetts, the 1893 Chicago World's Fair, and Company Towns.

The SGL is open to contact by phone at 781-449-8706 or by email at chaimrosenberg@aim.com

Mu2-F10

Lend Me Your Ear—An Introduction to Choral Music

Leader

Bob Keller

Description

TUESDAY- COURSE PERIOD 3 – 1:25 p.m. to 2:50 p.m.

The principal objective of the course is to introduce choral music, thereby encouraging people to listen to the music and attend choral concerts. Prior knowledge is not needed to appreciate choral music. The course will begin with a brief discussion of the history and continue with listening to and discussing selected pieces.

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The course includes listening to examples of three types of choral pieces: the oratorio, the requiem, and the symphony with chorus. Class members will be expected to familiarize themselves beforehand with the music to be covered in each class through links provided by the SGL and recommended CDs. The SGL will provide access to information through a class Eboard.

Two classes will have guest presenters. One will be presented by a 3rd year Brandeis doctoral candidate in musicology. The second presenter is a BOLLI member with many years of choral singing experience. Members, if they choose, can attend a November concert in which the SGL and the two presenters will be performing.

Members will have the opportunity to prepare and present 10-15 minute reports on related subjects such as the relevant composer's life at the time of choral composition, influences on the composer's work around the time of composition, etc.

Presentations are encouraged, not required. Assistance will be provided by the SGL. Prior musical knowledge is not required. Since comparisons will be made within musical example, it is helpful to attend every week.

Readings	Specific musical works will be available at your public library or through Amazon.
Preparation time	1-1.5 hours of listening. Maybe some reading
Computer Use	Required. Must be able to use eBoard. Must be able to use email.
Biography	I have a background in finance and non-profit management and hold an MBA. I am on two music Boards, Newton Choral Society and All Newton Music School. Although I am not a trained musicologist or music historian, I have sung with the Newton Choral Society for the past 33 years, performing in over 100 concerts. I have performed ALL musical examples in the course. My interest and knowledge of the subject come from performance.
Contact Info	SGL is open to contact by robertakeller@post.harvard.edu

TUESDAY - COURSE PERIOD 4 - 3:00 p.m. to 4:25 p.m.

Lit1-F10	The Aeneid and Comparative Epic
Leader	Len Aberbach
	TUESDAY - COURSE PERIOD 4 - 3:00 p.m. to 4:25 p.m.
Description	Along with Homer's <i>Iliad</i> and <i>Odyssey</i> , Virgil's <i>Aeneid</i> is one of the literary cornerstones of Western Civilization. The <i>Aeneid</i> connects the stories of Rome of Augustus with the distant mythic past of the devastated Troy through Aeneas, a Trojan prince, who is compelled by the Gods to leave the dying city and found a new people and nation. The <i>Aeneid</i> was immediately accepted as the foundation myth of Rome and the Roman people. We will be reading the epic very closely, focusing on the most important details and story lines as well as on a tantalizing array of issues that Virgil leaves us to puzzle over. I will be making continuous comparisons and references to the <i>Iliad</i> and <i>Odyssey</i> , as Virgil in numerous ways is paying homage to Homer and his extraordinary epics. It is therefore critical to have read the Homeric epics within the last few years and even then expect that you will need to go back and review some characters and details. Also, because the material builds from week to week, it is very important for students to plan to attend all classes as they will be oriented toward discussion based on weekly study questions provided in

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advance.

Note that I hope to offer the *Iliad* and *Odyssey* again in sequence in the future for those who are unfamiliar with them, followed by this *Aeneid* study group.

Readings

(R) *The Aeneid* – Robert Fagels Translation, ISBN 0-670-03803-2

Preparation time

2 - 4 hours

Computer Use

Desirable. I frequently send e-mails following up on the discussions of the day, or indicating web sites that further illuminate the topics being discussed.

Biography

I have been a member of BOLLI almost since it started and have led a number of study groups on the Homeric epics and classical myth. My interest in this area largely began after I joined BOLLI and has little connection to my education and work experience which includes a PhD in Chemical Engineering and technology-based business general management. BOLLI was instrumental in the choices I have made, since I wanted to become an SGL in an area of potential interest to me that would require new focus, study, and effort on my part. The classical epics have satisfied that need.

Contact Info

The SGL is open to contact by phone 508-358-2385 before 5 pm, or by email at aberbal@gmail.com

Lit2-F10

Enjoying Four Great Poets: Walt Whitman, Emily Dickinson, Robert Lowell and Elizabeth Bishop

Leader

Ruth Kramer Baden

TUESDAY - COURSE PERIOD 4 - 3:00 p.m. to 4:25 p.m.

Description

Supreme Court Justice John Paul Stevens once remarked that the best preparation for law school is to study poetry. An English professor with a law degree (George D. Gopen) said it may be because “no other discipline so closely replicates the central question asked in the study of legal thinking: Here is the text; in how many ways can it have meaning?”

This class will study in depth the poetry of two Nineteenth and two Twentieth Century poets. We will ground them in the historic and literary periods in which they wrote, and read their poems silently and aloud. We will trace their development as they grow and change. Since a great, or even a good poem has something to say to us, we will discuss “in how many ways” it has meanings, and what they are to different group members. We will judge the poems for ourselves.

This approach leads to provocative and fruitful discussion. Some prior acquaintance with poetry in the years after high school is recommended but not required. The course is appropriate for an intermediate student, but a patient beginner is welcome. There are prerequisites: a willingness to explore what a poem has to say and to express what you see in it individually.

I will encourage voluntary, brief oral presentations on the relevant historical, cultural or literary backgrounds of the periods, as well as on the poets' lives.

Readings

Most likely I will provide study group members with loose-leaf binders containing the poems we will work with, at a cost of around \$10.00 each.

Preparation time

2 hours

Computer Use

Desirable but not required. I will be directing members to audios, discussions and possibly articles on the internet. This will enrich the poetry experience, although members can

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experience it in the group without these added resources.

Biography

I am a retired lawyer and working poet, reading and publishing my poems in various venues and literary journals. My first book of poetry, "East of the Moon," will be published and join the Amazon.com lists this summer. This is the fifth course in poetry I'll be teaching at BOLLI. I've taught fourth grade in Dedham, and law at the college level in Boston, but nothing prepared me for the joy of being an SGL at BOLLI. I have been a poet since high school when *The Iliad* and a good teacher turned me on, was a poetry editor at the Wellesley College literary magazine, took long breaks to raise children, then attended Boston College Law School as an "older woman" and practiced elder law. Being able to share my knowledge and love of poetry with BOLLI members is a gift.

Contact Info

The SGL is open to contact by phone at 617-332-1653 from 10 am to 8 pm, or by email at ruthk1@rcn.com

Rel1-F10

Ecce Homo: Jesus in Literature and Art

Leader

Carol Johnson Shedd

TUESDAY - COURSE PERIOD 4 - 3:00 p.m. to 4:25 p.m.

Description

This course will focus on the ever changing portrayal of Jesus from his birth, told in the Biblical nativity story, to the radical 20th century Jesus Christ Superstar. Whether you know nothing, or quite a bit, about Jesus, the readings and audiovisuals are intended to offer all class members the opportunity to see this influential world figure in other ways. Each class will build on the one before, so regular attendance is important. Every member of the class will be required to give a short report.

Readings

(R) *The Bible*-any edition that includes the Old and New Testament. I suggest either: *RSV New Oxford Annotated Bible with the Apocrypha* or *Good News Bible With Deuterocanonicals*, SGL handouts

Preparation time

2 hours

Computer Use

It is desirable but not required. The web offers some extraordinary enrichment sources.

Biography

Bible has been my passionate pursuit since college. I have had wonderful teachers: at Brandeis, Shimon Ravidovich, Nachum Glatzer, Cyrus Gordon; at Hebrew Union College, Sheldon Blank, Julius Lewy, William Hallo, Matiyahu Tsevat, Ellis Rivkin; at Hebrew University, Shmaryahu Talmon, Avraham Malamut, Nechamah Leibowitz; at Columbia University Graduate School, Isaac Mendelsohn, Edith Porada. I chose in 1966 to devote myself to the pulpit and did not complete a PhD at Columbia but teaching has been a treasured part of my life.

I was adjunct professor of Bible at University of Louisiana at Monroe for 15 years, and before that, taught at Colorado College, Colorado Springs. Early on I was interested in archaeological/historical studies. I focused on the origins and early development of the people of Israel. University classes moved me in the direction of literary criticism and theology. I teach Bible as world class literature and a treasure of ideas that remain current today.

Contact Info

The SGL is open to contact by phone at 508-653-4054 before 9 pm or by email at cjshedd@verizon.net

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

WEDNESDAY - - 8:30 a.m. to 9:30 a.m.

YOGA1-F10	Yoga (this course is an “extra” and does not count in your course total)
Leader	Sandra Levy
	WEDNESDAY – 8:30 a.m. to 9:30 a.m.
Description	This is a yoga class designed mainly for beginners and accommodates all abilities. It includes exercises for stretching, strengthening, balancing, and breathing. Each class begins with centering, followed by a warm-up. Then a routine follows with postures carried out in standing, sitting or lying. The class ends with some restful poses and relaxation
Biography	After careers in Physical Therapy, Early Childhood Education, and Psychiatric Social Work, Sandi decided to devote herself to teaching yoga after years of dabbling in it. She considers yoga the magic bullet and encourages everyone to give it a try.
Contact Info	The SGL is open to contact by phone at 617-964-6740 or email at sandilevy@comcast.net

WEDNESDAY - COURSE PERIOD 1 - 8:30 a.m. – 9:55 a.m.

Art3-F10	Photography: The Road from Snapshots to Photographic Images
Leader	Arthur Sharenow
	WEDNESDAY- COURSE PERIOD 1- 8:30 a.m. – 9:55 a.m.
Description	<p>This is a photography course for people who would like to go beyond taking snapshots of their grandchildren. It assumes some familiarity with cameras and picture taking, but not expertise. It will be an interactive course, where participants will be encouraged (but not required) to take pictures, week to week, and share their best results with the class. During the first two classes, we will start with the fundamentals of composition and of how to use your camera to its best advantage.</p> <p>Each subsequent week we will discuss and experiment with different aspects of photography, including: landscape photography, cityscapes, photo journalism (which includes sports), nature and wildlife photography, travel photography, street photography, portraits, and creative photography. Since some of these areas are quite specialized, I have asked a number of photographer friends to share their expertise in some of those areas with our class. Their presentations will augment and enrich our understanding.</p>
Readings	No textbooks will be required.
Preparation time	It could take as much as an afternoon or a morning for class members to get to a desired location, take photos, and decide which ones, if any, to share with the class.
Computer Use	Desirable but not required. Class members may elect to send me their photos as e-mail attachments, on CDs, or by handing prints to me in class. Any of these are acceptable from my standpoint. Class members who have familiarity with computers will probably find e-mail attachments the easiest way to get pictures to me
Biography	I graduated from Brandeis University (1955) and from Harvard Law School (1958). After I spent a short time as a lawyer in Boston, my wife Judy and I bought a children’s summer camp. I was a Camp Director for forty-four years. I have been taking pictures ambitiously since age twelve. During my years as a camp director, I took many thousands of pictures of children at play, at leisure, and at sports. I became quite expert at sports photography. Since retiring, I have competed in photo contests, winning quite a few. I have also exhibited my work on several occasions, and have even sold a reasonable number of favorite images.

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

Contact Info The SGL is open to contact by phone at 781-862-7537, during the day, or by email at PartX@aol.com

H&G1-F10 History of the Modern Middle East

Leader Fara Faramarzpour

WEDNESDAY- COURSE PERIOD 1- 8:30 a.m. – 9:55 a.m.

Description This course covers the history of the modern Middle East in the 19th and the 20th century. It includes: an introduction to the Islamic civilization, including the history of the Ottoman empire and the Qajars in Persia; World War I and the fall of the Ottoman Empire; Ataturk and modern Turkey; the constitutional movement in the early twentieth century Iran; the Pahlavi dynasty and modernization of Iran; the Arab struggle for independence after WWI; Nasser as protector of Islamic faith and Egypt; the Palestinian Mandate and the creation of the state of Israel; Egypt from Anwar Sadat to Hosni Mubarak; Ayatollah Khomeini and the Islamic revolution in Iran; consolidation of authoritarian rule in Iraq and Syria; Israel and the 1967 war; the Intifada and the Palestinian uprising; the gulf wars and the US invasion of Iraq.

Prior knowledge of the subject is not required, and the class is appropriate for any level of knowledge. I encourage (but not require) the class participants to present a chapter of the book in class during the course. Please plan to attend every week, as the material builds from week to week.

Readings (R) *A History of the Modern Middle East*, William L Cleveland, ISBN 0-8133-3489-6

Preparation time 3-4 hours

Computer Use Required for visiting relevant web sites, receiving and sending e-mail.

Biography I am interested in the cultures and history of the countries of the Middle East. I speak Farsi and am familiar with other languages and the customs of the region. I have attended courses in the history of the Middle East and Sufism, and have taught courses in history of science which included Arabic science in the Middle Ages.

Contact Info The SGL is open to contact by email at f.faramarzpour@comcast.net

Lit7-F10 The Body in the Library: Mystery Fiction for the Bibliophile

Leader Nancy Rawson

WEDNESDAY- COURSE PERIOD 1- 8:30 a.m. – 9:55 a.m.

Description In a world where there are dire predictions about the imminent demise of the book we consider the meaning and significance of the printed word and its preservation in books and manuscripts over the centuries. Many fictional mysteries explore these questions. Why does it matter whether we have a “first edition”? What are we destroying when we burn books? What is the value of the written word?

Through the centuries real as well as fictional people have thieved, plundered, and murdered to save acquire, destroy, preserve (or ban) books and manuscripts. Tales of their adventures invite us to think about the place and meaning of books and print in our society. This is not a Bibliography course, but a course which uses a form of literature – the mystery novel – to explore the meaning of the printed word in our lives.

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

We will read several short mysteries which explore these themes, perhaps also a bit of non-fiction to set the stage. I know the reading list looks intimidatingly long, with a book to read each week, but most are short and easy reading – you won't be able to put them down. Students with all degrees of experience of the mystery genre – from “none” to “a lot” – are welcome. This always provides an interesting variety of perspectives, and lots of class participation will be encouraged.

Readings

The list below is tentative. I may make one or two changes of title or order before the course begins. Syllabus will be finalized in the Welcome Letter closer to the beginning of the semester.

Week 1: Ray Bradbury. *Fahrenheit 451*. Ballantine, ISBN: 0345410017

Week 2: Agatha Christie. *The Body in the Library*. Signet, ISBN: 0451199871. & Anthony Boucher. “QL 696.C9”, short story (copies supplied by SGL)

Week 3: John Dunning. *Booked to Die*. Pocket Star, ISBN: 0743410653.

Week 4: Bartholomew Gill. *The Death of a Joyce Scholar*. Avon, ISBN:038071129X

Week 5: Matthew Pearl. *The Dante Club*. Ballantine, ISBN: 034549038X

Week 6: Joanne Dobson. *Quieter Than Sleep*. Bantam, ISBN: 0553576607

Week 7: Margaret Truman. *Murder at the Library of Congress*. Fawcett, ISBN: 0449001954

Week 8: Laurie King. *The Art of Detection*. Bantam, ISBN: 0553588338

Week 9: Stephanie Barron. *The White Garden*. Bantam, ISBN: 0553385771

Week 10: Ross King. *Ex-Libris*. Penguin, \$15.00. ISBN: 0142000809

Possible alternates: Deborah Crombie. *Dreaming of the Bones*. Avon, ISBN: 0061150401

Edith Skom. *The Charles Dickens Murders*. Dell, ISBN: 0440217768

Most titles will be readily available in any public library, or can be purchased cheaply, new or used, online. Any edition is fine. Above just indicates inexpensive editions I have identified.

Preparation time

Variable. People read at very different speeds. A minimum of 3-4 hours per week, perhaps more

Computer Use

Desirable but not required. I may send email to the class from time to time, but can always accommodate those who need hard copy.

Biography

I am a retired librarian with a B.A. in Mathematics, Economics, & Philosophy from Swarthmore College and an M.L.S. from Simmons School of Library & Information Science. I was a Reference & Adult Services Librarian at the Wellesley Public Library for 27 years, answering reference questions, helping patrons select reading materials, and leading many book discussion groups. My interest in mysteries was sparked by several “literary tours” of the British Isles, including a “Mystery Tour” to the haunts of many mystery writers. Whenever there is nothing else occupying my time, I READ. This is the twelfth Study Group I have led at BOLLI, the tenth with a Mystery theme.

Contact Info

The SGL is open to contact by phone at 781-894-7754 or by email at nrawson@earthlink.net

WEDNESDAY - COURSE PERIOD 2 - 10:05 a.m. to 11:30 a.m.

Lit10-F10

The Dysfunctional Family #3

Leader

Lois Ziegelman

WEDNESDAY- COURSE PERIOD 2- 10:05 a.m. to 11:30 a.m.

Description

This course is appropriate for a beginning, intermediate, or advanced student. The material for this course will build from week to week and therefore it is important that class members plan to attend every week.

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

From classical antiquity onward, dramatists have explored the dynamics of the dysfunctional family, previously, we have studied plays that focus on the woman and then the man as the central figure. In this session, we will study plays that focus on the child.

Volunteers will be encouraged to perform various scenes from the plays.

Readings

Hamlet, Shakespeare
Miss Julie, Strindberg
Antigone, Anouilh
A Long Day's Journey Into Night, O'Neill

Preparation time

2 hours

Computer Use

Not required

Biography

I hold a Ph.D. from Brandeis and am Professor Emerita from Framingham State College, where I taught World Literature and Drama for 31 years. A recipient of 5 Fellowships from the National Endowment for the Humanities, I have studied, taught, and performed works ranging from Classical Antiquity through the 20th century.

Contact Info

The SGL is open to contact by phone at 781-237-4086 during the evenings.

H&G5-F10

The Third Reich at War

Leader

Dr. Sarah R. Lieberman

WEDNESDAY- COURSE PERIOD 2- 10:05 a.m. to 11:30 a.m.

Description

Why has WWII, as no other war in the history of mankind, seized and held the imagination of so many writers for so long a period of time? What is it that sets this six year long slice of history above WWI, the Civil War, the Revolutionary War, Korea and Vietnam? Is it because the Third Reich raises, in the most acute form, the possibilities and consequences of human hatred and destructiveness that exists, even in a small way, in all of us?

The legacy of Third Reich clarifies the consequences racism, militarism and authoritarianism and proves what can happen when people are treated as less human than others. Although the distance in time has increased since the Nazi regime wrought its horrors and the bombsites have been cleared and peace and prosperity is restored in Europe, the history of the Nazi regime is still very much alive for mankind to ponder.

In this ten session course, we will discuss Richard Evan's historical analysis of *The Third Reich at War* as he takes us into chapters which describe, in readable detail, blitzkrieg into Poland, the move into Stalingrad, the Final Solution, total war and defeat, as well as issues of morality, fear and guilt. Time permitting, we will view video clips which include key personalities related to specific events.

There are no prerequisites for this course. Material will build from week to week, it is important to attend every week. Volunteers may make class presentations.

Readings

(R) *The Third Reich at War*, Richard J. Evans, ISBN 978-159420-206-3

Preparation time

3 hours

Computer Use

Required. Much information is available on the internet. Additionally, there are times when communication with class members via e-mail is a plus.

Biography

I earned a Master's degree in Theological Studies and a Ph.D. in Bible at Boston University. My doctoral dissertation is entitled "The Eve Motif in Ancient Near Eastern and Classical

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

Greek Sources.” I have lectured and taught courses in History, Western Civilization, Bible and Women’s studies in colleges in the Boston area.

Contact Info

The SGL is open to contact by email at ravchap@rcn.com

Sc2-F10

Our Place in the Universe

Leader

Martin Idelson

WEDNESDAY- COURSE PERIOD 2- 10:05 a.m. to 11:30 a.m.

Description

Where is our infinitesimal planet located in the infinitely vast Universe? When and how did it get there? What are the solar system, galaxies? We can observe only 6% of the Universe. Why? What is the remaining 94%?

We will start with a look at mundane phenomena like what causes night and day, the length of a day, why daylight time varies, the seasons, what is a year, tides, eclipses, etc. We will also discuss more esoteric subjects including the relationship between mass and energy, Doppler effect and time dilation, space travel, the Big Bang, the expanding Universe, black holes, where the chemical elements came from, what the destiny is of our sun and Earth, and many more as time allows.

Voluntary reports on important figures, events or archeological sites in the history of astronomy from ancient times to the present will be sought. The reports should be no longer than fifteen minutes.

Astronomy and nuclear physics occupy positions at the opposite extremities of natural history. The forces and the time scale that determine the characteristics of galaxies are totally different from those that hold an atom together. The lifetime of stars is measured in billions of years while the lifetime of some atoms and subatomic particles is measured in billionths of a second. Yet both phenomena are connected with the development of the Universe.

The intent of the course is to make you aware of the grand beauty of the Universe and of the enormous mysteries yet to be solved.

Readings

(R) *Stars Galaxies & Cosmology: Selected Chapters From The Cosmic Perspective* (Chapters 1-7, 15-24), paperback, Bennett, [Donahue](#), [Schneider](#), [Voit](#), ISBN 0805387579: Pearson Addison Wesley.

Preparation time

1-2 hours

Computer Use

Required.

Biography

I am a chemist with a PhD in organic chemistry; I minored in physics and physical chemistry. My professional life was in photographic science. I taught organic chemistry, general chemistry and polymer chemistry at Northeastern U, UMass and Bentley College. In my “retired” life I have continued my interests in science by lecturing at Boston Museum of Science, taking courses at BU (including Astronomy) and reading magazines like *Science* (AAAS), *Chemical and Engineering News* (Am. Chem. Soc.) and *American Scientist* (Sigma Xi).

Contact Info

The SGL is open to contact by email midelson@sigmxi.net

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

Soc1-F10	Aging with Awareness: The Quest for Fulfillment
Leader	Elizabeth David
	WEDNESDAY- COURSE PERIOD 2- 10:05 a.m. to 11:30 a.m.
Description	<p>THERE IS BEAUTY IN THE CHARACTER CREASES OF OUR FACES AND GRACE IN THE WAY WE DEAL WITH OUR CHALLENGES</p> <p>What have we learned through the years? What do we continue to learn? How do we apply those learnings in ways that work for us? How do we give back to society? We know that we age, automatically, day by day and that we are apt to live extended life spans. Extended lifespan invites expanded awareness. The purpose of this course is to provide participants with the framework to reflect on and to do the internal work that maximizes their potential to experience aging as the fulfillment of life. It will include exercises using a wide range of tools such as guided imagery, life review and repair, forgiveness work, facing mortality, writing ethical wills and discussion.</p> <p>This class will foster healing and deeper meaning to our lives in whatever settings we find ourselves, whether professionally, through volunteerism or simply, and importantly, supporting a friend or neighbor. Societal attitudes about aging have improved but we still have a long way to go. As we age, as BOLLI members, we are on the cutting edge of modeling the elder of today and the future. We are the wisdom keepers, teachers and role models as we fulfill our potential. This class is appropriate for all who wish to attain fulfillment. (Of course, there are no guarantees!)</p> <p>The material will build from week to week and therefore it is important that class members attend every week.</p>
Readings	(S) <i>From Age-ing to Sage-ing: A Profound New Vision of Growing Older</i> , Zalman Schachter-Shaolom and Ronald S. Miller, ISBN 0-446-67177-0
Preparation time	A minimum of one hour is expected; more as determined by participant. There will be weekly assignments.
Computer Use	Desirable but not required. Mainly for questions of clarification, if needed, or absences.
Biography	<p>I am a graduate of Lesley College Institute of the Arts with an MA in Expressive Therapies having returned to school as an adult learner for my BA at age 45 and earning my MA in 1988. Professionally, I worked in a Hospice setting as Bereavement Program Coordinator and, subsequently, as Coordinator of Volunteers.</p> <p>I have conducted numerous classes/workshops on Aging with Awareness and dealing with change at various venues. I am currently on the Board of the Sudbury Council of Aging. I am blessed with my husband Barry, five adult children, three daughters.-in-law, seven grandchildren and seven grand dogs!</p>
Contact Info	The SGL is open to contact by phone at 978-443-5023 before 9 pm or by email at EDavid1121@aol.com

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

WEDNESDAY - COURSE PERIOD 3 - 1:25 p.m. to 2:50 p.m.

CE2-F10	Current Events
Leader	Lois Sockol
	WEDNESDAY- COURSE PERIOD 3 - 1:25 p.m. to 2:50 p.m.
Description	<p>This course is appropriate for all who enjoy following the events of our time. Your collective knowledge and judgment will provide us with some interesting, informative, and engaging sessions. We expect that each of you will actively participate and engage in the discussions. We will focus on one particular issue for a part of each session.</p> <p>One (or a team) of you will prepare and deliver about a ten minute presentation that will provide background information. We will then have an extended discussion of the topic. The success of these sessions will depend heavily upon you its members. Current Events challenge us to actively engage in broad, provocative, informative discussions. I look forward to the excitement generated through our exploring current issues together.</p>
Readings	No textbooks are required. However, each member is expected to use magazines, newspapers, and/or the WEB as sources for resource.
Preparation time	1-1 ½ hours
Computer Use	Desirable but not required
Biography	For more than two decades, I taught in the Newton Public Schools most often as a classroom teacher, sometimes as a specialist, at other times as a consultant. After retirement, I begin writing stories of short fiction. Always I have been involved in my community of Needham as a volunteer and elected official. More than a hobby, keeping up with current events is a constant interest, as habitual as a cup of morning coffee.
Contact Info	The SGL is open to contact by email at lsockol@comcast.net

H&G4-F10	A Heartbeat Away: Our Accidental Presidents
Leader	Ronald Levy
	WEDNESDAY- COURSE PERIOD 3- 1:25 p.m. to 2:50 p.m.
Description	<p>The vice presidency, a heartbeat away from what many consider the most powerful job in the world, has been the subject of ridicule and dismissal rather than serious analysis. But the office <u>is</u> important. Nine of our VPs have succeeded to the presidency either upon the natural death of a sitting president (4), his resignation (1), or assassination (4). This course will focus on these 9 who came to office in the 19th and 20th centuries: John Tyler, Millard Fillmore, Andrew Johnson, Chester Arthur, Theodore Roosevelt, Calvin Coolidge, Harry S Truman, Lyndon B. Johnson and Gerald Ford.</p> <p>The SGL asks, please, that BOLLI members who expect to miss 3 or more weeks on planned trips not register for this course at this time.</p>
Readings	(S) There is no required text , although students who wish further background reading may choose to acquire <i>Accidental Presidents, Death, Assassination, Resignation, and Democratic Succession</i> , by Philip Abbott. Palgrave Macmillan, July 2008. ISBN-13: 978-0-230-60766-8. Those students <u>are advised to purchase the book USED</u> from previous participants in this course AFTER they have had their registration accepted.
Preparation time	1- 2 hours, plus preparation time if making a classroom presentation.

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

Computer Use	Required. Essential to have and use email, search the Web, and develop Word documents. Weekly assignments and supplementary information will be distributed via email. In addition, students will be expected to undertake Internet research as part of these assignments and, if volunteering, to be able to prepare presentations in Word or PowerPoint formats.
Biography	As an international business consultant, I have lived in or travelled to over 55 countries. My personal interests have included politics, history and geography, my study foci at BOLLI. As an SGL, I have led courses on Current Events, the EU, the USSR and Russia, and “Evil” Nations. As a UK citizen, I came to the U.S. in 1968 and became a citizen in 1977. This inculcated me with a deep interest in U.S. history and especially in its leaders. But my knowledge of some of the “lesser” accidental presidents is perhaps as limited as that of fellow BOLLI students, so we will learn together!
Contact Info	The SGL is open to contact by phone at 617-964-6740 (but not during dinner or key sporting events!) or preferably by email at ronlevy@comcast.net

Mu4-F10 **The Broadway Musical: Art Imitates History-Almost**
Leader **Robert E. Pill**
WEDNESDAY- COURSE PERIOD 3- 1:25 p.m. to 2:50 p.m.

Description This course is for those who have had some exposure to and knowledge of the Broadway Musical and who share the enthusiasm and passion for it.

We will briefly review the history and development of the musical theatre on Broadway, followed by reviews of some of the shows since the 1940’s that were based on biographical and/or historical themes.

About twenty familiar and unfamiliar shows will be discussed.

The themes will include:

- real people with an actual or modified storyline
- Biblical stories
- historical times and events recreated with combination of real and/or fictionalized events, people, and storyline.

Our discussions will focus on the differences that exist between historical fact and the portrayal on the Broadway stage. Numerous videos and audios will be presented during the ten week classes. However this course is not for individuals who would merely like to sit back to watch and listen.

Class member volunteers will be asked to prepare reports for each week’s program. Additionally many “show stoppers” from topical and other productions will be shown or played so you will leave the class humming. Although the material does not build from week to week, regular attendance is expected.

Readings (S) *Our Musicals Ourselves: A Social History of the American Musical Theatre*, John Bush Jones, ISBN 0-87451-904-7
(S) *Broadway Musicals: The 101 Greatest Shows of all Time*, Ken Bloom, Frank Vlastnik ISBN13: 978-1-579-12-313-0
(S) *Broadway the American Musical*, Michael Kantor, Laurence Maslon ISBN 0-8212-2905-2

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select a alternative.

Preparation time	1 hour
Computer Use	Required. Assignments and data will be sent via email. Web Sites will be listed as resources of information.
Biography	Robert Pill is a retired businessman who, although having had no formal musical training, has had a penchant and passion for the musical theatre since childhood, having grown up in a household in which classical and operatic music was played regularly. Attending many musicals each year provides him with a solid background of knowledge and appreciation for the medium. He is not an expert in the field but his love for the musical theatre, collection of video and audio files, together with the participation of class members who also have a zeal for and experience with the musical theatre, will generate a lively exchange.
Contact Info	The SGL is open to contact by phone at 617-969-2574 between 7:30-10:30 pm or by email at repill@aol.com

Lit5-F10	Voices in Modern Arab and Israeli Short Stories
Leader	Harriet and Richard Kahn
	WEDNESDAY- COURSE PERIOD 3- 1:25 p.m. to 2:50 p.m.
Description	<p>The focus will be on short stories, their multiple forms, themes and impacts on individual readers. The literature of the Near East provides a unique opportunity to experience recent developments in two classical cultural streams, as they interact with modernity, each other and us. We hope to discuss stories by Agnon, Yehoshua, Oz, Mahfouz, Kanafani, Khouri, and others.</p> <p>The course is appropriate for all levels. Although the stories will be different each week members are encouraged to attend every class. Prior to class discussion, members will be required to read the story, note their reaction, questions and associations then reread the story noting their further responses, and bring them to class for discussion There are no required presentations by class members.</p>
Readings	There is no text book. Copies of the stories will be distributed prior to discussion. There will be a charge to cover the cost of copying.
Preparation time	The reading and REREADING and notation is likely to take about 1 1/2 hours as preparation for each class discussion.
Computer Use	Desirable but not required.
Biography	Harriet Kahn, BA, MEd, is a retired early childhood educator, and an active mother and grandmother. Richard Kahn, MD, is a retired psychiatrist, and a reactive father and grandfather. Both have been pushing the short story at BOLLI for the past 14 semesters.
Contact Info	The SGL is open to contact by phone at 617-527-6850 during evenings, or by email at rjk527us@rcn.com

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

WEDNESDAY - COURSE PERIOD 4 - 3:00 p.m. to 4:25 p.m.

Lit4-F10	Freud's Oedipus Complex Revisited: Sons Remember their Mothers
Leader	Sophie Freud
Description	<p>WEDNESDAY- COURSE PERIOD 4 – 3:00 p.m. to 4:25 p.m.</p> <p>Although this course can stand by itself, open to all members without prior experience, it also continues the series of courses I have given on (auto)biographies focusing on family relationships. Freud wrote that the relationship between a mother and her son: <i>is altogether the most perfect, most free from ambivalence of all human relationships. A mother can transfer to her son the ambition she has been obliged to suppress in herself, and she can expect from him the satisfaction of all that has been left over in her of her masculinity complex.</i></p> <p>Examining memoirs, or (two) strongly autobiographical novels that sons have written about their mothers, we shall have a chance to evaluate whether or when or how Freud's assertion is born out by these writings. Class discussions will emphasize psychological and ethical issues, leaning on members' own opinions formed by their life experiences. Since classes focus on discussing readings, it is important and expected that all class members will have read the weekly assignments.</p>
Readings	<p>(R) D.H. Lawrence. <i>Sons and Lovers</i>. ISBN 0553211927</p> <p>(R) Rodger Kamenetz. <i>Terra Infirma. A Memoir of my Mother's Life in Mine</i>. ISBN 0-8052-1110-1</p> <p>(R) Romain Gary. <i>Promise at Dawn</i>. No ISBN could be found.</p> <p>(R) James McBride. <i>The Color of Water. A black man's tribute to his white mother</i>, ISBN 1-57322-578-9</p> <p>(R) Phillip Roth. <i>Portnoy's Complain</i>, ISBN 0394608100</p>
Preparation time	4-5 hours
Computer Use	Desirable but not required. I need to send members the hefty syllabus and extra readings via e-mail. And sometimes I send the class member messages between classes but that is less important.
Biography	I started as a clinical social worker and then became an academic for the next 30 years of my life, before joining BOLLI. I think this is my 10th course for our program. My courses have been well received. Inventing courses has become my old age past-time. I received a BA from Harvard, a MSW from Simmons and 20 years later, a Ph.D. from the Heller School at Brandeis. I was a professor of social work at the Simmons College School of Social Work for 30 years. My areas of teaching were courses on Developmental psychology, theories of psychotherapy, group work, family dynamics, etc. I also taught courses on women's issues at the Harvard Extension University. Books have been my cherished companions as a reader, book reviewer and author of 2 books, the latter a biography of my mother whose husband was the son of a famous man.
Contact Info	The SGL is open to contact by phone at 781-259-9729, from 4-5:30 pm and on weekends, or by email at sophiefr@verizon.net

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select a alternative.

Lit6-F10	On Reading Shakespeare
Leader	Michael Kaufman
	WEDNESDAY- COURSE PERIOD 4 – 3:00 p.m. to 4:25 p.m.
Description	This course will feature four plays written over the span of an incredible decade, one of unparalleled creativity. We will explore the remarkable progression of Shakespeare’s dramatic artistry and intellectual maturity and trace his deepening awareness of the inherent contradictions at the heart of human experience. Since Shakespeare’s plays are both literary works and theatrical performances, we will also consider his stagecraft: how he builds the rhythms of his plays, contrasts scenes, blocks characters and structures the overarching action for purposeful effects. The first play, <i>Romeo and Juliet</i> , which should be read before the first meeting, is a fitting opening of Shakespeare’s maturing art. It will introduce us to his theatre, his dramaturgy and his early work in tragedy. Then we will discuss in this order: <i>The Merchant of Venice</i> , <i>Othello</i> and <i>Antony and Cleopatra</i> .
Readings	Any good modern edition of the plays.
Preparation time	3 hours
Computer Use	Not required.
Biography	I have taught at a variety of universities and more recently at BOLLI for the last five or six years. I am the founder and principal of Humanities At Work, a humanistic development program for professionals and business executives using literary texts to engage participants in discussion about their work. I have offered such humanistic seminars to high ranking government officials, apparently to no avail.
Contact Info	SGL is open to contact by phone at 617-332-3347 between 7-9 pm.

THURSDAY - COURSE PERIOD 1 – 8:30 a.m. – 9:55 a.m.

H&G2-F10	FDR: His Life and Times
Leader	Edward Goldberg
	THURSDAY- COURSE PERIOD 1 – 8:30 a.m. to 9:55 a.m.
Description	FDR is thought by many to be the greatest man of the 20th century. I believe he saved the Western World from totalitarianism in the 1940s. This course will note FDR’s accomplishments and also his failings. But no BOLLI course could hope to include all the major aspects of his life. Instead I will lead a group discussion of FDR, limited to those topics that are of interest to me and offer an opportunity for dialogue. That is, they may be controversial. A basic knowledge of 20th century American history is required. Material for this course will build from week to week, but it is not critical to attend every class. Class members will be expected to participate with active discussion, occasional voluntary reports, and participation in one of several debates that are planned.
Reading	There are about 500 books in the Brandeis library with FDR in the title, and any one of them is probably all right. But our class will be reading (R) <i>FDR</i> , Jean Smith, ISBN 1400061210
Preparation time	2-3 hours
Computer Use	Required. I will communicate with the class continuously by email during the course.

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

Biography I am a retired physician, but I did major in American Studies while at Cornell. I have presented several times at BOLLI a course on the Health of the Presidents. FDR featured prominently in that effort. Now I wish to expand upon that and discuss FDR in depth, and not limit that to health issues. I have been a BOLLI member since the beginning, and this will be the tenth time that I will be an SGL.

Contact Info The SGL is open to contact by phone at 617-969-6786 from 8 am-8 pm, or by email at elgelg39@verizon.net

Art2-F10 **Innovative American Architects**

Leader **Eileen Mitchell**

THURSDAY- COURSE PERIOD 1 – 8:30 a.m. to 9:55 a.m.

Description Together we will explore American architecture from indigenous cultures through current times. We will focus on key transitions in the design, form and execution of buildings and on the architects who left their mark. Our discussions will include examples of private and public structures in the context of their date and location.

This is a participatory class. Class members are required to present brief reports on innovative architects, their buildings and / or styles. Study questions will revolve around architectural issues such as:

- What purpose does architecture serve – shelter, social reform, status, symbol?
- How does a building look and why does it look that way?
- How can an architect be both progressive and accepted?
- How important are innovation, tradition, harmony, function, environmental issues?
- How does history at home and abroad impact architectural ideals?
- Is bigger better; does less equal more; should form follow function?
- What constitutes an “American” building?

We will compile our selections of Best Buildings in America.

Required readings will be supplemented by pertinent websites and occasional DVDs. We will try optional field trips to innovative buildings in the Boston area.

“Architecture teaches you to see.” - I. M. Pei
“When we build, let us think that we build for ever.”- John Ruskin

Readings (R) *American Architecture (World of Art)*, David P. Handlin, ISBN 0500203733
(S) *American Architecture: A History*, Leland M. Roth, ISBN (Paperback), 0813336627 or 978-0813336626

Preparation time 2-4 hours

Computer Use Required to receive email assignments and to prepare reports.

Biography My working days involved software design and development of government communication systems. I also trained new personnel. Eleven years ago I graduated from work and began to play at BOLLI. At BOLLI I led classes in Archaeology/Maya, play reading/presentation and Contemporary Short Fiction. I was trained as a Boston By Foot docent and led many historical and architectural walking tours in the Boston area. We are so fortunate to live where numerous local buildings were built by innovative American architects.

Contact Info The SGL is open to contact by phone at 617-969-6786 between 9 am-7 pm or by email at emitmail@verizon.net

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

Mu1-F10	Why Sing Plays? A Second Collection
Leader	Arthur M. Finstein
Description	<p>THURSDAY- COURSE PERIOD 1 – 8:30 a.m. to 9:55 a.m.</p> <p>We'll study 3 important 20th-century musicals: MY FAIR LADY, A CHORUS LINE, and A LITTLE NIGHT MUSIC, as well as excerpts from some others such as CRAZY FOR YOU, CABARET, and THE FANTASTICKS. These works offer insight into the craft/art of creating high quality musical theater. And although they represent significantly different approaches to musicalizing their subject matter, all share common fundamental principles of musical theater established centuries ago. We'll review these core ideas, and then consider each piece, focusing on the placement, structures, and styles of songs to discover how the composers' musical choices sharpen character and plot, and deepen the impact of the play.</p> <p>While this is a second class on the subject, it is not expected or required that students will have taken the earlier course or have any specific musical skills or prior knowledge. What is required is an openness to and genuine enjoyment of musical theater. The material is cumulative from week to week and consistent attendance is encouraged. No presentations are required.</p>
Readings	<p>(S) <i>Pygmalion</i>, George Bernard Shaw (S) <i>My Fair Lady</i>, Alan Jay Lerner (S) <i>A Chorus Line: The Complete Book of the Musical</i>, Kirkwood, Bennett, Dante, Kleban (S) <i>A Little Night Music</i>, Wheeler, Sondheim</p> <p>Videos and other books will be recommended to students in the welcome letter, and I will provide copies of excerpts from other scripts and readings as well for little or no additional charge to the class.</p>
Preparation time	2-3 hours including video, audio and readings
Computer Use	Desirable but not required. I'd expect participants to be able to access some video/sound files online, and I would certainly be able to send bibliographic material, class summaries and other material to read. I would not expect to require people to use the computer to participate, and will show video material in class. But access to additional video and sound files will help people get to know the shows better.
Biography	I hold both BA and MFA degrees in Music from Brandeis. I am a retired Massachusetts Music Educator, and have music-directed more than 175 productions in the greater Boston scholastic, community and professional theater circuits. I have spoken at statewide, regional, and national conferences on Music and Theater Education, and continue to advocate for increased appreciation of and support for the creative arts, especially for music and musical theater.
Contact Info	The SGL is open to contact by phone at 508-875-6965, or by email at finstein@verizon.net

SGL1-F10	Learn & Lead: How to Become a Study Group Leader
Leader	Myrna Cohen
Description	<p>THURSDAY- COURSE PERIOD 1 – 8:45 a.m. to 9:55 a.m.</p> <p>This course will provide the environment needed for members to investigate ideas for and develop study group proposals to ensure that the BOLLI Program will continue to thrive.</p>

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Conveying what we know to others is as important as what we ourselves want to learn and can be very exciting! Members have an opportunity to share the incredible knowledge that exists at BOLLI .

The purpose is to encourage, as well as to give practical input and assistance to program members who have not given presentations or led courses at BOLLI and do not see themselves as a presenter or potential study group leader. Past and present study group leaders are also welcome. The course provides an opportunity to talk about topics, and receive input and support from other class members as a whole class, in small groups, or individually.

The class presents practical information about giving presentations and/or leading courses (e.g., how to structure a course, how to facilitate discussion, strategies to manage classes) so all members have an opportunity to participate. The SGL is available to meet with class members and /or BOLLI members (outside of Learn and Lead course) on an individual basis according to schedules. No prior knowledge is needed. This course is appropriate for a beginning, intermediate, or advanced student.

"The best way to learn is to teach"

Readings

SGL Handbook, BOLLI Proposal Form, examples of study group ideas and course proposals given at BOLLI and other lifelong learning institutes. Members will be supported to do research to identify books/other resources that they might use for the presentations or courses they want to develop.

Preparation time

This will depend on the goals and commitment of each of the course participants who may be motivated to do a considerable amount of work to complete a course proposal form.

Computer Use

Required. Email is an advantage for communication. If you do not have email, provisions will be made to assist you. We will potentially develop an Eboard for the class. Internet access and use is an advantage for developing a course or presentation in terms of doing research and identifying resources.

Biography

As a retired teacher, I strongly believe that learning is essential to our continued growth and well-being. I received a B.S. degree from Boston University and a M.ED from Lesley University. I am the past Chair of the Curriculum Committee and Resource Committee. Most of my professional work has been in the field of teaching, mentoring, and teacher training. I am presently a Wheelock College Supervisor, Consultant, and Mentor. I serve as a SOAR Lead Consultant to Non Profit organizations. I retired from the Newton Public Schools in June 2003 and am actively involved in many community programs.

Contact Info

The SGL is open to contact by phone at 617-969-6878 during evenings.

THURSDAY - COURSE PERIOD 2 - 10:05 a.m. – 11:30 a.m.

H&G7-F10

The Fundamental Fifties - The Light Side

Leader

David Moskowitz

THURSDAY- COURSE PERIOD 2 – 10:05 a.m. to 11:30 a.m.

Description

Through a stimulating and enjoyable exploration of the non-political side of the Fifties, the class will determine what significant aspects of this decade remain influential or led to the Sixties, e.g., civil rights and women's movements.

The course is divided into five two-week units: Consumerism/Fads/Lifestyle; Music; Written Word; Sports & Leisure Activities; and Film & Theater. Together we shall try to determine

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each unit's defining/iconic aspects: Which books and films best define this period and why? How and why did Rock & Roll originate? Did the Beat generation lead to the Hippie movement? How did sports change during this decade? How was leisure time spent? Why did *Playboy*, *Mad*, & *Sports Illustrated* all start in the Fifties?

We'll examine what was "cool" and why, e.g. hot rods and hula hoops, drive-ins and cruisin', Brando, Dean, & Monroe, along with what was unique about the Fifties. All of us have different memories and experiences based on our ages and where we then lived, but we'll enjoy the reminiscences and reach conclusions together.

Members are encouraged to present a report (7-10 minutes) from a long list. Reports given last term included discussing: Vance Packard's works, pro football's (and golf's) rise in popularity; why drive-ins proliferated, James Dean, paint-by-numbers, and *West Side Story*. Each class begins by discussing that week's mini assignments, e.g. using 1-3 words to describe the decade, choosing a seminal non-fiction work, or selecting five films that collectively best epitomize the various important themes of the fifties.

Readings	(R) <i>The Fifties</i> , David Halberstam, ISBN: 0-449-90933-6 (R) <i>As Seen on TV: The Visual Culture of Everyday Life in the 1950s</i> , Karal Ann Marling, ISBN 0-674-04882-2
Preparation time	The readings assigned will not be extensive and perhaps will average a little over two hours per week. There also will be some videos to watch at home via YouTube that vary in length from week to week; typically the less assigned reading the greater the amount of videos. Perhaps 10-15 minutes to think about the mini assignments for each class.
Computer Use	Required. It is needed to view the videos and to receive the assignments.
Biography	I graduated from U Penn's Wharton School and Harvard Law School. My legal career was spent mainly as a general counsel, including 11 years spent as Brandeis' first general counsel starting in 1976. This will be my second time teaching this course; I have previously taught the course <i>Early Television in America: Much More than Memories</i> . While the Sixties may better define me, I have long been fascinated by the Fifties and believe that is where my roots can be found.
Contact Info	The SGL is open to contact by phone at 781-444-7590 between 9 am-midnight or by email at djmoskowitz@verizon.net

Lit9-F10	A Timeless Issue: Greed
Leader	Elaine S. Reisman
	THURSDAY- COURSE PERIOD 2 – 10:05 a.m. to 11:30 a.m.
Description	Legitimate theatre and moving pictures often present positions on social issues which lend themselves to provocative discussions. Examination of selected plays and videos will generate discussion of GREED, a timeless issue. Recently, with the exposure of the Madoff scheme, 'greed' has become even more a topic of conversation. In this course, part of the subject matter will be the effectiveness of the techniques and style of writing to influence our thinking about 'greed.' Discussions will also include such topics as the nature of greed, motivations for being greedy, and need that turns into greed. Background of the writers and familiarity with issues of the times will also be part of our work together.

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	<p>Participants are expected to read/see all plays/videos. Voluntary reports about the lives of the writers/producers and about the times depicted will enhance discussion. Some scenes from the plays will be acted out.</p> <p>I am a facilitator of learning -- not an expert on drama nor on greed. This is an opportunity to think and learn together.</p> <p>Please plan to attend all classes unless ill or unexpected circumstances.</p>
Readings	<p>Most of the plays are available in the library. This list may be revised, please wait for your welcome letter.</p> <p>(R) <i>Volpone</i>, Ben Jonson</p> <p>(R) <i>Sly Fox</i>, Larry Gelbart, ISBN 978-0-573-61509-2</p> <p>(R) <i>The Voysey Inheritance</i>, David Mamet ISBN 0-307-27519-1</p> <p>(R) <i>The Little Foxes</i>, Lillian Hellman</p> <p>(R) <i>Glengarry Glen Ross</i>, David Mamet ISBN 0-8021-3091-7</p> <p>(R) <i>Everything in the Garden</i>, Edward Albee</p> <p>(R) <i>Solid Gold Cadillac</i>, George S. Kaufman</p>
Preparation time	2 hours
Computer Use	Required. I send recaps of the class and agendas for the next class via email.
Biography	<p>Thirteen sessions of leading BOLLI courses has left me with no doubt that this is a motivated community of people eager to share learning experiences. Learning through play is part of my background as I enjoyed the role of early childhood educator who facilitated the growth and development of young children. Perhaps that is why I chose plays as the vehicle for my courses. It allows for fun and ‘play’ as we gather knowledge about playwriting and the issues related to the theme of the course.</p>
Contact Info	The SGL is open to contact by phone at 781-538-6536 or by email at bresr28@comcast.net

Soc3-F10	Women’s Fate: The Cinderella Story Meets the Sexual Revolution
Leader	Eleanor Jaffe and Marjorie Roemer
	THURSDAY- COURSE PERIOD 2 – 10:05 a.m. to 11:30 a.m.
Description	<p>“A perfect storm has reshaped the landscape of married life, and few things about marriage will ever be the same,” so says Stephanie Cootz, author of <i>Marriage, a History: From Obedience to Intimacy, or How Love Conquered Marriage</i>. This contemporary text and the very old Cinderella story will frame our look at some fiction and non-fiction accounts that chart changes in our ways of conceptualizing marriage and its role in shaping women’s lives. We’ll start with the Victorians and the rebellions that followed, using the account of the Dickens’ marriage in <i>Parallel Lives</i> and Ibsen’s <i>A Doll’s House</i> as reference points. Then we’ll concentrate on more current accounts of the shifts, changes, dislocations, and reconceptualizations that we have witnessed (or participated in) as we move into the 21st century.</p> <p>Throughout the course, participants will be invited to read and discuss the ways they understand, empathize, or dismiss these accounts of change. The Pill, consciousness raising, aging, and gay marriage are some of the issues that will surface as we explore this territory. Participants need have no specialized prior knowledge. This study group will be appropriate for all who are interested in looking at where we have been and where we are going in the story of personal relationships and women’s destinies. Study group members will be called upon to prepare particular questions or responses that might shape some part of the</p>

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discussion and occasionally to survey some other sources of information to deepen our understandings. Learning will build from one week to the next as we explore this fascinating, evolving subject.

Readings

- (R) Ibsen, Henrik. *A Doll's House*, ISBN 978-0486270623
- (R) McEwan, Ian. *On Chesil Beach*, ISBN 978-0307386175
- (R) Strout, Elizabeth. *Olive Kitteridge*, ISBN 978-0-8129-7183-5
- (R) Updike, John. *Too Far To Go*, ISBN 978-0449200162
- (R) A packet of shorter readings prepared for the course. (Approx. cost \$10)

Preparation time

1-3 hours

Computer Use

Required. We will sometimes send texts, messages, or updates to the class. It is highly desirable that members of the class can utilize computers for this type of communication.

Biography

Eleanor: My working life included teaching English at the high school level, being a school guidance counselor, and finally working as a psychotherapist/social worker. I have taught four previous courses at BOLLI, each of them focused on various aspects of immigration. I and Marjorie met at BOLLI in '09 and have formed a creative partnership. I have been married to Burt for 47 years-another very creative partnership-and am a mother and grandmother.

Marjorie: I have taught English at the junior high school, high school, college, and graduate level. My experience has taken me from the New York City schools to Brookline HS, from the University of California at Santa Barbara to the University of Cincinnati. For the last sixteen years I was Director of Writing at Rhode Island College and Director of the Rhode Island Writing Project, an organization affiliated with the National Writing Project that brings together teachers at all levels of instruction. I earned my doctorate at Brandeis University and am happy to return to the Waltham campus.

Contact Info

Both SGL's are open to contact by phone:
Eleanor Jaffe: 617-670-9799 from 7-8 pm or by email at ejaffe80@aol.com
Marjorie Roemer: 508-541-7440 or by e-mail at marjorieroemer@verizon.net

H&G6-F10

India and Pakistan: The Emerging Giant and the Fragile Ally

Leader

Richard Mallon

THURSDAY- COURSE PERIOD 2 – 10:05 a.m. to 11:30 a.m.

Description

India and Pakistan play key roles in the future of the Mideast and Asia: Pakistan especially in the Afghan war and its aftermath, and India as a counterweight to that other emerging giant, China. But since independence from England, they have fought three wars with each other, mainly over India's occupation of Muslim Kashmir and Pakistan's support of insurgents there and its toleration of extremists affiliated with the Taliban. The Pakistan government is unstable but propped up by U.S. aid to secure its western border, whereas India has a solid democratic government struggling to put down an internal insurgency, reconcile religious strife, and modernize a very traditional society. The course will explore the troubled history of these countries, their roles in current events, and their prospects for the future.

Readings

(R) *In Spite of the Gods: The Rise of Modern India*, Edward Luce, First Anchor Book Edition, March 2008, ISBN 978-1-4000-7977-3

I will also pass out clippings to update events on specific topics.

Preparation time

2 hours plus several more for anyone making a presentation.

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select an alternative.

Computer Use	Not necessary
Biography	Military service in navy during World War II. BA from Princeton Univ., MA studies at Univ. of California at Berkeley, PHD in economics from Harvard. Worked for U.N. in Santiago, Chile for 7 years; spent the rest of my career with the Harvard Institute for International Development, half time teaching and research at the university and half time advising governments in Latin America, Asia and Africa on policy planning and analysis, including 5 years in the Indian sub-continent. Also served as an occasional consultant to the World Bank, the Latin American Development Bank, the Ford Foundation and USAID. My publications include a couple of books and a number of articles in professional journals
Contact Info	You can contact the SGL by phone at 617-965-3230, preferably between 7:00 and 8:30pm., or by email at rmallon@comcast.net .

THURSDAY - COURSE PERIOD 3 – 12:10 p.m. to 1:35 p.m.

H&G8-F10	Clint Eastwood: His Life In Film
Leader	Bob Palter
	THURSDAY- COURSE PERIODS 3 and 4 – 12:10 p.m. to 1:35 p.m. and 1:45 p.m. to 3:10 p.m.
	This is a two-period course which begins at 12:10 p.m. and ends at 3:10 p.m.
Description	<p><i>“Clint Eastwood has achieved an iconic status unmatched in the history of cinema. For more than six decades, he has been making outstanding films, first as a leading actor and subsequently as an intelligent and questioning director”</i>.....Richard Schickel, movie critic and author.... <i>“Always unwilling to talk about his films as anything but entertainment and less unwilling to talk about his private life in anything but a certain set of rote answers to the press the clues to who he is and what he does are nevertheless found not only in the content of the movies he makes but also within the context of the life he has led. He is an American artist whose films are at once great entertainments and cautionary tales, and as all great movies are, both windows and mirrors. They offer glimpses into his private contemplations even as they reflect universal truths to audiences everywhere”</i>.....Marc Eliot, author on film topics...</p> <p>Often his screen, as well as his real life personas, have engendered condemnation from film critics and political commentators. When confronted with this criticism he has responded: <i>“There’s a rebel lying deep in my soul. Any time anybody tells me that the trend is such and such...I go the opposite way.”</i></p> <p>Within the context of these comments we will study the work and life of Clint Eastwood and determine the validity of what has been said and written about him. Through the readings assigned and viewing some of his most successful films there will be ample material that will give the class a foundation for these discussions.</p> <p>These films will include (subject to revision): <i>“For A Few Dollars More,” “The Outlaw Josey Wales,” “Dirty Harry,” “Play Misty For Me,” “The Enforcer,” “In The Line Of Fire,” “The Bridges Of Madison County,” “The Unforgiven,” “Million Dollar Baby,”</i> and <i>“Gran Torino”</i></p> <p>Prior knowledge of this subject is <u>not</u> required. However this course is appropriate for the serious student who wants to study this American film icon.</p>

If you will be absent for 3 or more weeks during the semester, read the course descriptions carefully. Courses where the SGL has indicated the importance of regular attendance are not appropriate for you. Please select a alternative.

Readings	(R) <i>Clint Eastwood: A Biography</i> , Schickel, Richard, ISBN 0-679-42974-3/ 0-67974991-8 (S) <i>American Rebel: The Life of Clint Eastwood</i> , Eliot, Marc, ISBN 978-0-307-33688
Preparation time	3-4 hours per week
Computer Use	Required. A large amount of supplementary material will be transmitted via the Internet.
Biography	My academic work at MIT, HBS, and UMass Boston and my prior teaching activities at BOLLI and HILR convinced me that film in addition to being a source of entertainment was a great means of communication and an art form often expressing an actor's or director's political and cultural philosophy. Thus I researched the life and work of Clint Eastwood. It is expected that this course will bring to a debate whether Eastwood wanted to influence American cultural and political society or was his work merely his interpretation or reflection of that society
Contact Info	The SGL is open to contact by phone at 617-965-3377 weekdays before 8 pm or by email at rpalter@verizon.net

Soc2-F10	Younger than Spring Time: How to Stay That Way
Leader	Shelly Glazier
	THURSDAY- COURSE PERIOD 3 – 12:10 p.m. to 1:35 p.m.
Description	This course will focus on the many issues which affect us in the second half of life. The class will investigate ways seniors can continue to feel “younger than spring time.” We will explore issues of mind, body and emotions. No prior knowledge is required. This course is appropriate for anyone who has a zest for life and would like to find greater fulfillment in his or her daily interactions. Several specialists in areas such as elder law, finance, social, and health issues (which you and your family are likely to face now or in the future) will give presentations. Questions will be addressed during informal discussions. Class members will be asked to volunteer to participate in giving presentations on topics of interest. The overall purpose of the course will be to increase awareness of one's potential for enjoying life to its fullest.
Readings	I will be using material from the internet for the reading material.
Preparation time	1 hour
Computer Use	Desirable but not required. Various articles will be accessed from the internet. I will be emailing them to the class members. However, students without internet access will receive printed versions of the articles.
Biography	I am a retired licensed Marriage and Family therapist who practiced on the North Shore for over 30 years. I founded and led a clinical therapists' peer group for over 12 years, led a Brandeis National Committee study group for 9 years, and a Hadassah study group for over 8 years. I worked as a private clinical supervisor for 15 years, and was active in various community programs. This will be my fourth time leading a course at BOLLI.
Contact Info	The SGL is open to contact by phone at 617-332-3176 until 9 pm or by email at shellyglazier@verizon.net

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Hum1-F10	The New York Experience: What Makes this City Unique?
Leader	Naomi Schmidt and Tamara Chernow
	THURSDAY- COURSE PERIOD 3 – 12:10 p.m. to 1:35 p.m.
Description	<p>Many of us have grown up or lived for a while in New York City. Others have developed attachments with the city through the media or visits. This course will use essays, memoirs, fiction, and video to explore selected aspects of the New York experience and discover just what makes this city unique. Included will be a brief history of the city, the multicultural environment, class and ethnic conflicts, and the impact of new immigrants and changing neighborhoods. We will also examine the history and culture of the subways, the Robert Moses legacy, recreational areas, and sports. Using themes from the readings as a framework, participants will share their own experiences and memories of their times in the city. Volunteers will be asked to contribute reports on topics of interest to supplement the assigned readings.</p> <p>No prior knowledge is needed, and all are welcome, including those who have not experienced New York City first hand.</p>
Readings	<p>(R) Essay: <i>Here is New York</i>, included in <i>Essays of E. B. White</i>, ISBN 0060932236 (available from libraries)</p> <p>(R) <i>The Historical Atlas of New York City</i>, Eric Homberger and Alice Hudson, (available from Amazon \$4.74 - \$17.33)</p> <p>(R) <i>Netherland</i> by Joseph O’Neill (available from libraries or Amazon \$1.30-\$10.17)</p> <p>Articles and essays from various sources, to be distributed (via eBoard and email) by the SGLs.</p>
Preparation time	2 hours
Computer Use	Required. Readings will be distributed electronically, via email and eBoard.
Biography	<p>Originally trained as a physicist, Naomi Schmidt taught Computer Science at Brandeis in the 1970’s and 1980’s and then worked for 16 years at both Brandeis and MIT in the field of Academic Computing. She has been a BOLLI member since 2003 and has been a Study Group Leader for “Invitation to the Dance” and “Science Fiction,” as well as co-leading “Who’s Afraid of 20th Century Music?” with Peter Schmidt.</p> <p>Tamara Chernow was a librarian and library administrator for 25 years. During that time she organized and facilitated programs at the library and led a book club. At BOLLI she has co- led two Drama courses. Tamara grew up and spent her early adulthood in Brooklyn, New York and still says “The City” when she is referring to Manhattan.</p>
Contact Info	<p>The SGLs are open to contact by phone at 617-527-2610 (Naomi, before 9 PM) and 617-965-9680 (Tamara between 10am-8 pm) or by email at naomischmidt@comcast.net or tamarachernow@comcast.net</p>

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Mu3-F10	Aaron Copland: America's Composer
Leader	Barbara Killeen Paquette
	THURSDAY- COURSE PERIOD 3 – 12:10 p.m. to 1:35 p.m.
Description	<p>This class is a survey of the life and works of Aaron Copland and his contributions to the "American" sound. Many pieces are heard in class and Copland's life is discussed with the only expectation being that you would like to learn more about Aaron Copland. This course is for anyone who enjoys music and would like to learn more about Aaron Copland. It will be an historical survey of his life and work. There will be aural and visual examples. Score samples will be provided when appropriate. This is for appreciation not analysis. Students are encouraged to present a project either oral or written to be shared with the class. The major works will be <i>Appalachian Spring</i>, <i>Billy the Kid</i>, <i>Rodeo</i>, <i>Tender Land</i>, <i>A Lincoln Portrait</i>, and <i>Fanfare for the Common Man</i>. We will follow his life and discover many of his minor works as well i.e. <i>Symphony for Organ</i>, <i>Sextet</i>, <i>Clarinet Concerto</i>, and <i>Vitebsk</i>.</p> <p>Prior knowledge is not required, and one can join at any level of musical understanding. Attendance is strongly encouraged in order to absorb and appreciate the scope of Copland's life and work. Class participation is expected. There are two recommended books (although not required) listed below. Pollack's book is a detailed biography of Copland's life and work. The Butterworth book is a listing of his works with short descriptions.</p>
Readings	(S) <i>Life and Work and an Uncommon Man</i> , Howard Pollack, ISBN 9780252069000 (S) <i>The Music of Aaron Copland</i> , Neil Butterworth, ISBN 9780907689089
Preparation time	Recommended reading as above.
Computer Use	Recommended, to receive emails and other information.
Biography	I have a Bachelor of Music degree from the University of Massachusetts at Amherst and have done graduate work at the University of Massachusetts at Lowell and taken classes at Oberlin Conservatory and Berklee College of Music. I am a certified music educator who has been teaching for over thirty years. I have taught in private and public schools from kindergarten through college specifically the University of Massachusetts at Lowell, University of Massachusetts at Amherst, Worcester Polytechnic Institute, Worcester State College and The Performing Arts School of Worcester. My classical percussion playing experience with orchestras and ensembles is extensive. My solo performance presentation is called "Sounds of Marimba." On weekends I serve as a church music director.
Contact Info	The SGL is open to contact by phone at 508-234-4679 after 8 pm or by email at bkpaquette@verizon.net

THURSDAY - COURSE PERIOD 4 – 1:45 p.m. to 3:10 p.m.

H&G8-F10	Clint Eastwood: His Life In Film
Leader	Bob Palter
	THURSDAY- COURSE PERIODS 3 and 4 – 12:10 p.m. to 1:35 p.m. and 1:45 p.m. to 3:10 p.m.
	This is a two-period course which begins at 12:10 p.m. and ends at 3:10 p.m.

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Rel2-F10	Introduction to Bible: Stories Our Ancestors Told About Their Ancestors
Leader	David L. Kline
	THURSDAY- COURSE PERIOD 4 – 1:45 p.m. to 3:10 p.m.
Description	<p>This is a continuation of my Introduction to Bible courses, but the name change reflects the focus: stories, narratives as found in Bible – mostly in prose but some in poetry. Selections come from the three sections of Tanach (Bible): Torah (Pentateuch), N’vi’im (Joshua through Malachi), K’tuvim (Psalms through Chronicles).</p> <p>The object is twofold. First, literary appreciation, reading for pleasure, discovering a past world of creative writing, an ancient genre. This will include critical reading to distinguish between factual and fictional passages. Second, reconstructing the history of the people and the development of their ideas.</p> <p>Prior knowledge is desirable, but the course will be appropriate for any level student. Participants will be encouraged to make class presentations.</p>
Readings	(S) Richard Eliot Friedman, <i>Who Wrote the Bible</i> (S) Robert Alter, <i>The Art of Biblical Narrative</i>
Preparation time	1-2 hours
Computer Use	Desirable but not required. I communicate frequently with class by email and participants sometimes email the class. Many resources on Bible exist on the Web.
Biography	<p>Bible has been my passionate pursuit since college. I have had wonderful teachers: at Brandeis, Shimon Ravidovich, Nachum Glatzer, Cyrus Gordon; at Hebrew Union College, Sheldon Blank, Julius Lewy, William Hallo, Matityahu Tsevat, Ellis Rivkin; at Hebrew University, Shmaryahu Talmon, Avraham Malamut, Nechamah Leibowitz; at Columbia University Graduate School, Isaac Mendelsohn, Edith Porada. I chose in 1966 to devote myself to the pulpit and did not complete a PhD at Columbia, but teaching has been a treasured part of my life.</p> <p>I was adjunct professor of Bible at University of Louisiana at Monroe for 15 years, and before that, taught at Colorado College, Colorado Springs. Early on I was interested in archaeological/historical studies. I focused on the origins and early development of the people of Israel. University classes moved me in the direction of literary criticism and theology. I teach Bible as world class literature and a treasure of ideas that remain current today.</p>
Contact Info	The SGL is open to contact by phone at 617-599-3341 or by email at davidkline@gmail.com

Sc1-F10	Law and Bioethics
Leader	Charles “Buzzy” Baron and Milton Heifetz
	THURSDAY- COURSE PERIOD 4 – 1:45 p.m. to 3:10 p.m.
Description	<p>The course will struggle with the ethical and legal dilemmas raised by abortion, euthanasia, rationing of medical care, advances in human genetics, medical experimentation, organ transplantation, decision-making for incompetent patients, and public health emergencies. Members should come to class ready to engage the leaders and their classmates in dialogue aimed at determining how best to use legal institutions to deal with the bioethical issues posed by that day’s assigned readings.</p>

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No prior knowledge is needed. This course is appropriate for beginning, intermediate, or advanced students.

Readings	Articles and related materials will be distributed in advance by e-mail attachment.
Preparation time	2-3 hours
Computer Use	Required, but only to receive assigned reading materials and correspondence by e-mail.
Biography	Baron is a Professor Emeritus at Boston College Law School and Heifetz is a retired neurosurgeon from Cedars Sinai Hospital in L.A. Both have lectured, published, and taught extensively in the fields of law, medicine, and bioethics. Despite disagreeing with each other over a number of important issues, they managed (to their mutual amazement) to have a wonderful time teaching with each other at Boston College Law School for almost twenty years.
Contact Info	The SGL is open to contact by email at Baron@bc.edu or mheifetz@aol.com

THURSDAY – 3:20 p.m. to 4:25 p.m.

NY1-F10	The New Yorker Discussion Group (this discussion group is an “extra” and does not count in your course total)
Facilitators	Phyllis Cohen and Sandy Traiger
	THURSDAY – 3:20 p.m. to 4:25 p.m.
Description	The New Yorker Fiction discussion group meets weekly to discuss the current short stories appearing in the magazine. Join us to enjoy world class literature, stimulating discussions and lots of laughs.
Contact Info	Facilitators are Sandy Traiger at 781-862-5318, sandyharristraiger@verizon.net and Phyllis Cohen at 508-651-9630, saffta@comcast.net

Dr1-F10	Scene-iors Drama Club (this is an “extra” and does not count in your course total)
Facilitators	Becky Meyers and Eileen Mitchell
	THURSDAY – 3:20 p.m. to 4:25 p.m.
Description	The Scene-iors Drama Club is a play discussion group that will culminate in a dramatic reading at the end of the semester.
Contact Info	Facilitators are Becky Meyers at 978-263-2997 or by email at beckymeyers@newview.org and Eileen Mitchell at 617-969-6786 between 9am and 7pm or by email at emitmail@verizon.net